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THE IMPACT OF ,PARENT-ADOLESCENT INDIVIDUATION

ON SIBLING RELATIONSHIPS IN LATE

ADOLESCENT FEMALES

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Psychology:

Child Development Psychology

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by

Andrea Lynn Woods

March 2004

THE IMPACT OF PARENT-ADOLESCENT INDIVIDUATION

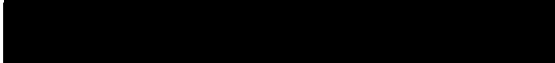ON SIBLING RELATIONSHIPS IN LATE

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March 2004

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ABSTRACT

The purpose of this study was to examine the impact of parent-adolescent individuation on the quality of sibling relationships in late-adolescent females. It was hypothesized that: 1) maternal and paternal individuation would be positively and significantly correlated with conflictual and rivalrous qualities of the sibling relationship, 2) maternal and paternal individuation would be positively and significantly correlated with positive sibling qualities, and 3) maternal and paternal individuation would be positively and significantly correlated with sibling deidentification. Results showed moderate support for the hypotheses. First, conflictual individuation was related to poor sibling relationship qualities. In addition, functional, attitudinal, and emotional individuation was related to positive sibling relationship qualities. Finally, there was slight support for the relationship between parental attitudinal individuation and sibling deidentification. Overall, these results are consistent with the research on individuation, family systems theory, and deidentification.

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CHAPTER ONE

INTRODUCTION

Individuation is defined as the "ability to achieve a

sense of self that is separate and distinct from

significant others while simultaneously maintaining a sense

of emotional connectedness to those others" (Bartle et al.,

1992, p.73). Individuation is an important normative

transition, and it plays a key role in the healthy

adjustment of older adolescents (Blos, 1979; Moore, 1987).

Indeed, Douvan and Adelson (1966) state that this

transition "is one of the universals of the adolescent

experience" (p. 119). The purpose of this study is to

examine the impact of parent-adolescent individuation on

the quality of sibling relationships in late-adolescent

females.

The Process of Individuation

Essential to an understanding of the individuation

construct is the notion of individuation as a process.

According to Blos (1979), the individuation process during

adolescence consists of the dissemination of family

dependencies and involves emotional disengagement from

internalized infantile objects, which is accompanied by and

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reflected in the contemporary relationship between parents and their children. Within this framework, individuation is defined as the process by which a person becomes increasingly divergent from a past or present relational context. This process involves an array of intrapsychic and interpersonal modifications that share a common direction (Karpel, 1976). In the context of the family, Gavazzi and Sabatelli (1990) discuss how achieving a sense of individuation during adolescence and adulthood involves at least two sub-processes: a) a depiction of the self, in which a sense of mature independence and separateness is gained; and b) the renegotiation of relationship structures, which translates ultimately into the acquisition of a sense of balance and thus more mature connectedness. Overall, this process of individuation involves an individual's successive and progressive negotiation of the balance between separateness and connectedness in relationship to the family of origin (Cohler & Geyer, 1982; Grotevant & Cooper, 1986; Mahler, Pine, & Bergman, 1975; Meyer, 1980; Staff, 1973). Therefore, achieving an age-appropriate level of individuation would be a consistent task at each period of development. According to Bartle et al. (1989), this

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suggests that at each age there is an appropriate symmetry between separateness and connectedness in relation to the family that changes as the individual develops. Therefore, a toddler may be appropriately more connected than separate. However, as one reaches adolescence, age-appropriate individuation may be illustrated by the need for more psychological or functional separateness because a transformation in the level of interconnectedness with the family is essential for the adolescent to begin assuming adult responsibilities and roles (Bartle, Anderson, & Sabatelli, 1989).

Individuation and the Family System

To better understand the process of individuation, one must examine the system in which this process occurs. This system is the family. The family has been described as an open, ongoing, goal-seeking, self-regulating, social system (Broderick, 1993). Systems such as the family consist of unique features such as gender and generation structure which set it apart from any other social system. Furthermore, each family system is defined by its own particular structural features (e.g., size, complexity, composition), the psychobiological characteristics of its

individual members (e.g., age, gender, health, temperament, and so on), and its sociocultural and historic position in its larger environment (Broderick, 1993).

Within the family system there are certain guidelines. Although these guidelines are open to input from the environment, they aid in maintaining continuity and identity over long periods of time (Broderick, 1993). One such set of guidelines governs the relational distances among family members. They regulate the moving balance between the forces working to "bond" the family members together into one coherent unit and the counterforces working to "buffer" the members which ultimately will preserve a measure of independent personal identity for each member and limit the degree of enmeshment. Other rules govern "traffic" across the family borders. These rules regulate the balance between "bridging" to the outside world so members can access necessary resources from the environment and maintaining a boundary between the family and outside world in order to protect members from threatening or unwanted intrusions from that same environment (Broderick, 1993).

In addition to these features and rules, the family system consists of three subsystems which are the spousal

subsystem, the parent-child subsystem, and the sibling subsystem. According to family systems theory, what occurs within any subsystem in the family affects and is affected by what occurs in the other subsystems (Cicirelli, 1991). Therefore, what occurs within the parent-child subsystem, for instance, will affect what occurs in the spousal and sibling subsystems.

Parent-adolescent Individuation

Parent-child relationships, particularly in late adolescence, are continuously aiming to find a balance between "bonding" and "buffering", "bridging", and "maintaining a boundary" (Broderick, 1993).

According to Hoffman (1984), an adolescent's individuation from his or her parents is defined as an individual's motivation toward healthy personal adjustment which is crucially dependent on his or her ability to separate psychologically from the parents and acquire a sense of identity as an autonomous individual. From this construct of individuation, Hoffman (1984) developed four distinct conditions of the process of individuation (also referred to as psychological separation). Functional independence is defined as the ability to manage and direct one's practical and personal affairs without the help of

his or her parents; attitudinal independence is defined as the image of oneself as unique from one's mother and father, having one's own set of beliefs, values, and attitudes; emotional independence is freedom from excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father; and conflictual independence is freedom from excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father. Hoffman (1984) concludes that through this process of individuation, adolescents become psychologically separate from both parents while maintaining positive family ties which enable them to attain healthy adjustment in adulthood.

Overall, at the same time an adolescent is beginning to assume adult responsibilities and roles, it is necessary and appropriate that relationships with parents gradually be redefined to a more mutual and adult level so that continuity of intimacy and a sense of belonging can be maintained (Gavazzi & Sabatelli, 1990). This reconstitution of the parent-child relationship, however, is generally characterized by some sort of stress and strain (Steinberg, 1991).

Consequences of Parent-adolescent Individuation

Early analytic writers suggested that adolescent rebellion, conflict with parents, and detachment from parents are typical and normal signs of the transition of individuation (Steinberg, 1991). Steinberg (1991) cautions, however, that the belief that conflict is normal during these adolescent years could cause families in serious distress to be less likely to seek professional help. In contrast to the earlier views, more recent research on parent-child relationships indicate that approximately 75% of families enjoy warm and pleasant relations (Offer, 1969). Offer, Ostrov, and Howard (1981) also provide research that indicates that during the transition of individuation, the majority of adolescents report admiring their parents, feeling loved and appreciated by them, and that they turn to them for advice and counsel.

According to Steinberg (1991), adolescence is a time of temporary conflict in the family, which is characterized by increases in "bickering and squabbling" and diminished levels of positive interaction. This conflict or bickering generally is over mundane or normal everyday occurrences in

the family including schoolwork, social life, home chores, and peers (Pardeck & Pardeck, 1990).

Collins (1989) suggests that this conflict may be caused by the differing expectations parents and adolescents have for one another. The expectations parents and adolescents have of one another can range anywhere from financial to social responsibilities. For example, parents may believe that once their adolescent becomes technically an adult (i.e., age 18), they should assume financial responsibility for themselves such as paying for car insurance, health insurance, education, and extracurricular activities. Some adolescents, however, may not feel capable of assuming these responsibilities. Socially, parents may expect their adolescent to restrict their social activities in order to focus on higher education. Once again, some adolescents may have different views regarding this expectation. Parents, however, are not the only ones in this relationship that may have different expectations. Adolescents also can expect to assume responsibilities that their parents may feel they are not ready for. For example, an adolescent may feel that he or she is responsible enough to move out and be on their own and perhaps expect his/her parents to aid in this transition. However, some parents

may not feel their adolescent is ready or capable enough to assume such a great responsibility. Therefore, expectations can exist in a variety of situations (e.g., curfew, leaving home, attending/not attending college) and also can be expected by either the parent or the adolescent (e.g., the child may feel he or she is responsible enough to go away to college whereas parents may not and vice versa). Conflict arises during this transition of individuation when expectations begin to change, causing "violations" in expectations regarding parent-child interactions (Collins, 1989). These violations in expectations can be caused by transitions in activities and by transfers in responsibilities. Transitions in activities are situations in which the adolescent violates patterns of behavior that were established prior to adolescence (Collins et al., 1997). Transfers in responsibilities are the forming of new expectations, possibly discordant, by both the parents and the adolescent (Collins et al., 1997). Therefore, conflicts arise from discrepancies parents and adolescents have regarding the timing and significance of these transitions.

