

THE PERCEPTIONS OF LEARNING DISABLED ADOLESCENTS
TOWARDS VARIOUS MEMBERS OF THEIR FAMILIES

by

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VARIOUS MEMBERS OF THEIR FAMILIES

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ABSTRACT

The purpose of this study was to test the emotional attitudes of adolescent children in learning assistance centres to discover their perceptions of feeling toward various members of their families and to estimate their perceptions of the family member's reciprocal regard for them. For the purpose of this study, a child with a learning disability was operationally defined as a child who was in a learning assistance centre.

The technique employed in the present investigation, called the Family Relations Test, is a semi-projective test based on psychoanalytic theory which gives objective scores and which is reasonably reliable and valid.

Since there has been no research with the Family Relations Test on adolescent populations and due to the dearth of research on learning assistance centre populations, no directional hypotheses were stated. The objective of the study were: (a) to provide additional comparative data to aid in clinical interpretation of the test results with adolescent populations; (b) to investigate the ability of the Family Relations Test to discriminate differences in perceived family relationships of children drawn from a learning assistance centre population; (c) to advance tentative interpretations of differences in the responses within this group and (d) to stimulate further research.

The results indicated that both learning assistance centre boys and girls have positive feelings toward their mothers and they perceive her as being a warm and affectionate person. The boys showed very little

hostility or aggression toward their fathers, while the girls were involved with him in terms of affectionate, sexual, and negative feelings. The perception of "self" by learning assistance centre adolescents was an ambivalent one, vacillating between positive and negative self-esteem. The learning assistance centre adolescents displaced aggression and hostility towards their siblings and projected strong negative and sexual feelings into the "nobody figure" (their personal unconscious).

The Family Relations Test proved to be a very useful tool in discriminating differences in the perceived emotional family relationships of adolescents in learning assistance centres. Further research is needed with a normal classroom sample in order to provide comparative data with which we could better understand the perceptions of adolescents with learning disabilities.

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humans together
mixing
mind between
feeling
understanding changes
moving forward
reflecting
circle timed
identities

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INTRODUCTION

The Problem

The purpose of this study is to examine the emotional attitudes of adolescent children in learning assistance centres to discover their perception of feeling toward various members of their families and to estimate their perceptions of the family member's reciprocal regard for him/her.

In our school system today, there is an ever-increasing demand for children to meet society's expectations of academic achievement. A child's achievement is necessary not only for social and economic success, but also for the respect of parents and teachers, for prestige among peers and for the child's own self-esteem.

School systems have established different classroom environments to satisfy the educational needs of children. One such environment which has developed over the past few years is the "learning assistance centre" (L.A.C.), or "skills development centre" (S.D.C.). The primary goal of this classroom environment is to provide support for children with learning disabilities.

"Learning disabilities" is a relatively new term evolving from the more general concept "learning disorder" (Steinhauer and Rae-Grant, 1977). According to Pulliam (1975) there are over 40 different classifications of specific learning disabilities. The causes of these learning disabilities can vary considerably, from recognizable cognitive weaknesses

(eg. audiovisual and visuomotor) to physical factors such as chronic illness, blindness, deafness or central nervous system dysfunctions; also involved are emotional factors such as high levels of anxiety, tension, depression, fear of failure and hostility, and more situational emotional factors in the family, such as open discord, divorce, separation, inadequate controls, discipline, sibling rivalry or excessively high parental expectations (Steinhauer and Rae-Grant, 1977). One other factor which can be included as a contributor to learning disabilities is a socio-cultural one; "the disadvantaged child is the child who is under pressure resulting from inadequate income, poor living conditions, family disorganization, chronic parental conflict and alcoholism" (Steinhauer and Rae-Grant, 1977, p. 248).

The Federal Registrar's (1976) definition of learning disabilities is:

Those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage.

In view of the Steinhauer and Rae-Grant reference above, the Federal Registrar's definition of learning disabilities appears to be too narrow. Therefore, for the purpose of this thesis, the second part of the Federal Registrar's definition will be included as part of my definition of

learning disabilities. Also, for the purpose of this thesis, a child with a learning disability will be defined as a child who is in a learning assistance centre.

A British Columbia Study, "Report on Education 1976-1977", reveals that the number of learning disabled children can be estimated to be approximately 8 to 10% of the total elementary and secondary populations. As of September, 1976, there were 702 learning assistance centre programs functioning for primary school children and 409 for secondary children in British Columbia. In 1979, in the city of Vancouver there was at least one learning assistance centre classroom in every elementary school as well as in every secondary school.

This study explores adolescents in learning assistance centres to discover their emotional relations with their families. The technique employed in the present investigation, called the Family Relations Test (FRT; Bene and Anthony, 1957), will be described in greater detail in the methodology section. Here it will suffice to say that it is a semi-projective test based on psychoanalytic theory, which gives objective scores and which is reasonably reliable (.68 to .90) and valid.

My rationale for this thesis is twofold: first, there has been no research with the Family Relations Test on adolescent populations; second, to add to the dearth of research on learning assistance centre populations. Therefore, no directional hypothesis will be stated. The objectives of this study are to (a) provide additional comparative data to aid in clinical interpretation of the test results with adolescent populations; (b) to investigate the ability of the FRT to discriminate differences in the

perceived family relationships of children drawn from a learning assistance centre population; (c) to advance tentative interpretation of differences in the test responses within this group and (d) to stimulate further research. It is beyond the scope of this thesis to provide individual diagnosis and discussion for each of the adolescents tested in this study. The researcher could not obtain parental permission for testing the emotions of students from a normal classroom sample; therefore, there is no control group in this investigation.

Bene & Anthony (1957) state that a child perceives a family differently at different stages of his/her development, and appreciates his/her relationships differently. The adolescent stage of development requires of youth the subordination of childhood identifications with the family to a new kind of identification. Piaget (1958) calls this stage the "growth of logical thinking". The young adult reaching maturity must obtain a sense of psychological (self-cognition, self-discovery) and social continuity and sameness with both. "What he was as a child and what he is about to become" (Erikson, 1959, p. 111). At the same time he/she has to bring into agreement his/her own perception of him/herself and the conception others have of him/her. In order to establish this personal identity the adolescent needs time, experiences and relationships with others outside the family.

Adolescence

Images and issues. In springtime, life energy begins to move and become visible, the creative activity of nature is unmistakably present; everything sprouts and grows. Just as a plant needs energy for pushing forward through the earth, so, too, does the child need energy for pushing upward through society. When growth suddenly begins, a new process seems to have sprung into being. The period of adolescence may be likened to this. Tremendous changes, biological, physiological and social are taking place.

Numerous theories have been advanced to explain the phenomena of adolescence (Blos, 1962; Erikson, 1959, 1969; Freud, 1953; Maslow, 1972; Mead, 1950, 1952; and Piaget, 1958). The theories espoused by these authors have resulted in many different viewpoints, but one thing they all share is that a stage "adolescence" exists and within this stage orderly sequences of a physiological, psychological and social nature takes place. Yet youths, another word for adolescence, passes through these developmental sequences at their own time, and at their own rate with wide individual and cultural variations. Chronologically, it is the time span from approximately twelve or thirteen to the early twenties, or from dependent childhood to self sufficient adulthood (Muuss, 1962).

Change or growth during this period of development is ushered in by hormonal activity and by changing environmental expectations. For example, in the "rites of passage", during the first menstrual period the Lacota girl of the Plains Indians was instructed

by an older woman in the things a woman should know, even in the making of moccasins and clothes. Before the girl was permitted to return to her family and her people, she had to be purified in the Inipi Lodge (Brown, 1953). The emancipation of the Sioux boy from his mother, and the diffusion of any regressive fixations on her, was accomplished by an extreme emphasis on his right to autonomy and on his duty of initiative. Given boundless trust, and gradually learning to treat his mother with reticence and respect, the Sioux boy would direct all sense of frustration and rage into the chase after game, enemy and loose women and against himself in his search for spiritual power; of such deeds he was permitted to boast openly, loudly and publicly (Erikson, 1950).

In the New Hebrides, if a brother and sister met in the open, the girl must run and hide. If a boy knew that certain footprints in the road were his sister's, he would not follow them nor would she follow him. Indeed, he would not even utter her name, and would avoid the use of a common word if it formed part of her name. This avoidance begins with puberty ceremonies and is maintained throughout life (Freud, 1955).

The transition from childhood through adolescence to adulthood in our western society is not as clearly defined as it is in the "rites of passage" of some of the primitive societies. The culture of the primitive society supports the individual's "identity" (Erikson, 1968); the puberty rites and dramatized rituals function as guiding

principles in narrowing the adolescent's role expectations. The "rites of passage" link together the past (childhood), the present (youth), and the future (adulthood). In our contemporary western society, however, the increasing rate of social change and the acceleration of technology have profoundly affected conceptions of the family, sex roles, work, and play, and this has affected adolescents' conceptions of themselves and their visions for the future (Kagan and Coles, 1971).

The link between the past, present and future for the adolescent today is the "youth culture"; it is the symbol of the "rites of passage". Some of the "trials" or developmental issues that youth populations have had to face over the past twenty years are: Viet-Nam, Woodstock, Watergate, Drugs, Sexual Revolution (divorce and child abuse), Rockstars, Music, Television, Technology, Space and Cosmos, and presently; Pollution, Energy Crisis, Peace/War, Unemployment and Radiation Poisoning. By the time a child has reached adolescence in our western society he has formed more or less an image of what the "youth culture" expects of him and a more diffuse image of what the culture expects of him as an adult.

Sexuality. One of the basic problems for the adolescents in their apprenticeships toward adulthood is the understanding and control of the "self"; the ability to pass through this transformational period with a feeling of achievement and success (Adler, 1930). The issue most central to the adolescent or youth is that of settling for himself/herself the problem of directing the energy we call "sexuality". At the beginning

of adolescence (puberty), the pituitary gland at the base of the brain activates the production of chemicals within the body. This hormonal activity, the production of testosterone, androgen, estrogen and progesterone, becomes responsible for the development of the secondary sexual characteristics. The inner changes and physical sensations that are experienced by youth give rise to the awakening of sexuality and the dawning of love life. The psychic energy or libido (Bonaparte, 1953; Freud, 1959; Horney, 1968; Jung, 1959) which becomes exaggerated during this stage of development has been given the image of a spring rising at the foot of a mountain. As the spring gushes forth it does not know where at first to go (Wilhelm & Banes, 1950). For the Chinese, the symbol of inexperienced youth (youthful folly) is the stopping in perplexity on the brink of a dangerous abyss (Wilhelm & Banes, 1950).

As an initiation into life, the adolescent is given the gift of potential procreation, mythically speaking it is a time of rebirth. To visualize this creative force I have used the image of "Phanes In The Egg" (Jung, 1956, p. XII).



(Jung, 1956, p. XII)

At the corners of the picture the epitome of adulthood is represented by the older and younger Gods. The youth in the centre is surrounded by the zodiac of life. At the bottom he is seen coming out of an egg, the cosmic egg from which he hatches himself (self incubation). Coiling around his body is the snake or serpent, symbol of the serpent in Paradise usually thought of as feminine. The seductive principle in women is also symbolic of danger (regression) of being caught in the coils or swallowed or poisoned. The snake stands for the devouring mother who kills but who also at the same time is man's security against death as she is the source of life. The snake is also a symbol of renewal because it casts its skin (moulting). In his left hand the youth is holding a Manthra staff used for churning the oceans around to produce 'amrita', the drink of immortality. It is also a poetic expression for the male organ and symbol of the wanderer friend. In the right hand the youth is holding maize, symbol of nourishment and earth mother. It is also symbolic of new strength, work and the creative power of the elements (Jung, 1956).

For the adolescent girl the image is quite different.

Whereupon the situation then becomes reversed for the girl and the major part of her aggression is turned against the mother, that mother who created her castrated; that is without a phallus. The girl must, in effect, attribute her mutilation to the mother, for it is only secondarily, when she has accepted her own castration and eroticized it that, in voluptuous fantasies of sadistic coitus she can masochistically imagine herself castrated by

the father. It is a result of the primary effects of her disappointment, her castration, and of still deeper biological causes doubtless emanating from the gonads, that the girl finally passes over to predominant father love and, to the masochistic wish to be subjected to the triad; castration-violation-childbirth. Thus the girl's wish for the phallus must be converted into the wish for the cloacal child, while at the same time, the clitoris on her own body must undergo the kind of functional involution which culminates in that exclusion of the phallus to which we referred. Her cloacal erotism, however, must also be reactivated to prepare the adult eroticization of the vagina, properly speaking, which according to Freud, will only truly occur at puberty, after the menstrual blood has passed. (Bonaparte, 1953, p. 29)

One must consider that the psychoanalytic images used in the above quote; castration, mutilation, sadistic and masochistic, are from a theory based on the psychoanalytic nature of personality. The above quote, therefore, is the image of adolescent female sexuality in the extreme.

Psychologically for both boys and girls, adolescence is a time when there is a growth of consciousness. The development of consciousness inevitably leads not only to separation from the mother and father, but to the separation from the whole family circle. The adolescent begins to look outside the home for life contacts to establish his/her own individual life interests. Fantasies, hopes, wishes, idealism, physical sensation, outer experience and inner change, all crowd upon the growing youth. Sometimes to the bewilderment of parents, the adolescent's conscious assertion for his/her own way is so strong that he/she will look for any way but that of his/her parents. If youths are kept in a state of infantile dependency through being constantly reminded of early obligations, he/she will not be able to form deep personal relations nor find the greater personal meaning of life.

