



Reference Number	000209
Article Title	Blatt, S. J., Chevron, E. S., Quinlan, D. M., Schaffer, C. E., & Wein, S. (1988). The assessment of qualitative and structural dimensions of object representations (Revised Edition). Unpublished research manual, Yale University.

#000209

**The Assessment of Qualitative and Structural Dimensions
of Object Representations**

(Revised Edition - May, 1992)

Sidney J. Blatt, Eve S. Chevron,

Donald M. Quinlan, Carrie E. Schaffer, and Steven Wein

Yale University

Sidney J. Blatt et al., 1992

The Assessment of Qualitative and Structural Dimensions
of Object Representations

Sidney J. Blatt, Eve S. Chevron, Donald M. Quinlan,
Carrie E. Schaffer, and Steven Wein

Yale University

I. Introduction¹

In both developmental cognitive psychology (e.g., Piaget, 1954; Werner, 1948; Werner & Kaplan, 1963) and in psychoanalytic theory (e.g., Jacobson, 1964; Mahler, 1968) there has been an increasing emphasis on the centrality of the development of the concept of the object and the processes of mental representation. Changes in mental representations over time are expressions of cognitive development which occur as a consequence of the interaction between the innate capacities of the individual and his or her experiences, particularly as they occur in important interpersonal transactions. These interpersonal experiences are internalized as cognitive structures which serve to direct and organize subsequent interactions with the environment. Mental representations initially develop within the context of important, need-gratifying, interpersonal relationships and are then generalized to serve as templates for all cognitive-affective endeavors.

Clinical research studies indicate that the concept of the object assessed

¹ This introductory section is based upon material originally presented in an article by Blatt, Brenneis, Schimek, and Glick (1976), Journal of Abnormal Psychology, 85, 364-373.

through a variety of procedures (e.g., Kelly Repertory Test, Osgood Semantic Differential, Rorschach, Thematic Apperception Test) has provided important data for understanding aspects of personality development and psychopathology. This manual describes another approach to the assessment of the concept of the object. The procedures for evaluating the content and structural dimensions of spontaneous descriptions of significant figures (e.g., parents) will be described in Section III of this manual beginning on page 8.

II. Theoretical Background²

Psychoanalytic and developmental psychology assign different importance to the affective and cognitive dimensions in the development of the concept of the object. Piaget, for example, does not usually consider affective dimensions and the state of the organism (Wolff, 1967), whereas psychoanalysts assume that there are differences in affective and motivational states in a series of hierarchically organized modes (Erikson, 1950; Kestenberg, 1971), which frequently determine some of the categories of experience in which the development of representations occur. Psychoanalytic and developmental psychology each make a considerable contribution to a fuller formulation of the sequences leading to the development of stable representations of the object.

With development, object representations become increasingly differentiated, integrated, and accurate. They proceed from amorphous, global representations, to a somewhat differentiated emphasis on part properties, to representations which are highly articulated and integrated, and closely correspond to reality.

² This theoretical section is based upon material originally presented in an article by S. J. Blatt (1974), Levels of object representation in anaclitic and introjective depression, The Psychoanalytic Study of the Child, 29, 106-156.

Representations can range from images of objects immediately present in the perceptual field to symbolic evocation of absent realities. Early forms of representation are based primarily on action sequences associated with need gratification, intermediate forms are based on specific perceptual features, and the higher forms of object representation are more symbolic and conceptual. These various levels of representations initially develop in the various phases of the parent-child relationship and become consolidated as a generalized cognitive structure.

Initially, there is a pre-representational, pre-objectal stage in which the infant cannot differentiate his pleasurable sensations from the object providing the satisfaction. The need-satisfying object is not differentiated, but is part of a diffuse, global, affective, sensory, physiological experience. Slowly, the infant begins to perceive that need gratification comes from a particular source, and there is a shift from the satisfying experience of being fed to a discerning of the need-satisfying person as the source of the pleasure (A. Freud, 1946). This is the first level of representation, a sensorimotor level in which the object is cathected primarily around the experiences of need gratification. The object still remains relatively undifferentiated and is experienced primarily in its function of providing gratification. Although there is an awareness of the object, the object is still not fully separated from the context of the experience and the event. The object is experienced primarily in terms of its activities and the initial level of representation is an extrapolation of the object's action. The object is recognized and valued only in the specific limited context of need gratification, and it has little meaning or existence beyond providing comfort and alleviating tension. Thus, the first representations of the object are on a sensorimotor-preoperational level and are

indicated by the infant's capacity to search for the object, first after visible, and later invisible displacement and by the imitation of the object's sensorimotor actions.

With repeated experiences of the object disappearing and reappearing, particularly at moments of considerable discomfort, the representations of the object become more defined. As the need-gratifying object is encountered in a variety of contexts, the object is articulated as separate from the specific experience of pleasure-pain, and the child is able to recognize the object despite variations in the surrounding situation. This stage can be characterized as perceptual object representation, which is an aspect of the general phenomenon discussed in the psychological literature as perceptual constancy. The child has formed some conception of the object and has developed the capacity to recognize the object independent of its action or of the specific context. The object is recognized as an entity in its own right with a variety of functions and actions, and a constant affective involvement with the object is maintained independent of frustration-gratification. The representation of the object is a concrete, literal, fixed, perceptual totality which is not broken down into separate components. The child can be confused by extreme contradictory experiences with the object, but has consolidated his perception of the object and, as discussed by Coblner (1965), the development of a permanent memory of the object "is founded on the consolidation, on the constancy, of its corresponding percept" (p. 347).

Objects become more articulated with experience and separate part properties and functions are differentiated within a framework of the whole object. The child begins to use these part properties as signs and symbols for the object. First they are used as concrete signs and later the child uses

symbols such as a name. The symbols increase in their level of abstraction and begin to shift from being depictive, to assuming a truly representational function. Imitation is first based on manifest perceptual aspects of the object such as mannerisms and gestures, and later it becomes increasingly symbolic and internal. There is the capacity for evocative memory, initially in pictorial form, later in signs, and finally in more symbolic modalities. This phase of iconic object representation is a transitional stage leading to conceptual representations in which the representation of the object is complex, integrated, and abstract. Iconic representations are symbolic and conceptual in that they are based on a part property or attribute which signifies the object.

The iconic stage of object representation can be subdivided into two subphases. In the first subphase, the representation is based on a concrete sign rather than an abstract symbolization of the object. The qualities and attributes of these external iconic representations are based on relatively specific, concrete, manifest part properties, functions, and interests of the object. These representations may reflect an appreciation of an inner state or form to some degree, but they are primarily linked to specific manifest features. Subsequently, iconic representations are based on more internal, abstract part properties such as values, thoughts and feelings. In both the external and the internal iconic levels, the representations are limited in scope and range and, at least initially, are based on extreme or vivid part properties or features of the object. They often contain hostile, aggressive, and overidealized, idyllic features. Thus, the representations at this level are denotative, depictive, concrete, fragmented, and overstated with considerable contradiction and ambivalence.

With development, the apparent contradictions between part properties and

features are resolved, and the separate parts are reintegrated in a representation of the whole object, which becomes increasingly diverse, integrated, conceptual, and abstract. These conceptual representations are based on inner form and structure and are removed from ordinary nonreflective perceptions of manifest aspects of the object. The object is represented as a fully independent entity with specific and enduring characteristics, functions, values, and feelings, only some of which are relevant in any immediate situation. Object representations at this level have greater stability and continuity, and there is no longer any need for contact with the actual object in order to maintain the representation. It is now possible to have evocative memories of objects and events outside the perceptual field by means of images, signs, thoughts, and symbols, and to have anticipatory representations of interactions not previously perceived or experienced. The development of conceptual or symbolic representations is achieved (along with the development of formal operational thinking) in the later stages of separation-individuation with the final resolution of the oedipal crisis and the relinquishing of infantile and oedipal objects that can occur in adolescence (Jacobson, 1964; Piaget, 1954; Werner & Kaplan, 1963).

