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ABSTRACT

The Parent Attitude toward Children's Expressiveness Scale (PACES) provides a measure of the degree of acceptance-control the respondent allows toward a child's hypothetical emotional and expressive behavior. PACES is a 20-item scale with a multiple choice format for each item. Emotional and expressive behaviors represented in PACES include anger, distress or sadness, fear, anxiety or nervousness, interest or curiosity, happiness or pleasure, and disgust. Some accepting responses are of a sympathetic or empathic sort, while others are more suggestive of permissiveness. Some of the most controlling reactions border on humiliating or ridiculing the child, while others are more indicative of a scolding response. The instrument appears to be a reliable instrument for assessing the degree of control in a parent's attitude toward children's emotional and expressive behavior. The scale appears to have good construct validity as an attitude measure that evaluates the degree to which parents believe children ought to control their displays of emotional and expressive behavior. Past and ongoing research with the scale is reviewed. It is concluded that PACES provides numerous possibilities for investigating a variety of questions in the area of emotional development, family systems, and socialization. (RH)

Psychometric Properties of the

Parent Attitude Toward Children's Expressiveness Scale

(PACES)

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1989

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Psychometric Properties of the Parent Attitude Toward Children's Expressiveness Scale (PACES)[1]

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What PACES is Intended to Measure

The Parent Attitude toward Children's Expressiveness Scale (PACES) provides a measure of the respondent's degree of acceptance-control allowed toward a child's hypothetical emotional-expressive behavior. All items begin with "If my school-age child....," the intent being to elicit parents' expectations about their response to their own child's expressive behavior. The scale is not intended to evaluate parent's attitudes toward preschoolers' or older adolescents' emotional expressive behavior, although the scale may be used with parents who have children in these two other age groups.

As an attitude measure, the usual caveat must be made about the ambiguous relationship between attitude or belief and behavior. However, as the validity data discussed below indicate, PACES does appear to be independent of social desirability, differentiates between contrasted groups, and possesses construct validity in so far as (a) it is significantly

[1] Special thanks are extended to Elaine Stone for her assistance in the many data analyses presented here.

(but only moderately) correlated with other scales evaluating parental attitudes toward control; and (b) PACES is also successfully discriminated from other family attitude scales with which it ought not to correlate, such as marital satisfaction

Structure and Development of PACES

Format

PACES is a 20-item scale with a multiple choice format for each item. The four options presented to the respondent for each item range from an accepting or permissive response to a very controlling or restrictive reaction to the emotional-expressive behavior displayed by the child. The four options are converted to a Likert scale of 1 to 4, whereby 1 is the most accepting response and 4 is the most controlling. Thus, high scores suggest a relatively more controlling attitude toward children's emotional-expressive behavior, while lower scores indicate a more accepting or permissive response to children's emotional-expressive behavior.

Descriptive Content

Some of the accepting responses are of a sympathetic, even empathic sort, while others are more suggestive of permissiveness, e.g., ignoring the child's behavior. Some of the most controlling reactions border on humiliating or ridiculing the child; others are more of a scolding response. No reactions were included that involved corporal punishment, although we are aware that many parents do indeed punish by physical means certain of their children's emotional behaviors. We refrained

from including such an extreme degree of controlling reaction (despite its prevalence) so as not to appear to sanction such an approach to children's emotional-expressive displays.

Emotional Displays Sampled in PACES

The emotional-expressive behaviors represented in PACES include anger (4 items: numbers 2, 7, 11, 18,), distress or sadness (2 items: numbers 1, 8,), fear (4 items: numbers 6, 12, 13, 16), anxiety or nervousness (3 items: numbers 3, 9, 17,), interest or curiosity (3 items: numbers 4, 14, 19), happiness or pleasure (3 items: numbers 5, 10, 15,), and disgust (1 item: number 20). Because we believe that, virtually by definition, the socialization of emotion occurs in interpersonal contexts (see Saarni, in press), our item content reflects what might be called emotion blends rather than simple, "pure" emotions or affects. However, the item content reflects, as a result, greater similarity to real-life situations encountered by parents in dealing with their children's emotional behavior, which we grant can tax, at times, the most patient parent.