Though conflict in the family does occur, Steinberg (1991) notes that it does not indicate that adolescents have "detached" from their parents. In fact, Steinberg

(1991) suggests that conflict may contribute positively to an adolescent's psychosocial development. However, keep in mind that we are typically talking about families who enter this transition with strong foundations of trust and are likely to negotiate the transition with little cost. Conflict can be very detrimental for families whose emotional stability is weak prior to the transition to this stage, causing them to fall deeper into levels of detachment (Steinberg, 1991). For families with strong foundations, Steinberg (1991) states that "conflict with parents is important in the development of adolescent individuation- a conflict-free situation may lead to fear of separation, exploration, and independence for the adolescent"(p.32).

Pardeck and Pardeck (1990) suggest that these parent-adolescent conflicts are a sign of an adolescent's push for independence and therefore should be viewed as positive. Furthermore, Montemayor (1986) suggests that during adolescence these conflicts may be critical to the development of individuation in late adolescence and early adulthood. According to Steinberg (1991), the duration of conflict that occurs is brief. This period of conflict aids parents and adolescents to develop mature, cooperative, and

reciprocal relationships in which the adolescent gains independence, responsibility, and maturity (Steinberg, 1991).

Overall, individuation during late adolescence is a normal developmental process which requires the relationship with the parents to be redefined. The redefinition of this relationship consists of a gradual rearrangement of the parent-child relationship from unbalanced authority during early and middle childhood toward potentially adult-to-adult balance and mutuality during adulthood (Bartle et al., 1989). This transition also must involve changes in the degree to which the adolescent is functionally, financially, and psychologically dependent on significant others (Meyer, 1980).

Individuation and the Sibling Relationship

Although, research has examined how individuation expresses itself in relation to the parent-child relationship, very little research has been conducted on how this transition in the parent-child relationship affects sibling relationships. According to family systems theory, the connection between siblings does not occur in

isolation, but rather it takes place in the larger context of the family. Furthermore, at the same time changes are occurring in the parent-child subsystem in aiming to find a balance between "bonding" and "buffering", "bridging", and "maintaining a boundary", similar changes are occurring in the sibling subsystem or sibling relationship (Cicirelli, 1991).

Various strategies have been employed at finding some order to the complex sibling relationship. In their analysis of 103 preadolescent sibling pairs, Stocker and McHale (1993) implemented a three-dimensional approach to the quality of the sibling relationship. The three dimensions were affection, rivalry, and hostility. Their results indicated that siblings rated the level of affection in their relationship similarly. However, levels of rivalry and hostility were not correlated with each other. In relation to family systems theory, one of their most interesting findings was the degree to which the sibling bond was influenced by the quality of the parent-child bond. In the parent-child relationship, warmth was a moderately good predictor of higher levels of affection and lower levels of hostility and rivalry among siblings (Stocker & McHale, 1993).

Similar to the parent-child relationship and in accordance with family systems theory, during the process of individuation the sibling relationship experiences some conflict or rivalry (Cicirelli, 1991). In the preadolescent years, rivalry and conflict are generally demonstrated by hitting, pinching, shoving, and so on. As children mature, additional forms take place such as getting each other in trouble with parents, interfering in each other's activities, and arguing. In adolescence, the conflict and rivalry generally shifts from physical to verbal. At all ages, the extent of responses to aggression can vary from counterattacks to submission to attempts to alleviate or arbitrate (Schachter, 1985).

Deidentification

Research has shown that individuation is a complex process; however, within that process exists other processes, such as "deidentification". Deidentification, by definition, is the process by which one views oneself as being different from others, seeing themselves as a unique and separate individual, especially from their siblings (Schachter & Stone, 1987). It is theorized that deidentification serves as a method which assists others in the individuation process (Schachter & Stone, 1987).

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Deindentification is also a way for siblings to get the individual attention they need from their parents (Schachter et al., 1976).

By definition, siblings are individuals who share many commonalities such as their shared genes, homes, family, school, and environments. Despite all of these commonalties, research suggests that siblings are not as similar to one another as they may appear. In fact, they may be as different from one another as are children from different families (Rowe & Plomin, 1981). Research on sibling differences was virtually nonexistent before 1970, when research on sibling relationships focused primarily on sibling *similarities*. However, since the late 1970's, more research has been conducted on sibling *differences*. Through this research, a new phenomenon has been discovered: sibling deidentification. Sibling deidentification has contributed greatly to researchers' understanding of why siblings differ (Schachter & Stone, 1987).

According to Broderick (1993), sibling deidentification is one common sibling "buffering" tactic in family systems theory. By definition, sibling deidentification occurs when siblings subconsciously tend to define themselves as different from one another

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(Schachter & Stone, 1987). For example, one sibling may be active, the other passive; one the introvert, the other the extrovert; one the easy child, the other the difficult one (Schachter et al., 1976).

Deidentification is a normal developmental process that begins at a very early age (Schachter et al., 1978). Schachter et al. (1978) found, based on mother's judgments of her two children as "different" or "opposite", that sibling deidentification increases in the first year of life and by age six it stabilizes. Sibling deidentification not only begins at an early age by the parent but by the children as well. Though deidentification begins at an early age it is not necessarily a conscious process acted upon by the parents or the siblings. Once again, the natural differences that exist between children and their parents (as well as siblings) such as temperament, age, gender, etc. all contribute to the formation of this process. Naturally we are different and, therefore, naturally we are treated differently by others and react differently toward others. In their research on social comparison in preschoolers, Mosatche and Bragonier (1982) found that 84.4% of children in preschool "when observed in their school setting for 15 minutes each, produced some

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kind of social comparison statement, for example, "I can run faster than you" (p. 377). Dunn and Kendrick (1982) found that children as young as 2, 3, and 4 years of age frequently compared themselves to their siblings in their day-to-day conversations, many of them doing so shortly after the birth of their sibling.

Sibling deidentification not only begins at a very early age but also is most prevalent among the first two children born into the family (Schachter et al., 1976). In their research on sibling deidentification, Schachter et al. (1976) found that not only was sibling deidentification found to be most prevalent among the first two children born into a family, but that it was less common among the second and third born or first and third born. Possible reasons for this may be that the first born child may have some subconscious insecurities about themselves and the love the parents have for them upon the arrival of the second born. Naturally a lot of attention is given to the latter born because of the greater dependencies the child has on the parents and therefore "sets the stage" for jealousy, competition, and the subconscious drive to be different or special from one another. This is especially true among the first two children born because it is

something new and unknown. By the arrival of a third born, the change is less dramatic and the first two children feel less threatened about one another. These findings also were found to hold true in families with only two children (Schachter et al. 1976). Schachter et al. (1976) also found that same-sex siblings were more often described as different compared to opposite-sex siblings.

In summary, we know what sibling deidentification is and when and with whom it is most likely to occur. In addition, several researchers have theorized why sibling deidentification occurs. In examining the pattern and the occurrence of sibling deidentification, researchers suggest that deidentification is designed to diminish sibling rivalry where it is expected to be most intense (Schachter & Stone, 1987). As stated previously, sibling deidentification between the first two children in the family is most prevalent and is likely to be the most conflictual in nature because comparison, competition, and conflict are concentrated on because of the delay in the birth of the third born, if any. Similarly, research has indicated that sibling deidentification occurs more frequently among same-sex siblings as compared to opposite sex siblings which can be explained by common shared

desires and attributes of same sex siblings. With all of
these conflicts, researchers suggest that sibling
deidentification aids in making these conflicts more
manageable by enabling siblings to express themselves
differently and within different environments (Schachter &
Stone, 1987). By making one's self different from another
sibling, he or she becomes noncomparable, which reduces the
occurrence of comparison that leads to conflict (Schachter
& Stone, 1987). According to Schacter et al. (1976), with
negative feelings aside and conflicts reduced, siblings are
able to strengthen the love bonds between them.

Although siblings may be described at one moment as
constantly arguing, sworn enemies, they can be best friends
the next, or at least until the next conflict occurs.
According to Schachter and Stone (1987), what is occurring
is a pattern of siblings resolving their conflicts and
restoring good feelings toward one another. During this
pattern of conflict resolution, siblings also are learning
crucial skills such as negotiating, sharing, and
compromising all in the safety net of their homes which
will prepare them for the world that lies ahead.