It is like a spring choked with debris, it is difficult to draw water from it; contacts are choked by resentments (Erikson, 1968; Muuss, 1962; Wickes, 1927).

Affect, feeling, emotion. Traditionally "affect" has been used to denote a wide range of feeling experience - feelings pleasurable, distressed, and sad as well as loving, fearful and angry. Emotion on the other hand, is usually used more restrictively: hating, being frightened or hungry, that are inherently connected with one or another form of action (Bowlby, 1971). For the purpose of this thesis, affect, feeling and emotion will be considered as one. The notion that affect, feeling and emotion in some way cause behaviour has been a theoretical viewpoint since early psycho-analytic thinking. For as Breuer and Freud state: "recollections without affect invariably produce no result". (Breuer and Freud, 1963, p. 42). Bowlby (1971) refers to affect, feeling and emotion as "appraising processes" which provide the individual with a monitoring service regarding his/her states, urges and situations. For Bowlby (1971) it is the process that demands first attention; then the individual's intuitive processes may become evident by his/her distinctive acts of communication, facial features (expressions), bodily postures and movements. It is important to understand at this point that whether felt or unfelt (conscious or unconscious), emotional processes play a vital role in the control of behaviour.

To further exemplify these processes at work I would like to quote a dream of an adolescent girl in which her emotional state is vividly portrayed, thereby shedding light on her life conflict.

I was on a boat in a darling little harbour. There were green meadows all about and the sun was shining on them. We sailed out. The mouth of the harbour was just a little narrow opening. As we started to sail through I saw the ocean with the waves breaking. The wind was blowing and it seemed quite wonderful. All of a sudden I was terrified. There was a great ocean outside, and the boat was so little. I felt we must get back before we went out. I jumped and landed on the shore; but as I ran back I felt as though the grass was clutching me, and I saw that the land was trying to suck me in. It had all turned to quicksand. I woke shaking with fright. It was a horrible dream. (Wickes, 1927, p. 100)

Emotions and attitudes undoubtedly play a causal role in our "psychic reality" as well as our behavioural reality. Emotional feeling can be experienced at the very start of behavioural activation. In any given situation that arouses a feeling experience, the potential consequence of a plan of action is appraised (Bowlby, 1971).

The relevance of becoming aware of the emotional process of how and what one feels, as well as becoming aware of the behavioural actions that one activates as a result of emotion is of particular importance to the development of adolescents. For the adolescent, the problem of feeling leads him or her into one of the greatest questions of life, i.e. what is our attitude toward human relations and on what do we form our estimate of their value? As the Chinese state: "Affection as the essential principle of relatedness is of the greatest importance in all relationships in the world. Among human beings likewise, spontaneous affection is the all-inclusive principle of union" (Wilhelm and Banes, 1950, p. 209).

The self. It is appropriate at this time to discuss the previously mentioned concept of the "self" as well as to introduce some of the psychic qualities and processes which are attributed to the "self". The traditional understanding of the "self", "ego" in psychological thought, came with clinical observations in the insane asylums of France in the late 1800's by Charcot, Janet and more importantly, Freud and Jung. The significance of the theories of Freud and Jung lies in the assumption that the "self" is motivated by inborn instincts or is governed by inborn archetypes (Freud, 1964; Jung, 1959). In contrast to these views are the social personality theorists like Adler (1930) and Erikson (1968) and more contemporary social psychologists such as Maslow (1968) and Rogers (1967). The views forwarded by these men stress the importance of "social interest" as an inherent nature which shapes personality. The process of "individuation", the development of the "self-actualized person", the "identity-achieved individual" or the "fully functioning person" are all concepts that consider the growth of a "conscious self"; a "self" which is highly personalized and which interprets and makes meaningful the experience within its physical and social environment.

If we put together the views so far discussed there is an hypothesized inner experience of "self" (id, ego, superego; personal unconscious, collective unconscious, archetypes) and an external (socially conscious) experience of "self". This can be further typified if we look at the phenomenology of the self from Skinner's (1968) critical approach.

An external (outside the self) stimulus effects an external experience (relationship response) of the self and this effects an internal experience of the self. For example, one can become consciously aware that a particular habit has already been developed or one can become consciously aware of creating a particular habit. The experience of the "self" in its surrounding environment is reciprocal. The archetypes, egos, ids, personal unconscious and so forth are, for Skinner, already in the environment. The process of interaction is reversible and continuous, similar to the appraising processes. To deal with the paradox of inner and outer worlds, Carl Jung developed the concept of "psychic reality" (Samuels and Samuels, 1975), a term which Bene and Anthony use quite frequently in their manual of the FRT.

Mechanisms Related to The Family Relations Test

Identification, denial, displacement, projection. The tide of new impulses and feeling experiences may be quite disconcerting for the adolescent self; a new bodily self and a new social self. The emerging self as one aspect of the perceived world is interwoven with experiencing other individuals (Laing, 1967). The individual is engaged continuously in a process of "transfer identification", back and forth between self perception and the perception of others. This process gives the individual a system for self-defence and self-enhancement (Murphy, 1947). Transfer identification is the ability of the mind to project upon others' positive and negative images and qualities which are parts of one's own psychological

processes. For example, when we find within ourselves and others loves, strengths, joys and other enhancing qualities, we may identify and fasten them on to our own self-concept for the consolidation of our adult image. If we find within ourselves fears, weaknesses, angers, or other disturbing qualities, we may try to deny them or we may try to rid ourselves of their burden by displacing or projecting them on to someone or something else outside the self. The use of the concepts "denial", "projection" and "displacement" in a more direct application to the FRT will become clearer in the methodology section.

Idealization, wish-fulfillment. These two mechanisms of defence are also assessed by the FRT and both of these concepts have within them the element of the imagination and change. They are like extensions of the superego into the ego ideal and the ideal self (A. Freud, 1965). The dictionary defines idealization as a preconceived perfection which an individual can project on to other persons or things. For Jung "idealization is a hidden apotropaism; one idealizes whenever there is a secret fear to be exorcised. What is feared is the unconscious and its magical influence" (Jung, 1959, p. 106).

Combs and Snygg (1949) state that effective change in self is a process of becoming involved in experiences or predicaments and working one's way out of them. Idealization and wish-fulfillment are processes with which the individual can create imaginary experiences and predicaments. These processes can be seen at work in children's play and in the psychotherapeutic

situation (Axline, 1947; Bruner, 1976; Freud, 1969; Perls, 1966). In a sense these imaginative processes are a kind of flirting with inadequacy in the hope that a greater adequacy may be achieved in the long run.

Regression. The way of life sometimes goes to and fro, there is a constant interplay of forces of advance and retreat, of progression and regression. Expressions by an individual of movement or retreat backwards has been referred to in psychoanalytic terms as "regressive tendencies" or infantile behaviour. Anna Freud (1965) focussed on the topic of regression in a paper called "Deterioration of secondary process functioning in the waking life of the child". In this paper she distinguishes three kinds of regression: (a) topographical regression refers to a regressive process which produces hallucinatory wish-fulfillment. This concept is like a combination of the previously discussed psychic qualities "idealization and wish-fulfillment". (b) Temporal regression is described as harkening back to older psychic structures. With younger children a manifestation of this kind of regressive behaviour can be seen at their bedtime. "It is often that a well adapted child will begin to fret, whine, to talk nonsense, to cling and to demand physical attention which previously the child had received at an earlier age", p.89 (c) The third type of regression, "formal regression", is more closely related to the FRT and more involved with the developmental stage of adolescence. It is the kind of regression that causes more primitive methods of expression and representation to take the place of more contemporary ones. Adolescents who remain intensely

attached to their parents and continue to seek out over-protection and over-indulgent feelings will not direct more mature behavioural attachments to other persons, things, or ideas.

Adolescents faced with the necessity of growing up sometimes find themselves subjected to many situations which are extremely threatening or which make demands that are difficult to meet. As soon as life demands from the individual a greater degree of consciousness there comes the temptation to retreat, the desire not to accept the new understanding which must of necessity bring with it a greater responsibility. (Wickes, 1927, p. 105)

Emotional ambivalence. In volume 13 of Freud's works Totem and Taboo, he develops the concept of "emotional ambivalence", a term which is pertinent to the FRT and adolescence. For Freud (1955), the principle characteristic of emotional ambivalence is that a person is constantly wishing to perform an act which he/she looks on as supreme enjoyment, but the person must not perform it and detest it as well.

Typical examples of this are adolescent drinking behaviour, marijuana smoking and sex. The adolescent may consciously or unconsciously see these as clearly defined adult behaviours which he/she aspires to, or desires, yet the prohibition of this behaviour is noisily conscious. The adolescent must not perform this behaviour and he/she is encouraged to detest it as well. A similar analogy can be drawn between the emotional attitudes of the adolescent and the emotional attitudes of the parents. From the point of view of the youth, the problem becomes that of freeing oneself from the parental bonds (value feelings), even from those bonds that are

caused by too great affection. The oedipal situation is a classic exaggeration of emotional ambivalence.

The previously discussed psychic qualities, processes and mechanisms are essential to the understanding of the Bene and Anthony Family Relations Test (1957). The unanswered question, however, is how does it come about that one process or system is selected for action in preference to another? The answer to this question lies in the last concept of the FRT, that of "inhibition". The issue of stopping and starting arises within any one psychological system (Bowlby, 1971). To illustrate this point I would like to expand on an example used by Bowlby: a bird cannot simultaneously build a nest and search for food; a rabbit cannot simultaneously graze grass and hide in his burrow. Therefore, to behave in one way entails not behaving in another, the two sorts of behaviours require two sorts of environments. For the rabbit to hide in his burrow, he would need to be surrounded by an environment, perhaps a hawk approaching, night or a storm. An inhibitory stimulus, hawk approaching, prevents the rabbit's grazing behaviour.

For Freud (1959), inhibition is the expression of restriction of the ego function. To relate this to the FRT and to adolescent behaviour, let us consider the inhibition of school work. (1) The environment can be taken as the school and the classroom. A student who feels a decrease in his/her pleasure to do school work will become less able to do it well. The inhibition of the enjoyment to do the school work can be a result of any

number of environmental factors: for example, a fight with father prior to coming to school, a beautiful warm sunny day, the teacher dislikes the student, or the student's girl friend is sitting beside him. (2) If the student is obliged to go on working he/she may develop certain reactions to it, like fatigue, giddiness or acting out (reaction formation). The overall importance of examples (1) and (2) to the concept of inhibition and to the FRT and its clinical usage, is in the differentiation between inhibition and symptom.

One can quite well call a normal restriction of a function an inhibition of it. A symptom on the other hand, actually denotes the presence of some pathological process. Thus an inhibition may be a symptom as well. Linguistic usage employs the word inhibition when there is a simple lowering of function, and symptom when a function has undergone some unusual change or when a new phenomena has arisen out of it. (Freud, 1959, p. 87)

The process of development, growth or change during the time span called "adolescence" requires of youth the understanding of "separation". Just as the physical umbilical cord is disjoined at birth for survival, so it seems that the psychic umbilical cord of the adolescent is being disjoined. Bowlby (1973) reports that research on the process of separation identifies three main psychological issues, "protest, despair, and detachment". It does not seem unreasonable to assume that the adolescent individual must cope with these psychological issues in order to become a happy "normal" maturing person. These three issues are openly visible in our present society in the extreme adolescent behaviours of delinquency, increased childhood suicide and

runaway children. I believe that if adolescents could have more open communication and understanding about the nature of their emotions, then they would or could be directed to more creative expressions of themselves. Hopefully, by tapping the emotions of youth, one may gain better insight and understanding about youths' relationship with learning and their fellowship with men.

REVIEW OF RELATED LITERATURE

A great number of tests are available today which are concerned with the objective assessment of children's abilities (Sattler, 1974). These tests are often used by clinicians, counsellors, and teachers to gain a better understanding of a child's potentialities. With regard to family feeling, however, teachers and counsellors on the whole appear to be satisfied with subjective hunches often based on scanty information which has been passed on from year to year, from counsellor to counsellor and from teacher to teacher. The information thus comes from unreliable sources and becomes even less reliable over time.

Objective investigation in the field of emotional development has been noted by many researchers (Burchinal, 1958; Gerber, 1973; Johnson, 1951; Serot and Teevan, 1961). Often this kind of information is useful in the initial clinical conference, to see a child's learning and behavioural problems in all their complexity and/or to assess the results of therapeutic and/or educational interventions.

Publication of the Family Relations Test has been noted with interest in the field of child psychiatry, clinical psychology and education (Bene, 1958; Frost, 1969; Frost & Lockwood, 1963; Kauffman, 1971; Linton, Berle, Grossi & Jackson, 1961; Phillip & Orr, 1978). Not infrequently, data from this test highlights with great clarity some extreme and unsuspected emotional interest on the part of the child, thereby throwing much light on his/her behavioural systems.

The available literature on the FRT can be organized around the type of sample used in the study. The two major categories are non-clinical (normal children and children referred for school related problems), and clinical (children referred primarily for psychological and/or behavioural disorders). Accordingly, this chapter is organized into sections based on these two major categories.

Non-Clinical Samples

The FRT is designed to measure the quality and intensity of a child's feelings toward all members of his/her family and perceptions of their attitude toward him/her. According to Bene & Anthony (1957), the theoretical dispersion of items might be expected to resemble the following hypothetical distribution. The total emotional involvement with any one person is determined by the total items used for any one person.