We found in developing our item pool that anger- and fear-related behaviors were most likely to elicit parental control responses, hence their over-representation among our item content. Such a bias may limit generalizability to some sub-cultures in North America. We also determined that the display of disgust is rarely controlled by parents in their children, with the exception of showing disgust toward food or eating. Some adults, for example, may experience, yet inhibit, their

disgust upon seeing a drunken derelict sprawled on the sidewalk, but children are more likely to experience apprehension in this situation rather than disgust. It has come to our attention, however, that some parents do react restrictively toward their children when the child shows disgust at a baby brother's or sister's diaper changing routine. But this context does not have the same degree of wide-spread applicability as do tne socialization efforts extended toward getting children to inhibit their disgust upon being served food that is visually unappetizing (to the child, that is).

Item Pool Development

The content of the item stems was created by the author with input from several graduate students in the Department of Counseling at Sonoma State University. Then this initial list was taken to a child clinical class and a research design seminar for refinement. From these classes possibilities for the four options for each item stem were also solicited. It should be noted that approximately half of the students in the Dept. of Counseling are parents themselves - as well as pursuing training in family counseling. Thus, they represent a broad cross-section of what might be construed as "experts" for judging the content validity of the items contained in PACLS.

The next academic year the author submitted the present 20 item scale with its respective 4 options per item to a different graduate class in child clinical psychology (N=22); the average percent agreement between the author's ranking of the options

according to a 1 to 4 scale and these graduate students' rankings was 71%.

Reliability

Test-Retest Reliability

Test-retest reliability was calculated on 36 respondents (18 of whom were parents) who were graduate students in a psychological assessment class. The interval was 4 weeks, and the sample was homogeneous. The correlation coefficient was r = .77; the first mean was 33.5, s.d. = 4.9, and the second mean was 33.7, s.d. = 5.7.

Internal consistency: Cronbach's Alpha

Based on a total sample size of 207 parents (females: N=127; males: N=80), and representing a more heterogeneous group (see descriptive correlations below under validity data), Cronbach's alpha coefficient was .76. The average corrected item-total correlation was .32. Additional descriptive statistics regarding the nature of the items are contained in Table 1.

Insert Table 1 about here

Internal Consistency: Factor Analysis

Using the same sample, an exploratory factor analysis was undertaken to determine whether PACES contained underlying factors which might account for the variance in assorted items. Given the assumption that those variables whose correlations with the other variables fall below .4 are unlikely to load meaning-

fully on any factor (Hedderson, 1987), only item pairs 4 and 14 (r=.80), 14 and 19 (r=.60), and 4 and 19 (r=.43) obtained inter-item correlations of sufficient magnitude to be considered. These three items, 4, 14, and 19, are all concerned with displays of curiosity, which were portrayed in the item stems by having the child stare at or watch closely some other person while in the company of the parent.

Not surprisingly, only one factor emerged in the factor matrix which had substantial loadings, and this factor was readily described as the "staring" factor. Item 4 had a loading of .81; item 14 a loading of .99, and item 19 a loading of .60. Thus, virtually all the variance for item 14 (staring at a mentally retarded person on the bus) was accounted for by this factor, and item 4 (staring at a person whose head is covered with scar tissue) was a close second.

An independent factor analysis of PACES was undertaken by Fabes, Eisenberg, and Miller (1988) with a smaller sample consisting only of mothers (N=113). Items 4, 14, 19, and also item 10 (exuberant behavior in a restaurant) all loaded .5 or above on a single main factor. Fabes, et al. also obtained a more ambiguous second factor with loadings of .5 or higher, but the assumption for meaningful interpretation, i.e., that item pairs should correlate at least .40, was not reported.