In conclusion, by defining oneself as different from
one's sibling, one can reduce the negative occurrences of

sibling rivalry and diminish the damage that can be done to the sibling relationship by the constant comparison and competition. Parents also must acknowledge the fact that their children are different and should treat them as individuals and at the same time be conscious of actions or statements that could contribute to the sibling rivalry between their children. Deidentification also has been theorized to benefit the sibling relationship in a positive way in that through deidentification siblings are more apt to like one another as opposed to disliking one another (e.g., just as friends are different with varying emotions, beliefs, and characteristics, and may not like everything about one another, knowing and accepting their differences and allowing one another to be who they are allows the friendship to grow and strengthen).

Due to the fact that the sibling relationship generally endures longer than other relationships and over time is likely to become more important, it may be crucial to the long term survival of the sibling relationship that siblings come out of this transition of individuation with positive affect. If one wishes to endure a positive and long-lasting relationship with their sibling or siblings, it appears to be important to come to see oneself as

different with one's own identity. This will ultimately

lessen the occurrence of negative feelings and attitudes

toward one another, which over time could be detrimental to

the sibling relationship. On the other hand, it may be that

deidentification occurs/increases as a form of

individuation from family members, as an attempt to

demonstrate one's uniqueness and separateness.

Summary and Purpose of Study

In summary, research to date has investigated the

concept of individuation and has found that not only is it

an important normative transition but also it plays a key

role in the adjustment of older adolescents. Research to

date has examined how individuation expresses itself in

relation to the parent-child relationship, yet there are no

studies on how this transition affects sibling

relationships. The purpose of this study is to examine the

impact of parent-adolescent individuation on the sibling

relationship during the late adolescent period. Findings to

date indicate that while changes are occurring in the

parent-child subsystem, similar changes are occurring in

the sibling subsystem and that similar to the parent-child

relationship and in accordance with the family systems

theory, during the process of individuation the sibling

relationship experiences some conflict or rivalry

(Cicirelli, 1991).

Therefore, the general purpose of this study is to

examine the effect of parent-adolescent individuation on

the sibling relationship. In general, it is expected that

individuation (i.e., higher levels of conflictual,

functional, instrumental, and attitudinal independence from

both mother and father) will be significantly and

positively related to higher levels of quarrelling,

rivalry, and de-identification in sibling relationships.

Hypothesis 1

Maternal and paternal individuation will be positively

and significantly correlated with conflictual and rivalrous

qualities of the sibling relationship (i.e., dominance,

competition, antagonism, and quarreling).

Hypothesis 2

Maternal and paternal individuation will be positively

and significantly correlated with positive sibling

qualities (i.e., intimacy, affection, acceptance,

admiration, emotional support, instrumental support, and

knowledge).

Hypothesis 3

Maternal and paternal individuation will be positively and significantly correlated with sibling deidentification.

It is expected that the findings of this study will increase the understanding of the impact of late adolescent individuation on the family system, and further the understanding of the dynamics of sibling relationships. In addition, it is hoped that a better understanding of the importance of the process of individuation will increase the knowledge we have of this normal developmental passage during the late adolescent/young adult period. Understanding the impact of individuation on the sibling relationship would contribute to our knowledge of how individuation impacts all family members and family dynamics, and add to our knowledge of how the sibling relationship is altered over time.

CHAPTER TWO

METHOD

Participants

A total of 102 females from a medium-sized southwestern university city participated in this study. The participants had at least two siblings with one being the same gender; age span varied. Participants ranged in age from eighteen to twenty-five ($\underline{M}$=22.4; SD=1.8) and were predominately Caucasian (46%) and Hispanic (24%). The remainder included African-American (16%); Asian (4%); and "Other" (10%) ethnicities. Sixty-seven percent of the participants were single (the remainder included 18% who were married, 3% who were separated or divorced, and 2% who were widows). Seventy-two percent of the participants were from intact families-of-origin; 28% were from non-intact families-of-origin. Finally, participants came from predominately middle-to lower-middle class backgrounds with 58% of their fathers having a high school diploma or less (23% had some college; 19% had a college degree or higher).

Materials

The following measures were compiled into a single questionnaire.

Individuation

The Psychological Separation Inventory Scale (PSI)
(Hoffman, 1984) was used to assess psychological separation
and individuation from both mother and father during late
adolescence (Appendix A). The PSI consists of four scales:
Functional Independence (i.e., the ability to manage and
direct one's affairs without parental help), Emotional
Independence (i.e., freedom from an excessive need for
approval, closeness and emotional support from parents),
Conflictual Independence (i.e., freedom from excessive
guilt, anxiety, mistrust, inhibition, responsibility, anger
or resentment from parents) and Attitudinal Independence
(i.e., image of oneself as being unique or different from
one's parents, having one's own beliefs, values, and
attitudes). Each of the four scales are responded to
separately for mother and for father, resulting in four
mother and four father scales. The PSI consists of 138
total items (69 items for the mother scales and 69 for the
father scales). All items are written so that a subject
could rate on a 7-point Likert type scale how accurately
the statement described them (0= not at all true of me, 7=
very true of me). Participants' responses to the 138 items
were scored by adding the ratings for each item of a

specific subscale and then subtracting this number from the total possible score for that scale. Higher scores reflect greater psychological separation and individuation. Cronbach's alpha for the PSI ranged between .84 and .92 (Hoffman, 1984).

Sibling Relationship Measures

Two facets of the sibling relationship were assessed: the *quality* of the sibling relationship and sibling "deindentification".

To assess the quality of the sibling relationship, the Adult Sibling Relationship Questionnaire (ASRQ) (Furman, Lanthier, & Stocker, 1997) was used (Appendix B). The ASRQ assesses an individual's perceptions of their own behavior and feelings toward their sibling and their perceptions of their sibling's behavior and feelings toward them. The ASRQ consists of a total of 81 items grouped into fourteen scales: Intimacy (i.e., communication regarding things that are important to one another, such as feelings or personal issues, and whether siblings understand one another on various issues), Affection (i.e., friendship, closeness, and caring between siblings), Knowledge (i.e., knowledge about one another pertaining to relationships and ideas), Acceptance (i.e., acceptance of personality, lifestyle, and

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ideas), Admiration (i.e., admiration of one another in general, and how proud siblings are of each other's accomplishments), Emotional Support (i.e., being there for one another in times of need, stress, and during important personal decisions), Instrumental Support (i.e., help with non-personal problems, practical advice, and financial assistance), Dominance (i.e., control, bossiness, and superiority), Competition (i.e., jealousy and performance), Antagonism (i.e., irritation and anger with one another, and demeaning one another), Quarrelling (i.e., criticism and disagreements), Maternal Rivalry (i.e., favoritism, support, and closeness of the mother toward the participant and to other siblings) and Paternal Rivalry (i.e., favoritism, support, and closeness of the father toward the participant and to other siblings). Items for thirteen of the fourteen subscales (excluding the Rivalry items) are written so that participants can rate how characteristic each item is for themselves and their sibling using Likert scale ratings (1= hardly at all, 5= extremely much). Maternal and Paternal Rivalry (i.e., items 11, 12, 23, 24, 38, 39, 50, 51, 65, 66, 77, and 78) are rated on 5-point Likert scales (1 = participant is usually favored, 2 = participant is sometimes favored, 3 = neither participant

nor sibling is favored, 4 = sibling is sometimes favored, 5 = sibling is usually favored). Examples of these items include, "Do you think your mother/father favors you or this sibling more?" and "Does this sibling think your mother/father favors him/her or you more?" These items are recoded as absolute discrepancy scores (0 = neither child is favored, 1 = parents sometimes favor one child over the other, 2 = parents usually favor one child over the other). Cronbach's alpha for the ASRQ ranged between .74 and .92 (Furman, Lanthier, & Stocker, 1997).

Sibling Deidentification Measures

Three scales were used to assess sibling deidentification. The first was the Similarity subscale from the ASRQ (Furman, Lanthier, & Stocker, 1997)(Appendix C). This four-item scale measures how similar siblings are in terms of commonality, personality, thought processes, and lifestyles. These items are written so that participants can rate how characteristic each item is for themselves and their siblings using Likert scale ratings (1 = hardly at all, 5 = extremely much). We also created a 12-item scale for use in this study, which measures perceived similarity between participant and siblings *specifically* in relation to career, friendship, religion, politics, values,

and lifestyles (Appendix D). These items are rated on a 7-point Likert scale (1 = almost identical, 4 = neutral, 7 = completely unlike). Finally, a 6-item questionnaire was constructed for use in this study to assess perceived similarities and differences among siblings. These questions were open-ended which provided more in-depth responses compared to the 12-item scale (Appendix E). These items are rated on a two point Likert scale (1= yes, 2 = no).