The various levels of object representation emerge in interpersonal interactions with significant need-gratifying figures. Early in development, the initial levels of representation develop in caring relationships with parents and parental surrogates; later in development, significant people other than the parents can have an important role in the child's development of representation. Thus, object representation can occur on a sensorimotor, perceptual, external and

internal iconic, and a conceptual level.³ These various levels of object representation develop epigenetically and while each level has its own intrinsic properties and organization, later levels of representation include and extend earlier levels.

In summary, representations at the sensorimotor-preoperational level are based primarily on particular action sequences in a specific context. Changes in need satisfaction, in the action pattern, or in the context can disrupt the infant's experience of the object. Representations at this level lack stability and flexibility. At the concrete-perceptual level, the object is recognized in a variety of contexts and is experienced as a unique entity. But the representations are literal and have little differentiation within the perceptual totality. Representations at the iconic level are more differentiated, but often lack an integration of contradictory elements. Representations at the conceptual level are more symbolic; and they transcend the manifest, the immediate condition, and the momentary experience; they have greater continuity and stability; and they integrate diverse, separate, and apparently contradictory images into a consolidated representation.

III. Procedures for Assessing Object Representations

A. Introduction

Object representations can be assessed in a variety of ways. Scoring systems for spontaneous descriptions of people and characters portrayed in memories, dream reports, TAT stories and Rorschach responses have been developed (Blatt, Tuber, & Auerbach, 1989; Mayman, 1967; Stricker & Healy, 1990).

³ Bruner (1964) and Horowitz (1972), in similar fashion, discuss enactive, imagistic, and lexical modes of representation.

Representations in these procedures can be systematically assessed for qualities or content attributed to figures as well as for the structure or the organization of the representation. The following procedures were developed for assessing written and verbal descriptions of significant others. In the initial study with this procedure, subjects were given a blank page of paper with the instructions: "Describe your mother" followed by a request on the next page to "Describe your father." Five minutes were allowed for each description. Extending these procedures, descriptions can be verbal and tape recorded, and the descriptions can be of significant others beside parents, such as a spouse, child, therapist etc., and of the self.⁴ The procedures developed for analyzing spontaneous descriptions can also be applied to the analysis of object representations presented in early memories, dreams, and TAT and Rorschach responses.

B. Scoring of Qualitative Characteristics of the Individual

Descriptions are rated on a seven-point scale for the degree to which each of twelve characteristics are attributed to the person (see Rating Form, p. 27). Ratings are made on the basis of the rater's judgment of the subject's view of the person on each dimension. If a particular category is irrelevant, or if it is not possible to make a decision, a score of 9 should be assigned.

1. Affectionate

Demonstrating overt affection or warm regard; actively showing and demonstrating affection (1 = little affection; 7 = much affection). (It is important to differentiate affectionate from the rating of warmth in that one could be warm without necessarily being overtly and demonstratively affectionate.)

⁴ A separate procedure has been developed for scoring the spontaneous descriptions of the self (Blatt, Bers, & Schaffer, 1991) and is available on request from S.J. Blatt, 25 Park Street, New Haven, CT 06519.

2. Ambitious

This rating reflects the individual's aspirations or pressure vis-a-vis achievement in instrumental or occupational domains in relation to others and/or oneself. Ambitious is defined as an ardent desire to achieve a particular goal - aspiring, driving, exerting pressure on self or others (1 = relatively non-ambitious and driving; 7 = strongly ambitious and driving of self and/or others).

3. Malevolent-Benevolent

Malevolent is defined as having or expressing intense ill will, spite or hatred. Benevolent is defined as being marked by or disposed to doing good - good will. This rating should be thought of as a global or composite rating of the subject's view of the person's intent or effect on others. For example, a person thought of as overly protective and affectionate, such as having a "smothering" style might not necessarily be benevolent. This malevolent/benevolent dimension should be viewed as a general rating of the individual's influence on others as positive or negative (1 = malevolent; 7 = benevolent).

4. Cold-Warm

Warm in feelings with respect to others; ability to make others really feel loved by them regardless of how it is communicated. Cold refers to lack of warm feelings; unemotional; impersonal (1 = cold; 7 = warm).

5. Degree of Constructive Involvement

The negative end of this scale should indicate distant, reserved, remote, aloof behavior or, alternately, over-involvement in an enveloping, enfolding, encumbering manner in which people are either ignored or

inappropriately intruded upon. The positive end of the scale indicates constructive involvement and interest, but with a respect for the others' expression of individuality (1 = disinterest or destructive, intrusive involvement; 7 = positive and constructive involvement with encouragement of autonomy and individuality).

6. Intellectual

Given to study, reflection and speculation; having an interest in ideas; creative use of the intellect; a capacity for rational and intelligent thought showing an appreciation for complexities and meanings (1 = not at all intellectual; 7 = highly intellectual).

7. Judgmental

Judgmental and critical as opposed to accepting and tolerant; having excessively high standards; inflexibility in relation to these standards so that others are made to feel that they don't measure up (1 = non-judgmental; 7 = highly judgmental).

8. Negative-Positive Ideal

Rating should be made on the basis of how much the rater believes that the subject identifies with and/or would want to be like the person; the degree of admiration for qualities the individual possesses (1 = negative ideal; 7 = positive ideal).

9. Nurturant

Giving care and attention; as opposed to demanding or taking from others for their own needs. Nurturance can be defined as a positive, "no strings attached" sort of giving (1 = low nurturance; 7 = high nurturance).

10. Punitive

Ratings should indicate to what extent the person is either physically or emotionally abusive and inflicts suffering or pain (1 = non-punitive; 7 = highly punitive).

11. Successful

This rating should reflect the subject's view of the person's success in terms of the individual's own aspirations. Ratings should not be limited to assessments of the individual in the conventional sense of success; i.e., wealth, power, favor, or eminence. Thus, for example, a person who is described as the manager of a bank, but who drinks heavily, would be rated as less successful than an efficient homemaker who is described as enjoying her life and functioning well and receiving satisfaction in this role. An equally competent and efficient homemaker and bank manager would be rated as equally successful. In other words, ratings should reflect more than mere occupational success or failure as conventionally proscribed. Successful should be a rating of the subject's impression of the individual's satisfaction with their own accomplishments (1 = failure; 7 = success).

12. Strength (Weak-Strong)

Not necessarily physical strength; this quality should be judged on the basis of the person's effectiveness or efficiency (as opposed to being mild or weak); solidity; power to resist or endure; possessing a sufficiently stable sense of self as to appear as a consistent figure (1 = extremely weak; 7 = extremely strong).

C. Scoring of Other Features of the Description

1. Degree of Ambivalence

The degree to which the subject reflects ambivalent or conflictual feelings about the person; the degree to which opposite feelings about the person are expressed (i.e., love/hate; negative/positive; closeness/distance). Ambivalence is characterized by confused, inconsistent feelings about the person; having a mixed mind. (1 = no ambivalence; descriptions are all positive or negative; 2 = some ambivalence; descriptions are primarily positive or negative, with some indication of the opposite; for instance the description may be primarily negative, but contain the wish for, or a glimpse of, positive elements of the person; 3 = moderate ambivalence; 4 = marked ambivalence; 5 = extreme ambivalence. (Phrases such as "but" and "although", as well as qualifiers, may indicate the presence of ambivalence.)

(Note that all data presented in this manual for Degree of Ambivalence are based on a three-point scale. Subsequently, we found that the reliability of ratings on this scale could be improved substantially by using a five-point scale.)

2. Verbal Fluency

An estimation of the number of words used in the description, based upon number of lines. (Scores should be adjusted if subject uses either more or less words per line than the norm, due to handwriting size or expressive style.) (See score sheet for coding instructions).