Summary. In our opinion, the differences obtained in the two factor analyses do not appear especially problematic, particularly given the larger and more heterogeneous population

on which our factor analysis was conducted. The commonality of the three "staring" items, 4, 14, and 19, which emerged in both factor analyses, does not disrupt the overall internal consistency of the scale in terms of how parents are responding to the items. Thus, we have concluded that we have a unidimensional scale that across repeated testing and according to internal consistency evaluation represents a reliable instrument for attempting to assess the degree of control in a parent's attitude toward children's emotional-expressive behavior.

Validity Studies and Other Descriptive Data

Descriptive Data

A correlation matrix was plotted for evaluating whether age, number of children, number of years of education, or occupational level were at all related to total scores on PACES. For occupational level we used a simple descriptive 5-tier system, where 1 referred to manual labor (only 1.4% of this sample); 2 included clerical positions and work-in-the-home (45.7%); 3 ranged from service to sales to technical occupations (25.6%); 4 included educators, managers, and administrators (17.1%); and 5 referred to professionals (27.1%). Those who were still students were asked to choose the occupational category most likely to be descriptive of what they would be doing when they completed their degree. It is evident that our sample is biased toward middle and upper-middle class, including many two-parent families in which the mother did not work outside the home (see the second category). All respondents were parents; 61% of the sample were

females. Table 2 presents the correlations of this demographic information with the PACES total score.

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Insert Table 2 about here

We found PACES to be unrelated to age, education, or occupational status in this sample. What did give us pause was the significant negative correlation between the number of children and PACES. Apparently as parents have more children, they tend to become more accepting (i.e., they obtain lower scores on PACES) of their children's emotional-expressive behavior. Does this mean they have given up on trying to control their children, perhaps out of sheer exhaustion? Or does it mean that one learns from experience, rolls with the punches, so-to-speak, and does not put as much importance on politeness after having survived one or more children? Facetiousness aside, an answer to such a question awaits further research using PACES.

Sex Differences and Within-Couple Comparisons

Sex differences. Combining across several smaller samples, we examined whether gender had an effect on the PACES total score. Indeed it did, and women scored significantly lower than men: females' mean = 37.21, s.d. = 6.11, N=127; males' mean = 39.81, s.d. = 7.2, N=80; $F(1,205) = 7.7$, $p < .006$. While the magnitude of this difference is not especially large, it does suggest that the stereotypic characterization of women as being more accepting of emotional-expressive behavior than men does

manifest itself in the Parent Attitude toward Children's Expressiveness Scale.

Within-couple comparisons. A pool of 50 married couples provided the data for examining husband/wife correlations. Despite their means being similar (wives' mean = 35.22, s.d. = 5.3; husbands' mean = 37.03, s.d. = 5.27), husbands and wives had little in common in how they responded to PACES. The correlation coefficient for the wives' and husbands' total scores was only r = .23, which, while significant at $p<.05$, is not especially impressive. An earlier study with a smaller sample size had produced a correlation of only r = .15 between husbands and wives for the PACES total score (Saarni, 1985).

Examining the extent of correlation between spouses across items yielded a range from -.27 for item 1 to .32 for item 4. The average husband/wife item correlation was a meager .12. This lack of relationship between husbands' and wives' attitudes toward children's expressiveness suggests an interesting and complex system of socialization messages that the children of these parents must receive. We are attempting in our current research to explore the effects that this tangle of gender-linked socialization attitudes might have on the development of emotional competence in grade-school children (see below for research in progress).

Construct Validity: Correlations with other Related Measures

Table 3 contains the correlations between PACES and the following measures: (a) Self-monitoring Scale (M. Snyder, 1974);

(b) three subscales from the Marital Satisfaction Inventory: affective communication, dissatisfaction with children, and conflict over child-rearing (D. Snyder, 1981); (c) Family Expressiveness Questionnaire (Halberstadt, 1983); (d) Crowne-Marlowe Social Desirability Scale (1964); (e) Affective Communication Test (Friedman, Prince, Riggio, DiMatteo, 1980); and (f) the 10 subscales of the Family Environment Scale (Moos, 1974). Not all subjects completed all these measures: thus, the sample size varied from N=65 to N=75 across these correlations.