Demographic Information

Subjects were also asked to report their age, ethnicity, number of siblings, gender and age of siblings, their and their parents' marital status, and educational level of parents (Appendix F).

Procedure

Questionnaires were distributed to volunteers in undergraduate classes. Participants were asked to respond to each question as it related to their sibling closest in age. Participants returned the completed forms to the researcher during the following class meetings or via mailbox.

CHAPTER THREE

RESULTS

The means and standard deviations for the measures
used in this study are shown in Table 1.

Hypothesis 1

The first hypothesis stated that maternal and
paternal individuation would be positively and
significantly correlated with conflictual and rivalrous
qualities of the sibling relationship (i.e., dominance,
competition, antagonism, and quarreling). To test this
hypothesis, Pearson correlations were computed for the
maternal and paternal individuation variables and the
negative sibling qualities (i.e., quarreling, antagonism,
maternal rivalry, paternal rivalry, competition, dominance,
and conflict). Results showed that conflictual independence
(for mother) was positively and significantly related to
all negative sibling relationship qualities (Table 2). That
is, the more freedom participants have from their *mothers*
regarding excessive guilt, anxiety, mistrust, inhibition,
responsibility, anger or resentment, the more likely they
are to perceive their sibling relationship negatively

Table 1. Means and Standard Deviations for Maternal and Paternal
Individuation, Sibling Relationship Quality, and Sibling
Deidentification (N = 102)

Scale	Mean	SD

Individuation:

		Mean	SD
1. Maternal: Functional Independence		46.9	9.8
2. Emotional Independence		58.3	12.8
3. Conflictual Independence		97.1	16.8
4. Attitudinal Independence		44.2	11.4
5. Paternal: Functional Independence		52.5	9.9
6. Emotional Independence		61.8	14.3
7. Conflictual Independence		103.4	15.2
8. Attitudinal Independence		49.8	12.1

Sibling Relationship Quality (ASRQ Scale):

	Mean	SD
1. Intimacy/Warmth	19.3	5.8
2. Quarreling/Conflict	12.8	4.2
3. Affection/Warmth	20.9	6.2
4. Antagonism/Conflict	13.9	5.0
5. Admiration/Warmth	21.4	4.8
6. Maternal Rivalry	15.4	4.5
7. Emotional Support/Warmth	18.4	4.4
8. Competition/Conflict	14.8	3.8
9. Instrumental Support/Warmth	16.1	4.1
10. Dominance/Conflict	15.7	3.8
11. Acceptance/Warmth	20.6	4.9
12. Paternal Rivalry	14.8	5.1
13. Knowledge/Warmth	19.9	4.2
14. Warmth	148.9	31.5
15. Conflict	57.1	13.8

Sibling Deidentification:

	Mean	SD
1. Similarity/Warmth (ASRQ)	12.4	2.8
2. Similarities and Differences Scale		
a. Try to be like your sibling	2.1	1.0
b. Try to be different from sibling	1.4	.6
c. Important to be similar to sibling	2.5	.9
d. Important to be different from sibling	1.5	.6
e. Parents influence on sibling similarities	2.2	1.0
f. Parents influence of sibling differences	1.6	.5

Scale	Mean	SD

3. Perceived Dissimilarity in:

	Mean	SD
a. Clothes	3.5	1.7
b. Music	2.9	1.3
c. Educational goals	3.4	1.7
d. Career goals	4.4	1.8
e. Qualities in friends	4.0	1.7
f. Types of friends	4.4	1.7
g. Religion	3.3	1.9
h. Political parties	3.9	1.6
i. Political issues	3.8	1.6
j. Having a family of one's own	3.2	1.7
k. Basic values in relationships	3.3	1.5
l. Overall meanings and values	3.2	1.6

(i.e., quarreling, antagonism, competition, dominance, conflict, maternal and paternal rivalry).

Furthermore, results showed that higher levels of paternal rivalry in the sibling relationship (i.e., favoritism, support, and closeness of the father toward the participant and to other siblings) are positively and significantly related to *paternal* functional independence (i.e., the ability to manage and direct one's affairs without parental help), emotional independence (i.e., freedom from excessive need for approval, closeness, and emotional support from parents), and conflictual independence (i.e., freedom from excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger).

Additionally, Table 2 shows that higher levels of dominance in the sibling relationship (i.e., control, bossiness, and superiority) are positively and significantly related to maternal and paternal functional independence (i.e., the ability to manage and direct one's affairs without parental help) and emotional independence (i.e., freedom from excessive need for approval, closeness, and emotional support from parents).

In summary, there was some support for the hypothesis.
Results showed that the less one is tied up with excessive
guilt, anxiety, mistrust, inhibition, responsibility, anger
or resentment with one's *mother*, the more one's sibling
relationship is likely to be characterized by negative
sibling qualities.

Also, the less one is tied up with excessive conflict
(i.e., guilt, anxiety, mistrust, inhibition,
responsibility, anger, resentment), excessive emotions
(i.e., need for approval, closeness, togetherness,
emotional support) and the less one has to seek help to
manage and direct one's own affairs in relation to one's
father, the more one perceived their sibling relationship
to be characterized with paternal rivalry (i.e.,
favoritism, support, and closeness of the father toward the
participant and to other siblings).

Furthermore, the less one has to seek help from both
their mother and father to manage and direct their own
affairs and the less one has to seek constant approval,
closeness, and emotional support, the more likely it was
that individuals perceived their sibling relationship to be
characterized by control, bossiness, and superiority.

Table 2. Pearson Correlations for Maternal and Paternal Individuation and Negative Qualities of the Sibling Relationship (N = 102)

	Negative Sibling Relationship Qualities						
	Quarreling	Antagonism	Maternal Rivalry	Paternal Rivalry	Competition	Dominance	Conflict
Maternal Individuation:							
Functional	.00	.06	-.02	.14	.07	.31**	.13
Emotional	-.05	.01	-.11	.10	-.02	.24*	.05
Conflictual	.43***	.39***	.36***	.32***	.40***	.22*	.44***
Attitudinal	-.24*	-.22*	-.14	.01	-.09	.14	-.14
Paternal Individuation:							
Functional	.07	.08	.16	.28***	.18	.35***	.20*
Emotional	.11	.09	.16	.30**	.17	.46***	.24*
Conflictual	.11	.17	.22*	.29**	.001	.09	.12
Attitudinal	-.16	-.18	.01	.17	-.00	.16	-.07

* $P \leq .05$

** $P \leq .01$

*** $P \leq .001$

Functional Independence: the ability to manage and direct one's practical and personal affairs without help.

Emotional Independence: freedom from excessive need for approval, closeness, togetherness, or emotional support.

Conflictual Independence: freedom from excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger.

Attitudinal Independence: the image of oneself as unique, having one's own set of beliefs, values, and attitudes.

One additional finding regarding gender differences is worth noting. Conflictual independence from mothers was more salient in relation to negative sibling relationship qualities than from fathers, whereas functional and emotional independence from fathers was more salient in relation to negative sibling relationship qualities than from mothers.

Hypothesis 2

The second hypothesis stated that maternal and paternal individuation would be positively and significantly correlated with positive sibling qualities (i.e., intimacy, affection, acceptance, admiration, emotional support, instrumental support, and knowledge). To test this hypothesis, Pearson correlations were computed for maternal and paternal individuation and positive sibling qualities (see Tables 3 and 4). Overall, the correlations obtained were generally significant and positive for these variables. Specifically, results showed that there was a significant and positive correlation between maternal and paternal functional independence and most of the positive sibling relationship qualities, suggesting that the more one is able to manage and direct

Table 3. Pearson Correlations for Maternal Individuation and Positive Sibling Qualities (N = 102)

| | Maternal Individuation[a] | | | |
	Functional	Emotional	Conflictual	Attitudinal
Sibling Relationship Quality: Positive Scales (ASRQ)				
1. Intimacy	.25*	.24*	−.08	.30**
2. Affection	.22*	.24*	−.07	.30**
3. Admiration	.31**	.26**	−.05	.35***
4. Emotional Support	.20*	.13	.08	.21*
5. Instrumental Support	.35***	.25*	.13	.20*
6. Acceptance	.19*	.20*	−.15	.37***
7. Knowledge	.29**	.18	−.02	.31***
8. Warmth	.30**	.25*	−.05	.34***

*   P≤ .05
**   P≤ .01
***   P≤ .001

[a]Functional Independence: the ability to manage and direct one's practical and personal affairs with out the help.

Emotional Independence: freedom from excessive need for approval, closeness, togetherness, and emotional support.

