1991

# An investigation of boundaries in mothers of infants and toddlers

Kelly Ann Craig-Bauer
*Lehigh University*

AN INVESTIGATION OF BOUNDARIES IN MOTHERS

OF INFANTS AND TODDLERS

by

Kelly Ann Craig-Bauer

A Thesis

Presented to the Graduate Committee

of Lehigh University

in Candidacy for the Degree of

Master of Science

in

Psychology

Lehigh University

May 1991

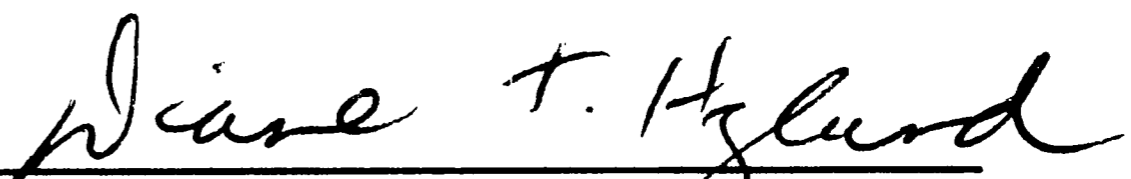CERTIFICATE OF APPROVAL

This thesis is accepted and approved in partial fulfillment of the requirements for the Master of Science.

May 13, 1991

_Diane F. Hyland_
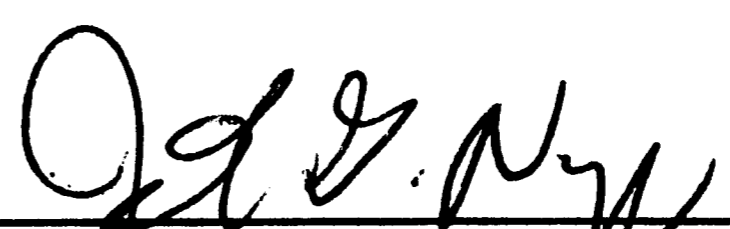Professor Diane Hyland
Thesis Advisor

_Susan Barrett_
Professor Susan Barrett
Co-Advisor

_Roger D. Phillips_
Professor Roger Phillips
Co-Advisor

_John G. Nyby_
John G. Nyby
Chairman of Department

## Table of Contents

## List of Tables

## Abstract

The current study examined the way in which maternal self-boundaries are affected by various relationships (with one's child, husband, mother, and father), and by the developmental stage of one's child. Subjects were 30 mothers of 3-, 12-, and 36-month-old children. Data were collected from an interview consisting of open-ended questions which focused on subjects' feelings about themselves and their various relationships. Analyses of the data revealed that subjects felt their children occupied a larger portion of their selves than their husbands, mothers, and fathers. Additionally, subjects reported feeling separate more frequently in their relationship with their mothers and fathers than with their husbands and children. These findings are congruent with research showing that new parents feel the parental role to be the most important part of their self-concept.

An Investigation of Boundaries in Mothers

of Infants and Toddlers

Boundaries are the mostly unseen territorial

markers that separate the self from the not-self

physically, emotionally, and intellectually (Lerner,

1988). They draw the line between what "I" need,

think, and feel, and what "you" need, think, and feel.

The birth of an infant marks a change in the physical

boundaries of self for both mother and child; both must

begin making what was once part of the self into the

not-self. Because of the intimate nature of the

mother-child relationship, a major purpose of the

present study was to examine how a mother's boundaries

change as her child develops. More specifically,

because the child's developmental needs change as he

grows and acquires new abilities, aspects of the

mother's boundaries should also change so that she can

meet his needs. Additionally, because a person meets

different needs and has different needs met in each of

his or her relationships, a secondary purpose of this

study was to examine how a mother's boundaries change

as a function of different relationships. Different

relationships are characterized by different roles and

expectations; therefore, differences in boundaries are likely to occur. This study will examine whether a mother's boundaries are different with parents, husband, and child, and whether these differences are influenced by the age of her child.

The first part of this paper will discuss the development of the child, and how it influences the mother's self-boundaries. The second part will focus on the theoretical construct of boundaries, how it has been used and what factors influence self- and generational boundaries. The third part considers the influence that different relationships have on the individual.

## The Influence of the Developing Child

Traditional psychoanalytic theory has posited that the senses of self and other are entwined at birth. The task of the newborn is to free himself from this undifferentiated self/other state. Mahler, Pine, and Bergman (1970; 1975; 1985) proposed that the infant constructs a sense of self through a process of separation-individuation. This process begins at approximately five months of age and is completed by approximately 36 months of age. It begins with the

2

child's ability to differentiate his own body from the body of his mother and is complete when the child has achieved a mental representation of the self as distinct from the mother, and is able to function separately from her.

Mahler et al. (1970) explored how mothers responded to their children's drive for individuation. They proposed that a mother's response to this experience is largely influenced by her own intrapsychic processes. While some mothers are frightened by their children's helplessness and total dependence on them during the first several months of life, other mothers enjoy it because it allows them to live out a fantasy of symbiotic union with their children. With the maturation of the child, differences are seen not only between mothers, but also within each mother. A mother may experience both a loss of the symbiotic oneness and a relief from the previous demands of the symbiotic union. She may experience the child's increased communication skills as both a sign of his independence, and her consequent loss, and as an opportunity for her to finally know exactly what he wants.

In order to understand better the influence that a
child can have on his parent, other theorists have
examined the mother's sense of self-as-parent in her
relationship with her child.  Benedek (1970) proposed
that a mother's satisfaction derives from satisfying
the needs of the infant.  Additionally, she states that
the maternal self-concept develops through "the
gratifying introject: good, thriving infant = good
mother, good self" (pp 116-117).  Empathy (or "feeling
oneself into another" as described by Benedek, p. 120)
is the key to successful mothering.  Benedek stresses
that as the child matures and becomes his own person,
it is important that the mother's empathy also develops
into empathic understanding.  Benedek makes the
following distinction between empathic response and
empathic understanding.  Empathic response is described
as a direct instinctual reaction to the infant's needs.
On the other hand, empathic understanding is achieved
through a preconscious self-reflective process that
leads the parent to understand the motivations of her
own reactions to the child's behavior.  Empathic
understanding is believed to be necessary in guiding
the evolving individuality of the child.  Thus, a

mother's sense of self and of her own needs are intricately linked to the needs of her developing child as well as to the importance she has placed on her role as "mother."

Examining a mother's mental representation of her relationship with her child is one way of discovering what fuels mother-infant interactions. Because maternal representations of the mother-child relationship are thought to be related to mother-infant interactions, it is important that these representations accurately reflect the needs of mother and child. Past research has demonstrated that effective mothers possess an overall conception of their own psychological needs, an ability to perceive the same type of needs in their children, and an ability to competently balance the needs of self and other (Brunnquell, Crichton, & Egeland, 1981).

While there are still many questions as to how a parent influences her child, many more remain as to how a child affects his parent. The purpose of this study is to examine how the changing needs and abilities of the child, as he progresses from birth through childhood, influence a mother's representations of

herself, her child, her spouse, and her own parents. This issue will be discussed in the context of boundaries.