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Insert Table 3 about here

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As expected, PACES did not correlate with social desirability, dissatisfaction with marital affective communication, or marital conflict over child-rearing. We had thought it would correlate positively with Self-monitoring and negatively with the Family Expressiveness Questionnaire (FEQ); however, the correlations were near zero. In our opinion, these two measures may have been inappropriate for comparison with PACES due to their internal structure and different focus of assessment.

PACES did obtain significant positive correlations with the Dissatisfaction with Children subscale ($p < .04$) and with several Family Environment subscales: Achievement Orientation ($p < .005$), Moral-religious Orientation ($p < .02$), and Control ($p < .03$), all of which suggest increasing parental control attitudes toward family

life. PACES correlated negatively with the Expressiveness subscale in the Family Environment Scale ($p<.01$), which makes sense in that parents espousing more controlling attitudes toward their children's expressive behavior are likelier to perceive their family environments as less expressive. It also correlated negatively with the Affective Communication Test ($p<.03$), suggesting that to some degree the perception of "charisma" in oneself is negatively related to possessing a controlling attitude toward one's children's expressiveness. (Friedman, et al. have nick-named the ACT the "charisma" scale, based on some of their validity studies.)

Validity: Contrasted Groups

PACES was administered to a group of parents whose children attended an urban Catholic parochial school (N=50). We hypothesized that these parents would espouse more restrictive attitudes toward their children's expressive behavior than would the graduate students in the Counseling Department at Sonoma State University, half of whom were also parents (N=34). The rationale for this expectation was that generally there is considerable emphasis in both our training and in our counseling textbooks on the importance of expressing how one feels; thus, Counseling students should obtain relatively low or accepting PACES scores. On the other hand, parents electing to send their children to parochial schools would be expected to be more concerned with their children acquiring aspects of self-control that are consistent with the religious dogma of the school and

church. (Recall that PACES also correlated positively with the Moral-Religious Orientation subscale of the Family Environment Scale.)

Indeed that was what we found out. The parents of parochial school children obtained a mean of 40.94, s.d. = 5.46, which significantly exceeded the Counseling students' mean of 33.53, s.d. = 4.9 (F (1,82) = 40.45, p<.000).

Summary. PACES appears to have good construct validity as an attitude measure evaluating the degree to which parents believe children "ought" to control their displays of emotional-expressive behavior. PACES did not correlate with those scales with which it was not expected to (e.g., Social Desirability, subscales of marital dissatisfaction). PACES did correlate with those scales with which it was expected to correlate (e.g., Control, Achievement, and Moral-Religious Orientation, Expressiveness subscales of the Family Environment Scale). PACES also successfully discriminated between two samples whose attitudes toward children's expression of feelings were predicted to be significantly different.

Research using PACES

Complexity of Children's Thinking about Emotion Management

Using a small sample (N=32), Saarni (1985) examined children's (ages 7-13 years) expectancies about three complex variables: (a) their justifications for why emotional-expressive behavior should be managed; (b) their expectations about interpersonal consequences for having managed emotional-

expressive behavior; and (c) their beliefs about how they achieve a balance between expressing their genuine feelings and managing their emotional-expressive behavior. These three variables were obtained through individual interviews using photo-accompanied vignettes, which had been used in an earlier study (Saarni, 1979). Their parents completed the Parent Attitude Toward Children's Expressiveness Scale, the intent being to examine how parental attitudes were related to children's expectancies about the regulation of emotional-expressive behavior.

The three child variables were coded according to a conceptually established set of ranked categories such that ascending rank was associated with more complex thinking and empirically confirmed by significant positive correlations with increasing age. (The coding criteria and examples are contained in Saarni, 1985.) The data were analyzed in a regression analysis (other predictors had also been included; see Saarni, 1985). The results showed that the justification variable was not related to either mothers' or fathers' PACES scores. However, the interpersonal consequences variable was significantly related to fathers' PACES scores, such that fathers espousing more accepting or permissive attitudes toward children's expressiveness were more likely to have children who gave more complex responses about the interpersonal consequences of emotion management. In contrast, mothers' PACES scores contributed significantly to their children's scores on the balance variable. In this case, however, a more controlling maternal attitude toward children's

expressiveness was associated with more complex thinking about how to balance one's display of genuine feelings with management of emotional-expressive behavior.