Conflictual Independence: freedom from excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger.

Attitudinal Independence: the image of oneself as unique, having one's own set of beliefs, values, and attitudes.

Table 4. Pearson Correlations for Paternal Individuation and Positive
         Sibling Qualities (N = 102)

| | Paternal Individuation[a] | | | |
	Functional	Emotional	Conflictual	Attitudinal
Sibling Relationship Quality: Positive Scales (ASRQ)				
1. Intimacy	.18	.33***	.07	.20*
2. Affection	.20*	.36***	.10	.22*
3. Admiration	.16	.26**	-.02	.18
4. Emotional Support	.21*	.26**	.08	.09
5. Instrumental Support	.23*	.32***	.17	.10
6. Acceptance	.16	.22*	.06	.26**
7. Knowledge	.19*	.32***	.06	.24*
8. Warmth	.22*	.34***	.09	.21*

*   P≤ .05
**   P≤ .01
***   P≤ .001

Functional Independence: the ability to manage and direct one's
practical and personal affairs with out the help.

Emotional Independence: freedom from excessive need for approval,
closeness, togetherness, and emotional support.

Conflictual Independence: freedom from excessive guilt, anxiety,
mistrust, responsibility, inhibition, resentment, and anger.

Attitudinal Independence: the image of oneself as unique, having one's
own set of beliefs, values, and attitudes.

one's affairs without parental help, the more likely they are to perceive their sibling relationship as positive and warm. This relationship was stronger for mother functional independence than for father independence.

Furthermore, the significant correlations obtained were positive for maternal and paternal emotional independence, and also for some of the positive sibling relationship qualities. This suggests that the more one is free from excessive need for approval, closeness, and emotional support from parents, the more they perceive their sibling relationship to be positive and warm. This relationship was stronger for father emotional independence than for mother independence.

Lastly, the significant correlations obtained were positive for maternal and paternal attitudinal independence and some of the positive sibling relationship qualities, suggesting that the more one has an image of oneself as being unique or different from one's parents, having one's own beliefs, values, and attitudes, the more they perceived their sibling relationship to be positive and warm. This relationship was stronger for mother (compared to father) attitudinal independence.

There were no significant correlations between maternal and paternal conflictual independence and positive sibling qualities.

In summary, there were similar patterns of results for mother and father: all types of parental individuation except conflictual independence were positively and significantly related to warm/positive sibling relationships. In addition, there were differences in the strengths of the correlations between maternal and paternal individuation (with maternal having higher correlations with functional and attitudinal individuation and paternal having higher correlations with emotional individuation) positive qualities of sibling relationships.

Hypothesis 3

The third hypothesis stated that maternal and paternal individuation would be positively and significantly correlated with sibling deidentification (i.e., the process by which one views oneself as being different from others, unique and separate individuals, especially from their siblings). To test this hypothesis, Pearson correlations were computed for maternal and paternal individuation and three "sibling deidentification"

Table 5. Pearson Correlations for Maternal Individuation and Sibling
          Deidentification Subscales (N = 102)

| | Maternal Individuation | | | |
	Functional	Emotional	Conflictual	Attitudinal
Silbing Deidentification:				
1. Similarity/Warmth (ASRQ)	-.23*	-.15	.14	-.19
2. Similarities and Differences Scale				
a. Try to be like your sibling	-.06	.02	-.07	.03
b. Try to be different from silbing	-.19	-.21*	.12	-.20*
c. Important to be similar to sibling	.08	.16	-.03	.20*
d. Important to be different to sibling	-.02	.03	-.04	.01
e. Parents influence on sibling similarities	-.02	.05	.27**	.06
f. Parents influence on sibling differences	-.14	-.11	.12	-.17
3. Perceived Dissimilarity in:				
a. Clothes	.26**	.20*	-.25*	.27***
b. Music	.07	.08	-.11	.06
c. Educational Goals	.18	.21*	-.18	.30**
d. Career goals	.18	.08	-.08	.30**
e. Qualities in friends	.14	.13	-.21*	.36***
f. Types of friends	.21*	.16	-.24*	.33***
g. Religion	.13	.16	-.07	.31***
h. Political parties	.08	.01	-.01	.17
i. Political issues	.12	.01	-.20*	.19
j. Having a family of one's own	.08	.12	-.19	.21*
k. Basic values in relationships	.27**	.20*	-.09	.29**
L. Overall meanings and values in life	.19*	.18	-.12	.28**

* $p \leq .05$
** $p \leq .01$
*** $p \leq .001$

Table 6. Pearson Correlations for Paternal Individuation and Sibling
Deidentification Subscale (N = 102)

	Paternal Individuation			
	Functional	Emotional	Conflictual	Attitudinal

Silbing Deidentification:

1. Similarity/Warmth (ASRQ)

	Functional	Emotional	Conflictual	Attitudinal
1. Similarity/Warmth (ASRQ)	-.19	-.16	-.14	-.10
2. Similarities and Differences Scale				
a. Try to be like your sibling	-.11	.15	-.19	.00
b. Try to be different from silbing	-.08	-.04	-.06	-.19
c. Important to be similar to sibling	.07	.14	.19	.11
d. Important to be different to sibling	.14	.22*	-.11	.12
e. Parents influence on sibling similarities	.02	.06	.18	.07
f. Parents influence on sibling differences	-.15	-.03	-.12	-.10
3. Perceived Dissimilarity in:				
a. Clothes	.16	.25*	.05	.25*
b. Music	-.11	.05	-.16	-.07
c. Educational Goals	.09	.14	-.13	.25*
d. Career goals	.07	.00	-.07	.13
e. Qualities in friends	-.05	-.03	-.12	.18
f. Types of friends	.03	.05	-.10	.25*
g. Religion	.15	.21*	.12	.38***
h. Political parties	.14	.11	.18	.30**
i. Political issues	.18	.23*	.02	.34***
j. Having a family of one's own	.23	.21*	.09	.31***
k. Basic values in relationships	.15	.21*	.02	.31***
L. Overall meanings and values in life	.14	.23*	-.07	.29**

*   p≤ .05
**   p≤ .01
***   p≤ .001

conflictual individuation and sibling deidentification.

Overall, Table 5 and Table 6 show that the most salient individuation category for sibling deidentification was attitudinal independence from both mother and father. This indicates that on items where subjects reported being most dissimilar to their siblings, they were also more likely to see themselves as unique from their own mother and father, having their own set of beliefs, values and attitudes.

CHAPTER FOUR

DISCUSSION

In general, it was expected that individuation (i.e.,
higher levels of conflictual, functional, instrumental, and
attitudinal independence from both mother and father) would
be positively and significantly correlated with higher
levels of quarreling, rivalry, and deidentification in
sibling relationships. For the most part the results of
this study were mixed. Overall, we found slight support for
the relationship between maternal conflictual independence
and poor sibling relationship qualities. We also found a
moderate positive correlation between some types of
maternal and paternal individuation (specifically,
functional, emotional, and attitudinal individuation) and
positive sibling relationship qualities. These results
suggest that the type of individuation from parents is an
important factor in examining how this impacts the quality
of the sibling relationship. Lastly, we found slight
support for the relationship between parental individuation
(attitudinal individuation only) and sibling
deidentification (specifically, in values, beliefs, and
friends).

Results regarding the first hypothesis (i.e., which predicted a positive significant relationship between maternal and paternal individuation and conflictual/rivalrous qualities of the sibling relationship) suggested that higher levels of conflictual independence from one's *mother* (i.e., freedom from excessive need for approval, closeness, togetherness, and emotional support) were related to higher degrees of quarreling, antagonism, maternal rivalry, paternal rivalry, competition, dominance, and conflict. In other words, the more "secure" and "trusting" the subjects felt in relation to their mother, the more dissimilar they perceived themselves to be from their siblings, acting out in the ways that were predicted (e.g., having different values, beliefs, and friends).

Though correlations were not consistent across both parental relationships (i.e., mother and father), this is understandable due to the nature of those relationships. In other words, mother-daughter relationships are not exactly the same as father-daughter relationships and the variables within each relationship are numerous (i.e., age, gender roles, primary caregiver(s), working parent(s), proximity, divorce)(Steinberg, 1991). Another reason the results may

be more salient among maternal relationships is that females traditionally tend to take on the primary caregiver role in relation to their infant, therefore, instilling a more significant bond or secure attachment with their child (Steinberg, 1991). Therefore, perhaps the participants in this study had a closer bond with their mothers than their fathers in early life and therefore perceived more independence from them in adulthood.