## Ego and Generational Boundaries

The concept of boundaries has been used to describe aspects of the family system as well as the individual (Bograd, 1987; Bowen, 1978; Lewin, 1951). Two types of boundaries have been discussed with regard to the individual. One type is thought to separate different parts of the self from each other. The second type is thought to separate the individual from his environment. Lewin (1935) proposed that both types of boundaries change as a person develops, as well as during times of conflict (i.e., when there is tension in the psychological field). The psychological field (or life space) is the collection of mutually dependent aspects of person and environment that Lewin feels are responsible for a person's behavior; for example, one's goals, needs, social relations, and the amount of freedom one is allowed are all part of one's psychological field (Baldwin, 1980; Lewin, 1951).

The boundaries separating the different parts of the psychological field have been described in terms of

their permeability and their elasticity (Block & Block, 1980). According to Lewin the degree of permeability is the extent to which one part of the lifespace is capable of influencing others. Impermeable boundaries are marked by a lack of communication between systems, while permeable boundaries facilitate communication between systems. For example, when a person's boundaries are more permeable her need to complete an unfinished task (e.g., painting the dining room) may affect other, more current goals (e.g., passing an exam). An individual with more impermeable boundaries would be able to separate the two needs, complete the task at hand (passing the exam), and return to the previous task when possible.

The second characteristic of boundaries, elasticity, refers to the ability of a boundary to change its typical level of permeability in response to current psychological forces, and to return to its prior state of permeablity after these influences are no longer present (Block & Block, 1980). For example, a working mother (who has the luxury of working at home), must have clear boundaries between her need to hold her child and her need to complete her work. If,

however, during the course of her day her child falls
and hurts himself these boundaries must become more
permeable in order to meet the needs of her child
(e.g., she may have to complete some business
transaction while holding her child).  After her child
has been comforted, if her boundaries are elastic
enough, she may then return to her previous, more
differentiated state.

Lewin proposed that the typical structure of a
person's boundaries can be temporarily altered by a
change in her emotional state.  The presence (or
absence) of affectively significant objects in one's
environment produces tension in the lifespace.  Such
tension may lead to the collapse of boundaries between
systems.  The level of boundary disintegration is
dependent on the usual structure of one's boundaries:
The more permeable one's boundaries are to begin with
the more extensive the boundary collapse.

While emotions are thought to lead to a weakening
or disintegration of boundaries, development is thought
to result in firmer boundaries and more differentiated
psychological regions (Baldwin, 1980).  This process is
evident as a person progresses from infancy, where

there is little to no differentiation between self and others, through childhood and adolescence where there is an awareness of self as child to one's parents and friend to one's peers, and into adulthood where one acquires the sense of self as spouse and parent, and maintains one's sense of self as child and peer. All of these different roles are marked by different needs, goals, and levels of autonomy, and correspond to different regions of the psychological field.

In the family, enmeshed boundaries are indicated by generational boundary dissolution or role reversal. Clinicians predict that in a stable family, where an ongoing pattern of boundary dissolution between parents and children occurs there will be emotional distance between spouses (Satir, 1967; Morris, 1983; Sroufe, Jacobvitz, Mangelsdorf, DeAngelo, & Ward, 1985). As with ego boundaries, weakly defined generation boundaries also result from weakly defined representations. A mother's representation of her relationship with her child is influenced by her relationship with her own parents and her husband. That is, a mother's representations in one relationship are thought to be influenced by her expectations and

9

needs in her other significant relationships. In the case of generational boundary dissolution, there is not a distinction between the representations of different roles in the family, therefore role confusion occurs.

Each family is composed of a series of systems (Benedek, 1970) or coalitions (Fleck, 1985). Within each system certain roles are observed. In the parents-infant triad, the father and mother fill the roles of teacher and leader, while the role of the child is that of learner and follower. Role-reversal (one form of generational boundary dissolution) occurs when the child is expected to fill the authority role, or is treated as a peer by his parents. Sroufe and Ward (1980) proposed that dissolution in generational boundaries may occur if a parent's own needs for nurturance have not been met.

Fleck (1985) proposed that a primary motivation in establishing a marital coalition is the completion of oneself through an intimate union with another. In the context of the family, this coalition must also meet the age-appropriate needs of the child (i.e., serve as a parental coalition) while still maintaining the exclusive nature of the marital system. Generational

boundary dissolution also occurs when parents try to meet their own emotional needs through their children. Children raised in this type of environment are likely to engage in the same type of behavior when they are married and have established families of their own, believing that it is appropriate to do so. Generational boundary dissolution is sometimes linked to sexual abuse in families. A study by Sroufe et al. (1985) reported that 42% of the mothers who scored high on generational boundary dissolution also reported a history of being sexually abused in their families. For this reason, it is important to examine maternal boundaries not only in the context of her relationship with her child and husband, but also in her relationship with each of her parents.

Minuchin (1974) described a continuum of boundary permeability. The two polar ends of this continuum are "diffuse" and "rigid." The middle range of this continuum is termed "clear boundaries." An individual or family is said to be "enmeshed" when their relationships are characterized by diffuse boundaries, the sacrifice of individual autonomy for the sake of connection, and low interpersonal distance, which leads

to extreme sensitivity and overinvolvement (Bograd, 1987; Wood & Talmon, 1983). An individual is said to have enmeshed boundaries when she is unable to differentiate her own needs from the needs of another. Boundaries that are too rigid can lead to disengagement, which is characterized by excessive interpersonal distance between individuals, and a lack of emotional connection and support. Minuchin (1974) feels that interdependence is the ideal. In this situation boundaries are clear enough so that individuals can function independently, but permeable enough so that there is still emotional contact and support.

Recently, the question has been raised as to whether sex differences in the self-concepts of men and women might lead to sex differences in boundary classification, with women being more likely to be classified as having enmeshed boundaries (Bograd, 1987). Women are thought to be socialized in a way which leads them to place more importance on the maintenance of relationships than on the individual needs of the people in those relationships (Gilligan, 1982). In Lewinian terms, this perspective may result

12

in a less differentiated psychological field or in more enmeshed boundaries for women.

Several studies have investigated sex differences in the self-concept. One way of investigating what is central to the self is by examining how a person describes or defines herself. In describing oneself a person reveals the parts of her personality that are important to her self-concept. Bilsker, Schiedel, and Marcia (1988) found that interpersonal issues are more important in defining one's self for women than for men. Additionally, a study by Lyons (1988) found that while both men and women included relational components in their descriptions of themselves, the self-descriptions of males were largely in separate/objective terms, while the self-descriptions of females included mostly connected terms.

A second way of observing what is central to the self is to examine an individual's "ideal self." The "ideal self" is the self that an individual wants to be and strives to attain. Research examining the "ideal selves" of junior-high and high-school students found that the ideal self of the female typically involved the improvement of family relations in one's family of

origin and the eventual establishment of one's own family (of procreation). The ideal self of the male was primarily focused on the improvement of one's athletic abilities (Bybee, Glick, & Zigler, 1990).

The above findings support theories which suggest that the female self-concept is more interpersonally-based than the self-concept of the male. Bograd (1988) has suggested that because the female perspective is similar to that of individuals diagnosed as having enmeshed boundaries, feminine ideas of self are seen as undesirable and possibly dysfunctional. For this reason it is important to investigate women's self-boundaries to better understand whether the female perspective results in a more enmeshed point of view, or whether it more closely reflects the aspects of what Minuchin has called clear boundaries or interdependence.

The Transition to Parenthood, Relationships, and the Self

From birth through adulthood individuals are involved in many relationships. One cannot discuss the influence that various relationships have on a parent's sense of self without also considering changes that

occur during the transition to parenthood, both within the individual and in her various relationships.