Given the small sample size, it is not entirely clear how one ought to interpret this parent gender effect on children's thinking. However, there is some research which does suggest that maternal controlling behavior or corrective style can be predictive of their children providing higher-level rationales (Hoffman & Saltzstein, 1967; Johnson & McGillicuddy-DeLisi, 1983).

There is so little research on fathers' attitudes toward child-rearing, much less compared to their respective spouses (i.e., the mothers of the children in question), that we can only speculate as to why more accepting fathers have children who think in a more complex fashion about the interpersonal consequences of expressive dissemblance. One possibility is that when fathers think and act in a way that is not sex-role stereotypic (e.g., they do not endorse stereotypic masculine emotional stoicism), they challenge their grade-school age children to think about the social consequences of managed emotional-expressive behavior. It should be noted that the highest level in the coding scheme for the consequences variable was for responses that indicated that the subject thought that the interactant in the photo vignette would see past the emotional-expressive dissemblance and realize that the protagonist's facial expression was a "false front." Perhaps these

higher-scoring children, whose fathers were more accepting of their children's displays of genuine feelings, come to understand that roles and social maneuvering often require "false fronts," but at home, because one is in the home or with one's parents, one may express one's genuine emotions. In other words, they have learned that social context is inextricably linked with the management of emotional-expressive behavior.

Decoding "Emotional Fronts" and PACES

Hunt (1985) investigated what sorts of cognitive skills and social insight children needed to be able to infer another's genuine internal emotional state, despite contradictory expressive cues. She referred to such instances of expressive dissemblance as "emotional fronts" and sought to find out what contributed to increasing accuracy in seeing beyond such emotional fronts and recognizing the underlying genuine emotional state. She considered two opposing arguments as to what sort of parental socializing influence would contribute most to emotional decoding ability: (1) the position advanced by Saarni (1981) was that social environments characterized by chronic expressive inhibition would be more likely to produce children with more limited emotional encoding and decoding skills. This was hypothesized to be so, because without adequate emotional-expressive communications from others, the cognitive elaboration and growing consciousness of emotional experience will be diminished, perhaps even leading to what Tomkins (1979) has referred to as a "bleaching of affect." (2) The opposing

hypothesis considered was originally advanced by Halberstadt (1983), who argued that greater inhibition of emotional-expressive behavior on the part of parents would lead to their children acquiring greater skill at decoding emotional states, because the nonverbal cues had presumably become subtle and covert.

Hunt's sample size was small (N=32, 16 couples, thus an equal number of mothers and fathers), and as a result she could only report general trends. She found that with younger children (6-7 years) there was a tendency for parents espousing a more controlling attitude to have reduced emotional decoding ability in their children. In her multiple regression analysis, PACES was also the strongest predictor of emotional decoding ability (more accepting scores associated with greater skill at emotional decoding). Thus, some tentative support was found for the first position proposed above by Saarni that greater familial expressivity is associated with greater emotional sensitivity. A larger sample size permitting separate analyses by parent gender (given the results of the sex differences described above) might shed more light on what this trend consists of.

Hunt argued that Halberstadt's position may be more relevant to nonverbal cue judgment tasks and may not be applicable to reasoning about emotional experience in others. She appropriately (in our opinion) concludes, "However, despite the possibility that "inhibitors" are skilled non-verbal decoders, and "expressives" are skilled emotional reasoners, it seems more

plausible to expect that these components would be related in some systematic and meaningful way. At present, then, there is no way to easily reconcile the findings." (p. 224).