FIGURE 1

Hypothetical Distribution Of Items (Bene & Anthony, 1957)

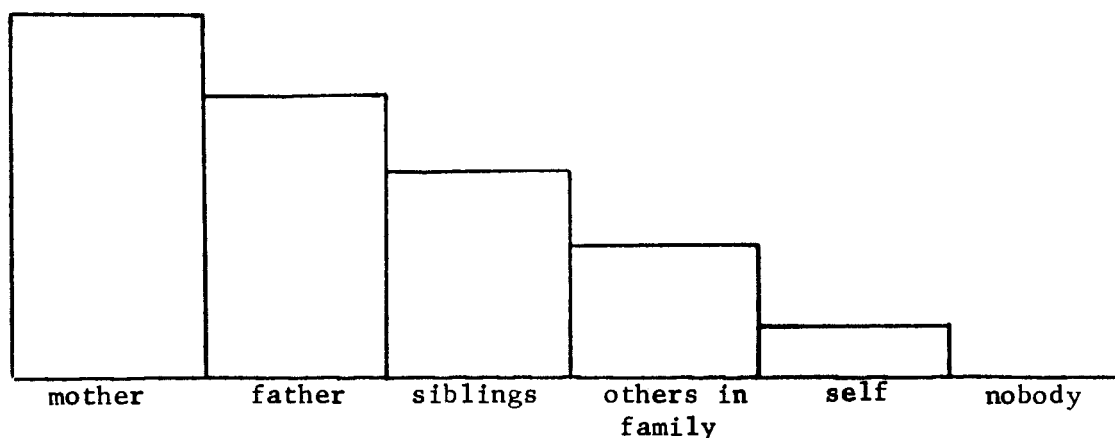
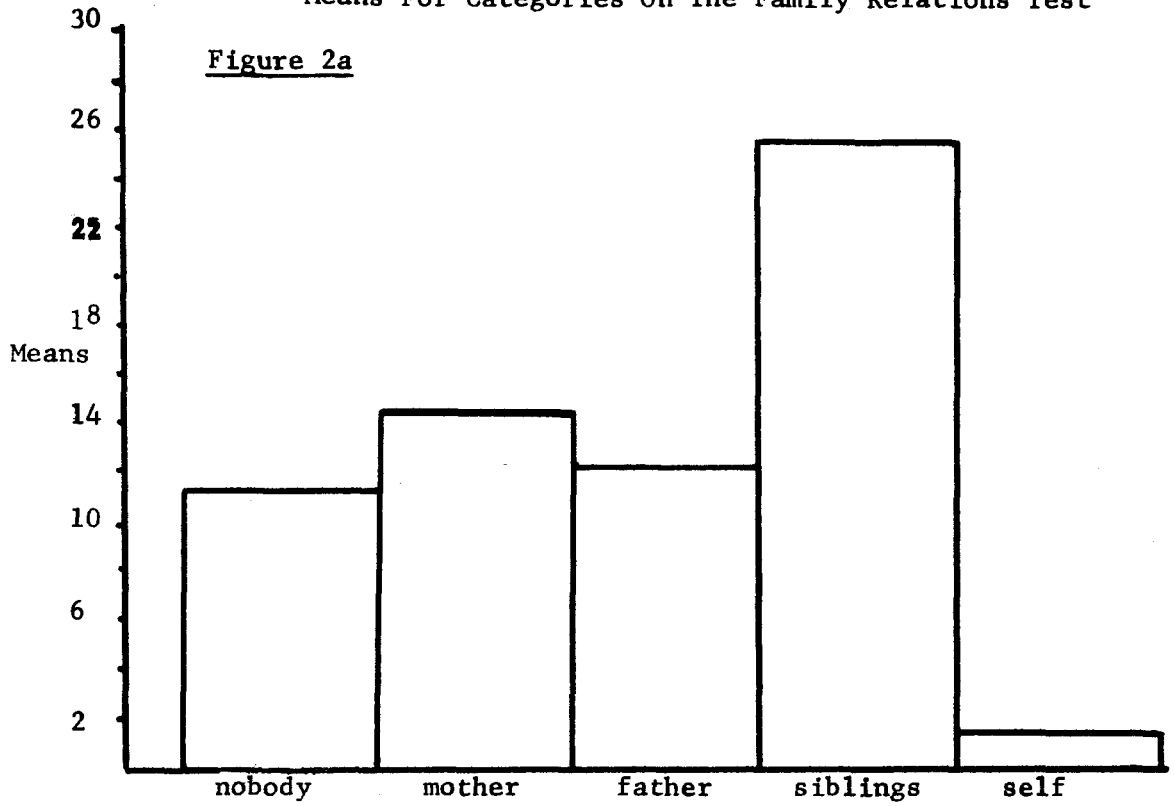


Figure 2a displays data collected from 20 'normal' boys age 11 who were used as a control group in a study by Phillip & Orr (1978). Figure 2b shows similar data from 190 eleven year old boys and girls from a normative study by Frost (1969). It can be seen that these two studies do not provide empirical support for the hypothetical distribution of items as stated by Bene (1957). It is unfortunate that Bene does not include in her theoretical distribution a category for 'nobody'. It is also unfortunate that Frost (1969) does not include a category for "self". It appears that there are differences in distributions across populations and these differences could be a result of any number of factors. It will be interesting to see if there are any differences or similarities between these distributions and the one obtained in this study.

Upon further analysis and comparison of these two normative populations, the process of "displacement" becomes evident. The displacement of items seems to reciprocate between the siblings and nobody categories, as the mother and father categories are comparable. In Figure 2a emotional involvement is directed mainly toward the sibling category, while the nobody category is low. In Figure 2b, the situation is somewhat reversed.

In both studies there are significantly more negative outgoing items sorted to the sibling category than positive outgoing items, indicating sibling rivalry (Frost, 1969; Phillip & Orr, 1978). It is also interesting to note that in both studies there are statistically significant differences with regard to the incoming negative items placed in the nobody

Means For Categories On The Family Relations Test



Family Relations Test: Phillip and Orr, 1978; 20 normal boys age 11



Family Relations Test; Frost, 1969; a normative study 190 boys and girls age 11

category. This means that the children in question did not want to identify perceptions of negative feelings which could be directed toward themselves or others and so placed the card statements into the nobody box, suggesting the process of 'denial' (or in fact, an expression of their true feelings). To have a clearer understanding of this issue one would need to know what actual items were placed in the nobody category. This factor will be considered in the data analysis of this study.

The nobody category has also been used to provide interpretations regarding the concept of "inhibition" (Frost & Lockwood, 1963). In their study the sample consisted of 217 elementary school boys ranging in age from 7 years, 2 months to 12 years, 10 months. All subjects had been referred to the school psychologist for learning or behavioural problems, such as disruptive behaviour, underachievement, withdrawn behaviour, anti-social behaviour, and phobic somatic symptoms. The general hypothesis being tested was that:

Younger boys appear to put more negative than positive items into 'nobody' but as the age of the boy increased, so seemingly does the relative number of positive items put into 'nobody', until older boys appear to be discarding more positive than negative. (Frost & Lockwood, 1963, p. 545)

The hypothesis stated in a more clinical fashion would read that as boys get older there is a switch from the suppression of negative feeling to the suppression of positive feeling or a change from negative inhibition to positive inhibition. Bene & Anthony state that "the older the boy, the more marked does his taboo on tenderness become" (Bene & Anthony, 1957, p. 21), so that he avoids using tender items and uses more aggressive

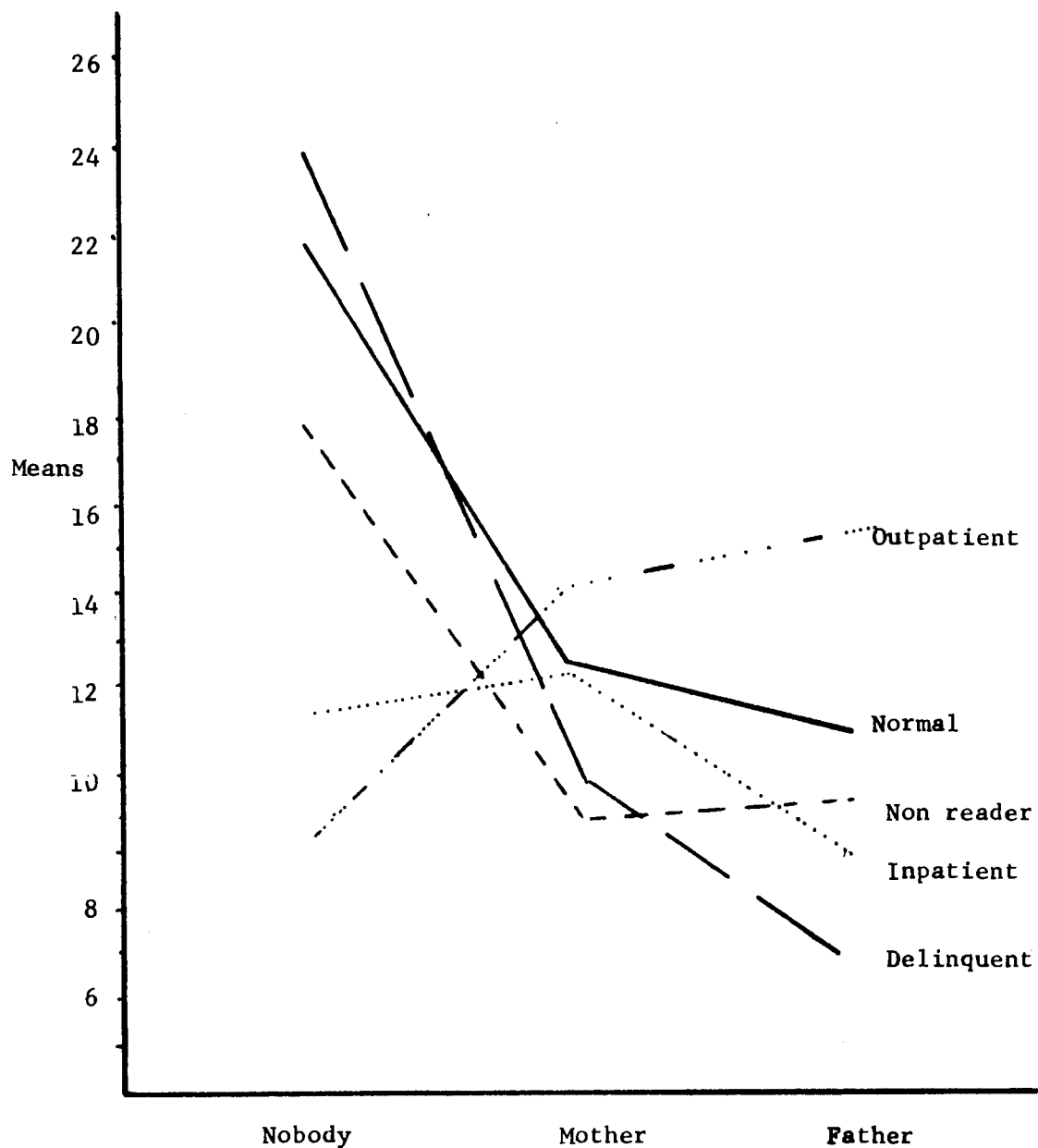
items. Conversely, the opposite is true of younger children (Bene & Anthony, 1957).

In the study by Frost and Lockwood (1963) of boys referred for school problems, the 'incoming strong' category was most sensitive to the change from negative to positive inhibition; the change began at ten years and was completed by 11 years. The 'outgoing strong' was the second most sensitive category; the change from negative to positive inhibition began at 11 years and was completed by 12 years. With regard to the 'incoming' and 'outgoing' mild feeling statements, it appeared that the change from negative to positive inhibition did not appear to begin until 12 years. Whether this trend of more positive than negative items going toward 'nobody' as age increases will continue into adolescence will be of interest in the results of this thesis.

Clinical Samples

A limited number of studies has been carried out using the FRT to determine the usefulness of the test with populations of both inpatient and outpatient groups of emotionally disturbed children and delinquent and non-reader populations. The results of these studies are shown in Figure 3. In the mother category, it can be seen that the outpatient and non-reader groups are more divergent from the normal group than the other groups. The outpatient group would be more intensely involved with working out a more positive identification with the mother figure and therefore places more emotional statements to her (clinical situation). The non-reader group, who was not in any kind of therapeutic situation, deviated from the normal group in a direction of less involvement with mother figure,

Means For Categories And Groups



Normal, Delinquent, Non reader - Frost, 1969

Inpatient - Phillip and Orr, 1978

Outpatient - Bene, 1958; Phillip and Orr, 1978 (average means)

suggesting less of an identification with her.

It is interesting to see that in the mother category the inpatient group is almost equal to the normal population and the delinquent group a little less so. I would imagine that the inpatient group would be leading a more structured and caring existence, while the delinquent group would be in a more static relationship with their mothers with less structure and less supportive caring. A question of interest to this study is, how do adolescent children in LACs feel toward their mothers?

In the father category, the inpatient and delinquent groups are further deviated from the norm than in the mother category, and the involvement of feeling is much less, suggesting less of an identification with him than with her. In the non-reader group there is a relative equality of total involvement for both father and mother. The outpatient group has a slight deviation above the norm with regard to the total involvement with 'father', again reflecting the influence of therapeutic intervention i.e. a heightened awareness of involvement of feeling with 'father'. It will be of interest to this study to see what the Learning Assistance Centre group results are with regard to the father and mother figures.