D. Scoring of Conceptual Level

Based on developmental psychological concepts derived from Piaget, Werner and developmental psychoanalytic theory, five levels of object representation are defined. Based on these theoretical formulations, the conceptual levels of parental representations are scored as follows:

1. Sensorimotor-Preoperational (Score 1)

The person is described primarily by his/her activity in reference to the gratification or frustration he/she provides. There is an emphasis on the person as an agent who causes the subject either pleasure or pain, making them feel good or bad. The description has a personal, subjective focus and the person is defined primarily in terms of his/her satisfying or disappointing the subject. There is little sense that the person exists, is experienced or defined as a separate and independent entity. The description centers on the direct value of the person for the subject. A score of 1 would be assigned to the following:

She resents me for the things I've done. She says she loves me but I don't think so. She lied to me because I lied to her.

2. Concrete-Perceptual (Score 3)

The person is described as a separate entity, but the description is primarily in concrete literal terms, often characterized in terms of physical attributes. There is a literalness, a globality, and a concreteness to the description. Emphasis is often on what the person looks like in his/her external characteristics or physical properties, in a literal, concrete sense. A score of 3 would be assigned to the following:

She's 5'8'', short brown curly hair, going gray and a few wrinkles. Glasses that are constantly slipping down her nose. She

usually wears dresses and has weird feet, I don't know, there's something weird about them.

She's very attractive, wears executive clothes. Her hair is primarily dark blond but has enough lighter shades to remind one of tortoise shell.

3. Iconic (Score 5-7)

- a. External Iconic. (Score 5) A focus on part properties of the person in terms of his/her activities, but the activities and functions (in contrast to Level 1, Sensorimotor-Preoperational) are uniquely the person's and have little or no direct and explicit reference to the gratification or frustration of the subject. The activities are not directly need gratifying for the subject, but rather the focus is on the person as a separate entity in terms of his/her functional activities and attributes. The following would receive a score of 5:

She's young, attractive, the warm, talkative type, leans on my father a lot, but not the clinging type. My mother tries to smooth over fights, and acts very cheerful. She likes to have coffee with her friends.

He works, goes to ballets, reads the paper, listens to music.

- b. Internal Iconic. (Score 7) The person is described in terms of his/her attributes and part properties, but in terms of what the object thinks, feels, values, etc., rather than what he/she does. The description is directed toward internal dimensions. Importantly, many adjectives used to describe others are behavioral descriptions of the person and are scored 5, not 7. If a subject describes a person as cheerful, playful and gregarious, this reflects the subject's perception of the person's behavior, and is an external iconic (5) description. A score of 7 (internal iconic) is reserved for descriptions conveying the internal state of the person in such a

way that the reader can empathize with the person's experience of reality, as the subject has done. The following would receive a score of 7:

She's a teacher, well educated. She has a lot of common sense and cares deeply about other people but she's easily led astray because she's so easily hurt. She always tries to help people to help themselves and feels great pride in her ability to do so.

He's just beginning to realize he's not an objectionable person. Hard for him to respect ways of looking at things that aren't his own. He tries hard though to understand us because he believes that families have to stick together.

In both the external and internal iconic levels (5, 7) the descriptions do not describe a complexity of actions, feelings or values. There is a limited recognition of subtlety, development over time, or integration of apparent contradictions. It is also important to note that iconic traits of the person may, in fact, often be described in relation to the self, particularly in descriptions given by children and adolescents. But they are iconic as long as the reader is left with a distinct sense of the person being described as separate and unique from the self.

An overly simplified, yet helpful guide to decide about levels 3, 5, and 7 is:

Level 3: what they look like
Level 5: what they do
Level 7: how they feel inside

4. Conceptual Representation (Score 9)

The person is described in a way that integrates many of the prior levels. The total description indicates that there are a wide range of levels on which the person is understood and experienced. There is an appreciation of internal dimensions in their own right as well as in contrast to the external. Also, there may be a time line in which there is an appreciation of change and variation. There are a variety of dimensions which are integrated

and apparent contradictions are resolved. Thus, there may be a sense of disjunctiveness in which the manifest, literal, and concrete may appear in contradiction to more internal dimensions. But the apparent contradiction is resolved in an integrated, complex synthesis. At this level there can be comments about the need gratifying attributes, or physical and functional characteristics of the person; but they are part of a cohesive and integrated description. The following are examples of a conceptual level of representation:

Bright, incisive, an independent thinker who expresses her opinions. A strange combination between considerable emotionality and considerable intellect. Disappointed that she never had a career but has reached the point where she is satisfied without one.

Until the last few years, a man entirely without moods. Talented athlete, business consultant. Has reconciled himself with the world. Has decided that since he can't change the way things are, to just be happy with what is. Extremely conservative about money, but less so as he grows older. His conservative streak borders on unreasonableness which he disguises under a veneer of rationality. Had a difficult childhood and its hard for him to believe that he has achieved some security and to trust that it won't be lost.

Notes: When a description has substantial elements of several different levels, then the score of the highest developmental level should be assigned. For example, if a description is predominantly how a person feels and is at an internal iconic level (7), the description should not be penalized by the fact that lower level elements may be included such as how the person looks.

Even-numbered scores (2,4,6,8) are scores located between each of the developmental levels and they should be used to indicate that while a response does not quite reach a particular developmental level, it is somewhat higher than the preceding level. Occasionally, a description will be predominantly on a lower level with a brief hint of elements from a higher developmental level. For example, the description may be predominantly at the concrete-perceptual level of how the person looks (score 3) with a very brief comment, adjective, or phrase describing how the person feels (e.g., sad), which is at an internal iconic level. In such a case, the even-numbered score above the predominant level would be assigned - in this example, the description would be given a score of 4.

On occasion, a response seems to be predominantly at a particular level,

but it does not seem to be well consolidated at this level. In this instance, the even numbered scores below the predominant level should be assigned.

When scoring conceptual level of the parental descriptions given by adolescents, we have found that frequently descriptions consist of a mixture of both level 1 (sensorimotor) and level 5 (external iconic) statements, with an absence of any elements from level 3 (concrete-perceptual). It is often difficult to evaluate how much of the description of the parent's actions are viewed by the adolescent as being properties of the parent as a separate person versus properties of the parent solely in the context of the child-parent need-gratifying relationship. We believe that this sort of description reflects a basic developmental struggle of adolescence, and thus while this combination of elements may occur in descriptions written by people of any age, we have found it to be a more frequent pattern among adolescents. When scoring such descriptions, determine whether there is a predominant focus on sensorimotor elements (level 1) or whether the more predominant mode is external iconic (level 5). In the former case, assign a score of 2 and in the latter, assign a score of 4.

For example, a score of 2 would be assigned to the following description:

My mother is nice and caring. She gives me rides to places I want to go and lends me money. She's a good mother. She cleans a lot around the house. She is nice to me and my brother.

And a score of 4 would be assigned to this description:

Friendly, nice, she lets me do things, we have fun together, she is fun-loving, she is great.

IV. Psychometric Properties⁵

Two judges were employed in estimating the reliability of the new scoring of the parental descriptions. The first was an experienced judge who had taken part in the definition and development of the original and the new revised manual. The second judge was highly experienced in scoring the previous version of the scales. Each judge was blind to the ratings of the other.

The descriptions of mother and father were rated by the judges on a 7-point scale for each of the following 12 characteristics: affection, ambition, benevolence, degree of constructive involvement, judgmental, intellectual, nurturant, punitive, strength, success, positive ideal, and warmth. In addition, the judges rated on a three-point scale the degree of ambivalence expressed toward the parent. The number of lines of written description was encoded on a 7-point scale.

Reliability estimates of the judges' ratings of individual items and factors are presented in Table 1. The reliabilities of the judges' ratings of 12 of the individual items were generally satisfactory, ranging from $r=.917$ for "Warm" to $r=.449$ for "Affectionate" (median $r=.810$). The rating for "Ambivalence" proved more problematic: the two judges attained a reliability of only $r = .413$. The nature of this item is different from the others: it is a 3-point item, and requires an inference about simultaneous feelings/attitudes of the subject on both positive and negative sides. Because of this, we changed this rating to a 5 point scale and thus have achieved a reliability of .87 in a subsequent sample of 20 descriptions.

⁵ This section is based upon material originally presented by Quinlan, Blatt, Chevron, & Wein (1992).