Emotional Responsiveness and PACES

Fabes et al. (1988) examined the degree to which mothers' scores on PACES were related to their children's emotional responsiveness. The latter was evaluated by having the children (elementary school age) watch a videotape of a family describing their coping with the difficult consequences of a serious car accident and while viewing the tape, their facial expressions were coded and heart rate recorded. Mothers of sons (N=56) were found to be significantly more controlling in their attitudes than mothers of daughters (N=57). Using the scores from the two factors noted previously (see factor analysis discussion above), Fabes et et al. found significant relationships (albeit modest) between more controlling maternal attitude and boys revealing less sadness and distress and lower arousal (slower heart rate) during the videotape. For girls, maternal controlling attitude was significantly related to the girls expressing less facial sympathy and also verbally reporting less sadness. Thus, the experience of sympathy, or emotional responsiveness more generally, does seem to be related to mothers' attitudes or beliefs about when, where, with whom, and how children "ought" to regulate their emotional-expressive behavior.

Research in Progress

Our current project is an examination of what sorts of variables contribute to emotional competence, an umbrella term that we use to refer to the demonstration of self-efficacy in the context of emotion-eliciting social transactions. Without going into much detail here, we are looking at three parent variables (PACES, Parent Satisfaction Scale (Guidubaldi & Cleminshaw, 1985), and Moos' Family Environment Scale) and five child variables (age group, sex, Wheeler and Ladd's (1982) Children's Self-Efficacy for Peer Interaction Scale, the Children's Version of the Family Environment Scale (Pino, Simons, & Slawinowski, 1984), and Moos and Trickett's (1967) Classroom Environment Scale) as predictors of individual differences in children's emotional competence. Emotional competence is assessed via individual interviews using as stimuli both photo-accompanied and cartoon-accompanied vignettes. An emotional competence index is created by compiling the children's coded responses to questions about decoding emotional states, recognizing "emotional fronts," proposing interpersonal negotiation strategies, predicting future emotional behavior, and so forth.

The sample size is currently 108 children in three age groups (6-7 yrs., 8-9 yrs., and 10-11 yrs.), all of whom have at least one parent responding. Fortunately, we have a very high proportion of both mothers and fathers responding (about 2/3 of the sample), which will permit us to analyze separately by parent gender. At this writing we have not yet completed our data analyes, but the eventual results should shed light on the

socialization messages sent by mothers and fathers to their children about emotion management and about how one uses one's emotional-expressive behavior in structuring relationships.

Conclusion

As Maccoby and Martin (1983) have pointed out, remarkably little socialization research has examined directly parental behavior or attitudinal influences on children's emotional displays or experience. While some recent research has been undertaken with toddlers or preschoolers, curiously lacking has been research on parent attitudes or behavior as related to their older children's understanding of emotional experience. The development of the Parent Attitude toward Children's Expressiveness Scale opens up numerous possibilities for investigating a variety of questions in the area of emotional development, family systems, and socialization. As documented above, PACES has good reliability and internal consistency, and its construct validity also appears solid. As a new instrument, its use in research is still infrequent, but as it becomes more widely used, additional validity may be found for it.

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Table 1

Description of PACES' Total Score and Individual Items

PACES Total Mean: 38.39 Variance: 41.77 Std. Dev.: 6.46

	Mean	Minimum	Maximum
Item Means	1.92	1.22	3.29
Item Variances	.57	.24	1.28
Inter-item Covariances	.079	-.043	.550
Inter-item Correlations	.128	-.104	.799

Table 2

Correlations Between PACES and Demographic Data

PACES	Age	Education	Occupation	# of Children
Total	.10	-.004	-.02	-.41 ($p < .000$)
	(N=169)	(N=70)	(N=70)	(N=70)

Table 3

Correlations Between PACES Total Score and Assorted Measures

Measures	PACES Total Score	
Self-monitoring	.11	
Marital Satisfaction Inventory:[3]		
Affective Communication	.12	
Dissatisfaction with Children	.22	($p<.04$)
Conflict Over Child-Rearing	.03	
Social Desirability	-.01	
Affective Communication Test	-.22	($p<.03$)
Family Environment Questionnaire (Halberstadt)	-.07	
Family Environment Scale (Moos):		
Cohesion	.10	
Expressiveness	-.27	($p<.01$)
Conflict	.04	
Independence	.01	
Achievement Orientation	.32	($p<.005$)
Intellectual-Cultural Orientation	-.06	
Active-Recreational Orientation	-.11	
Moral-Religious Orientation	.25	($p<.02$)
Organization	-.03	
Control	.23	($p<.03$)

[3] Higher scores on the Marital Satisfaction Inventory generally indicate greater marital dissatisfaction with the subscale dimension.