On first visualizing the nobody category one becomes aware of the large range in the mean number of response across groups. For the inpatient and outpatient groups in this category there is a close similarity of responses, which seems reasonable when one considers that these children would be encouraged to express their true feelings rather than deny or displace them (clinical influence). The delinquent group places a few more

items into the nobody category than all the other groups, and when one looks at the delinquent group's response to the father category, it becomes quite evident that there is a reciprocation of feeling between the father category and the nobody category; i.e. the feeling items which could be directed toward the father are denied and placed into the nobody category. The non-reader group is less inhibited than the normal or delinquent groups in their distribution of items but more inhibited than the inpatient or outpatient groups. Again, it will be interesting to see the responses of the Learning Assistant Centre group's nobody category.

Bene (1968) found that in psychologically disturbed 11 year olds, that boys and girls expressed significantly ($p < .01$) more affectionate feelings toward their mothers than for their fathers. The boys of both her samples and the girls of the first sample expressed significantly ($p < .01$) more negative feelings against their fathers than against their mothers. Similarly, Frost (1969) found that his delinquent group had less positive references to father both incoming and outgoing than all other groups ($p < .01$); the groups being 'normal', 'clinic' and 'non-reader'.

It is beginning to appear from the research so far discussed that the role of the father in family relationships is perhaps more crucial in determining the emotional perceptions of children than previous writers have expected. This is further supported by a study by Linton, Berle, Grossi and Jackson (1961) concerning the reactions of children within family groups using the FRT. In this study, a variable labelled 'father's adequacy or

inadequacy as a provider' was used. The father's adequacy as a provider (good or poor) affected boys and girls differently. In the families where the father fulfilled this role of expectation, sex roles seem to be more clearly defined, so that children of both sexes showed responses appropriate to their sex at each age level. For example, with more adequate fathers the younger boys, ages 5-7, seemed to be more involved with a sister who was slightly older, ages 9-12, ($p < .01$) and toward whom they expressed both positive and negative feeling. This shows that younger children have a more positive identification with father and mother (normal oedipal pattern) as they are able to display a balanced interaction with the opposite sex. Younger boys whose fathers were inadequate providers were most involved with a brother and in all cases the attitude was more than two thirds negative, suggesting a more negative identification with a male model.

Older girls in families of adequate fathers report themselves to be most involved with a brother ($p < .10$), while those with less adequate fathers were most strongly involved with sisters. Both boys and girls display involvement with their siblings, however, the former seem less inhibited than the latter about challenging their sexual identity as they are relating to the opposite sex (normal oedipal pattern). Girls also indicated that they were more positively ($p < .10$) involved with their fathers and even preferred him over the mother figure ($p < .10$) if he was an adequate provider. The older boys of fathers who are adequate providers report greater involvement with a younger brother (.05 level) toward whom they

Orr (1978), the inpatient group sorted significantly ($p < .05$) more self flattering and self critical statements to the self category than the other two groups which did not differ between themselves (outgoing patient and control group). It seems that the inpatient subjects have a greater need to make self flattering and self critical statements. It is quite likely that the self category data in this study reflects low self-esteem and a defence against it, (i.e. making self aggrandizing statements). It will be interesting to see whether the children in the Learning Assistance Centres have high or low self-esteem from the data collected.

Ambivalence - a mixture of positive and negative feelings towards parents and siblings is expressed more freely in those families where the parents are more interested in the children, the marriage is more adequate, and the father is a better provider. In the test situation, as in a real life situation, the expression of ambivalence may be an index of a healthier emotional atmosphere.
(Linton, Berle, Grossi & Jackson, 1961, p. 325)

The above statements about emotional ambivalence pose an interesting reflection when one analyzes the findings of Phillip and Orr (1978) with regard to the father-son relationship. When the positive outgoing and incoming data were combined with the negative outgoing and incoming data, the following ratios resulted: control group 3:1, outpatient 2:1, and inpatient 1:1. Phillip and Orr state that the last ratio indicates a very ambivalent relationship with the father, as perceived by the inpatient group, i.e. no definite positive leaning or no definite

feel warmly. This suggests that the older boys show a firmer identification with father and play a paternal big brother role. This variable has implications for sex role differentiation and identification, as in many families today both parents are the "providers" and one may assume that when the father is an inadequate provider the mother will try to take over some of his functions, therefore creating a more dissociated masculine identification for both boys and girls. It will be particularly interesting to examine and discuss the results of the father and sibling categories in this study.

The self category typically receives few, if any, statements, but from a clinical standpoint they are usually quite significant. The FRT responses of disturbed and normal boys from preadolescent populations (Kauffman, 1971) showed that the school disordered experimental group, i.e. children who were of normal intelligence but were referred to an educational clinic for treatment and whose parents and teachers had received a program of behavioural counselling, were significantly ($p < .05$) less involved with feeling assigned to the self figure than the adjusted subjects. In this same study, feelings of dislike directed toward the self were significantly ($p < .05$) more often expressed by institutionalized emotionally disturbed subjects than by any of the other groups in the study, these groups being, adjusted, school disordered experimental, and school disordered control group. From these few results one can begin to understand that the self category reflects self-perception and self-esteem. In a study by Phillip and

negative leaning. This could mean that the inpatient group is beginning to deal with the feelings involved with the father-son relationship toward understanding and a more positive identification (Linton, Berle, Grossi & Jackson, 1961) or that the inpatient group is completely diffused from any understanding and identification of their feelings. It would not seem reasonable to assume that ratios of ambivalence indicate more about the presence of the process of identification and that it is in flux rather than an indication of a healthy or unhealthy child as Linton, Berle, Grossi and Jackson imply.

Conclusion

All the studies discussed so far are concerned with pre-adolescent populations. This study employs an adolescent population. Therefore, any comparisons of the data so far presented with the results of the present research must consider this difference in population.

The questions I would like to address in this study are: How do adolescents in learning assistance centres perceive their emotional selves? What are their emotional attitudes towards their mothers, fathers and siblings? What feelings do these students project into the nobody figure, and is there a trend from negative inhibition to positive inhibition as age increases into adolescence?

METHODOLOGY

Test Material

The Family Relations Test (Bene and Anthony, 1957) consists of 21 line drawings of men, women, boys, girls, and babies, without facial features, each attached to a box. The figure boxes represent people of various ages, shapes and sizes sufficiently stereotyped to stand for the members of any child's family. There are four men, four women, five girls, five boys, a toddler, a baby, and 'Mr. Nobody', a figure with his back turned. The figures are ambiguous enough so that under suggestion a child is able to create his own significant family circle. The test begins with the following instructions to the child.

We are going to play a game of pretence.
Do you see all those figures standing there?
We are going to pretend that some of them are
the people in your family.
Which one do you think could best represent your Mom?
Now which one do you think could best represent your
Dad?
Which one would you like to be yourself?

The child continues in this manner until he has chosen a figure to represent every member of his/her family. The figure box 'Mr. Nobody' is then introduced to the child and placed within the child's family circle.

The name of this person is nobody.
He will also be in the game.
I shall tell you in a minute what he will be doing.

The placement (projection of feeling statements) into the

character box, 'Mr. Nobody' by the subjects is like filing these statements into the "personal unconscious" for as Jung states: "the contents of the personal unconscious are chiefly the feeling toned complexes; they constitute the personal and private side of the psychic life" (Jung, 1959, p. 4). In this broader view we see this figure box not simply as a repository for repressions or for forgotten or subliminal impressions, but as an undifferentiated energy containing good and bad elements.

Each figure box has a slit at the top and the test items (emotional attitudes) are printed on small cards. The task for the child is to read or be read the statements on the cards and then place the card into the box associated with the person to whom the message fits best.

If the message on the card doesn't fit anybody,
you put it into "Nobody".
Sometimes you may find that a message fits
several people.
If it does, tell me about it and give the card to me.
I will then score this on this form. See what I mean?

The test items are composed of assorted positive and negative attitudes of varying intensity from mild to strong. The statements reflect both 'outgoing' emotional attitudes (i.e. the child's feelings towards various members of his/her family) and 'incoming' emotional attitudes (i.e. the child's perception of different family members' feeling toward him/her). "The emotional life of the child depends not only on the feelings he/she has for other people, but also on the feelings he/she thinks other people have

for him/her" (Bene, 1958, p. 226). For example, "this person in the family likes to play with me" and "this person in the family sometimes gets angry with me", are incoming mild feeling statements, the former being positive and the latter being negative.

Examples of outgoing feelings of the positive and negative variety are: "this person in the family is lots of fun" and "this person in the family sometimes complains too much". The card statements with mild positive attitudes reflect feelings of friendly approval, while the mild negative attitudes reflect unfriendliness and disapproval. There is sometimes a difference in the use of mild statements as quantitative data and strong statements as qualitative data. There are 10 mild positive and 10 mild negative statements coming from the child (outgoing), and 8 mild negative and 8 mild positive statements going toward the child (incoming).

The stronger positive attitudes are somewhat different in that they express more sexualized or sensualized feelings associated with close physical contact and manipulation; for example, "I like to kiss this person in the family"; "I like to tickle this person in the family" (outgoing) or "this person in the family likes to cuddle me"; "this person in the family likes to be in bed with me" (incoming). The negative strong feeling statements clearly express hostility and hate. Such items are: "sometimes I would like to kill this person in the family", "sometimes I hate this person in the family" (outgoing) and "this person in the family

makes me feel afraid" (incoming). There are 8 strong positive and 8 strong negative feeling statements coming from the child and an equal number going toward the child.

Interpretations regarding the self category are based on egocentric responses:

The egocentric responses contain two elements of self-love and self-hate, both indicating, however, a preoccupation with the self. On the basis of clinical experience, one could expect a high self-love response in privileged or over-indulged children, and self-hate responses in rejected and hated children and in those with marked feelings of inferiority, guilt and shame. (Bene & Anthony, 1957, p. 12)

Another dimension of the FRT has to do with attitudes related to paternal and maternal overindulgence and maternal overprotection. These attitudes are covered by such items as: "this person in the family mother spoils too much" or "this person in the family father likes best" and "mother worries that this person in the family might catch cold" or "mother worries that this person in the family might get run over". Regression might be indicated if the child has claimed for him/herself most items expressing overprotective, overindulgent feelings. There are 5 items expressing maternal overindulgence, 5 items expressing paternal overindulgence and 8 items expressing maternal overprotection. In total, there are 86 items in the FRT.

The emotions stimulated by the test items create a highly provocative situation. Whether the child is being read the test items or is reading the card statements, he/she must always feel that there is a

responsible and friendly adult at his/her side.

The projective situation. The child is seated comfortably at a table surrounded by the figures he chose to represent his/herself and family, plus the 'Mr. Nobody' figure. From the beginning it is understood both by the tester and testee that this is now the child's family, to be treated as such, and this illusion is fostered throughout the test experience. The child imagines him/herself in the figure box and he/she imagines the figure boxes to be those of his/her family. The emotional attitudes stated on the test items are the building blocks of the "game situation" (Bene & Anthony, 1957). The test situation, therefore, is basically a play situation (Bene & Anthony, 1957).

The development from an overt imaginary situation and covert rules to games with overt rules and covert imaginary situations, outlines the evolution of children's play from one pole to the other. All games with imaginary situations are simultaneously games with rules and visa versa. (Bruner, 1976, p. 543)

Because the FRT is thought of by children as a game, the child's task becomes easier; the child is liberated from the "real life" experience through his activity in the imaginary situation. The emotional attitudes which the child is asked to identify and project on to the different members of the family are preselected (one of the limitations of the rules of the game). This, however, does not mean that the emotional feelings brought up by the test items are less genuine or less a reflection of the basic patterning of the child's mental association or interpersonal life. As Bene and Anthony (1957) state, both the "hot" (i.e. life) and the "cold"

(i.e. test) responses stem from the same source (the psychic reality of the child).

The item is therefore fixed but its placement into any of the figure boxes is free and discarding it into the 'Nobody' box is permissible. In a sense the child is allowed to play with his/her emotions. It is from this viewpoint that the child sets up his or her own rules of self-restraint and self-determination (Piaget, 1965). The distribution of feeling can be thought of as "experienced feeling" emanating from the child and "imagined" feelings he/she perceives as being directed toward him/herself.

When the child is handed the emotional statement several internal processes take place:

- 1) imagining; imagining the feeling that the statement suggests, the appraising process is stimulated.
- 2) interpreting, experiencing, projection; to whom does the statement belong?
- 3) will, action; placing the card statements in the appropriate box.

Step one is a simple procedure for the child since the emotional attitudes printed on the cards are general enough for any child to form a frame of reference. Step two has a paradoxical nature; the child adopts the line of least resistance, i.e. he does what he/she feels like most because play is connected with pleasure (Bruner, 1976). In this instance the child can truthfully identify to whom the statement belongs,

or he/she can wish that the item belonged to a certain individual; (idealization occurs when the child uses an exaggerated number of positive items for members of his/her family while placing most negative ones into "nobody"). He/she can deny the identity of the person to whom the statement belongs; (denial occurs when the child has placed most positive and negative items into "Nobody"; displacement occurs when he/she has given most items to peripheral rather than to central figures). This last option can be a result of feelings which the child recognizes and not want to express or an unconscious defense against recognition. In step three of the projective situation the child is again faced with the paradoxical nature of the situation for in play (games) there is a code of honour and fair play (Piaget, 1965). It is demanded of the child in this step to follow the line of greatest resistance; it is hoped that the child will subordinate him/herself to the rules of the game and renounce his/her impulses to lie and/or deny true feelings, thus maximizing pleasure in the play situation (Piaget, 1965). In either case with step two and three the truthfulness of the child's "psychic reality" will be expressed. The imaginary play situation and reality coincide.