TABLE 1

INTERCORRELATION OF TWO INDEPENDENT JUDGES' RATINGS OF PARENTAL
DESCRIPTION ITEMS AND DERIVED SCALE SCORES (N = 27)

Expert Rater and
Trained Rater

Items:

Affectionate	.45
Ambitious	.72
Malevolent-Benevolent	.77
Cold-Warm	.92
Constructive Involvement	.57
Intellectual	.81
Judgmental	.82
Negative-Positive Ideal	.87
Nurturant	.80
Punitive	.60
Successful	.90
Weak-Strong	.79
Ambivalence	.41

Scales:

I. Benevolent	.92
II. Punitive	.77
III. Ambitious	.82
IV. Length	.88
V. Level	.88

The estimate of length was highly reliably rated: $r = .879$.

The ratings of twelve qualitative scales plus the rating of ambivalence and the estimate of length were subjected to principal components factor analysis with Varimax rotation. As indicated in Table 2, four factors account for 71% of the total variance. The factors and their associated loadings are listed in Table 2. Similar to the previous report, there is a large first factor (36% of total variance) that includes high loadings for positively valued aspects of parental roles for both mother and father: benevolent, positive ideal, constructive involvement, warmth, success, nurturant and strong. We have labeled this factor "Benevolent".

Two additional factors emerged that previously had been on a single factor (previously called "Judgmental"): one factor had high loadings on the negative descriptions of ambivalent, punitive and judgmental, a second had high loadings for intellectual and ambitious. These factors are conceptually internally consistent and discriminable from each other. We labeled the first of these two additional factors as "Punitive" and the second "Ambitious". A separate fourth factor for Length also emerged. To summarize the results of the new factor analysis, the principal difference between the previous and present factor analyses was the separation of one of the previous factors into two independent factors, "Punitive" and "Ambitious". The reliability of all four factors indicate good interrater reliability (see Table 1). The relatively low reliability for the Punitive factor ($r = .77$) reflects the problem with the Ambivalent rating scale as a three point scale. The increased reliability on Ambivalence as a five point scale should contribute to increased reliability on the Punitive factor.

TABLE 2
Factor Analysis of Parental Descriptions:
Combined College Samples (N=187)

Factors derived from an orthogonal factor analysis with a varimax rotation

Rotated Factor Matrix:

	FACTOR	FACTOR	FACTOR	FACTOR	Communality
	1	2	3	4	
	"Benevolent"	"Punitive"	"Ambitious"	"Length"	
Ambivalent	.007	<u>.632</u>	-.425	.375	.721
Intellectual	.086	-.103	<u>.737</u>	.107	.574
Weak-Strong	<u>.683</u>	.120	.483	-.010	.715
Cold-Warm	<u>.837</u>	-.178	-.002	.019	.732
Successful	<u>.772</u>	.081	.377	-.106	.755
Malev.-Benev.	<u>.849</u>	-.244	.129	-.052	.799
Nurturant	<u>.780</u>	-.382	.025	.037	.757
Affectionate	<u>.580</u>	-.360	-.040	.146	.490
Judgmental	-.268	<u>.675</u>	.152	-.047	.553
Neg.-Pos. Ideal	<u>.858</u>	-.149	.306	-.040	.853
Punitive	-.323	<u>.735</u>	.060	-.115	.661
Construct. Inv.	<u>.827</u>	-.296	.070	.003	.777
Ambitious	.274	.272	<u>.721</u>	.157	.694
Length	-.049	-.055	.217	<u>.903</u>	.868
Eigenvalues:	5.11	1.98	1.81	1.05	9.95
Proportion of Variance	.36	.14	.13	.08	.71

Note 1: Underlined loadings indicate item is included on the scale for that factor, using a factor loading $\geq .50$ as the cut-off point.

Note 2: Before computing factor scores, all scores of 9 which were used to indicate that this dimension was not scorable are converted to 4 (the mid-point score).

Stability of Factor Structure and Reliabilities of Scales. The coefficients of congruence between the factors derived in the factor analyses on two separate samples are presented in Table 3. The two separate analyses show that the factors are substantially the same in both samples. The factor loadings for the combined samples were used for further analyses.

Correspondence with previous scores. The relationship between the new scales and those previously published (Blatt, Wein, Chevron, & Quinlan, 1979), Nurturant and Judgmental, is presented in Table 4. Examination of Table 4 suggests that the Benevolent and Nurturant scales are highly correlated, but that the newly defined Punitive and Ambitious scales are different from the previously defined Judgmental scale. The Punitive scale for descriptions of mother correlates negatively with Nurturant, while for descriptions of father, the Punitive scale is positively correlated with the Judgmental scale. The Ambitious scale shows a pattern of correlation for both mother and father that suggests it captures elements of both the Nurturant and the Judgmental scales. This suggests that there are different meanings for portraying the mother as punitive as compared to the father.

Table 5 presents the means and standard deviations of ratings made on the descriptions of mother and father by males and females for all 13 qualitative variables plus length and conceptual level.

Table 3

Coefficients of Congruence for Factor
Scores of Two Independent Samples

Vertical = Original Sample (N=90) Horizontal = New Sample (N=97)

	Benevolent	Punitive	Ambitious	Length
Benevolent	<u>.964</u>	.383	-.434	.358
Punitive	.343	<u>.803</u>	.195	.204
Ambitious	-.417	.048	<u>.822</u>	.001
Length	.093	.519	-.189	<u>.742</u>

TABLE 4
 Comparison of Original and Revised
 Parental Description Factor Scales
 Based on Content Themes

MOTHER

	New Factors		
	Benevolent	Punitive	Ambitious
<u>Prior Factors</u>			
Nurturant	0.74***	-0.38***	0.31**
Judgmental	0.06	0.02	0.52***

FATHER

	New Factors		
	Benevolent	Punitive	Ambitious
<u>Prior Factors</u>			
Nurturant	0.85***	0.03	0.53***
Judgmental	.13	.33***	0.46***

TABLE 5

Parental Descriptions: Combined College Samples
Means and Standard Deviations for Items

	Females N=120		Males N= 67	
	Descriptions of Mother			
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ambivalent	1.1518	.360	1.1250	.333
Affectionate	4.7917	1.144	4.5147	1.178
Ambitious	5.2000	1.135	5.3235	.999
Malev.-Benevo.	5.4500	.849	5.4776	.766
Cold-Warm	5.5417	.995	5.4925	.877
Construct. Inv.	5.1500	1.090	5.1940	1.019
Intellectual	4.5750	.932	4.7353	.987
Judgmental	3.7833	1.182	3.7463	1.133
Neg.-Pos. Ideal	5.2437	.883	5.3030	.764
Nurturant	5.0667	1.128	5.2687	1.024
Punitive	3.7583	.879	3.6716	.805
Success	5.1000	1.072	5.2985	.905
Weak-Strong	5.1000	1.170	5.2239	1.056
Level	5.7333	1.482	5.6515	1.271
Length	4.5583	1.837	4.0448	1.718

Descriptions of Father

	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ambivalent	1.1316	.410	1.1343	.385
Affectionate	4.2672	1.274	4.3099	1.249
Ambitious	5.4103	1.153	5.4648	1.012
Malev.-Benev.	5.1453	1.124	5.4507	1.080
Cold-Warm	5.1880	1.224	5.3803	1.151
Construct. Inv.	4.7607	1.350	4.9437	1.252
Intellectual	4.5678	1.033	4.8169	.946
Judgmental	4.0598	1.020	3.8714	1.239
Neg.-Pos. Ideal	4.9145	1.263	5.3239	1.039
Nurturant	4.6496	1.275	5.0286	1.215
Punitive	3.8276	.980	3.7465	1.052
Success	5.0769	1.260	5.3099	1.008
Weak-Strong	5.0598	1.255	5.3380	1.183
Level	5.9483	1.178	5.6197	1.269
Length	4.1966	1.792	4.2535	1.940

Rating Form

Description of Significant Figures

Subject # _____ Sex of Subject _____ Age of Subject _____

Parent (check one): Mother ___ Father ___ Step Parent: Yes ___ No ___ Parent Alive: Yes ___ No ___