Prior to conceiving a child, and even before marriage, a person forms a concept of what she will be like as a parent, a "possible self as parent" (Markus & Nurius, 1987; Antonucci & Mikus, 1988). This part of the self-concept arises from one's experience of being parented, as well as from knowledge of aspects of one's own personality. It includes both positive and negative potential outcomes (i.e., both what one wishes to be like, and what one fears she may become) and is thought to influence a person's feelings about herself, and her competence as a parent, during her pregnancy and after delivery.

A couple's discovery that they have conceived a child changes how they think of themselves (and each other) and how others think about them. Various researchers have suggested that impending parenthood signifies to the future parents, and to their family and friends, that both members of the expectant couple have achieved adult status (Fawcett, 1978; Hoffman, 1978). A study investigating the relationship between adult women and their mothers found that when daughters

get married and start families of their own, both
daughters and mothers seem to reevaluate each other and
redefine their relationship (Fischer, 1981).

The restructuring of the mother-daughter
relationship can be observed in three ways (Fischer,
1981). First, as described above, mothers and
daughters begin to redefine their relative statuses as
the relationship changes from adult-child to
adult-adult. Second, daughters acquire a new role
perspective as they move from being a role complement
(mother-daughter) to a role colleague (mother-mother).
As they cross this bridge, daughters begin to
re-evaluate the quality of the mothering they have
received both from the perspective of "mother" and that
of "daughter." This re-orientation of daughters toward
their mothers in part comes from having "a similar role
position with a retrospective understanding of their
mothers' perspective" (Fischer, 1981, p. 618).
Additionally, daughters may begin to re-evaluate their
mothers' parenting skills as they gradually recognize
that they have (unconsciously) adopted their mother's
mothering style. A final change occurs in family
structure as the family moves from a nuclear to an

extended family orientation. With the daughters'
entrance into motherhood there is an increase in
contact and mutual aid between mothers and daughters.

During the transition to parenthood, a person's
relationship with her spouse is thought to be
influenced in some ways by the quality of her
relationship with her parents (Cowan & Cowan, 1988).
Specifically, it has been shown that the more positive
a woman's relationship with her father, the more likely
she is to have a satisfying and affectionate
relationship with her husband (Gladieux, 1978; Cowan &
Cowan, 1988). Additionally, women who reported having
more positive relationships with their mothers were
rated by observers as more confident in the maternal
role, and as having better functioning marriages and
more individuated infants (Shereshefsky & Yarrow,
1973).

Along with new parents' relations with their
family of origin, several other factors have been cited
as contributing to changes in the marital dyad during
the transition to parenthood (Cowan & Cowan, 1988).
First, changes in a person's psychological self are
thought to produce change in the marital dyad. It has

been hypothesized that the addition of a new, demanding role (i.e., parent) means that a person will have less of herself to give to her already established roles (wife/lover, friend, worker, etc.). This hypothesis has been supported by several studies. Cowan et al. (1985) reported that for new parents, the sense of self-as-parent occupied an increasingly larger portion of their self-concepts from pregnancy to six months postpartum, while the sense of self-as-lover/partner decreased over this period. Additionally, other research has revealed that many new parents feel that parenthood is the most important aspect of their lives (Chilman, 1980; Nye, 1976).

A second factor which may result in marital change during the transition to parenthood is any change that occurs in marital communication. Several researchers have found that both the amount and the style of communication which transpire within the dyad are highly correlated with self-reported marital satisfaction (Gottman, 1979; Navran, 1967). Several studies have reported that couples experience a decrease in the amount of communication and dyadic activities from pregnancy through the first year after

birth (McHale & Huston, 1985; Meyerowitz & Feldman, 1966). Additionally, following the birth of their child, couples report feeling more distance in their relationship, as well as an increase in conflict and disputes (Cowan & Cowan, 1987).

Finally, Cowan and Cowan (1988) propose that events in the parent-child relationship both influence and are influenced by the marital relationship. That is, if the parents each have a positive relationship with their child, the effect on their marital relationship will be positive. Additionally, if the two parents have a positive relationship with each other, they will have more love and support to bring to their relationship with their infant.

During the transition to parenthood a person acquires a new role, one which will change every aspect of her life. The responsibility of caring for another human being, one who is much smaller and more defenseless than oneself, reduces the amount of time and energy available for other relationships; at the same time, these relationships become even more valuable for the emotional and physical support they can provide.

To summarize, with first parenthood comes a desire to maintain (or renew) one's relationship with one's family of origin, while preserving the separateness of the parents-infant triad. Additionally, there is a struggle to sustain the intimacy of the marital dyad while still meeting the demands of parenthood. Therefore, a final purpose of this study is to examine a mother's sense of self and other in each of her significant relationships in order to better understand how a woman orchestrates the different components of her self-concept in each relationship and how this organization is influenced by the age of her child.

The Current Study

This study examined maternal boundaries in several ways. First, mothers' representations of self and significant others were investigated by asking subjects to describe themselves as well as their children, husbands, mothers, and fathers. Subjects with clear self-other boundaries would be expected to give differentiated descriptions of self and each significant other. Additionally, because an individual has different roles and needs in each of her relationships, it is possible that she may have clear

20

representations of some people but not of others. This phenomena would be reflected in the tendency of subjects to give differentiated descriptions of some individuals and undifferentiated (or contaminated) descriptions of others.

Second, because boundaries separate the "self" from the "not-self" subjects were asked to describe how much certain significant others were a part of them. Subjects whose representations of self include a large proportion of others could be thought of as having more permeable boundaries than those who include a small proportion of others. Additionally, because of changes that occur in the family system when a person marries and starts a family of their own, it was predicted that subjects would assign a larger percentage of themselves to their children and husbands than to their mothers and fathers.

One indication of the status of an individual's boundaries is her ability to discriminate between her own needs and the needs of others. An individual is said to have enmeshed boundaries when she confuses her own needs with those of another. Therefore, the third way in which boundaries were examined was by asking

subjects if it has ever been difficult to distinguish between what they need and what specific others need. Because of the symbiotic nature of the mother-infant relationship during the first several months it was predicted that mothers of three-month-olds would find it more difficult to distinguish between their own needs and the needs of their children than mothers of 12- and 36-month-olds. Additionally, it was predicted that the limited communication skills of small children would lead mothers to state that confusion between the needs of self and other occurred more frequently in their relationships with their children than in their relationships with their husbands, mothers, and fathers.

Finally, a person's boundaries are thought to become most apparent (or most apparently missing) in emotionally charged situations. Therefore, subjects were asked to describe perceptions of separateness in their most positive and least positive memories of each relationship. Several hypotheses were made. First, because negative situations are ones in which people feel alienated, misunderstood, or alone, and positive situations are marked by feelings of unity,

understanding, or togetherness, it was predicted that subjects would indicate that they were more separate in negative than in positive situations. Second, it was predicted that subjects would indicate that they were more separate in their relationships with their mothers and fathers than in their relationships with their husbands and children.

In sum, the purpose of this study was to investigate a mother's conception of self and other with special attention to boundaries. This study examined how a mother's boundaries change, both as a function of relationship and of the developmental stage of her child. Subjects in this study consisted of mothers of children who were in various phases of separation-individuation: the Symbiotic phase (3 months), the Practicing phase (12 months), and Consolidation of Individuality phase (36 months). To examine how maternal boundaries change as a function of relationship subjects were asked to describe their individual relationships with their child, husband, mother, and father.

## Method

### Subjects

Thirty mothers of first-born children ages 3, 12, and 36 months served as subjects. Subjects were recruited from birth announcements in the local newspaper and contacted through letters and phone calls. Mothers who were recruited had only one child and were not pregnant at the time of the interview. Participation in the study was voluntary.