Sample. Thirty subjects were randomly chosen from a total population of 65 adolescent boys and girls in learning assistance centres, whose families were intact and whose siblings at home numbered at least one but not more than five.

Families were considered intact when the members had lived together for at least one year and had not been separated from each other for more than one year. The sample consisted of 15 boys and 15 girls ranging in age from 13 to 18; the average age of the boys being 14.9 and the average age of the girls 15.8. The variables birth order, age, sex of siblings and non-family persons in the home were not controlled.

Procedures

I made contact with a special education teacher in a secondary school in a suburban Vancouver school district. The school that the sample attended was recommended because it was centrally located and it had a cross sectional representation of socio-economic backgrounds. The school selected contained three learning assistance centre classrooms and it was agreed upon by the special education coordinator and the three teachers of the LACs that I would be introduced to the students in each of the three classrooms. I explained to the students that I was doing a project for a university course, and that I would be asking them for their assistance. In return for their help, I told the students that I would entertain them with stories which I accompanied on the guitar. This introduction proved to be very useful as all the children in the LACs were willing to participate in the study.

The test was carried out in a quiet room in the school, with one student being tested at a time. The administration and scoring of the

test were standard according to the Bene and Anthony test manual, with one exception. There are ten statements for each of the outgoing negative mild and outgoing positive mild item clusters, and there are eight items for all of the remaining clusters. In order to adjust item weights so that the outgoing negative mild and outgoing positive mild statements would contribute equally to total scores, compared with items from the other clusters, the items from these two clusters were weighted 0.8, and the items from the remaining clusters were weighted 1.0.

The category "others in the family" which Bene and Anthony include in the test manual (1957) is excluded from this study as there was only one person identified in this category and this person received only 1 item. Possible people who can be included in this category are uncle, aunt, grandmother, boarder, or baby of an older sister.

RESULTS

Separate 2x2x2 (sex x valence x source) analyses of variance were carried out for each of the five categories: Nobody, Mother, Father, Self and Siblings, with repeated measures on the last two factors. The results are shown in tables 1 to 12. A presentation of significant interactions and qualitative data is found in Figures 4 to 11. The qualitative data shows an expression of both mild (affectionate and negative) and strong (sexual and negative) items which are the subjects graded responses in two directions. The number and kind of items used by him/her indicates the manner in which he/she handles his/her emotions. All of the results will be discussed under the family headings below.

Nobody. There were two significant main effects in the nobody category, that of "valence" (positive and negative) and that of "source" (incoming and outgoing); as well as a significant interaction between these two variables. The nobody category received significantly ($p < .05$) more positive responses than negative responses and significantly ($p < .001$) more incoming statements than outgoing statements. The significant ($p < .001$) interaction between source and valence for the nobody category can be seen in Figure 4. Tukey's HSD (Dinham, 1976) was used for determining which of all the pairwise mean comparisons reflected population mean differences. In all the HSD statistics which follow, the mean square error estimate is based on the relevant error term from the ANOVA summary

table for the respective interaction components. For 'nobody' HSD was .97 ($p < .05$) thus the outgoing negative items were significantly less than the incoming negative, the outgoing positive and the incoming positive items.

Sixty-six percent of the children favoured the items "this person in the family makes me feel afraid" and "this person in the family does not love me enough", for the most popular incoming negative responses given to 'nobody'. Eighty-three percent of the subjects chose the items "I sometimes wish I could sleep in the same bed with this person in the family"; "when I get married I want to marry someone who is just like this person in the family" and "I like this person in the family to tickle me", for the most popular outgoing positive strong statements given to 'nobody'. For the incoming positive responses given to 'nobody' the most popular items chosen by 85% of the children were; "this person in the family likes to be in bed with me" and "this person in the family likes to help me with my bath".

Figures 5a and 5b represent an expression of the quality of feeling placed in the nobody category for boys and girls. Both boys and girls gave the nobody figure more strong sensualized or sexualized statements than mild affectionate statements. Also, both boys and girls placed more strong negative statements into 'nobody' than mild negative statements; with the boys attributing an average of two more statements than girls.

Table 1Analysis Of Variance Summary Table For "Nobody"

<u>Source</u>	<u>D.F.</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Total	119			
Between	29			
A	1	8.64	.33	.57
<u>S(A)</u>	28	26.10		
Within	90			
B	1	43.44	4.88	.04
AB	1	6.63	.74	.40
<u>S(A)B</u>	28	8.91		
C	1	74.58	22.85	.001
AC	1	1.24	.38	.54
<u>S(A)C</u>	28	3.26		
BC	1	128.55	54.14	.001
ABC	1	3.27	1.38	.25
<u>S(A)BC</u>	28	2.37		

A = Sex = Boys and Girls

B = Valence = Positive and Negative

C = Source = Incoming and Outgoing

Table 2

Means And Standard Deviations: Three Way Factorial Design For "Nobody"

Three Way Interactions

	<u>Incoming</u>		<u>Outgoing</u>	
	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	5.87 (2.42)	7.53 (3.94)	6.89 (2.53)	3.76 (3.73)
<u>Girls</u>	6.33 (3.85)	6.40 (2.77)	6.29 (2.96)	2.88 (2.89)

Two Way Interactions

	<u>Positive</u>	<u>Negative</u>		<u>Incoming</u>	<u>Outgoing</u>
<u>Incoming</u>	6.10 (3.17)	6.97 (3.40)	<u>Boys</u>	13.40 (5.19)	10.65 (5.66)
<u>Outgoing</u>	6.59 (2.72)	3.32 (3.31)	<u>Girls</u>	12.73 (5.87)	9.17 (4.89)

	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	12.76 (4.54)	11.29 (7.41)
<u>Girls</u>	12.63 (6.29)	9.28 (5.00)

Main Effects

<u>Valence</u>		<u>Source</u>		<u>Sex</u>	
<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>	<u>Boys</u>	<u>Girls</u>
6.34 (2.94)	5.14 (3.80)	6.53 (3.29)	4.96 (3.43)	6.01 (3.56)	5.48 (3.42)

Figure 4

Significant Two Way Interaction (p.001 level) For "Nobody"

BC = Valence by Source

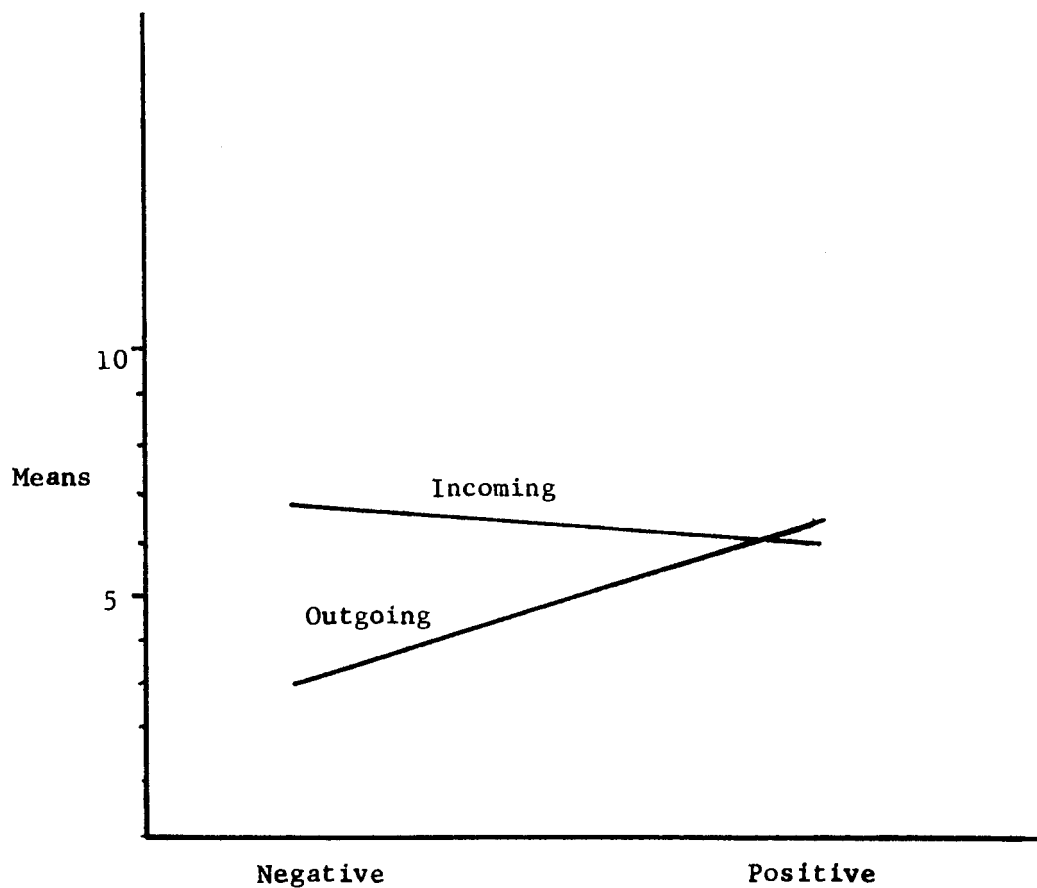


Figure 5a

Qualitative Data For "Nobody"

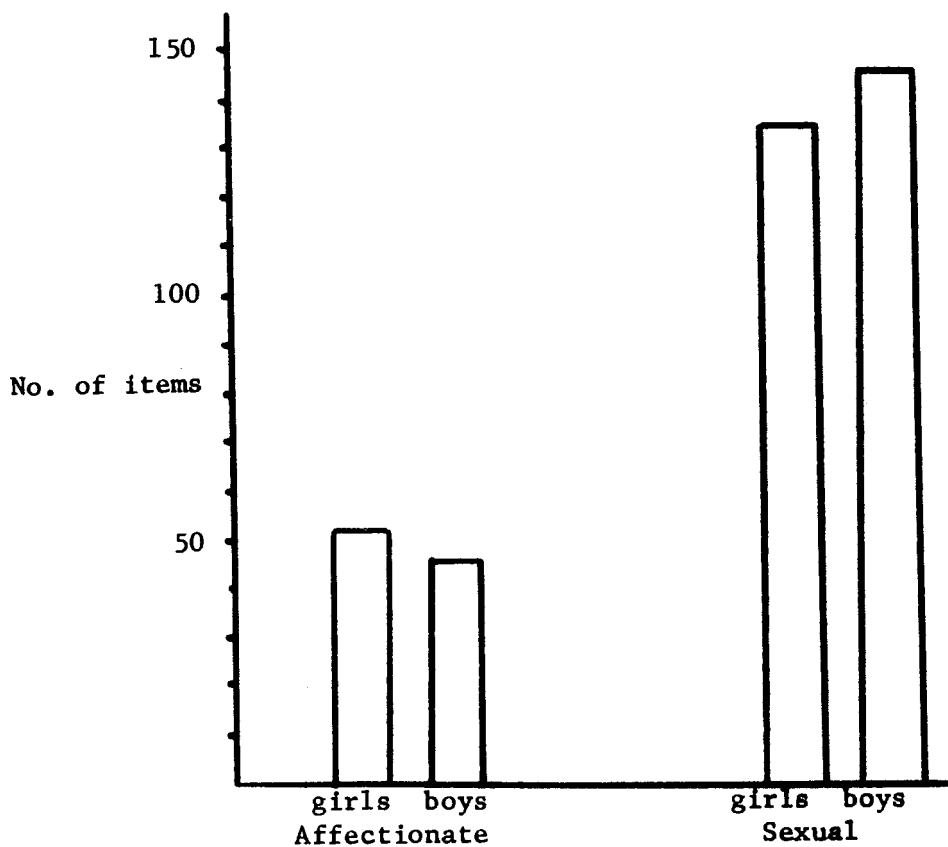
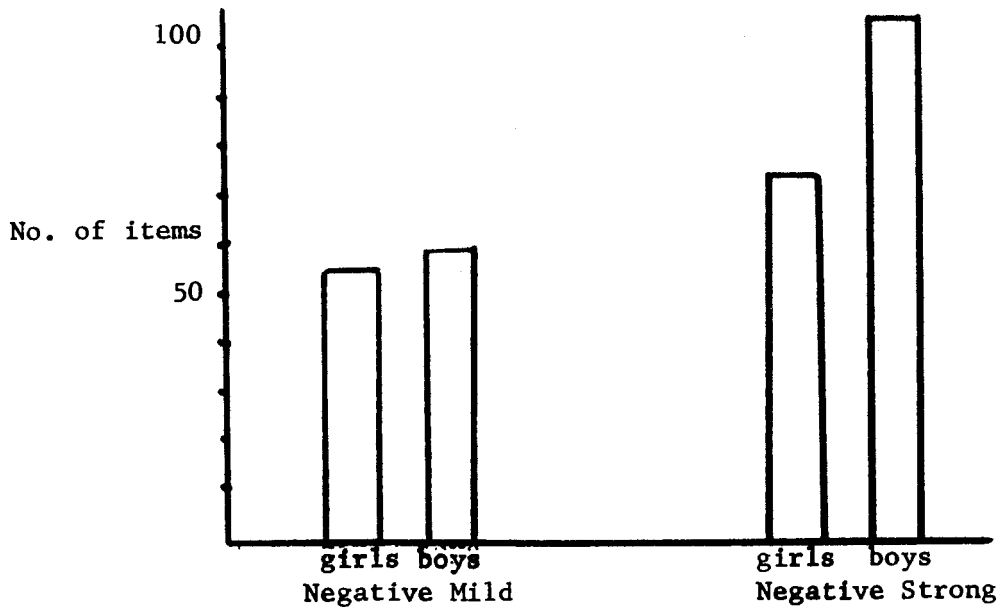


Figure 5b



Mother. Both boys and girls expressed significantly more positive feeling toward the mother figure than negative feeling ($p < .01$). The subjects also perceived these feelings as coming from 'mother' (incoming) rather than directing the feeling statements toward her (outgoing) ($p < .01$). It appears from the qualitative data in Figure 6a and 6b that boys and girls are less inhibited in their expression of affectionate feelings over sexual or sensual feeling, since the former were placed in the mother category with greater frequency.