Results also showed that dominance in the sibling relationship (i.e., control, bossiness, superiority) was moderately to highly-moderately correlated with functional and emotional independence, i.e., being self-directed and not seeking closeness from parents. The meaning of this correlation is somewhat unclear; perhaps these variables are related to a third variable we did not measure. Perhaps the participants of our study, who are approaching adulthood, perceived their sibling relationships to be more conflictual in nature (i.e., control, bossiness, superiority) because they were trying to individuate not only from their parents but their siblings as well.

Another possibility for this significant relationship is that perhaps the participants in this study experienced varied degrees in closeness in the parenting they received.

According to Steinberg (1991) and attachment theorists, an insecurely attached relationship would serve as a working model of distant, cold, and unhealthy relationships which our participants could have transferred to their sibling relationship over time, thus creating the perception of negative sibling qualities in their current sibling relationship.

Steinberg's (1991) and Cicirelli's (1991) research also supports our findings in that during adolescence and the process of individuation, conflict in the family (i.e., parent-child relationships and sibling relationships) increases and positive interaction levels decrease. This conflict, however, may contribute positively to an adolescent's psychosocial development, or what Hoffman (1984) describes as an individual's healthy personal adjustment.

Overall, these results provide some support for the family systems theory that what occurs within any subsystem in the family affects and is affected by what occurs in the other subsystems (Cicirelli, 1991).

Results for the second hypothesis (i.e., maternal and paternal individuation being positively and significantly correlated with positive sibling qualities) suggested that

positive sibling relationship qualities (i.e., similarity, intimacy, affection, admiration, emotional support, instrumental support, acceptance, knowledge, and warmth) were related to higher levels functional, emotional, and attitudinal independence from one's mother and father. In other words, the more a participant perceived their sibling relationship to be positive the more they perceived themselves to be independent from their parents functionally (i.e., able to manage and direct their affairs); emotionally (i.e., free themselves from excessive need for approval, closeness, and emotional support); and attitudinally (i.e., view themselves as being unique or different, having one's own beliefs, values, and attitudes in relation to their parents).

These findings are understandable and consistent with the research if there were lower levels of conflict and higher levels of warmth in our subjects' relationships with their parents early on in life. Stocker and McHale (1993) found in their study that warmth in the parent-child relationship was a good predictor of higher levels of affection and lower levels of hostility and rivalry among siblings. These findings are also consistent with attachment research, which has found that early secure

parent-child attachment relationships help foster working

models of interpersonal relations that are carried over the

lifespan (Grotevant & Cooper, 1986). In other words, the

participants of our study may have had warm, positive,

securely attached relationships with their parents in early

life, which served as a working model of positive, warm

relationships which they carried with them through life

thus far (i.e., sibling relationship, peer relationships,

etc). This research relates to the process of individuation

in that children who have good quality early attachment

relationships appear to have a greater ability to

individuate (Grotevant & Cooper, 1986; Kamptner, 1989).

Overall, positive attachment in infancy to one's

parents is related to positive, successful interpersonal

relationships in adulthood, including the development of a

unique sense of self. In addition, the results are

consistent with the research on individuation and sibling

deidentification in that though conflict does occur,

positive feelings continue to define the sibling

relationship.

Results for the third hypothesis (which predicted a

positive and significant relationship between maternal and

paternal individuation and sibling deidentification) show

that the more individuated one is from their parents attitudinally (i.e., seeing oneself as unique, having one's own beliefs, values, and attitudes) the more likely they are to see themselves as unique and separate individuals, especially from their siblings (Schacter & Stone, 1987). As previously stated, these results also support the family systems theory in that what occurs within any subsystem in the family affects and is affected by what occurs in the other subsystems (Cicirelli, 1991). Additionally, subjects reported that they perceived themselves as having more dissimilarities with their siblings and at the same time saw themselves as being unique and different from their mother and father in terms of beliefs, values, and attitudes. These findings also support the theory that deidentification benefits the sibling relationship in a positive way in that through deidentification siblings are more apt to like one another as opposed to disliking one another (Schacter & Stone, 1987). That over time though there may be a decline in companionship, the emotional attachment between siblings remain moderately strong throughout the lifespan (Buhrmester & Furman, 1990).

Limitations of Research and Areas
of Future Research

While the purpose of this study was exploratory in
nature, several limitations in its interpretation should be
noted. First, the nature of the questionnaire items may
limit the validity of these results. The impact of parent-
adolescent individuation on sibling relationships could
best be studied as a longitudinal design (e.g., from birth,
when deidentification begins, through late adulthood). It
would be interesting to see how at each stage of life one
affects the other and what particular variables (e.g., age,
gender, age-spacing, intact vs. non-intact families) play a
more significant role in the relationship between parent-
adolescent individuation and sibling relationships.

Also, future research could look at males to determine
the impact their parent-adolescent relationship has on
their sibling relationships. Parenting styles could also be
examined to see the impact of these on the quality of
subsequent sibling relationships. Future research designs
could also include a more in-depth probe of parent-
adolescent relationship characteristics (e.g., gender,
birth order, temperament, intact vs. non-intact families)
and sibling relationships (e.g., gender, birth order,

51.

temperament, intact vs. non-intact families) through use of interviews of not only subjects but also subjects' parents and siblings.

It is important that future studies control for subjects' gender, age, age-spacing, parenting style, quality of parent-child relations, and birth order to provide a clearer understanding of how these variables impact the process of parent-adolescent individuation and consequently sibling relationships across the lifespan.

Summary and Conclusion

In conclusion, this study found moderate support for the hypotheses. Specifically, we found that conflictual individuation is related to poor sibling relationship qualities and functional, attitudinal, and emotional individuation is related to positive sibling relationship qualities. These results show that the type of individuation from parents is important to the quality of the sibling relationship. In addition, the results are consistent with the research on individuation and sibling deidentification in that though conflict does occur, positive feelings continue to define the sibling relationship.

Furthermore, we found slight support that parental attitudinal individuation is related to sibling deidentification, particularly in relation to siblings values, beliefs, and friends.

Overall, this study suggests that parent-adolescent individuation is related to the quality of sibling relationships in late adolescence. The findings of this study contribute to the understanding of the process of individuation in the parent-child relationship, specifically, how this transition is related to the quality of the sibling relationship.

APPENDIX A

PSYCHOLOGICAL SEPARATION INVENTORY

PSYCHOLOGICAL SEPARATION INVENTORY

Instructions: The following list of statements describes different aspects of students' relationships with both their mother and father. A scale ranging from 1 to 5 tells how well each statement applies to you. In the space next to the statement, please enter a number from "1" (Not at all true of me) to "5" (Very true of me). For the statement that does not apply enter "1". Please be completely honest. Your answers are entirely confidential and will be useful to the study if they accurately describe you.

Not at all true of me	A little bit true of me	Moderately true of me	Quite a bit true of me	Very true of me
1	2	3	4	5

___ 1. I like to show my friends pictures of my mother.
___ 2. Sometimes my mother is a burden to me.
___ 3. I feel longing if I am away from my mother for too long.
___ 4. My ideas regarding racial equality are similar to my mother's.
___ 5. My mother's wishes have influenced my selection of friends.
___ 6. I feel like I am constantly at war with my mother.
___ 7. I blame my mother for many of the problems I have.
___ 8. I wish I could trust my mother more.
___ 9. My attitudes about obscenity are similar to my mother's.
___ 10. When I am in difficulty I usually call upon my mother to help me out of trouble.
___ 11. My mother is the most important person in the world to me.
___ 12. I have to be careful not to hurt my mother's feelings.
___ 13. I wish that my mother lived nearer so I could visit her more frequently.
___ 14. My opinions regarding the role of women are similar to my mother's.
___ 15. I often ask my mother to assist me in solving my personal problems.
___ 16. I sometimes feel like I'm being punished by my mother.
___ 17. Being away from my mother makes me feel lonely.
___ 18. I wish my mother wasn't so overprotective.
___ 19. My opinions regarding the role of men are similar to my mother's.
___ 20. I wouldn't make a major purchase without my mother's approval.
___ 21. I wish my mother wouldn't try to manipulate me.

___ 22. I wish my mother wouldn't try to make fun of me.
___ 23. I sometimes call home just hear my mother's voice.
___ 24. My religious beliefs are similar to my mother's.

___ 25. My mother's wishes have influenced my choice of major at school.
___ 26. I feel that I have obligations to my mother that I wish I didn't have.
___ 27. My mother expects too much from me.
___ 28. I wish I could stop lying to my mother.