Personal Qualities of Parent: (Circle One)

<p>1. Affectionate Little Very</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>2. Ambitious Little Very</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>3. Malevolent-Benevolent Malevolent Benevolent</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>4. Cold-Warm Cold Warm</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>5. Degree of Constructive Involvement Negative Positive</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>6. Intellectual Not at All Very</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table>	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	<p>7. Judgemental Not at All Very</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>8. Negative-Positive Ideal Negative Positive</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>9. Nurturant Taking Giving</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>10. Punitive Not at All Very</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>11. Successful Failure Successful</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table> <p>12. Weak-Strong Weak Strong</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>9</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table>	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										
9	1	2	3	4	5	6	7																																																																																										

Qualities of the Parental Description: (Circle One)

<p>13. Degree of Ambivalence None Moderate Large</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <p>14. Length of Description* 1 2 3 4 5 6 7</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </table>	1	2	3	4	5	1	2	3	4	5	6	7	<p>*Coding Instructions for Length of Description</p> <p>1-4 lines = 1 14-16 lines = 5 5-7 lines = 2 17-19 lines = 6 8-10 lines = 3 More than 19 lines = 7 11-13 lines = 4</p>
1	2	3	4	5									
1	2	3	4	5	6	7							

15. Conceptual Levels of Parental Description (Circle One)

Sensorimotor Preoperational	1
	2
Concrete-Perceptual	3
	4
External Iconic	5
	6
Internal Iconic	7
	8
Conceptual	9

Rater's Initials _____

Factor Scores and Summary

Factor I: $\left[\frac{\sum \text{items } 1, 3, 4, 5, 8, 9, 11, 12}{8} \right]$ _____ (benevolent)

Factor II: $\left[\frac{\sum \text{items } 7, 10, 13}{3} \right]$ _____ (punitive)

Factor III: $\left[\frac{\sum \text{items } 2, 6}{2} \right]$ _____ (ambitious)

Length [item 14] _____

Conceptual Level [item 15] _____

SCORED EXAMPLES OF SPONTANEOUS DESCRIPTIONS
OF PARENTS IN A COLLEGE SAMPLE

** Descriptions are typed to represent as closely as possible the actual way in which they were written. "Errors," therefore, are not typographical. Please note that on every scale, except for conceptual level, a score of 9 indicates that the item was not scoreable.

My mother and get along pretty well except when she tries to tell me what to do. She is the type of person who keeps everything inside to keep peace in the family, & she doesn't say too much when she's mad because my father crosses her. She is very emotional.

<u>Personal Qualities of Parent</u>		1 2 3 4 5 6 7	
		None	Very
Affectionate	(9)	Judgmental	(4)
Ambitious	(9)	Negative-Positive Ideal	(3)
Malevolent-Benevolent	(4)	Nurturant	(9)
Cold-Warm	(4)	Punitive	(9)
Constructive Involvement	(4)	Successful	(9)
Intellectual	(3)	Weak-Strong	(3)
<u>Degree of Ambivalence in Description</u>		1 2 3	(2)
		None	Very
<u>Length of Description</u>	(2)		
<u>Conceptual Level</u>	(5)		
Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)			

147 (Father)

My father + mother have been divorced since I was about 2. He was a drunk who never worked and beat my mother up when he came home. He was very attractive, they met in High School. My mother finished with honors - he never even got up to the sophomore year.

He was recently hit by some kids one day while he was drunk. Later this hit on the head caused internal hemorrhaging. He is now nothing more than a vegetable who refuses to remember me. He only remembers me as 2 years old. Well we haven't needed him since he left - We don't now.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None Very

Affectionate (1)
Ambitious (1)
Malevolent-Benevolent (1)
Cold-Warm (1)
Constructive Involvement (1)
Intellectual (1)

Judgmental (9)
Negative-Positive Ideal (1)
Nurturant (1)
Punitive (7)
Successful (9)
Weak-Strong (1)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (3)

Conceptual Level (2)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
Internal Iconic (7); Conceptual (9)

very powerful, but in a discreet way: never raises his voice, but can make you feel like shit even if you'd ordinarily be proud of yourself.

he loves his children very much, but is Quite possessive, and seems to almost destroy them by loving them.

thinks his children are superior in every way to other human being won't accept any weaknesses.

does not like or respect is wife, yet i think he loves her.

always has to have complet control over a situation, and other other people.

wants very much to be loved, and liked, and is a very highly regarded man in the community, and by everyone else who meets him, and i love him, and i see him as very vulNerable at times, but i'm still terrified and manipulsted by him, and i guess i'll never be really okay until i can break away from his control.

Personal Qualities of Parent

Affectionate (9)
 Ambitious (6)
 Malevolent-Benevolent (4)
 Cold-Warm (5)
 Constructive Involvement (2)
 Intellectual (9)

1	2	3	4	5	6	7
None						Very
Judgmental						(7)
Negative-Positive Ideal						(3)
Nurturant						(3)
Punitive						(6)
Successful						(5)
Weak-Strong						(6)

Degree of Ambivalence in Description

Length of Description (5)

1	2	3	(3)
None		Very	

Conceptual Level (8)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My father is dead now. But - he was a very strong man - he lived to be 87 - He was born in Italy. At an early age he left his home. He was previously married before he met my mother. By his first wife he had 9 children. After she died he remarried - my mother + had 2 daughters.

He was always concerned with giving the best he could to all his children - especially an education. He was a strong man, but, he was not ashamed to cry. He was capable of very strong love, I believe.

His worst fault, I think, was his temper - which absolutely unbelievable.

At times too, he could be very gentle.

He was a good judge of people, except, those usually that were closest to him.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None

Very

Affectionate	(5)	Judgmental	(9)
Ambitious	(6)	Negative-Positive Ideal	(4)
Malevolent-Benevolent	(5)	Nurturant	(5)
Cold-Warm	(4)	Punitive	(5)
Constructive Involvement	(4)	Successful	(9)
Intellectual	(9)	Weak-Strong	(6)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (5)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

147 (Mother)

My mom is very young, (42) attractive and very "with it." I have always been her favorite. I guess because we are so much alike. She was married at 17 and had me when she was 18 and divorced when she was 20 or 21. She remarried shortly thereafter to some attractive, charming bumb in the service. Then the uniform made the man! \$ She had my mæ brother three years after she had me. When I was about 10 they were separated. We three became very close after that, having no one to turn to for help but each other. We were brought up in the ghetto in New Haven. My mom worked every day so we could go to private school where we would be away from the element we were living with. She was receiving no help from either husband all this time. She was back at work only 3 wks after she came home from the hospital after a full hysterectoma at age 29.

Nothing seems to keep her down. Always struggling to give us more than She had and what She thought we deserved. I don't know how She managed to send me to dancing school, eloqution lession, modeling school - the whole bit. It cost her \$30.00 a wk to send us both to grammar school. She finally meet a decent guy who took us out of New Haven to West Haven where we lived in a real home for the first time. Mom pleaded with the sisters at Notre Dame to let me go there for high school.

How she is so energetic and full of life after all that struggling - I'll never know.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None

Very

Affectionate	(9)	Judgmental	(2)
Ambitious	(6)	Negative-Positive Ideal	(6)
Malevolent-Benevolent	(7)	Nurturant	(6)
Cold-Warm	(6)	Punitive	(2)
Constructive Involvement	(5)	Successful	(9)
Intellectual	(9)	Weak-Strong	(7)

Degree of Ambivalence in Description

| 1 2 3 | (1)
None Very

Length of Description (7)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

I respect my mom's feelings and what she trys to teach me, but alot of the time I say what I feel and she gets upset that I feel differently about certain things. I used to get very snotty with my mom when I was 15,16,17 yrs old. But then I realized that I loved her so much I couldn't reject her in this way. Right now we talk about many things and I feel our relationship has deepened more and more as I grow older and at this point in my life. My mom has taught me a lot and yet there are things that I feel can't be learned thru her. I guess I accept this know and love her for being a good mom to me ^{also} and accepting this idea, that you're mother can't teach you everything - because she can't live your life for you.