Analysis Of Variance Summary Table For "Mother"

<u>Source</u>	<u>D.F.</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Total	119			
Between	29			
A	1	2.35	.38	.54
<u>S(A)</u>	28	6.22		
Within	90			
B	1	147.85	9.59	.004
AB	1	.48	.03	.86
<u>S(A)B</u>	28	15.42		
C	1	15.63	7.14	.01
AC	1	.38	.18	.67
<u>S(A)C</u>	28	2.14		
BC	1	3.61	1.61	.22
ABC	1	.05	.02	.88
<u>S(A)BC</u>	28	2.24		

A = Sex = Boys and Girls

B = Valence = Positive and Negative

C = Source = Incoming and Outgoing

Means And Standard Deviations: Three Way Factorial Design For "Mother"

Three Way Interactions

	<u>Incoming</u>		<u>Outgoing</u>	
	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	4.13 (2.77)	1.73 (1.98)	3.00 (1.54)	1.21 (2.01)
<u>Girls</u>	4.47 (3.14)	1.73 (1.98)	3.48 (2.60)	1.52 (3.67)

Two Way Interactions

	<u>Positive</u>	<u>Negative</u>		<u>Incoming</u>	<u>Outgoing</u>
	<u>Incoming</u>	4.30 (2.91)		1.73 (1.95)	<u>Boys</u>
<u>Outgoing</u>	3.24 (2.11)	1.37 (2.91)	<u>Girls</u>	6.20 (3.12)	5.00 (3.75)

	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	7.13 (3.85)	2.95 (3.67)
<u>Girls</u>	7.95 (5.22)	3.25 (5.57)

Main Effects

<u>Valence</u>		<u>Source</u>		<u>Sex</u>	
<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>	<u>Boys</u>	<u>Girls</u>
3.77 (2.58)	1.55 (2.46)	3.02 (2.78)	2.30 (2.69)	2.52 (2.36)	2.80 (3.10)

Figure 6a

Qualitative Data For "Mother"

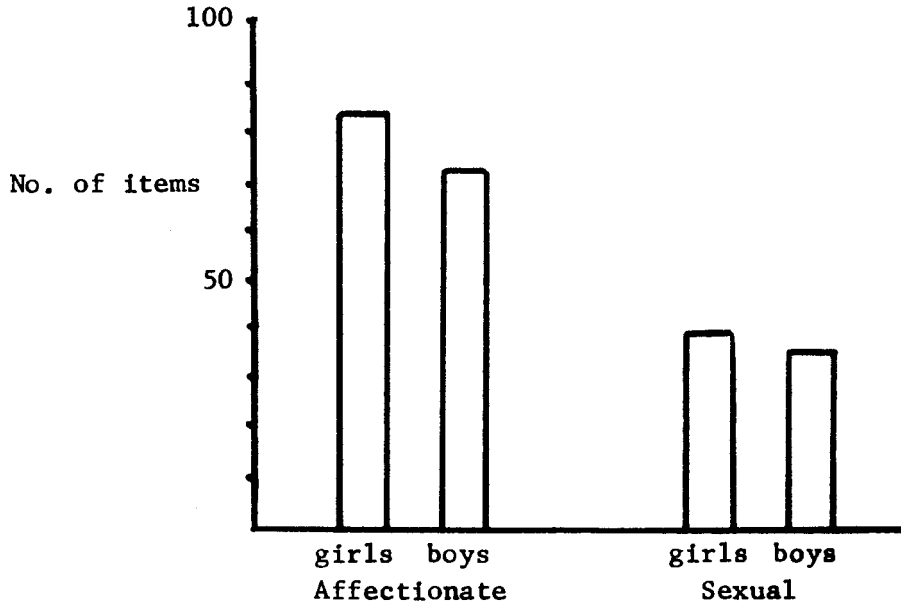
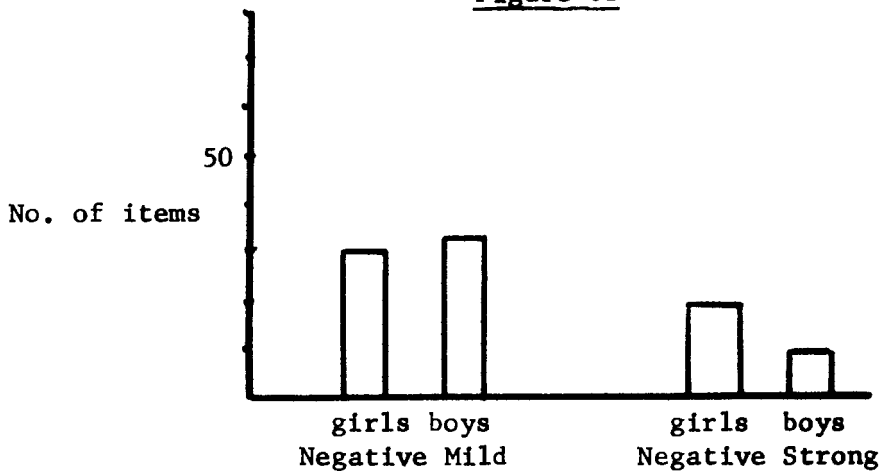


Figure 6b



Father. The picture was somewhat different in terms of the father figure. The sex effect in the analysis of variance was significant at the $p < .05$ level: girls were more involved with their fathers than boys. A marginally significant effect ($p < .06$) was exhibited for the main effect of valence (positive and negative) indicating more positive feeling being expressed toward father than negative feeling for both boys and girls. Upon secondary analysis of the qualitative data (Figure 7a), it was shown that girls express more strong sexualized feeling toward their fathers than boys at a ratio of 4:1; they also express more mild negative feeling at a ratio of 5:2 and more strong negative feeling at a ratio of 2:1 (Figure 7b).

Table 5Analysis Of Variance Summary Table For "Father"

<u>Source</u>	<u>D.F.</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Total	119			
Between	29			
A	1	33.29	4.37	.05
<u>s(A)</u>	28	7.61		
Within	90			
B	1	32.45	3.91	.06
AB	1	.23	.03	.87
<u>S(A)B</u>	28	8.30		
C	1	3.33	1.79	.19
AC	1	.07	.04	.85
<u>S(A)C</u>	28	1.86		
BC	1	.16	.09	.77
ABC	1	.01	.001	.94
<u>S(A)BC</u>	28	1.86		

A = Sex = Boys and Girls

B = Valence = Positive and Negative

C = Source = Incoming and Outgoing

Means And Standard Deviations: Three-Way Factorial Design For "Father"

Three-Way Interactions

	<u>Incoming</u>		<u>Outgoing</u>	
	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	2.46 (2.80)	1.60 (1.59)	2.27 (2.21)	1.23 (1.64)
<u>Girls</u>	3.67 (2.50)	2.60 (2.29)	3.35 (2.26)	2.16 (2.16)

Two-Way Interactions

	<u>Positive</u>	<u>Negative</u>		<u>Incoming</u>	<u>Outgoing</u>
	<u>Incoming</u>	3.06 (2.68)		2.10 (2.01)	<u>Boys</u>
<u>Outgoing</u>	2.81 (2.26)	1.69 (1.94)	<u>Girls</u>	6.27 (3.86)	5.51 (2.85)

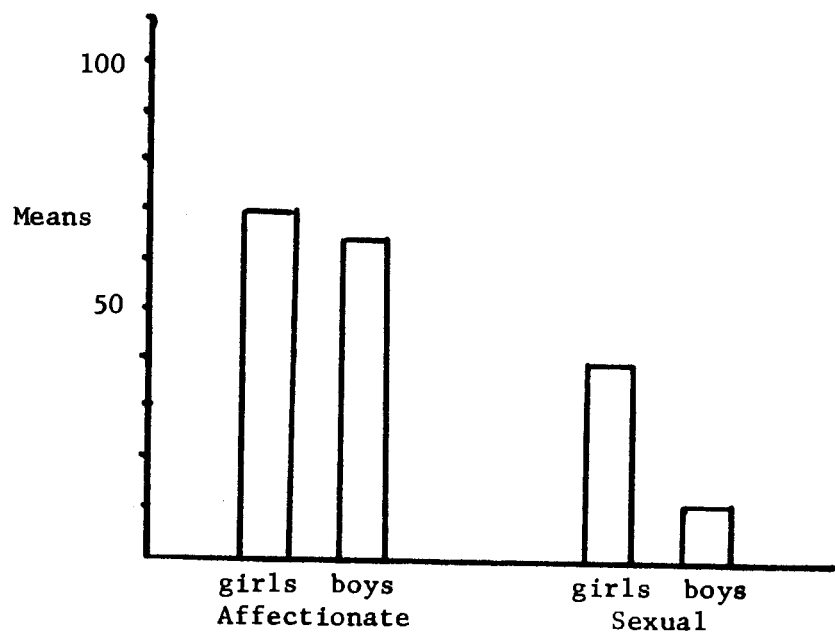
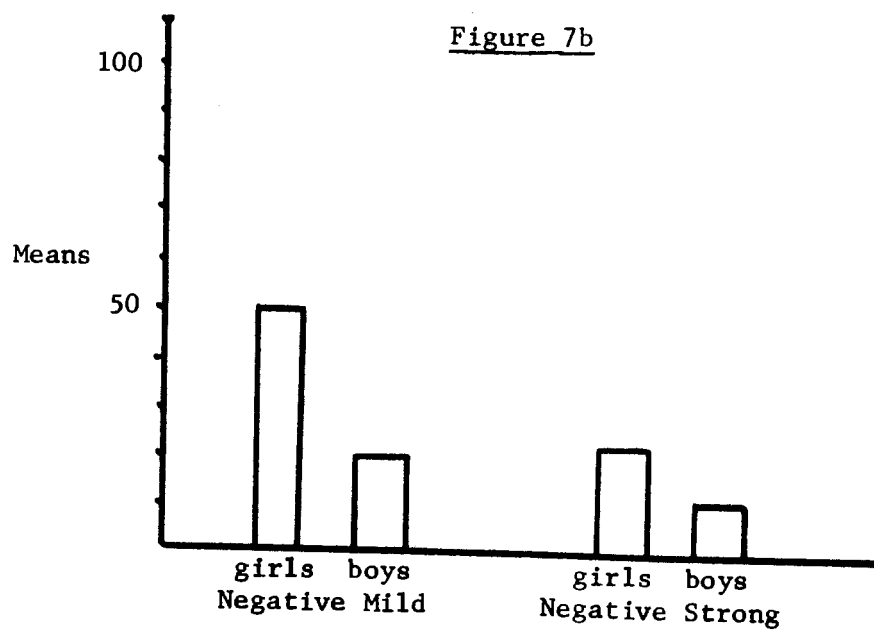
	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	4.73 (4.62)	2.82 (2.77)
<u>Girls</u>	7.01 (4.10)	4.76 (4.20)

Main Effects

<u>Valence</u>		<u>Source</u>		<u>Sex</u>	
<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>	<u>Boys</u>	<u>Girls</u>
2.94 (2.46)	1.90 (1.97)	2.58 (2.40)	2.25 (2.17)	1.89 (2.12)	2.94 (2.33)

Figure 7a

Qualitative Data For "Father"

Figure 7b

Self. Although this category received few statements the statistical analysis was still carried out. Boys and girls made significantly more ($p < .001$) outgoing statements than incoming statements to the self category. There was also a marginally significant ($p < .10$) level interaction between valence and source. It would appear from the qualitative data in Figure 8a that boys express more affectionate and sexual feeling toward themselves than girls. But further analysis of the data showed that one boy attributed 11 affectionate and 5 strong sexual items toward himself; without his data, the number of affectionate and sexual items for boys is diminished, indicating a greater similarity between boys and girls. When we compare the total number of positive mild and strong statements for the girls with their total negative mild and strong statements, a ratio close to 1:1 is obtained. Again, if we consider individual differences, a similar ratio would be obtained for the boys (Figure 8a & 8b). Both boys and girls seem less inhibited about expressing mild affectionate and mild negative feeling than strong sexual and strong negative feeling.