### Measures

The interview that was used in this study is displayed in the Appendix. The interview is divided into five sections. Four sections of the interview focus on aspects of the relationships that a subject shares with her husband, child, mother, and father respectively. A fifth section focuses on aspects of the subject as an individual. Because the five sections follow a similar format, the order of presentation of these sections was randomized to control for response sets.

Maternal boundaries were examined in four ways: partitioning of the self, descriptions of the self and of significant others, perceptions of separateness in

both positive and negative situations in each relationship, and the subject's perceived ability to distinguish what she needs from what significant others need.

Partitioning of the Self. One way to measure a mother's boundaries is to examine how she partitions herself, or more specifically, to examine how much of her self is occupied by other people in her life, and how much of her self is her own needs, thoughts, and emotions. Subjects were asked, in the context of each relationship and at the conclusion of the interview, to describe how much their children, husbands, mothers, and fathers were a part of them. Subjects assigned a percentage, between 0 and 100, to each significant other to indicate how much each person was a part of them. The percentage assigned to these significant others was examined in the context of each relationship to determine whether relationship and/or age-of-child differences exist in how much mothers feel that certain others are a part of their selves.

Ability to Differentiate the Needs of Self and Other. In each section of the interview (that deals with child, husband, mother, and father), mothers were

asked "Has it ever been difficult for you to distinguish what you need from what ___ needs?" The tendency of mothers to reply yes or no to this question was examined for evidence of age of child and/or relationship differences. For each relationship, subjects who answered "Yes" to this question were assigned a "1", subjects who answered "No" were assigned a "0." There was 100% agreement (between two raters) on the coding of the responses to this question. The ability to clearly distinguish between one's own needs and the needs of others is a sign of healthy boundaries. Responses to this question were examined to determine whether a confusion of needs (or a fusion of boundaries) is more likely to occur in certain relationships, and/or when one's child is a certain age.

Descriptions of Self and Other. Subjects were asked to describe themselves as well as their children, husbands, mothers, and fathers. Subjects who included a person other than the target in their descriptions were coded as "1" for that person. Subjects who provided an "uncontaminated" description of the target person were coded as "0" for that person. For example,

a subject who gave the following descriptions would be coded in the following way:

SELF:    "I'm kind, intelligent, and strong."  (0)

CHILD:   "He's great.  We love to go to the park

            together."  (1)

HUSBAND: "He's handsome, creative, and smart."  (0)

MOTHER:  "She's nice but she drives my dad crazy."  (1)

FATHER:  "He's strong...He always spoiled me."  (1)

There was 95% agreement (between two raters) on the coding of the responses to this question.  These descriptions were analyzed for age-of-child and relationship differences.  For example, did subjects tend to include others in their description of child but not in their description of husband?  Additionally, did mothers of three-month-olds contaminate their descriptions more than mothers of three-year-olds?

Separateness.  In each section of the interview, subjects were asked to describe their most positive and least positive memories  of their individual relationships with their child, husband, mother, and father.  After describing these memories, subjects were asked "Are you separate in that situation?" and were then asked to explain the ways in which they were or

were not separate. Subjects who indicated that they were separate in a situation received a score of "0." Subjects who replied that they were somewhat separate received a score of "1" for that situation. Subjects indicating that they were not separate in a particular memory received a score of "2." Inter-rater correspondence was 98% (among two raters). Subjects' replies were scored for each relationship (Child, Husband, Mother, and Father) in both positive and negative situations. This data was examined for any differences in positive versus negative situations, relationship differences, and differences among mothers whose children were different ages.

## Procedure

The interview took approximately one and one-half hours to complete. Each interview was audio-recorded using a tape recorder and cassette tapes. Most subjects were interviewed in their homes (Two were interviewed in the Child Study Center at Lehigh).

## Results

Data was coded from partial transcripts of the interviews. The results will be presented in four sections. The first section focuses on how subjects

partitioned themselves. The second section discusses the ability of subjects to distinguish between what they need and what others need. The third section presents data on subjects' descriptions of self and other. The last section focuses on subjects feeling of separateness in positive and negative situations.

## Partitioning of the Self

A 3 x 4 (Age of Child x Person) mixed ANOVA was performed to test the following hypotheses: (1) Because of the close nature of the parents-infant triad, it was predicted that mothers would tend to give a larger portion of themselves to their husbands and children than to their mothers and fathers; and (2) because of the more dependent nature of the three-month-old, it was predicted that mothers would give a larger portion of themselves to their three-month-olds than to their 12- and 36-month-olds. No interaction was predicted. The percentage assigned to each individual was the dependent variable. Age of child was the between subjects factor and person was the within subjects factor. A significant effect for person, $F$ (3, 78) = 12.48, $p$ < .0001, revealed that subjects gave a significantly greater portion of themselves to their

children ($\underline{M}$ = 84.3) than to their husbands ($\underline{M}$ = 66.8),
mothers ($\underline{M}$ = 57.5), and fathers ($\underline{M}$ = 52.6). Subsequent
comparisons between these means revealed that the
difference between husband vs. mother and father was
also significant, $\underline{F}$ (1, 78) = 5.8, $\underline{p}$ < .05.
Additionally, the hypothesis that the portion of self
given to husband and child would be greater than that
given to mother and father was also confirmed, $\underline{F}$ (1,
78) = 26.47, $\underline{p}$ < .01.

Contrary to the second hypothesis, the age of a
subject's child did not significantly influence the
percentages she assigned to others, $\underline{F}$ (2, 26) = .14,
$\underline{p}$ > .05. Consequently, mothers of three-month-olds
assigned percentages to their children ($\underline{M}$ = 84.8) which
did not differ greatly from the percentages assigned by
mothers of 12-month-olds ($\underline{M}$ = 81.8) and mothers of
36-month-olds ($\underline{M}$ = 86.7).

## Ability to Differentiate the Needs of Self and Other

Several predictions were made regarding the
mothers' ability to distinguish between their own needs
and the needs of others: (1) Mothers would have a more
difficult time distinguishing what they need from what
another needs in their relationship with their child

than in their relationships with their husbands, mothers, and fathers, and (2) mothers of three-month-olds would have a harder time distinguishing their own needs from the needs of their children more frequently than mothers of 36-month-olds.

Two Cochran's Q tests were performed to test these predictions. Most subjects (76.7%) indicated that they had problems distinguishing their own needs from those of the other in some of the described relationships, but not in others. Several subjects (10%) stated that it was not difficult for them to distinguish between the needs of self and other in any of the relationships, while 13.3% of the mothers revealed that they sometimes experience confusion of self and other needs in all of the described relationships. No significant differences were found between the various relationships, Cochran Q = .74, $p$ > .05, or between the various age-of-child groups, Cochran Q = .69, $p$ > .05.

Descriptions of Self and Other

A Cochran's Q test was performed to test for any differences in subjects' tendencies to include extraneous people in their descriptions of self and significant others. This test revealed a significant

difference in the tendency to include non-target people in one's descriptions, Cochran Q = 17.2, $p$ < .005. Subjects tended to contaminate their descriptions of child, mother, and father consistently across the three age-of-child groups. While 66.7% of the subjects did not include others in their self-descriptions, there was not a consistent trend across the three age-of-child groups. Approximately half of the mothers of 3- and 12-month-olds (60% and 50% respectively) did not contaminate their descriptions of self, while 90% of the mothers of 36-month-olds refrained from including others in their self-descriptions. When subjects described their husbands, 46.7% of them contaminated their descriptions, and 53.3% did not. Table 1 displays the number of subjects who contaminated (and did not) across the various age groups.