PARENT ATTITUDE TOWARD CHILDREN'S EXPRESSIVENESS SCALE

(PACES)

Carolyn Saarni

SCORING KEY

The scoring weights for the multiple choice format used in PACES range from 1 to 4, where 1 = the most accepting or permissive attitude toward children's emotional expressiveness and 4 = the most controlling or restrictive attitude. In the Table below, each scale item number is represented by the number in parentheses; the numbers following and separated by commas are the weights assigned to the multiple choice options a, b, c, and d. The total score is obtained by adding across items the number of weighted options selected by the respondent. The higher the score, the more restrictive or controlling is the respondent's attitude toward children's emotional expressiveness.

(1) 4, 3, 1, 2	(6) 1, 4, 3, 2	(11) 4, 1, 2, 3	(16) 4, 1, 2, 3
(2) 4, 2, 3, 1	(7) 1, 4, 2, 3	(12) 1, 2, 4, 3	(17) 3, 2, 1, 4
(3) 1, 3, 4, 2	(8) 3, 1, 2, 4	(13) 4, 1, 3, 2	(18) 4, 1, 3, 2
(4) 4, 1, 3, 2	(9) 3, 1, 2, 4	(14) 1, 4, 2, 3	(19) 1, 4, 2, 3
(5) 2, 1, 3, 4	(10) 3, 2, 1, 4	(15) 2, 1, 4, 3	(20) 2, 4, 1, 3

PARENT ATTITUDE QUESTIONNAIRE

Instructions: In the following multiple choice questions please circle only one response which seems most similar to what you would be likely to do in the situation described.

1. If my school-age child is bragging about his/her skill in some activity to another child, proceeds to goof up and hurt him/herself, and then comes to me for aid, I would:

   a. tell them that they look foolish being so upset after bragging
   b. attend to them a little, but with some annoyance
   c. comfort them about the injury and ignore the bragging
   d. give comfort but also mildly chide them about the bragging

2. If my school-age child receives an undesirable birthday gift from a family friend or relative and looks obviously disappointed, even annoyed, after opening it in the presence of the person giving the gift, I would:

   a. be annoyed with my child for being rude
   b. look the other way
   c. remind my child to say thank-you
   d. say that it really was too bad they didn't get what they wanted

3. If my school-age child is very shy around adults who come to visit our home and prefers to stay in the bedroom during the visit, I would:

   a. let my child do as he/she pleases
   b. reproach my child about behaving like a mouse
   c. tell my child that he/she must stay in the living room and visit with the guest
   d. remind my child to be polite

4. If during a bus ride my school-age child continues to look intently at someone whose whole head is covered with scar tissue, I would:

   a. nudge my child and say to mind his/her own business
   b. permit the looking
   c. tell my child it is impolite to stare
   d. ask what he/she is doing

5. If my school-age child starts to giggle during a funeral, I would:

   a. ignore it
   b. smile understandingly at my child
   c. frown at my child
   d. frown and also tell my child to be quiet

6. If my school-age child is afraid of injections and becomes a bit shakey while waiting for his/her turn for a shot, I would:

   a. comfort them before and after the shot
   b. tell them not to embarrass me by crying while getting the shot
   c. tell them to try to get more under control
   d. tell them that the pain lies more in the fear than in the actual shot

7. If my school-age child shouts at me in anger after I accidentally throw away his/her favorite comic book, I would:

   a. apologize
   b. give them a piece of my mind about the disrespect shown to me and tell them to go to their room
   c. apologize but tell them to stop yelling at me
   d. send them to their room to cool off, then apologize later

8. If my school-age child carelessly loses some prized (but inexpensive) possession and reacts with tears, I would:

a. tell them not to get so upset about it
b. tell them how unhappy I am about the loss too
c. remind them to be more careful next time
d. say they should not feel so sorry for themselves since they were so careless as to lose it in the first place