Analysis Of Variance Summary Table For "Self"

<u>Source</u>	<u>D.F.</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Total	119			
Between	19			
A	1	5.72	2.65	.11
<u>S(A)</u>	28	2.16		
Within	90			
B	1	.80	.52	.57
AB	1	1.88	.76	.39
<u>S(A)B</u>	28	2.48		
C	1	23.76	39.03	.001
AC	1	1.24	2.04	.16
<u>S(A)C</u>	28	.61		
BC	1	2.19	2.94	.10
ABC	1	.21	.28	.60
<u>S(A)BC</u>	28	.75		

A = Sex = Boys and Girls

B = Valence = Positive and Negative

C = Source = Incoming and Outgoing

Means And Standard Deviations: Three Way Factorial Design For "Self"

Three Way Interactions

	<u>Incoming</u>		<u>Outgoing</u>	
	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	.67 (2.06)	.07 .26	1.57 (1.88)	1.34 (1.24)
<u>Girls</u>	.27 (.45)	.00 (.00)	.60 (.71)	1.04 (1.38)

Two Way Interactions

	<u>Positive</u>	<u>Negative</u>		<u>Incoming</u>	<u>Outgoing</u>
<u>Incoming</u>	.46 (1.48)	.03 (.18)	<u>Boys</u>	.73 (2.05)	2.92 (2.15)
<u>Outgoing</u>	1.09 (1.48)	1.13 (1.29)	<u>Girls</u>	.27 (.46)	1.64 (1.42)

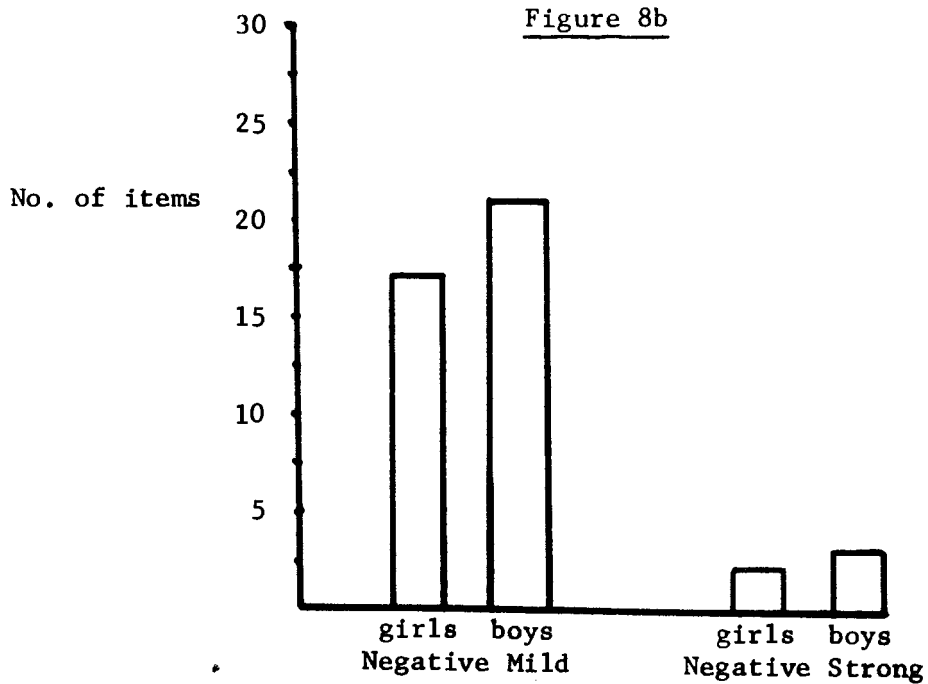
	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	2.24 (3.78)	1.41 (1.20)
<u>Girls</u>	.86 (.85)	1.04 (1.37)

Main Effects

<u>Valence</u>		<u>Source</u>		<u>Sex</u>	
<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>	<u>Boys</u>	<u>Girls</u>
.78 (1.50)	.61 (1.09)	.25 (1.14)	1.14 (1.91)	.91 (1.61)	.48 (.88)

Figure 8a

Qualitative Data For "Self"

Figure 8b

Siblings. There were two significant main effects, valence and source, in the analysis of variance, as well as a significant interaction between these two variables. Boys' and girls' reaction toward their siblings was significantly ($p < .001$) more negative than positive, and they also sorted significantly ($p < .001$) more items into the outgoing category than the incoming category. Figure 9 shows the significant interaction ($p < .001$) between source and valence. Tukey's HSD for this significant interaction for the sibling category is 1.19 for $p < .05$, thus the outgoing negative feelings were significantly greater than the outgoing or incoming positive feelings and the negative incoming feelings. Also, the incoming negative statements were significantly greater than the outgoing positive statements (HSD 1.19, $p < .05$ level).

The analysis of the qualitative data, Figure 10a, shows that boys and girls were more comfortable in their expression of affectionate feeling than sexualized feeling. In the negative item category both boys and girls were disinhibited with regard to their expression of mild and strong negative feelings directed toward their siblings, Figure 10b.

Analysis Of Variance Summary Table For "Siblings"

<u>Source</u>	<u>D.F.</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Total	119			
Between	29			
A	1	.56	.02	.89
<u>S(A)</u>	28	29.11		
Within	90			
B	1	322.10	22.21	.001
AB	1	8.43	.58	.45
<u>S(A)B</u>	28	14.50		
C	1	73.95	24.41	.001
AC	1	2.19	.72	.40
<u>S(A)C</u>	28	3.02		
BC	1	129.38	37.26	.001
ABC	1	10.92	3.15	.09
<u>S(A)BC</u>	28	3.47		

A = Sex = Boys and Girls

B = Valence = Positive and Negative

C = Source = Incoming and outgoing

Table 10

Means And Standard Deviations: Three Way Factorial Design For "Siblings"

Three Way Interactions

	<u>Incoming</u>		<u>Outgoing</u>	
	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	5.00 (3.36)	5.07 (3.58)	4.16 (3.54)	9.59 (4.24)
<u>Girls</u>	4.00 (3.70)	6.33 (2.85)	3.83 (2.95)	9.10 (3.89)

Two Way Interactions

	<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>
<u>Incoming</u>	4.50 (3.51)	5.70 (3.24)	<u>Boys</u> 10.07 (4.98)	13.75 (5.96)
<u>Outgoing</u>	3.99 (3.20)	9.35 (4.01)	<u>Girls</u> 10.33 (5.68)	12.93 (6.00)

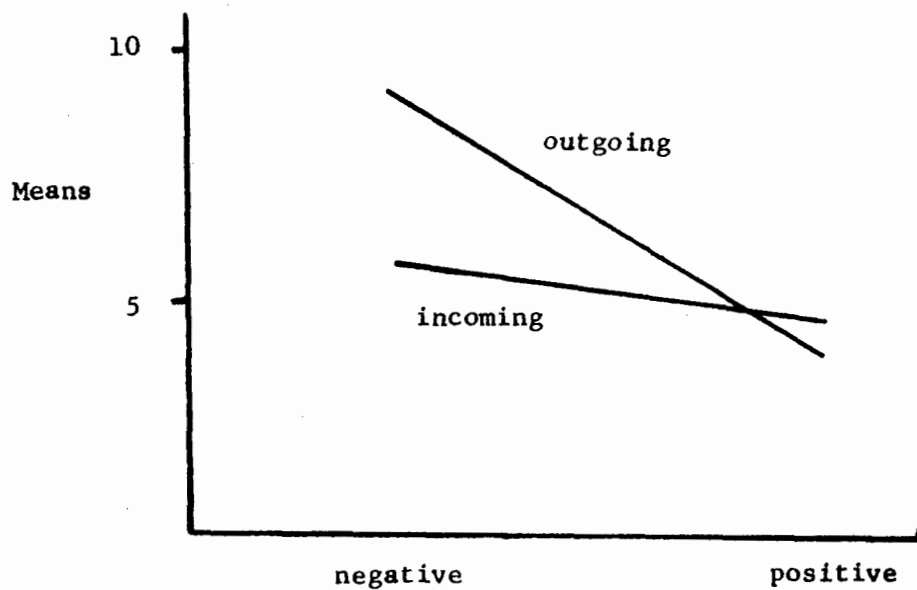
	<u>Positive</u>	<u>Negative</u>
<u>Boys</u>	9.16 (6.20)	14.65 (7.40)
<u>Girls</u>	7.83 (6.17)	15.44 (6.57)

Main Effects

<u>Valence</u>		<u>Source</u>		<u>Sex</u>	
<u>Positive</u>	<u>Negative</u>	<u>Incoming</u>	<u>Outgoing</u>	<u>Boys</u>	<u>Girls</u>
4.25 (3.34)	7.52 (4.05)	5.10 (3.40)	6.67 (4.50)	5.95 (4.19)	5.82 (3.94)

Significant Two Way Interaction (p .001 level) For "Siblings"

BC = Valence by Source



Qualitative Data For "Siblings"

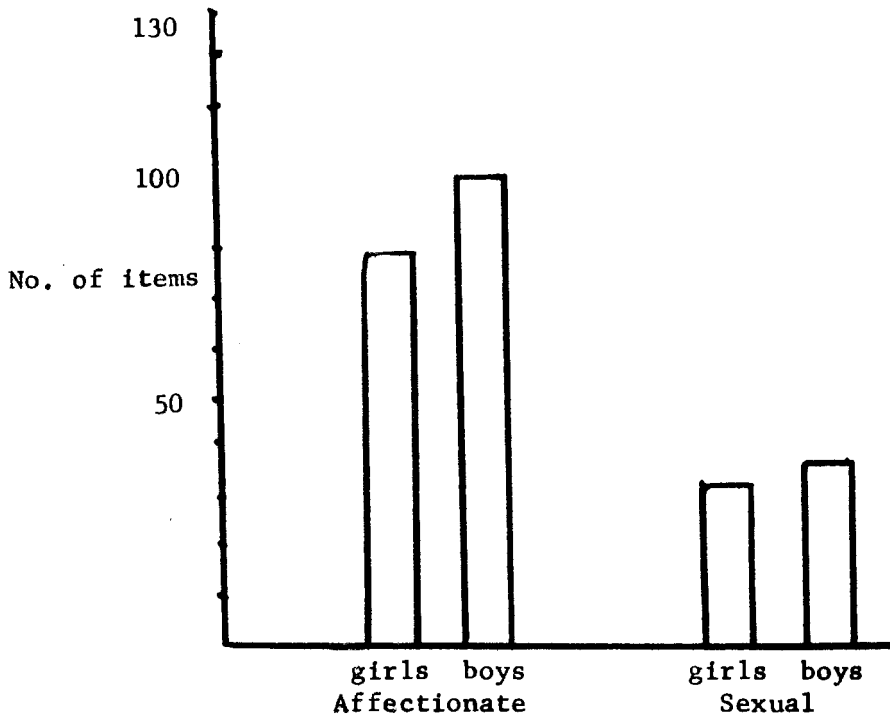
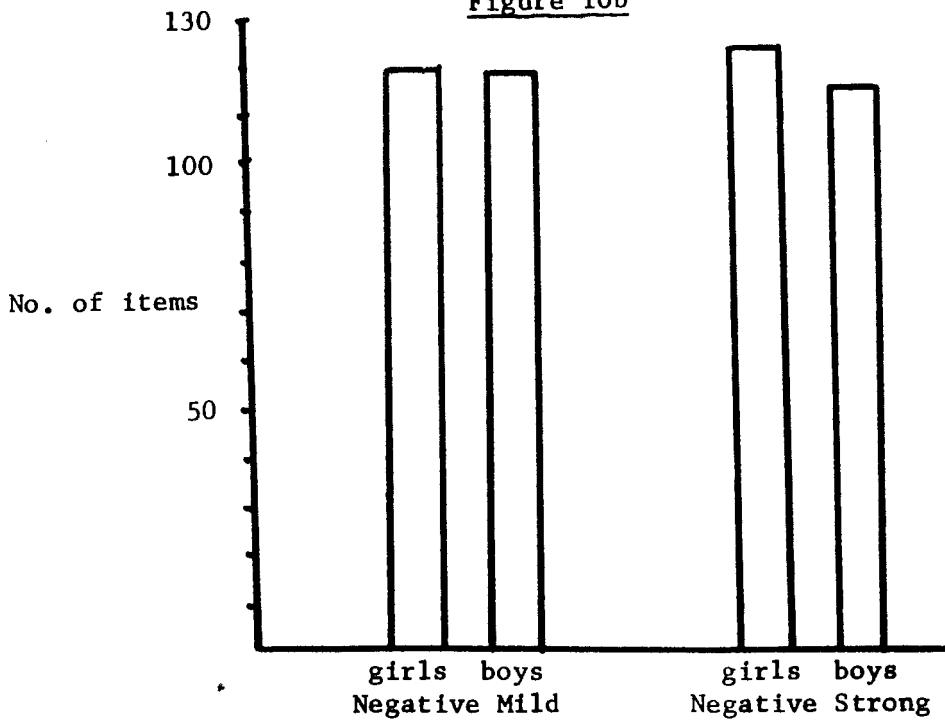


Figure 10b



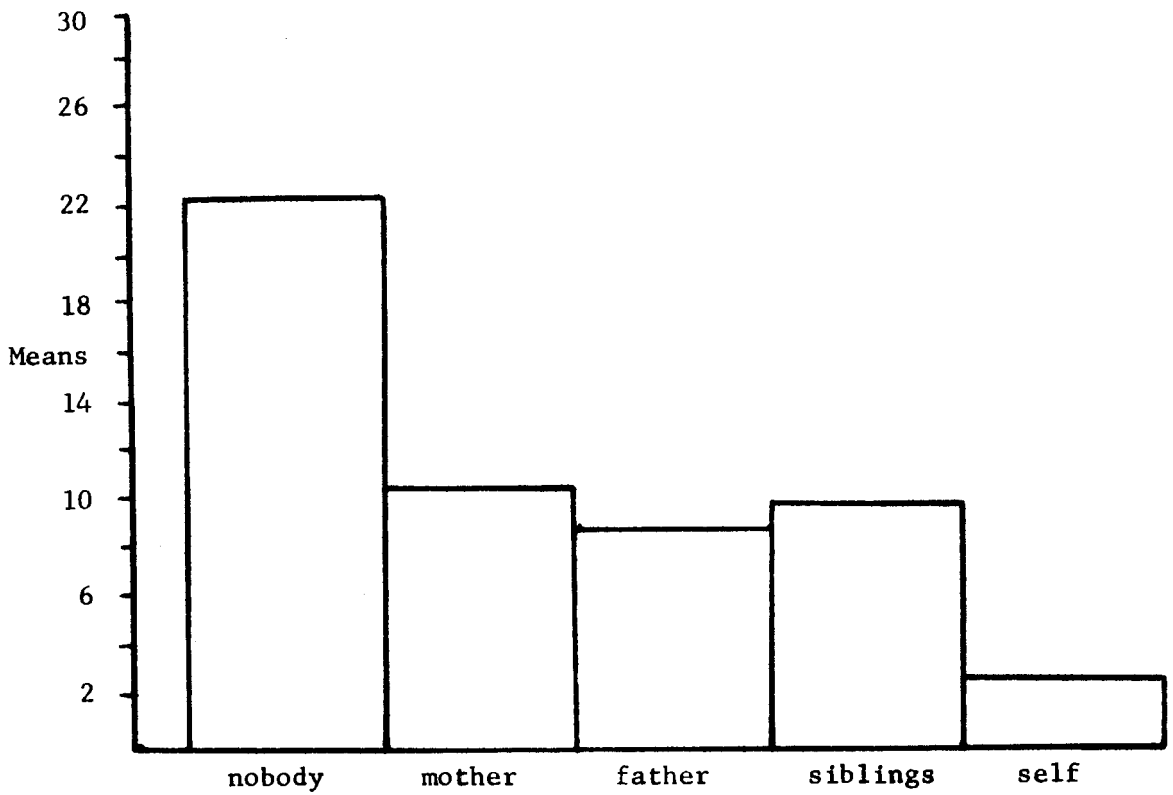
Supplemental Analyses

Figure 11 shows the mean score distribution of items for the Learning Assistant Centre Population.