---

Insert Table 1 about here

---

Separateness

Several paired $t$-tests were performed in order to test the hypotheses (1) subjects will indicate that

they are more separate in negative than in positive situations and (2) they will indicate that they are more separate in their relationships with their mother and father than in their relationship with their husband and child. In order to test these hypotheses the data was coded in several ways. First, a separate score for each relationship was obtained (i. e., the score for the positive and negative memories were added together for each relationship). The possible range of these scores was zero to four for each relationship. Second, all of the scores for the positive memories were added together, and all of the scores for the negative memories were added together. The possible range of these scores was zero to eight for each memory. The lower end of both of these ranges reflect subjects' responding that they felt separate. Both hypotheses were confirmed. Subjects indicated that they felt more separate in their least positive memories ($\underline{M}$ = 1.40) than in their most positive memories ($\underline{M}$ = 4.10), $\underline{t}$ (29) = 6.92, $\underline{p}$ < .001. They also indicated that they were not separate more frequently when talking about their relationship with their child ($\underline{M}$ = 1.83) than when discussing their

relationship with their mother ($M$ = 1.07), $\underline{t}$ (29) = 2.72, $\underline{p}$ < .01, or father ($M$ = 1.07), $\underline{t}$(28) = 2.34, $\underline{p}$ < .05. Finally, subjects stated that they were not separate more frequently in their most positive and least positive memories with their husband ($M$ = 1.57) than in their memories with their mother ($M$ = 1.07), $\underline{t}$ (29) = 2.14, $\underline{p}$ < .05, or father ($M$ = 1.07), $\underline{t}$ (28) = 2.30, $\underline{p}$ < .05. The difference between husband ($M$ = 1.57) and child ($M$ = 1.83) was not significant, $\underline{t}$(29) = .98, $p$ > .05. The number of subjects who fell into each category for each relationship is displayed in Table 2.

_____

Insert Table 2  about here

_____


## Discussion

The results of the current study are congruent with past research indicating that parents perceive their parental self as occupying a large portion of their self-concept (Chilman, 1980; Cowan et al., 1985; Nye, 1976). Mothers in this study indicated that they were separate more frequently in their relationships

34

with their mother and father, than in their relationships with their husband and child. Additionally, the typical mother in this study tended to assign a larger portion of her self to her child than to her husband, mother, and father.

The fact that age-of-child did not affect the portions assigned may be due to several factors. First, the ages chosen may not have been diverse enough for any real differences to be observed. In order to better examine changes in the maternal self as one's child develops, future research should concentrate on mothers whose children are at clearly different stages of development (e.g., newborn, kindergarten, adolescent). If one's child becomes less a part of one's self as he becomes more of an individual, then it could be expected that mothers of adolescents would assign a smaller percentage of their selves to their children, and would state that they felt separate from them more frequently, than mothers of kindergarten-age children.

A second factor may be that the parental part of one's self is always most prominent once one enters parenthood. This possibility may be investigated by

examining the responses of parents of grown children. If one's parental self remains prominent in the self-concept long after one's initiation into parenthood, then one would expect to find that parents of adult children, like parents of infants and toddlers, feel their children occupy a large portion of their selves, and that their children are not separate from them. Such an investigation would provide further insight into the developmental nature of the parental self.

While mothers tended to assign large portions of themselves to their child (and to their husband), there was not a significant difference in their ability to distinguish between their own needs and the needs of another. This effect may have resulted from either the small sample size, or the variety of ways subjects answered this question. Because this is an important issue when discussing self-boundaries, further examination of this data will look at how subjects answer the question that follows, which asks subjects to describe how they are able to (or not able to) differentiate between the needs of self and other. Examining subjects' response to this question might

provide more information about subjects' ability to separate their own needs from those of others.

A more commonly-asked question in investigations of the self yielded interesting results in this study. When asked to describe themselves and others, 66.7% of the women in this study tended to give more differentiated descriptions of themselves than they did of their child, mother, and father. Thus it seems that while these mothers felt that other people took up large parts of themselves, they still seemed to have clear representations of themselves as individuals.

Intuitively it makes sense that a person's self-description would be more differentiated than her description of others because she knows herself both as an individual, and as a member of various relationships. Additionally, since a person comes to know others through her relationships with them, it also seems reasonable to assume that she would include knowledge gained from these relationships to describe other individuals.

What is puzzling in these findings is the fact that two-thirds of the subjects in this study contaminated their descriptions of their mother,

father, and child, while only one-half contaminated their description of their husband. A possible explanation for this trend is that while a person is born into some relationships (i. e., with one's mother and father), and gives birth to others (i.e., with one's child), one's relationship with one's spouse is a product of choice. More specifically, prior to marriage both members of the couple come to know each other as individuals, and eventually evaluate each other, and the compatibility of their personality characteristics. Therefore while one's knowledge of the characteristics of one's parents and child come from interactions in the relationship, one's knowledge of one's (potential) spouse's characteristics precedes the establishment of a relationship.

The question is raised then as to why only one-half of the subjects gave differentiated descriptions of their husbands, while the other half did not. It is posed here that in one's relationship with one's husband, as in any other relationship, the nature of one's self-boundaries in that relationship will partially determine the extent to which one's representation of self is separated from one's

representation of the significant other. It may be that while some women continue to see themselves as separate from their husbands, and maintain two distinct representations of self and husband, other women's representations of their husbands might include aspects of the relationship.

The nature of the maternal self, the way it changes and develops, is just beginning to be understood. To more fully comprehend the changes that occur in the maternal self, future studies should continue to focus on how maternal representations of self and other change with the development of one's child using larger samples of mothers who have children of more diverse ages. Additionally, because more new mothers are working outside of the home, special attention should be paid to differences in self-boundaries of working and non-working mothers. Finally, because fathers are beginning to have a larger role in child-rearing, it is important to examine changes in the paternal self, and investigate differences in maternal and paternal representations of self and other. By investigating these issues we may come to understand the nature of the parental self.

# References

Antonucci, T. C., & Mikus, K. (1988).  The power of

    parenthood: Personality and attitudinal changes

    during the transition to parenthood.  In G. Y.

    Michaels & W. A. Goldberg (Eds.), <u>The transition to</u>

    <u>parenthood:  Current theory and research</u>.  New York:

    Cambridge University Press.

Baldwin, A. L. (1980).  <u>Theories of child development</u>.

    New York: Wiley & Sons.

Bilsker, D., Schiedel, D., & Marcia, J. (1988). Sex

    differences in identity status.  <u>Sex Roles</u>, <u>18</u>,

    231-236.

Benedek, T. (1970). The family as a psychologic field.

    In E. J. Anthony & T. Benedek (Eds.), <u>Parenthood:</u>

    <u>Its psychology and psychopathology</u> (pp. 109-136).

    Boston: Little, Brown, and Company.

Block, J. H., & Block, J. (1980).  The role of

    ego-control and ego-resiliency in the organization

    of behavior.  In W. A. Collins (Ed.), <u>Minnesota</u>

    <u>Symposia on Child Psychology</u> (Vol 13, pp. 39-101).

    Hillsdale, NJ: Erlbaum.

Bograd, M. (1987). Enmeshment, fusion, or relatedness?
A conceptual analysis. Journal of Psychotherapy and
the Family, 3, 65-80.