Personal Qualities of Parent

Affectionate (9)
 Ambitious (9)
 Malevolent-Benevolent (5)
 Cold-Warm (5)
 Constructive Involvement (4)
 Intellectual (9)

| 1 2 3 4 5 6 7 |
 None Very

Judgmental (5)
 Negative-Positive Ideal (4)
 Nurturant (5)
 Punitive (9)
 Successful (9)
 Weak-Strong (9)

Degree of Ambivalence in Description

Length of Description (3)

Conceptual Level (2)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
 Internal Iconic (7); Conceptual (9)

| 1 2 3 |
 None Very (2)

Short, overweight. Cooks good. Very old-fashioned. Verry smart, despite lack of formal education. She's a very loving mother. She doesn't like pets that are dirty. She's very fair.. She's very superstitious. She's a hard worker and doesn't mind earning money by working hard. She's. 52 years old, She's very neat and doesn't like the kids to dirty up the house. She's very modest, except when it comes to talking about her ~~or~~ family.

Personal Qualities of Parent

Affectionate	(6)
Ambitious	(5)
Malevolent-Benevolent	(6)
Cold-Warm	(6)
Constructive Involvement	(5)
Intellectual	(9)

1	2	3	4	5	6	7
None						Very
Judgmental						(2)
Negative-Positive Ideal						(5)
Nurturant						(6)
Punitive						(2)
Successful						(6)
Weak-Strong						(6)

Degree of Ambivalence in Description

1	2	3	(1)
None		Very	

Length of Description (3)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My father is a great guy who enjoys life. He makes the decisions when necessary but often he kids around and makes jokes. He always seems to be worried about the future which is directly opposite to my mother.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None Very

Affectionate (9)
Ambitious (9)
Malevolent-Benevolent (5)
Cold-Warm (5)
Constructive Involvement (9)
Intellectual (9)

Judgmental (9)
Negative-Positive Ideal (5)
Nurturant (9)
Punitive (9)
Successful (9)
Weak-Strong (4)

Degree of Ambivalence in Description

| 1 2 3 | (1)
None Very

Length of Description (2)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
Internal Iconic (7); Conceptual (9)

002

Shy, but aggressive ~~to~~ in over-compensation.

Insecure. Overbearing, stubborn.

Stands by her principles - expects other to stand by theirs. Tees her children as extensions of herself. (is therefore overprotective).

A hard. worker. In fact, she's constrained by her work, or a work ethic, or something.

Very loving, very affectionate. . .

Unhappy with her lack of self-fulfillment. Unhappy with her husband, partly because of her discontent with herself; partly because he's somewhat crude and that offends her "cultured" self.

To be admired, in spite of herself.

Appreciates the arts; a sensitive, but undisciplined musician.

Domineering -- again maybe to counter her timidity and insecurity. Imposes her beliefs on others. (Specifically -- expects her children's views to be her views.)

Personal Qualities of Parent

Affectionate	(7)
Ambitious	(6)
Malevolent-Benevolent	(3)
Cold-Warm	(5)
Constructive Involvement	(2)
Intellectual	(9)

1	2	3	4	5	6	7
None						Very
Judgmental						(6)
Negative-Positive Ideal						(4)
Nurturant						(4)
Punitive						(4)
Successful						(2)
Weak-Strong						(3)

Degree of Ambivalence in Description

1	2	3	(2)
None		Very	

Length of Description (6)

Conceptual Level (9)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

quite socialized/ not too bright (high school education), very dependent on father/ very involved w/ here brothers + sisters (Italian family)/ buys nice clothes but I don't think she has very good taste/ Catholic² fear type relationship w/ God (ie: you must attend church every Sunday)/ feels guilty about certain things in her past which seem trivial to me but tend to bother her often/ seems to love me because I am her son, not because I am me/ I don't know how she puts up w/ my father./ Somehow makes me feel like I just don't "measure up" to the role intended for me.

Personal Qualities of Parent

Affectionate (9)
 Ambitious (9)
 Malevolent-Benevolent (2)
 Cold-Warm (2)
 Constructive Involvement (3)
 Intellectual (2)

| 1 2 3 4 5 6 7 |
 None Very

Judgmental (7)
 Negative-Positive Ideal (2)
 Nurturant (3)
 Punitive (9)
 Successful (3)
 Weak-Strong (2)

Degree of Ambivalence in Description

| 1 2 3 | (1)
 None Very

Length of Description (4)

Conceptual Level (7)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

037

Fairly "material minded"--very unemotional. Hard to talk to sometimes about personal matters. Loves life--his job, his family, his athletic endeavors. Extremely ~~consci~~ conscientious in his ~~role~~ as role as provider for family--very dedicated to ~~children~~ his children. ~~Not~~ Usually prefers staying home and reading to going out. Very competitive.

Personal Qualities of Parent

Affectionate (2)
Ambitious (6)
Malevolent-Benevolent (5)
Cold-Warm (3)
Constructive Involvement (3)
Intellectual (9)

| 1 2 3 4 5 6 7 |
None Very

Judgmental (9)
Negative-Positive Ideal (4)
Nurturant (3)
Punitive (9)
Successful (6)
Weak-Strong (6)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (2)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My Dad thinks a lot & worries a great deal of the time (but not as much as my mom) He owns a small business and it seems that problems get wrapped around him. He is close to my younger sister & I feel he would also like to be close to my older sister but they go through periods where neither one kilts to the other. He was never close to my brother and since my brother moved out west he does make an attempt to write him often. Neither one of my parents talks to the other. If they try they only end up arguing.

Personal Qualities of Parent

Affectionate (9)
 Ambitious (9)
 Malevolent-Benevolent (4)
 Cold-Warm (3)
 Constructive Involvement (3)
 Intellectual (9)

1	2	3	4	5	6	7
None						Very

Judgmental	(9)
Negative-Positive Ideal	(3)
Nurturant	(9)
Punitive	(9)
Successful	(2)
Weak-Strong	(3)

Degree of Ambivalence in Description

1	2	3
None		Very

Length of Description (3)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
 Internal Iconic (7); Conceptual (9)

003

master

A plumber, now presently a window installer, in 3 wks will be laid off, tall, 60 yrs old, gray haired almost bald, sort of a Hitler mustache not quite though, very green eyes, sun burnt, walks crouched because of back injury, has heart trouble, a little bit too fat for his size, is an alcoholic, doesn't understand a lot of times, but he is helpful with money, clothes, food, etc., seems like he's always tired, a great reader of book, a genius at math, very racist, hates blacks esp. whites, doesn't like us to date to much, has very little control over my sisters and I, a dreamer, wants to return to Mexico

<u>Personal Qualities of Parent</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>		
	None						Very		
Affectionate	(9)							Judgmental (6)	
Ambitious	(9)							Negative-Positive Ideal (2)	
Malevolent-Benevolent	(3)							Nurturant (4)	
Cold-Warm	(3)							Punitive (9)	
Constructive Involvement	(3)							Successful (3)	
Intellectual	(5)							Weak-Strong (3)	
<u>Degree of Ambivalence in Description</u>	<u>1</u>	<u>2</u>	<u>3</u>					(1)	
	None		Very						
<u>Length of Description</u>	(4)								
<u>Conceptual Level</u>	(5)								
Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)									

My mother is a woman I admire to some degree. Never have I met a human being who cared less about cutting other people down by speaking behind their backs of criticizing them face to face. This is what I admire the most, the respect she gives to her acquaintances. She is a pessimistic person, I believe partly do to the orthodox upbringing she had as a child. She always works hard in whatever she does, making certain all facts are certain, at work, housework, working for

 organizations, etc. These are the first few characteristics of her's which impress me the most. (Pessimism excluded)

Personal Qualities of Parent

		1	2	3	4	5	6	7		
		None							Very	
Affectionate	(9)								Judgmental (2)	
Ambitious	(6)								Negative-Positive Ideal (5)	
Malevolent-Benevolent	(6)								Nurturant (9)	
Cold-Warm	(9)								Punitive (2)	
Constructive Involvement	(5)								Successful (9)	
Intellectual	(9)								Weak-Strong (5)	

Degree of Ambivalence in Description

1	2	3	(2)
None		Very	

Length of Description (3)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My mother is a liberal and intelligent woman. She, like most mothers I've known can get down on you, but my mom does it only occasionally. She pretty much knows when to get down on me and when not to. She tends to be a very happy person, though she at times is not content with what she is doing. She is a professional dancers, who both teaches and performs. At the moment she is becoming, or Rather she is interested in Movement in classrooms. She gets excited about new ideas and theories and when she Really gets into something she gets into it.