Table 11 shows the inter-correlations of all five categories; nobody, mother, father, self and siblings. There is a statistically significant negative correlation ($p < .05$) between the mother and nobody categories. There is also a statistically significant negative correlation ($p < .01$) between the categories siblings and nobody. Between the variables 'father' and 'mother' there is a positive correlation .52 ($p < .01$).

Table 12 shows the mean scores for boys and girls for the item clusters of paternal and maternal overindulgence and maternal overprotection for each category. A t-test between these matched groups indicates a significant difference between boys and girls on the self category ($p < .025$). Girls attribute significantly more overprotective and overindulgent feelings toward themselves than the boys.

Mean Score Distribution --- Learning Assistance Centre Population



Intercorrelations Among The Five Categories (n=30)

1) Nobody			
2) Mother	-.34*		
3) Father	-.12	.52**	
4) Self	-.28	.02	-.26
5) Siblings	-.68**	-.20	-.10

* $p < .05$
 ** $p < .01$

Table 12

Mean Scores For Maternal and Paternal Overindulgence and
 Maternal Overprotection

	<u>Boys</u>	<u>Girls</u>
Nobody	6.8	6.73
Mother	.80	1.00
Father	1.07	.73
Self	2.53*	5.53*
Siblings	8.33	6.80

* $t = 2.50, p < .025$

DISCUSSION AND EDUCATIONAL IMPLICATIONS

One of the most interesting results of the present study was the way in which LAC students perceived themselves. For both boys and girls the total number of incoming and outgoing positive mild and strong statements, compared to the total number of incoming and outgoing negative mild and strong statements, indicated a ratio of 1:1. In Phillip and Orr's study (1978), this ratio was considered to reflect "ambivalence". I believe that for the self category in this study the ratio of 1:1 also suggests ambivalence. That is, that these students with learning disabilities are in a state of flux between a positive self-esteem and a negative self-esteem. Erikson (1968) terms this state "identity crisis".

Freud (1955) said that the principle characteristic of emotional ambivalence is that a person is constantly wishing to perform an act which he/she looks on as supreme enjoyment, but the person must not perform it and detest it as well. It would seem that an adolescent with a learning disability wants to like him/herself but at the same time does not. The educational implication of this finding toward enhancing a positive self-esteem in LAC students is that the child must receive consistent and meaningful recognition of his/her achievements and accomplishments.

The nature of the results obtained for the mother and father figures are found in the following quote by Sigmund Freud:

In the case of the male, his mother becomes his first love-object as a result of her feeding him and looking after him, and she remains so until she is replaced by someone who resembles her or is derived from her. A female's first object, too must be her mother: the primary condition for a choice of objects are, of course, the same for all children. But at the end of her development, her father - a man - should have become her new love-object. (Sigmund Freud, 1961, p. 228)

The adolescent boys and girls who formed the sample of this investigation were more involved with their mothers than with anyone else in their family and the relationship they had with her was highly positive. Their dominant feeling toward her was affection, and their next most important was sexualized love (physical proximity).

The adolescent girls with learning disabilities in this study showed a significant difference from the boys with regard to their emotional attachment with their fathers. They were more involved with him in terms of affectionate, sexual and negative responses. The educational implication of this finding is whether or not the relationship between father and daughter hinders or enhances the learning process for the adolescent girl toward a positive future identification with men and her role as a woman.

Proportionately to the girls, the boys showed a low total involvement with their fathers, especially with regard to the expression of negative feeling (Figure 7b). This finding brings an interesting twist to this study of adolescent boys and to psychoanalytic theory for as Freud states: "during the phase of the normal oedipus complex we find the child tenderly attached to the parent of the opposite sex, while its relation to

the parent of the same sex is predominately a hostile one" (Sigmund Freud, 1961, p. 228). Whether this lack of hostility toward the father by boys is in itself a hostile act, or whether the boys really do not have any hostile feeling toward their fathers are questions unanswered. However, the educational implication for our understanding of the above paradox lies in the concept of "identification", specifically: "identification with a threatening parent stirs an 'internalized threat' which is experienced as guilt. Identification with the beloved or admired ego-ideal stirs pride and triumphant feelings; failure to live up to this internalized admired image stirs fear and shame" (Lewis, 1971, p. 23).

The results for the sibling category clearly indicated the presence of sibling rivalry. It is also interesting to see that these students in learning assistance centres perceived that their siblings felt this hostility, as the incoming negative responses were significantly greater than the outgoing positive responses. The educational and therapeutic implications for the use of superordinate goals in the classroom seems implicit here, in order to enhance a more co-operative developing ego-consciousness among the students; and which may be transferable to their siblings.

The nobody figure, which received the largest overall number of choices, was particularly favoured when placing the "incoming negative" and "outgoing and incoming positive" statements. When one looks at the most popular statements projected into the personal unconscious, (nobody),

it appears that the cognitive states of both boys and girls are in a process of organizing such elements as desire, privacy, and physical desirability.

I sometimes wish I could sleep in the same bed as this person in the family.

When I get married I want to marry someone who is just like this person in the family.

This person in the family likes to help me with my bath.

I like this person in the family to tickle me.

It seems very appropriate that adolescents would be integrating new definitions of a potentially sexual self and therefore denying the placement of these items into other family figures. This new script which the adolescent is hopefully assimilating and accommodating is in place of the pre-adolescent gender role training (Erikson, 1968; Kagan and Coles, 1972; Muuss, 1962).

The most popular incoming negative items were:

This person in the family does not love me enough.

This person in the family makes me feel afraid.

In the former, either the adolescent children in this study believed that all of the members of their family love them enough, or there is a conscious or unconscious denial of this feeling statement. Similarly with the latter, either the adolescent children believed that there is not a person in their family whom they are afraid of or there is a conscious or unconscious denial of this feeling statement. There is no way to resolve

which of the above possible responses was the true "feeling" response; therefore, what becomes important to the educational implications of this thesis are the issues brought out by these two items, i.e. love and fear, which both boys and girls project on to 'nobody', their personal unconscious.

One would assume that children in LACs who have learning disabilities; that if their sense of competence decreases, their fear of power increases (fear of ridicule, fear of uncontrolled emotion, a sense of uncontrolled emotion, a sense of inferiority and a sense of insecurity in relationships). Fear narrows down thought and limits initiative. Love on the other hand helps children to be free from fear; without love children cannot understand or integrate their many conflicting problems. Intelligence is not separate from love (Krishnamurti, 1953; Maslow, 1954; May, 1969; Raths, 1972).

Secondary Results

The fact that both boys and girls made less outgoing positive statements toward the mother figure than incoming positive statements suggests the holding back of directional affectionate feeling toward her. As Erikson states: "the youth who is not sure of his/her identity shies away from interpersonal intimacy or throws him/herself into acts of intimacy which are 'promiscuously dependent' without true fusion or real self abandon" (Erikson, 1968, p. 135).

In table 11, there is a negative correlation between the mother category and the nobody category. I referred to this correlation previously, as a reciprocation, i.e. items which would be placed in the mother figure

are placed in the nobody figure and visa versa. This reciprocation is like a flickering light that comes and goes, for as Wickes states:

At first ego consciousness has little or no continuity. A real sense of existing conscious personality may be very slow in developing; it involves memory and acts of experience, and the power to relate them to each other and to oneself. An ego consciousness develops, events or emotions of significance are no longer merely experienced and forgotten. They become part of the stream of memory. (Wickes, 1927, p. 5)

Table 11 also indicates a positive correlation between the father and mother categories; this suggests that there is a primary state of identity between the adolescent and his/her parents, in which the adolescent is part of the parents.

There is a significant negative correlation (table 11) between the sibling category and the nobody category. The reciprocation of feeling can be seen clearly in Figure 5a and 10a with regard to the sexual item clusters. The issue of sexuality is no doubt a paramount issue in the psychic realities of LAC adolescents. In psychoanalytic theory sexuality has a great effect on "performance" and "ability" and these concepts are the images which the LAC students must cope with every day in the classroom. Whatever the cognitive, physical or social process which has created the learning disability, the students in question must still deal with their own sexuality and creativity. Both Freud and Jung in their collected works present the reciprocation between sexuality and creativity in many forms. These adolescents with learning disabilities who are

struggling to attain form must arrange and organize the inchoate profusion of such items of beginning (adolescence, manhood, womanhood) and in order for them to find their place in the infinity of being, they must be able to both separate from disability, and unite with it.

The girls see themselves as being more overprotected and overindulged than the boys (table 12). I believe that this result conforms to the normal adolescents' perception of parental bonds. However, further research with a normal adolescent classroom sample would provide information as to whether the girls and boys feelings of overprotection and over-indulgence are exaggerated in any way.

Comparative Results

The distribution of feeling which was obtained in this study (Figure 11) was very similar to the distribution in Figure 2b (Frost, 1969). The LAC distribution in this study did not support the hypothesized hypothetical distribution as stated by Bene (1957) in Figure 1. The reason for this occurrence could be a result of the category "others in the family" which Bene includes in her theory of the test. One would hypothesize that the larger the number of people involved in the "others in the family" category the less possibility there is for subjects to disperse items into the other five categories. The study in question had one person in the "others in the family" category and this person received only one item, therefore, the number of items in the other five categories would be increased in some proportion to Bene's theoretical distribution. It appears there are

differences in distribution across populations.

The qualitative data in Figure 5a showed that the null hypothesis in Frost and Lockwoods study on test inhibition (1973) is rejected, as the adolescent boys do switch from negative inhibition to positive inhibition. However, these positive items are more sexual rather than affectionate. It seems that Bene and Anthony's statement that "the older the boy the more marked does his taboo on tenderness become" (Bene & Anthony, 1957, p. 21) changes to the older the boy the more marked does his taboo on expressing sexual items become.

Conclusion

My purpose in this thesis has been to explore the emotional perceptions of learning assistance centre (learning disabled) adolescents in order to provide information which hopefully will help us to a greater understanding of these students' problems. Since the diagnostic and remedial programs which characterize this field are based upon analyses of the manner in which the brain processes information (eg. auditory process mechanisms, visual processing mechanisms, cross modal integration and psychomotor processes (Cruickshank, 1972; Bryan, 1974); I have tried to show how other psychic processes and mechanisms are involved and are influenced by learning disabilities.

The results indicate that both LAC boys and girls have positive feelings toward their mothers and perceive her as being a warm and affectionate person. The boys show very little hostility or

aggression toward their fathers, while the girls are involved with him in terms of affectionate, sexual, and negative feeling responses. The perception of self by LAC adolescents is an ambivalent one which vacillates between positive and negative self-esteem. Towards their siblings, the LAC adolescents displace aggression and hostility. Projected into the nobody figure, are the strong sexual and negative feelings of LAC adolescents.

The FRT proved to be a very useful tool in discriminating differences in the perceived emotional family relationships of adolescents in learning assistance centres. I believe that I have provided data which can be used by researchers and clinicians for comparisons of other populations of children.

My closing speculation is that the "imago" of the learning disabled adolescent is filled with difficulties that prevail up to the point that a release or break must take place and this break is exaggerated in his/her disability and behaviour, just as the thunderstorm is the sign that tension is being released in the atmosphere. The learning disabled adolescent is in a chaotic time preceding a period of order and at such times the adolescent entrusted with bringing him/herself out of chaos, needs efficient helpers.

An important limitation to be considered in this study is the lack of a control group. That is a 'normal' classroom sample of adolescents may have the same perceptions of their families as the LAC group. If this would, in fact, be true then the educational implications of this study

could be generalizable to normal adolescents. If, however, there is a difference between populations, then different educational implications would follow from these differences in the data.

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