___ 29. My beliefs regarding how to raise children are similar to my mothers.
___ 30. My mother helps me to make my budget.
___ 31. While I am home on a vacation I like to spend most of my time with my mother.
___ 32. I often wish that my mother would treat me more like an adult.
___ 33. After being with mother for a vacation I find it difficult to leave her.
___ 34. My values regarding honesty are similar to my mother's.
___ 35. I generally consult with my mother when I make plans for an out of town weekend.
___ 36. I am often angry at my mother.
___ 37. I like to hug and kiss my mother.
___ 38. I hate it when my mother makes suggestions about what I do.
___ 39. My attitudes about solitude are similar to my mother's.
___ 40. I consult with my mother when deciding about part-time employment.
___ 41. I decide what to do according to whether my mother will approve of it.
___ 42. Even when my mother has a good idea I refuse to listen to it because she made it.
___ 43. When I do poorly in school I feel I'm letting my mother down.
___ 44. My attitudes regarding environmental protection are similar to my mother's.
___ 45. I ask my mother what to do when I get into a tough situation.
___ 46. I wish my mother wouldn't try to get me to take sides with her.
___ 47. My mother is my best friend.
___ 48. I argue with my mother over little things.

___ 50. I do what my mother decides on most questions that come up.
___ 51. I seem to be closer to my mother than most people my age.
___ 52. My mother is sometimes a source of embarrassment for me.

___ 53. Sometimes I think I am too dependent on my mother.
___ 54. My beliefs about what happens to people when they die are similar to my mother's.
___ 55. I ask for my mother's advice when I am planning my vacation time.
___ 56. I am sometimes ashamed of my mother.
___ 57. I care too much about my mother's reactions.
___ 58. I get angry when my mother criticizes me.
___ 59. My attitudes regarding sex are similar to my mother's.
___ 60. I like to have my mother help me pick out the clothing I buy for special occasions.
___ 61. I sometimes feel like an extension of my mother.
___ 62. When I don't write my mother often enough I feel guilty.
___ 63. I feel uncomfortable keeping things from my mother.
___ 64. My attitudes regarding national defense are similar to my mother's.
___ 65. I call my mother whenever anything goes wrong.
___ 66. I often have to make decisions for my mother.
___ 67. I'm not sure I could make it in life without my mother.
___ 68. I sometimes resent it when my mother tells me what to do.
___ 69. My attitudes regarding mentally ill people are similar to my mother's.
___ 70. I like to show my friends pictures of my father.
___ 71. Sometimes my father is a burden to me.
___ 72. I feel longing if I am away from my father for too long.
___ 73. My ideas regarding racial equality are similar to my father's.
___ 74. My father's wishes have influenced my selection of friends.
___ 75. I feel like I am constantly at war with my father.
___ 76. I blame my father for many of the problems I have.
___ 77. I wish I could trust my father more.
___ 78. My attitudes about obscenity are similar to my father's.
___ 79. When I am in difficulty I usually call upon my father to help me out of trouble.
___ 80. My father is the most important person in the world to me.
___ 81. I have to be careful not to hurt my father's feelings.
___ 82. I wish that my father lived nearer so I could visit him more frequently.
___ 83. My opinions regarding the role of women are similar to my father's.
___ 84. I often ask my father to assist me in solving my personal problems.
___ 85. I sometimes feel like I'm being punished by my father.
___ 86. Being away from my father makes me feel lonely.
___ 87. I wish my father wasn't so overprotective.
___ 88. My opinions regarding the rolf of men are similar to

my father's.

___ 89. I wouldn't make a major purchase without my father's approval.
___ 90. I wish my father wouldn't try to manipulate me.
___ 91. I wish my father wouldn't try to make fun of me.
___ 92. I sometimes call home just hear my father's voice.
___ 93. My religious beliefs are similar to my father's.
___ 94. My father's wishes have influenced my choice of major at school.
___ 95. I feel that I have obligations to my father that I wish I didn't have.
___ 96. My father expects too much from me.
___ 97. I wish I could stop lying to my father.
___ 98. My beliefs regarding how to raise children are similar to my fathers.
___ 99. My father helps me to make my budget.
___ 100. While I am home on a vacation I like to spend most of my time with my father.
___ 101. I often wish that my father would treat me more like an adult.
___ 102. After being with father for a vacation I find it difficult to leave him.
___ 103. My values regarding honesty are similar to my father's.
___ 104. I generally consult with my father when I make plans for an out of town weekend.
___ 105. I am often angry at my father.
___ 106. I like to hug and kiss my father.
___ 107. I hate it when my father makes suggestions about what I do.
___ 108. My attitudes about solitude are similar to my father's.
___ 109. I consult with my father when deciding about part-time employment.
___ 110. I decide what to do according to whether my father will approve of it.
___ 111. Even when my father has a good idea I refuse to listen to it because he made it.
___ 112. When I do poorly in school I feel I'm letting my father down.
___ 113. My attitudes regarding environmental protection are similar to my father's.
___ 114. I ask my father what to do when I get into a tough situation.
___ 115. I wish my father wouldn't try to get me to take sides with him.
___ 116. My father is my best friend.
___ 117. I argue with my father over little things.
___ 118. My beliefs about how the world began are similar to my father's.
___ 119. I do what my father decides on most questions that

come up.

___ 120. I seem to be closer to my father than most people my age.

___ 121. My father is sometimes a source of embarrassment for me.

___ 122. Sometimes I think I am too dependent on my father.

___ 123. My beliefs about what happens to people when they die are similar to my father's.

___ 124. I ask for my father's advice when I am planning my vacation time.

___ 125. I am sometimes ashamed of my father.

___ 126. I care too much about my father's reactions.

___ 127. I get angry when my father criticizes me.

___ 128. My attitudes regarding sex are similar to my father's.

___ 129. I like to have my father help me pick out the clothing I buy for special occasions.

___ 130. I sometimes feel like an extension of my father.

___ 131. When I don't write my father often enough I feel guilty.

___ 132. I feel uncomfortable keeping things from my father.

___ 133. My attitudes regarding national defense are similar to my father's.

___ 134. I call my father whenever anything goes wrong.

___ 135. I often have to make decisions for my father.

___ 136. I'm not sure I could make it in life without my father.

___ 137. I sometimes resent it when my father tells me what to do.

___ 138. My attitudes regarding mentally ill people are similar to my father's.

APPENDIX B

ADULT SIBLING RELATIONSHIP INVENTORY

ADULT SIBLING RELATIONSHIP INVENTORY

This questionnaire is concerned with your relationship with one of your siblings. Each question asks you to rate how much different behaviors and feelings occur in your relationship. Try and answer each question as quickly and accurately as you can. Try and answer the questions as your relationship is now, not how it was in the past, nor how you think it might be in the future. In the remainder of the questionnaire, whenever you see THIS SIBLING or YOUR SIBLING we are talking about the specific sibling you are completing the study about. Please circle, check, or fill in the correct response.

1) How much do you and this sibling have in common?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

2) How much do you talk to this sibling about things that are important to you?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

3) How much does this sibling talk to you about things that are important to him or her?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   ·[ ] 5 Extremely Much

4) How much do you and this sibling argue with each other?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

5) How·much does this sibling think of you as a good friend?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

6) How much do you think of this sibling as a good friend?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

7) How much do you irritate this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

8) How much does this sibling irritate you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

9) How much does this sibling admire you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

10) How much do you admire this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

11) Do you think your mother favors you or this sibling more?
[ ] 1   I am usually favored
[ ] 2   I am sometimes favored
[ ] 3   Neither of us is favored
[ ] 4   This sibling is sometimes favored
[ ] 5   This sibling is usually favored

12) Does this sibling think your mother favors him/her or you more?
[ ] 1   I am usually favored
[ ] 2   I am sometimes favored
[ ] 3   Neither of us is favored
[ ] 4   This sibling is sometimes favored
[ ] 5   This sibling is usually favored

13) How much does this sibling try to cheer you up when you are
feeling down?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

14) How much do you try to cheer this sibling up when he or she is
feeling down?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

15) How competitive are you with this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

16) How competitive is this sibling with you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

17) How much does this sibling go to you for help with non-personal
problems?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

18) How much do you go to this sibling for help with non-personal
problems?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

19) How much do you dominate this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

20) How much does this sibling dominate you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

21) How much does this sibling accept your personality?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

22) How much do you accept this sibling's personality?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

23) Do you think your father favors you or this sibling more?
[ ] 1   I am usually favored
[ ] 2   I am sometimes favored
[ ] 3   Neither of us is favored
[ ] 4   This sibling is sometimes favored
[ ] 5   This sibling is usually favored

24) Does this sibling think your father favors him/her or you more?
[ ] 1   I am usually favored
[ ] 2   I am sometimes favored
[ ] 3   Neither of us is favored
[ ] 4   This sibling is sometimes favored
[ ] 5   This sibling is usually favored

25) How much does this sibling know about you?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

26) How much do you know about this sibling?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

27) How much do you and this sibling have similar personalities?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

28) How much do you discuss your feelings or personal issues with
this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