Mom, has quite a bit of activity in her life. She is a dancer, a wife and a mother, the housekeeper part comes last. I am very close to my mother, and she is also close with me. Emotionally, she helps me the most when I am down and I try to do the same for her. She and my father are extremely close.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None Very

Affectionate	(5)	Judgmental	(4)
Ambitious	(6)	Negative-Positive Ideal	(6)
Malevolent-Benevolent	(6)	Nurturant	(6)
Cold-Warm	(6)	Punitive	(2)
Constructive Involvement	(6)	Successful	(6)
Intellectual	(6)	Weak-Strong	(6)

Degree of Ambivalence in Description

| 1 2 3 | (1)
None Very

Length of Description (6)

Conceptual Level (7)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

D36

My father is 6 ft. tall and is good looking. He is a very thoughtful and hardworking man. Although he has had no formal education, his determination to succeed has Not been of stopped.

He is a businessman who has started several unions to help the working people.

When is is not working, my father enjoys to drink beer and relax. he is not the sportsman who goes hunting and camping, but at times he does get into fishing.

Personal Qualities of Parent

Affectionate (9)
Ambitious (6)
Malevolent-Benevolent (6)
Cold-Warm (9)
Constructive Involvement (9)
Intellectual (5)

| 1 2 3 4 5 6 7 |
None Very

Judgmental (9)
Negative-Positive Ideal (5)
Nurturant (6)
Punitive (9)
Successful (6)
Weak-Strong (6)

Degree of Ambivalence in Description

| 1 2 3 | (1)
None Very

Length of Description (3)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

149 (Mother)

cold, not a very warm person, this is due i believe to her
childhood & parents.

naive
mostly depends on my father
easy-going person
not hard to get along w/.
will go out of her way for anyone
a very understanding person
very hard to please
tries to get me the best
physically healthy- a little overweight but that's
about it.

very rarely is a moody person

mostly a very happy person

Personal Qualities of Parent

Affectionate (2)
Ambitious (3)
Malevolent-Benevolent (5)
Cold-Warm (2)
Constructive Involvement (4)
Intellectual (9)

| 1 2 3 4 5 6 7 |
None Very

Judgmental (5)
Negative-Positive Ideal (3)
Nurturant (5)
Punitive (9)
Successful (9)
Weak-Strong (2)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (3)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
Internal Iconic (7); Conceptual (9)

My father is the rational side to our family. He stabilizes what surely
 medical
 would be a wildly fluctuating home. He is a doctor and teacher at a Med.
 School. He, like my mother is a very generous, compassion person and also a
 disciplined worker. I admire his discipline because if he starts something he
 always finishes it. He has many developed hobbies aside from being a doctor
 (surgeon), which is a 24 hour a day job. He sails, flies an airplane, grows a
 variety of vegetables, does carpentry work, hand radio - all in all an
 immense variety of interests.

Personal Qualities of Parent

Affectionate (9)
 Ambitious (7)
 Malevolent-Benevolent (6)
 Cold-Warm (5)
 Constructive Involvement (6)
 Intellectual (6)

| 1 2 3 4 5 6 7 |
 None Very

Judgmental (9)
 Negative-Positive Ideal (6)
 Nurturant (6)
 Punitive (1)
 Successful (7)
 Weak-Strong (6)

Degree of Ambivalence in Description

Length of Description (3)

Conceptual Level (6)

| 1 2 3 | (1)
 None Very

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
 Internal Iconic (7); Conceptual (9)

My mother is, what I can I say, my mother. No one has ever asked be to describe her before so that is probably what makes this so difficult. She is a woman who definitely cares about her children and has brought all of us up well, that much I can say she has done good, but not much more I can say. She does loves us but, she is not a woman of strong courage. I find it also increasingly more impossible to discuss any matter with her. She will not listen to reason or anothers opinionx. Also she tends to want to hang on to us.

<u>Personal Qualities of Parent</u>		<u> 1 2 3 4 5 6 7 </u>	
		None	Very
Affectionate	(9)	Judgmental	(5)
Ambitious	(9)	Negative-Positive Ideal	(2)
Malevolent-Benevolent	(4)	Nurturant	(4)
Cold-Warm	(4)	Punitive	(9)
Constructive Involvement	(2)	Successful	(9)
Intellectual	(9)	Weak-Strong	(2)

<u>Degree of Ambivalence in Description</u>	<u> 1 2 3 </u>	
	None	Very
		(2)

Length of Description (3)

Conceptual Level (4)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

Warm, accomodating, goes out of way for us, good hearted, kind. Sometimes moody gets angry + yells before listening to reason. A worrier interested in what ever we do

Personal Qualities of Parent

Affectionate (9)
 Ambitious (9)
 Malevolent-Benevolent (5)
 Cold-Warm (6)
 Constructive Involvement (5)
 Intellectual (9)

| 1 2 3 4 5 6 7 |
 None Very

Judgmental (5)
 Negative-Positive Ideal (4)
 Nurturant (5)
 Punitive (4)
 Successful (9)
 Weak-Strong (4)

Degree of Ambivalence in Description

None

| 1 2 3 | (2)
 Very

Length of Description (2)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My mother is a small woman who is almost 50. She is very energetic dynamic. Her mother died when she was a baby and she lived many places, with many people until the age of 8 when her father remarried & brought the family back together. This often affects her moods & she is somewhat insecure at times. For many years she was depressed and scared - tho with help she has pretty much gotten over this. She is very involved in handicrafts and always has lots of little projects. She is very strong headed & independant in her actions - but never dominating - she is definately not a typical "mother." She doesn't cackle all over me or anyone else. I have almost always sees her as a person more than a mother. She has always worked at some job & had her own money. She is warm and kind - and gets very involved in her friends & their problems. People know that they can turn to her any time. She doesn't like to party alot - go to big social gatherings tho she loves to have her friends over. She is not traditionally religious & ~~is~~ has very strong unitarian beliefs.

I loved her dearly as a person & friend.

P.S. She's often moody & jumps to conclusions or decisions to fast.

<u>Personal Qualities of Parent</u>		1 2 3 4 5 6 7		
		None	Very	
Affectionate	(9)	Judgmental		(9)
Ambitious	(6)	Negative-Positive Ideal		(6)
Malevolent-Benevolent	(6)	Nurturant		(6)
Cold-Warm	(6)	Punitive		(2)
Constructive Involvement	(6)	Successful		(5)
Intellectual	(9)	Weak-Strong		(5)

<u>Degree of Ambivalence in Description</u>		1 2 3		
		None	Very	
				(2)

Length of Description (6)

Conceptual Level (9)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

I49 (Father)

warm, very open person as far as feelings go
 very outgoing
 wasn't very hard to get along w/ until he retired
 recently.
 very sick- has a bad heart condition
 owned his own place of business until Aug.
 will go out of his way for anyone
 not much of an understanding person
 (usually what he believes in - no one can change)
 not so hard to please
 tries to do the most for me and gives me
 what he thinks I deserve

very rarely is a moody person

a very happy person

Personal Qualities of Parent

		1 2 3 4 5 6 7	
		None	Very
Affectionate	(6)	Judgmental	(4)
Ambitious	(9)	Negative-Positive Ideal	(5)
Malevolent-Benevolent	(5)	Nurturant	(6)
Cold-Warm	(6)	Punitive	(2)
Constructive Involvement	(5)	Successful	(9)
Intellectual	(9)	Weak-Strong	(4)

Degree of Ambivalence in Description

1 2 3	(2)
None	Very

Length of Description (3)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
 Internal Iconic (7); Conceptual (9)

012

My father is a rather moody, individual, one who cannot easily or readily express his feelings. He is very aware of what is right or "should be done" and therefore finds it hard to accept values different than his own as merely different and not wrong (especially concerning his daughters!) He is an extremely respected member of the community, active in many facets of civic life. His He has strong family ties and care a great deal for his immediate family. He is an intelligent, discerning man, with a good sense of humor, and many, many friends--charismatic, perhaps.