Bowen, M. (1978). Family therapy in clinical practice.
New York: Jason Aronson.

Bybee, J., Glick, M., & Zigler, E. (1990). Differences
across gender, grade level, and academic track in
the content of the ideal self-image. Sex Roles, 22,
349-358.

Brunnquell, D., Crichton, L., & Egeland, B. (1981).
Maternal personality and attitude and disturbances
of child rearing. American Journal of
Orthopsychiatry, 51, 680-691.

Chilman, C. S. (1980). Parent satisfaction, concerns,
and goals for their children. Family Relations, 29,
339-345.

Cowan, C. P., & Cowan, P. A. (1987). Who does what
when partners become parents: Men's involvement in
the family. Marriage and Family Review.

Cowan, C. P., Cowan, P. A., Heming, G., Garrett, E.,
Coysh, W., Curtis-Boles, H., & Boles, A. (1985).
Transitions to parenthood: His, hers, and theirs.
Journal of Family Issues, 6, 451-481.

Cowan, P. A., & Cowan, P. (1988). Changes in marriage during the transition to parenthood: must we blame the baby. In G. Y. Michaels & W. A. Goldberg (Eds.), The transition to parenthood: Current theory and research. New York: Cambridge University Press.

Fawcett, J. T. (1978). The value and cost of the first child. In W. Miller & L. Newman (Eds.), The first child and family formation (pp. 244-265). Chapel Hill, NC: University of North Carolina, Carolina Population Center.

Fischer, L. R. (1981). Transitions in the mother-daughter relationship. Journal of Marriage and the Family, 43, 613-622.

Fleck, S. (1985). The family and psychiatry. In H. I. Kaplan & B. J. Saddock (Eds.), Comprehensive textbook of psychiatry (pp. 273-294). Baltimore, MD: Wilkins & Wilkins.

Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

Gladieux, J. (1978). The transition to parenthood:
Satisfaction with the pregnancy experience as a
function of sex role conceptions, the marital
relationship and the social network. In W. Miller &
L. Newman (Eds.), The first child and family
formation (pp. 275-295). Chapel Hill: University of
North Carolina, Carolina Population Center.

Gottman, J. M. (1979). Marital interaction:
Experimental investigations. New York: Academic
Press.

Hoffman, L. W. (1978). Effects of a first child on
women's social role development. In W. Miller &
L. Newman (Eds.), The first child and family
formation (pp. 340-367). Chapel Hill: University of
North Carolina, Carolina Population Center.

Lerner, R. (1988). Boundaries for codependents.
Center City, MN: Hazelden.

Lewin, K. (1935). A dynamic theory of personality.
New York: McGraw-Hill.

Lewin, K. (1951). Field theory in social sciences.
New York: Harper & Row.

Lyons, N. P. (1988). Two perspectives: On self, relationships, and morality. In C. Gilligan, J. V. Ward, J. M. Taylor, & B. Bardige (Eds.), Mapping the moral domain. Cambridge, MA: Harvard University Press.

Mahler, M. S., Pine, F., & Bergman, A. (1970). The mother's reaction to her toddler's drive for individuation. In E. J. Anthony & T. Benedek (Eds.), Parenthood: Its psychology and psychopathology (pp. 257-274). Boston: Little, Brown, and Company.

Mahler, M. S., Pine, F., & Bergman, A. (1975). The psychological birth of the human infant. New York: Bantam Books.

Mahler, M. S., Pine, F., & Bergman, A. (1985). Stages in the infant's separation from the mother. In G. Handel (Ed.), The psychosocial interior of the family. New York: Aldine.

Markus, H., & Nurius, P. (1987). Possible selves: The interface between motivation and the self-concept. In K. M. Yardley & T. M. Honess (Eds.), Self and identity: psychosocial perspectives (pp. 157-172). New York: Wiley.

McHale, S. M., & Huston, T. L. (1985). The effect of the transition to parenthood on the marriage relationship. Journal of Family Issues, 6, 409-433.

Meyerowitz, J. H., & Feldman, H. (1966). Transition to parenthood. Psychiatric Research Reports, 20, 78-84.

Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.

Morris, D. (1983). Attachment and intimacy. In G. Stricker & M. Fisher (Eds.), Intimacy. New York: Plenum.

Navran, L. (1967). Communication and adjustment in marriage. Family Process, 6, 173-184.

Nye, F. I. (1976). Role structure and analysis of the family. Beverly Hills, CA: Sage.

Satir, V. (1967). Conjoint family therapy. Palo Alto: CA: Science & Behavior.

Shereshefsky, P. M., & Yarrow, L. J. (1973). Psychological aspects of a first pregnancy. New York: Raven Press.

Sroufe, L. A., Jacobvitz, D., Mangelsdorf, S., DeAngelo, E., & Ward, M. J. (1985). Generational boundary dissolution between mothers and their preschool children: A relationship systems approach. Child Development, 56, 317-325.

Sroufe, L. A., & Ward, M. J. (1980). Seductive behavior of mothers of toddlers: Occurrence, correlates and family origins. Child Development, 51, 1222-1229.

Wood, B., & Talmon, M. (1983). Family boundaries in transition: A search for alternatives. Family Process, 22, 347-357.

# Table 1

## Descriptions of Self and Others

|         | Contaminates | | | Does Not | | |
|---------|:---:|:---:|:---:|:---:|:---:|:---:|
|         | 3 | 12 | 36 | 3 | 12 | 36 |
| Self    | 4 | 5 | 1 | 6 | 5 | 9 |
| Child   | 8 | 8 | 8 | 2 | 2 | 2 |
| Husband | 4 | 6 | 4 | 6 | 4 | 6 |
| Mother  | 7 | 7 | 7 | 3 | 3 | 3 |
| Father  | 7 | 7 | 6 | 3 | 3 | 3 |

## Table 2

## Responses to "Are you separate?"

|  |  | Child | Husband | Mother | Father |
|---|---|---|---|---|---|
| **POSITIVE** | Yes | 10 | 7 | 16 | 14 |
|  | Somewhat | 3 | 10 | 2 | 2 |
|  | No | 17 | 13 | 11 | 12 |
|  |  |  |  |  |  |
| **NEGATIVE** | Yes | 20 | 21 | 25 | 26 |
|  | Somewhat | 2 | 7 | 2 | 1 |
|  | No | 8 | 2 | 3 | 2 |

# Appendix

## Maternal Interview

**Self/General**

1. Are you currently employed?

    Yes___    No___
    
    Did you work either before or after X was born?
    
    Yes___    No___
    
    Were you employed prior to X's birth?
    
    Yes___    No___
    
    (GO TO QUESTION 2)
    
    (a) Where did you work?
    (b) What position(s) did you hold?
    (c) How long did you work at this (each) job?
    
    (a) Where did you work?
    (b) What position(s) did you hold?
    (c) How soon after X's birth did you start working?
    (d) How long did you work at this (each) job?
    
    (a) What is your occupation?
    (b) How many hours a week do you work?
    (c) What is your current child-care arrangement?
    (d) How long have you been in this job?
    (e) How soon after X's birth did you start working?
    (f) How would you describe your current job situation?
    
    Are you satisfied with your job?
    
    Yes___    No___
    
    Why not?
    
    Why?

2. Do your parents live in this area?

    Yes___    No___
    
    Where do they live?
    How frequently do you get to see them?
    How frequently would you like to see them?
    
    How frequently do you see them?
    How frequently would you like to see them?