29) How much does this sibling discuss his or her feelings or
personal issues with you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

30) How often does this sibling criticize you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

31) How often do you criticize this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

32) How close do you feel to this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

33) How close does this sibling feel to you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

34) How often does this sibling do things to make you mad?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

35) How often do you do things to make this sibling mad?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

36) How much do you think that this sibling has accomplished a
great deal in life?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

37) How much does this sibling think that you have accomplished a
great deal in life?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

38) Does this sibling think your mother supports him/her or you
more?
[ ] 1   I usually get more support
[ ] 2   I sometimes get more support
[ ] 3   We are supported equally
[ ] 4   This sibling sometimes gets more support
[ ] 5   This sibling usually gets more support

39) Do you think your mother supports you or this sibling more?
[ ] 1   I usually get more support
[ ] 2   I sometimes get more support
[ ] 3   We are supported equally
[ ] 4   This sibling sometimes gets more support
[ ] 5   This sibling usually gets more support

40) How much can you count on this sibling to be supportive when you are feeling stressed?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

41) How much can this sibling count on you to be supportive when he or she is feeling stressed?
[ ] 1 Hardly At All   [ ] 2 A Little·   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

42) How much does this sibling feel jealous of you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

43) How much do you feel jealous of this sibling?
[ ] 1·Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

44) How much do you give this sibling practical advice?
(e.g. household or car advice)
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

45) How much does this sibling give you practical advice?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

46) How much is this sibling bossy with you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

47) How much are you bossy with this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

48) How much do you accept this sibling's lifestyle?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

49) How much does this sibling accept your lifestyle?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

50) Does this sibling think your father supports him/her or you more?
[ ] 1   I usually get more support
[ ] 2   I sometimes get more support
[ ] 3   This sibling sometimes gets more support
[ ] 5   This sibling usually gets more support

51) Do you think your father supports you or this sibling more?
[ ] 1   I usually get more support
[ ] 2   I sometimes get more support
[ ] 3   We are supported equally
[ ] 4   This sibling sometimes gets more support
[ ] 5   This sibling usually gets more support

52) How much do you know about this sibling's relationships?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

53) How much does this sibling know about your relationships?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

54) How much do you and this sibling think alike?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

55) How much do you really understand this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

56) How much does this sibling really understand you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

57) How much does this sibling disagree with you about things?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

58) How much do you disagree with this sibling about things?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

59) How much do you let this sibling know you care about him or
her?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

60) How much does this sibling let you know he or she cares about
you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

61) How much does this sibling put you down?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

62) How much do you put this sibling down?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

63) How much do you feel proud of this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

64) How much does this sibling feel proud of you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

65) Does this sibling think your mother is closer to him/her or
you?
[ ] 1   Our mother is usually closer to me
[ ] 2   Our mother is sometimes closer to me
[ ] 3   Our mother is equally close to both of us
[ ] 4   Our mother is sometimes closer to this sibling
[ ] 5   Our mother is usually closer to this sibling

66) Do you think your mother is closer to you or this sibling?
[ ] 1   Our mother is usually closer to me
[ ] 2   Our mother is sometimes closer to me
[ ] 3   Our mother is equally close to both of us
[ ] 4   Our mother is sometimes closer to this sibling
[ ] 5   Our mother is usually closer to this sibling

67) How much do you discuss important personal decisions with
this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

68) How much does this sibling discuss important personal decisions with you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

69) How much does this sibling try to perform better than you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

70) How much do you try to perform better than this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

71) How likely is it you would go to this sibling if you needed financial assistance?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

72) How likely is it this sibling would go to you if he or she needed financial assistance?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

73) How much does this sibling act in superior ways to you?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

74) How much do you act in superior ways to this sibling?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

75) How much do you accept this sibling's ideas?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

76) How much does this sibling accept your ideas?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

77) Does this sibling think your father is closer to him/her or you?
[ ] 1   Our father is usually closer to me
[ ] 2   Our father is sometimes closer to me
[ ] 3   Our father is equally close to both of us
[ ] 4   Our father is sometimes closer to this sibling
[ ] 5   Our father is usually closer to this sibling

78) Do you think your father is closer to you or this sibling?
[ ] 1   Our father is usually closer to me
[ ] 2   Our father is sometimes closer to me
[ ] 3   Our father is equally close to both of us
[ ] 4   Our father is sometimes closer to this sibling
[ ] 5   Our father is usually closer to this sibling

79) How much do you know about this sibling's ideas?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

80) How much does this sibling know about your ideas?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

81) How much do you and this sibling lead similar lifestyles?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

APPENDIX C

SIMILARITY SUBSCALE

SIMILARITY SUBSCALE

This questionnaire is concerned with your relationship with one of your siblings. Each question asks you to rate how much different behaviors and feelings occur in your relationship. Try and answer each question as quickly and accurately as you can. Try and answer the questions as your relationship is now, not how it was in the past, nor how you think it might be in the future. In the remainder of the questionnaire, whenever you see THIS SIBLING or YOUR SIBLING we are talking about the specific sibling you are completing the study about. We begin by asking you some general questions about your sibling and yourself.

Please circle, check, or fill in the correct response.

1) How much do you and this sibling have in common?
[ ] 1 Hardly Anything   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

2) How much do you and this sibling have similar personalities?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

3) How much do you and this sibling think alike?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

4) How much do you and this sibling lead similar lifestyles?
[ ] 1 Hardly At All   [ ] 2 A Little   [ ] 3 Somewhat
[ ] 4 Very Much   [ ] 5 Extremely Much

APPENDIX D

SIBLING DEIDENTIFICATION SCALE

SIBLING DEIDENTIFICATION SCALE

Please indicate how you are more or less like one or all of
your siblings regarding the following by circling the
number that most represents your feelings:

1.Do you and your sibling(s) have similar tastes in
clothes?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

2. Do you and your sibling(s) have similar tastes in music?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

3. Do you and your sibling(s) have the same goals regarding
education?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

4. Do you and your sibling(s) have similar career goals?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

5. Do you and your sibling(s) like the same qualities in
your "close" friends?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

6. Do you and your sibling(s) have similar types of friends?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

7. Do you and your sibling(s) have the same views regarding religion?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

8. Do you and your sibling(s) have the same views regarding political parties?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

9. Do you and your sibling(s) agree on most political issues (i.e., abortion or the death penalty)?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

10. How similar are your goals to your sibling(s) in life regarding having a family of your own?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

11. How similar are your basic values in relationships?

1	2	3	4	5	6	7
Almost Identical			Neutral			Completely Unlike

12. How similar are you and your sibling's (s') overall
    meanings and values in life (e.g., regarding family,
    education, politics, religion, happiness, and
    success)?

1	2	3	4	5	6	7
Almost			Neutral			Completely
Identical						Unlike

APPENDIX E

SIMILARITIES AND DIFFERENCES QUESTIONNAIRE

SIMILARITIES AND DIFFERENCES QUESTIONNAIRE

Please answer the following questions.

1. Are there ways that you think you try to be like your sibling(s)?

2. Are there ways that you think you try to be different from your sibling(s)?

3. Is it important for you to be similar to your sibling(s)?

4. Is it important for you to be different from your sibling(s)?

5. Do you think your parents do/did anything to try to make you similar to your sibling(s)?

6. Do you think your parents do/did anything to try to make you different from your sibling(s)?

APPENDIX F

DEMOGRAPHIC INFORMATION

DEMOGRAPHIC INFORMATION

For each of the following questions circle, check, or fill in the response that best describe you.

1. Your current age?_____

2. Your gender: Male   Female

3. What is your ethnic background? (check one)

    ____ African American
    ____ Asian
    ____ Caucasian
    ____ Hispanic
    ____ other (_____)

4. Your current marital status (check one):
    ____ single
    ____ married
    ____ separated/divorced
    ____ widowed
    ____ other (_____)

5. What is the highest level of education you have completed?
   (check one)
    ____ some college (includes A.A. degree)
    ____ graduated from college (B.A. or B.S. degree)
    ____ some post-graduate work
    ____ graduate or professional degree
         (specify:_____)

6. Are your biological parents separated or divorced?

    Yes   No

7. What was the highest grade in school
   (or level of education) your mother
   completed?_____

8. What was the highest grade in school
   (or level of education) your father
   completed?_____

Now we would like some information about your siblings

Sibling	Age	Gender		Relationship (bio, step, twin)
Sib #1		M	F	
Sib #2		M	F	
Sib #3		M	F	
Sib #4		M	F	
Sib #5		M	F	
Sib #6		M	F	
Sib #7		M	F	
Sib #8		M	F	

5. Your birth order:

1 = firstborn
2 = secondborn
3 = thirdborn
4 = fourthborn
5 = laterborn

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