Personal Qualities of Parent

Affectionate (3)
Ambitious (6)
Malevolent-Benevolent (5)
Cold-Warm (4)
Constructive Involvement (4)
Intellectual (9)

| 1 2 3 4 5 6 7 |
None Very

Judgmental (6)
Negative-Positive Ideal (5)
Nurturant (9)
Punitive (9)
Successful (7)
Weak-Strong (5)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (4)

Conceptual Level (7)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5);
Internal Iconic (7); Conceptual (9)

My mother is a person of great strength and indurance. I really can say I respect her as a friend as well as my mom. Although her ideas of today's generation are somewhat conflicting with mine, it does not hinder our relationship. What made me realize all these good qualities about her was when my dad died. I don't think any two people loved each other more, yet her strength to keep us all together and go on living a happy life is what really made us so close. I love her and thank her very much for all she's done for me.

Personal Qualities of Parent

		1	2	3	4	5	6	7		
		None							Very	
Affectionate	(9)								Judgmental (2)	
Ambitious	(9)								Negative-Positive Ideal (6)	
Malevolent-Benevolent	(6)								Nurturant (6)	
Cold-Warm	(6)								Punitive (2)	
Constructive Involvement	(6)								Successful (6)	
Intellectual	(9)								Weak-Strong (6)	

Degree of Ambivalence in Description

	1	2	3	(1)
	None			Very

Length of Description (3)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My mother is a beautiful person. She is intelligent + kind + hard working and we get along with each other very well. She raised my brother and myself while working partime in my father's office. She still has time for golf, tennis and volunteer work. She and my father love each other very much.

Personal Qualities of Parent

		1	2	3	4	5	6	7	
		None						Very	
Affectionate	(9)	Judgmental							(9)
Ambitious	(5)	Negative-Positive Ideal							(6)
Malevolent-Benevolent	(6)	Nurturant							(6)
Cold-Warm	(6)	Punitive							(2)
Constructive Involvement	(5)	Successful							(6)
Intellectual	(9)	Weak-Strong							(6)

Degree of Ambivalence in Description

	1	2	3	(1)
	None		Very	

Length of Description (1)

Conceptual Level (5)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

035:

My mother has recently learned to be reasonably strong and independent of mind. She had a fairly disastrous first marriage and found someone she could depend upon for love and trust in my father. Since his death she has gone through stages of learning to cope with a world which was handled for her for over 20 years. She still seems very suspicious of nature now, afraid of people who can hurt her easily. She seems to put people into stereotypes i.e. your girlfriend is chasing after you, wants to make you jealous etc. and is apt to grate on my nerves by a weakness concealed by an outgoing facade of independence. She will look like she ~~wants~~ thinks she should look to people and not be herself in many ways thinking she can influence their feelings toward her in this way

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None Very

Affectionate (9)
Ambitious (9)
Malevolent-Benevolent (3)
Cold-Warm (9)
Constructive Involvement (3)
Intellectual (9)

Judgmental (6)
Negative-Positive Ideal (3)
Nurturant (3)
Punitive (9)
Successful (3)
Weak-Strong (3)

Degree of Ambivalence in Description

| 1 2 3 | (1)
None Very

Length of Description (4)

Conceptual Level (7)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

My father is a large man. He's very sarcastic, not in a bad way, but in a funny way. Although he's this way he is also a very sensitive man although many people don't know it cuz of his actions around them. He's always fooling around. He talks very loud most the time and doesn't have too much patience. He's active in sports golf and hockey. He believes in living to the fullest and having a good time ev not worrying about money. He works very hard and much of the time works from 7 - 12 p.m coming home a.m. only for supper. He's very neat and fussy when it comes to taking care of things.

Personal Qualities of Parent

| 1 2 3 4 5 6 7 |
None Very

Affectionate (9)
Ambitious (6)
Malevolent-Benevolent (4)
Cold-Warm (4)
Constructive Involvement (3)
Intellectual (9)

Judgmental (9)
Negative-Positive Ideal (5)
Nurturant (9)
Punitive (9)
Successful (5)
Weak-Strong (5)

Degree of Ambivalence in Description

| 1 2 3 | (2)
None Very

Length of Description (5)

Conceptual Level (6)

Sensorimotor-Preoperational (1); Concrete-Perceptual (3); External Iconic (5); Internal Iconic (7); Conceptual (9)

References

- Blatt, S.J. (1974). Levels of objective representation in anaclitic and introjective depression. The Psychoanalytic Study of the Child, 24, 107-157.
- Blatt, S. J., Bers, S., & Schaffer C. (1991). The assessment of self-description: a scoring manual. Yale University: Unpublished Research Manual.
- Blatt, S. J., Brenneis, C. B., Schimek, J., & Glick, M. (1976). Normal development and psychopathological impairment of the concept of the object on the Rorschach. Journal of Abnormal Psychology, 85, 364-373.
- Blatt, S. J., Tuber, S. B., & Auerbach, J. S. (1990). Representation of interpersonal interactions on the Rorschach and level of psychopathology. Journal of Personality Assessment, 54, 711-728.
- Blatt, S. J., Wein, S. J., Chevron, E. S., & Quinlan, D. M. (1979). Parental representations and depression in normal young adults. Journal of Abnormal Psychology, 88, 388-397.
- Bruner, J. S. (1964). The course of cognitive growth. American Psychologist, 19, 1-15.
- Cobliner, W. G. (1965). The Geneva School of Genetic Psychology and Psychoanalysis. In R. A. Spitz (Ed.), The first year of life, (pp. 301-356). New York: International Universities Press.
- Erikson, E. H. (1950). Childhood and Society, New York: Norton.
- Freud, A. (1946). The psychoanalytic study of infantile feeding disturbances. Psychoanalytic Study of the Child, 2, 119-132.
- Horowitz, M. J. (1972). Modes of representation of thought. Journal of the American Psychoanalytical Association, 20, 793-819.
- Jacobson, E. (1964). The self and the object world. New York: International Universities Press.
- Kestenberg, J. S. (1971). From organ-object imagery to self and object

- representations. In J. B. McDevitt & C. F. Settlage (Eds.), Separation-individuation, (pp. 75-99). New York: International Universities Press.
- Mahler, M. S. (1968). On human symbiosis and the vicissitudes of individuation. New York: International Universities Press.
- Mayman, M. (1967). Object-representations and object-relationships in Rorschach responses. Journal of Projective Techniques and Personality Assessment, 31, 17-24.
- Piaget, J. (1954). The construction of reality in the child. New York: Basic Books.
- Quinlan, D.M., Blatt, S. J., Chevron, E., & Wein, S. J. (1992). Parental Descriptors: Benevolence, punitiveness and ambition. Journal of Personality Assessment, in press.
- Stricker, G., & Healy, B. J. (1990). Projective assessment of object relations: A review of the empirical literature. Psychological Assessment: A Journal of Consulting and Clinical Psychology, Vol. 2, 219-230.
- Werner, H. (1957/1948). Comparative psychology of mental development. New York: Basic Books.
- Werner, H., & Kaplan, B. (1963). Symbol formation: An organismic-developmental approach to language and the expression of thought. New York: Wiley.
- Wolff, P. H. (1967). Cognitive considerations for the psychoanalytic theory of language acquisition. In R. R. Holt (Ed.), Motives and thought. New York: International Universities Press.

C:BLATT\ORIQUAL.MAN

6/11/92 jcc