3. Do you have any brothers or sisters?

    Yes___    No___
    
    NEXT QUESTION

Do any of your brothers or sisters live in this
area?
Yes___     No___
          Where do they live?
          How frequently do you get to see them?
          How frequently would you like to see them?
How frequently do you see them?
How frequently would you like to see them?
4.  Do any of your closest friends live in the area?
    Yes___     No___
              Where do most of your friends live?
              How frequently do you get to see them?
              How frequently would you like to see them?
How frequently do you see them?
How frequently would you like to see them?

**Self**
1. How would you describe yourself?
   Is there anything else you might like to add?
2. Would you describe yourself as social or outgoing?
   Yes___   No___
               How come?
   In what ways?
3. How old are you?
4. What is your happiest memory of all time?
   (a) Diagram this situation for me. The diagram
       should include one circle that represents you,
       and an additional circle for each individual
       that you have included in your description.
       Label each circle to indicate which is you, and
       which circles represent the other people in
       your description. Label the circle which
       represents you with  S . (Where appropriate:
       Label your child as  C ;  label your husband a
       as  H ;  label your mother as  M ; and label
       your father as F). Some people wish to label
       or extend their drawings in additional ways;
       others do not. Please explain any additions
       you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___   No___
                       What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___   No___
                       How so?
                       In what ways?
       (4) Which of your needs were met in this
           situation?
       (5) Which of ___ needs were met in this
           situation?

5.  What is your least favorite memory of all time?
    (a) Diagram this situation for me.  The diagram
        should include one circle that represents you,
        and an additional circle for each individual
        that you have included in your description.
        Label each circle to indicate which is you, and
        which circles represent the other people in
        your description.  Label the circle which
        represents you with  S .  (Where appropriate:
        Label your child as  C ;  label your husband
        as  H ;  label your mother as  M ;  and label
        your father as F).  Please draw these circles
        in relation to each other, as you believe best
        illustrates your relationships at this time.
        Some people wish to label or extend their
        drawings in additional ways; others do not.
        Please explain any additions you make to your
        diagram.
        (1) What does this diagram mean?
            Distance/Closeness/Overlap
            Vertical Placement of Circles
            Size of Circles
        (2) Is anything being shared in this picture?
            Yes___    No___
                      What does this picture show?
            What is being shared?
        (3) Are you separate in this picture?
            Yes___    No___
                      How so?
            In what ways?
        (4) What do you feel you needed in this
            situation?
        (5) What do you feel ___ needed in that
            situation?

52

**Husband**

1. Is your husband currently employed?
   Yes___ No___
   What did he do?
   What is his occupation?
   How long has he worked there?
2. How would you describe your husband?
   Is there anything else you might like to add?
3. Would you describe your husband as social or outgoing?
   Yes___ No___
   How come?
   In what ways?
4. How old is your husband?
5. When you think about the relationship that you share with your husband, what is your happiest memory?
   (a) Diagram the relationship between yourself and your husband at that time. Draw two circles. One circle will represent you and the other will represent your husband. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your husband by labeling yourself as  S  , and your husband as  H  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___ No___
           What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___ No___
           How so?
           In what ways?
       (4) Which of your needs were met in that situation?
       (5) Which of your husband's needs were met in that situation?

6. Now, I would like you to describe a situation in which you remember feeling the least positive about your relationship with your husband.
   (a) Diagram the relationship between yourself and your husband at that time. Draw two circles. One circle will represent you and the other will represent your husband. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your husband by labeling yourself as  S  , and your husband as  H  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___        No___
                          What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___        No___
                          How so?
           In what ways?
       (4) What do you feel you needed in that situation?
       (5) What do you feel your husband needed in that situation?
7. Now I want to ask you some general questions:
   (a) Overall, when you think about both positive and negative experiences with your husband, which of your needs do you feel are met by your relationship with your husband?

54

(b) Overall, when you think about all the parts of your relationship with your husband, what do you need most in that relationship?

(c) Overall, when thinking about both positive and negative experiences between yourself and your husband, which of your husband's needs do you feel are met by his relationship with you?

(d) And when you consider all the parts of your husband's relationship with you, what do you feel he needs most in that relationship?

8.  Has it ever been difficult for you to distinguish what you need from what your husband needs?

Yes___    No___
                How so?

Give an example.

9.  How can you tell when your husband is having (or has) a bad day?

(a) How do you feel when he has a bad day?

(b) How do you react to him?

(c) How does your husband react to you when you have had a bad day?

(1) Do you ever feel like you need him to react differently?

Yes___    No___
                NEXT QUESTION

In what situations?
How would you like him to react?

(2) Are there times when you try to hide that you have had a bad day from your husband?

Yes___    No___
                NEXT QUESTION

In what situations?

10.  How much is your husband a part of you?

(a) What part or parts of you does this percentage represent?

**Child**

1. How would you describe your child?
   Is there anything else you might like to add?
2. Would you describe him/her as social or outgoing?
   Yes___   No___
   How come?

   In what ways?
3. When you think about the relationship that you share with your child, what is your happiest memory?
   (a) Diagram the relationship between yourself and your child at that time. Draw two circles. One circle will represent you and the other will represent your child. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your child by labeling yourself as  S  , and your child as  C  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
      (1) What does this diagram mean?
          Distance/Closeness/Overlap
          Vertical Placement of Circles
          Size of Circles
      (2) Is anything being shared in this picture?
          Yes___   No___
          What does this picture show?
          What is being shared?
      (3) Are you separate in this picture?
          Yes___   No___
          How so?

          In what ways?
      (4) Which of your needs were met in that situation?
      (5) Which of your child's needs were met in that situation?

4. Now, I would like you to describe a situation in which you remember feeling the least positive about your relationship with your child.
   (a) Diagram the relationship between yourself and your child at that time. Draw two circles. One circle will represent you and the other will represent your child. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your child by labeling yourself as  S  , and your child as  C  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___      No___
                       What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___      No___
                       How so?
           In what ways?
       (4) What do you feel you needed in that situation?
       (5) What do you feel your child needed in that situation?
5. Now I want to ask you some general questions:
   (a) Overall, when you think about both positive and negative experiences with your child, which of your needs do you feel are met by your relationship with him/her?
   (b) Overall, when you think about all the parts of your relationship with your child, what do you need most in that relationship?

(c) Overall, when thinking about both positive and negative experiences between yourself and your child, which of your child's needs do you feel are met by her/his relationship with you?

(d) And when you consider all the parts of your child's relationship with you, what do you feel (s)he needs most in that relationship?

6. Has it ever been difficult for you to distinguish what you need from what your child needs?

Yes___    No___

How so?

Give an example.

7. How can you tell when your child is having (or has) a bad day?

(a) How do you feel when (s)he has a bad day?

(b) How do you react to him/her?

(c) Does your child seem to know when you are having a bad day?

Yes___    No___

Do you sometimes wish that (s)he could?

Yes___    No___

How so?

How would you like him/her to react?

How does (s)he react?

(1) Do you ever feel like you need him/her to react differently?

Yes___    No___

NEXT QUESTION

In what situations?

How would you like her/him to react?

(2) Are there times when you try to hide that you have had a bad day from your child?

Yes___    No___

NEXT QUESTION

In what situations?

8. How much is your child a part of you?

(a) What part or parts of you does this percentage represent?