9. If my school-age child is about to appear on a local television program and inquires with visible nervousness about how many people will be watching the show, I would:

a. say tc get control of themselves and try not to show their nervousness
b. reassure and comfort my child
c. suggest thinking about something relaxing so that their nervousness will not be so obvious
d. tell my child to get a grip on him/herself if he/she wants a good performance

10. If my school-age child attends a family birthday dinner in a nice restaurant and exuberantly jumps out of his/her chair and shouts "Happy Birthday!" I would:

a. smile but also tell my child to try not to be so rambunctious
b. say nothing
c. smile understandingly about my child feeling so happy
d. say that proper restaurant behavior requires sitting down and speaking quietly, despite feeling happy and excited

11. If my school-age child becomes very angry at his/her sibling, begins to shout and stomp around the room, and I am nearby, I would:

a. tell my child to speak civily and apologize as well
b. not intervene
c. try to find out what the altercation was all about
d. tell my child to cool down

12. If my school-age child has some unfounded fear (e.g., of the dark, of dogs, etc.) and gets panicy in the feared situation, I would:

a. reach out with a touch and assure them I was there to help
b. give assurance that I was there to help but that it was time for them to realize they had no real reason to be afraid
c. tell them they are being silly and will embarrass themselves someday by being so afraid
d. tell them to control themselves better so that they will feel less afraid

13. If my school-age child is teased and called names by another youngster on the way home from school and arrives home trembling and tearful, I would:

a. say "if you don't want to be a sissy, scaredy-cat, or whatever, you should stick up more for yourself"
b. feel concerned myself and also comfort and reassure my child
c. tell my child to keep a stiff upper lip and not let the other child see him/her so upset
d. reassure my child but also say that showing one's fear to others sometimes causes problems

14. If my school-age child rather obviously watches a mentally retarded person as we ride the bus, I would:

a. permit the staring
b. nudge my child and say to mind his/her own business
c. ask what he/she is doing
d. tell my child that it is impolite to stare

15. If my school-age child wins a race in a track meet and after receiving everyone's congratulations continues to jump around gleefully and exclaim over the victory, I would:

a. say nothing but would begin to feel uncomfortable
b. smile approvingly and offer more congratulations
c. frown at the display and say that real winners do not keep "crowing"
d. suggest they were over-doing it and to calm down

16. If my school-age child appears to be quite afraid during an amusement park ride and other accompanying youngsters do not seem to be afraid, I would:

a. tell my child to shape up or he/she will be teased by the other kids
b. comfort and reassure my child
c. let him/her cope with the fear without my intervening
d. tell my child to try to get better control of him/herself

17. If my school-age child is in a recital (e.g., dance, music, gymnastics, etc.) and during a solo makes an error and proceeds to look as if on the verge of tears, afterwards I would:

a. say that the performance was fine, but it would have been better if they had not looked so upset about the mistake
b. compliment the performance and say nothing about the mistake
c. compliment the performance and say that the concern on their face after the mistake showed the audience that they really wanted to do well
d. say that no one would have paid attention to the mistake if they had not acted so babyish about it

18. If my school-age child comes home from school very angry about something the teacher has done and proceeds to slam doors, mutter dire threats, and scowl fiercely, I would:

a. reprimand my child for being so out of control and behaving inappropriately in the house
b. ask what had happened
c. tell my child that his/her behavior is disruptive
d. tell my child that I just hope he/she doesn't act this way at school

19. If my school-age child is staring with interest at a woman breast-feeding her baby, I would:

a. permit the looking
b. nudge my child and say to mind his/her own business
c. ask my child what he/she is doing
d. tell my child that staring is impolite

20. If my school-age child mutters "yecchh" and grimaces when Grandma serves some of her casserole on his/her plate, I would:

a. remind my child to be more polite
b. tell my child to apologize and shape up immediately or leave the table
c. smile rather nervously and ask my child "well, what do you think it is?"
d. frown at my child while asking him/her to apologize for the poor manners