**Mother**

1. How would you describe your mother?
   Is there anything else you might like to add?
2. Would you describe your her as social or outgoing?
   Yes___  No___
            How come?
   In what ways?
3. When you think about the relationship that you share with your mother, what is your happiest memory?
   (a) Diagram the relationship between yourself and your mother at that time. Draw two circles. One circle will represent you and the other will represent your mother. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your mother by labeling yourself as  S  , and your mother as  M .
   Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
   (1) What does this diagram mean?
       Distance/Closeness/Overlap
       Vertical Placement of Circles
       Size of Circles
   (2) Is anything being shared in this picture?
       Yes___      No___
                   What does this picture show?
       What is being shared?
   (3) Are you separate in this picture?
       Yes___      No___
                   How so?
       In what ways?
   (4) Which of your needs were met in that situation?
   (5) Which of your mother's needs were met in that situation?

59

4. Now, I would like you to describe a situation in which you remember feeling the least positive about your relationship with your mother.
   (a) Diagram the relationship between yourself and your mother at that time. Draw two circles. One circle will represent you and the other will represent your mother. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your mother by labeling yourself as  S  , and your mother as  M  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___     No___
                      What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___     No___
                      How so?
           In what ways?
       (4) What do you feel you needed in that situation?
       (5) What do you feel your mother needed in that situation?
5. Now I want to ask you some general questions:
   (a) Overall, when you think about both positive and negative experiences with your mother, which of your needs do you feel are met by your relationship with your her?
   (b) Overall, when you think about all the parts of your relationship with your mother, what do you need most in that relationship?

(c) Overall, when thinking about both positive and negative experiences between yourself and your mother, which of your mother's needs do you feel are met by her relationship with you?

(d) And when you consider all the parts of your mother's relationship with you, what do you feel she needs most in that relationship?

6. Has it ever been difficult for you to distinguish what you need from what your mother needs?

Yes___ No___

How so?

Give an example.

7. How can you tell when your mother is having (or has) a bad day?

(a) How do you feel when she has a bad day?

(b) How do you react to her?

(c) How does your mother react to you when you have had a bad day?

(1) Do you ever feel like you need her to react differently?

Yes___ No___

NEXT QUESTION

In what situations?

How would you like her to react?

(2) Are there times when you try to hide that you have had a bad day from your mother?

Yes___ No___

NEXT QUESTION

In what situations?

8. How much is your mother a part of you?

(a) What part or parts of you does this percentage represent?

**Father**

1.  How would you describe your father?
    Is there anything else you might like to add?
2.  Would you describe your him as social or outgoing?
    Yes____    No____
                 How come?
    In what ways?
3.  When you think about the relationship that you share with your father, what is your happiest memory?
    (a) Diagram the relationship between yourself and your father at that time. Draw two circles. One circle will represent you and the other will represent your father. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your father by labeling yourself as  S  , and your father as  F  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
        (1) What does this diagram mean?
            Distance/Closeness/Overlap
            Vertical Placement of Circles
            Size of Circles
        (2) Is anything being shared in this picture?
            Yes____    No____
                         What does this picture show?
            What is being shared?
        (3) Are you separate in this picture?
            Yes____    No____
                         How so?
            In what ways?
        (4) Which of your needs were met in that situation?
        (5) Which of your father's needs were met in that situation?

4. Now, I would like you to describe a situation in which you remember feeling the least positive about your relationship with your father.
   (a) Diagram the relationship between yourself and your father at that time. Draw two circles. One circle will represent you and the other will represent your father. Please draw these circles in relation to each other, as you believe best illustrates your relationship at this time. Label each circle to indicate which is you and which is your father by labeling yourself as  S  , and your father as  F  . Some people wish to label or extend their drawings in additional ways; others do not. Please describe any additions you make to your diagram.
       (1) What does this diagram mean?
           Distance/Closeness/Overlap
           Vertical Placement of Circles
           Size of Circles
       (2) Is anything being shared in this picture?
           Yes___      No___
                       What does this picture show?
           What is being shared?
       (3) Are you separate in this picture?
           Yes___      No___
                       How so?
           In what ways?
       (4) What do you feel you needed in that situation?
       (5) What do you feel your father needed in that situation?
5. Now I want to ask you some general questions:
   (a) Overall, when you think about both positive and negative experiences with your father, which of your needs do you feel are met by your relationship with your him?
   (b) Overall, when you think about all the parts of your relationship with your father, what do you need most in that relationship?

(c) Overall, when thinking about both positive and negative experiences between yourself and your father, which of your father's needs do you feel are met by his relationship with you?

(d) And when you consider all the parts of your father's relationship with you, what do you feel he needs most in that relationship?

6. Has it ever been difficult for you to distinguish what you need from what your father needs?

Yes___   No___
                How so?

Give an example.

7. How can you tell when your father is having (or has) a bad day?

(a) How do you feel when he has a bad day?

(b) How do you react to him?

(c) How does your father react to you when you have had a bad day?

   (1) Do you ever feel like you need him to react differently?

      Yes___   No___
                     NEXT QUESTION

      In what situations?
      How would you like him to react?

   (2) Are there times when you try to hide that you have had a bad day from your father?

      Yes___   No___
                     NEXT QUESTION

   In what situations?

8. How much is your father a part of you?

(a) What part or parts of you does this percentage represent?

**Self Diagram**
Pretend this circle is you.  Depict how much your child,
your husband, your mother, and your father are a part of
your self.   Please assign a percentage to each part.
What part of your self does each percentage represent?

## Kelly Ann Craig-Bauer

Born: 11/16/64
Place of Birth: Queens, Long Island  NY
Parents: Thomas and Maryann Craig

**EDUCATION**

Allentown College of Saint Francis of St Francis De Salles, Center Valley PA
B.A. Psychology, May, 1986.

Lehigh University, Bethlehem, PA.
M. A. Psychology, June, 1991.

**HONORS**

Graduated from Allentown College Magna Cum Laude, Member of Delta Epsilon Sigma Honor Society.

**SPECIAL SKILLS**

Excellent communication skills; exceptional analytical ability; working knowledge of WordPerfect 5.1, SPSSX, BMDP, and Lotus 1-2-3.

**EXPERIENCE**

Sept., 1989

to Dec. 1990

Teaching Assistant, Lehigh University, Bethlehem  PA.
        Duties included preparing, administering, and grading exams; running review sessions; and individual student consultation.

Nov. and
Dec., 1988

Graduate Assistant, Lehigh University, Bethlehem  PA
Responsibilities included collating, proctoring, and grading exams for the Psychology department.

June, 1988

to Sept., 1988

Research Assistant, Dr. Susan Barrett, Lehigh University, Bethlehem  PA
Responsibilities included running subjects and collecting data collecting data.  An ability to effectively communicate with young children was essential to this position.

|  |  |
|---|---|
|  | <u>Computer Consultant, Allentown College</u> |
|  | Center Valley  PA |
| June, 1988 | Responsible for writing and running an SPSSX program to analyze data from a |
| to Sept., 1988 | questionnaire administered by the Alumni office to students in their freshman and senior years. |
|  |  |
|  | <u>Research Assistant, Dr. Sandra Pipp,</u> |
|  | <u>Lehigh University</u>, Bethlehem, PA. |
| Aug., 1987 | Duties included contacting, scheduling and running subjects for a study of |
| to June, 1988 | mother-infant attachment.  Additional responsibilities included analyzing and interpreting data from a previous study of maternal self-concepts. |
|  |  |
| Sept., 1983 | <u>Teaching Assistant, Allentown College</u>, Center Valley, PA. |
| to May, 1984 | Duties included teaching laboratory sessions for a psychological statistics class and for a research methods class. |