

**'Responses to separation from parents: a clinical test for young children'
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Responses to Separation
from parents:
a clinical test for young
children.

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September 1975

RESPONSES TO SEPARATION FROM PARENTS:
A CLINICAL TEST FOR YOUNG CHILDREN

- by -

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September 1975

Summary

The test described, based on a test developed by Hansburg (1972) for older children, aims to throw light on how a child in the age-range of about 4 to 7 would respond to situations in which he is separated for shorter or longer periods from his parents. The results of a pilot study with five-year-olds during their first term at a London School are regarded as promising with respect both to the validity of an overall score as a measure of health or disturbance and also to the range and relevance for clinical and educational assessments of the responses given.

Introduction

An increasing number of psychiatrists and psychologists have come to regard the way a person responds to situations of actual or threatened separation from a loved person, either temporary or permanent, as a major indicator of personality development and possible psychopathology. Among those who have drawn attention to the key role of such responses are Freud (1917, 1926), Fairbairn (1952), Winnicott (1965), Jacobson (1965) and Mahler (1968). Currently one of us is attempting to examine the empirical evidence with a view to developing a consistent theoretical model, drawing on concepts from ethology and cognitive psychology as well as from psychoanalysis (Bowlby, 1969, 1973, in preparation).

Recently Hansburg (1972) has published particulars of a test intended to help assess an individual's modes of responding to situations entailing a separation from or loss of parents. Hansburg's Separation Anxiety Test, designed to be given to adolescents in the 11 to 17 years age range, consists of a dozen pictures, all but three of which depict a situation in which either a child is leaving his parents or a parent is leaving the child. Some of the situations, such as a child leaving to go to school or mother leaving her child at bedtime, are of a kind that any child of over six would be expected to take in his stride. Others are of a more disturbing character. They include a picture in which the child's mother is being taken by ambulance to hospital, and another in which the child is going off to live permanently with his grandmother.

Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K). * ~~An account~~ of the test as devised for five-year-olds and of the results of a pilot study follow.

* The study was undertaken in part requirement for the Diploma in Clinical Psychology awarded by the Tavistock Institute of Human Relations.

The Test

To suit a younger age-group not only was the series of pictures shortened to six but realistic photographs were substituted for the original ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls (see Figs 1 & 2). The pictures are chosen to combine maximum situational focus with a minimum of facial expression, so that with the help of a caption the situation is made clear but the emotions aroused remain ambiguous. Three of the situations are considered more severe (and unanimously judged to be so by four independent judges) than the other three, in that the milder ones are more everyday and familiar (Hansburg's main criterion). This differentiation into mild and severe types of situation is of much significance in interpreting test responses since different sorts of response are to be expected to each type.

The situations specified, in the sequence in which they are presented to the children and labelled M for mild or S for severe, are as follows -

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving
little girl (boy) with aunt (uncle) (S)
- (3) child's first day at school; moment of parting from parent (S)
- (4) parents are going away for two weeks; prior to their
departure they give the child a specially
attractive toy: pedal car for boys, party dress
for girls (S)
- (5) park scene; parents tell child to run off and play by
himself for a while, they want some time alone
together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed
and leaves room (M)

In these situations, although the child is not always physically alone, he is very much out on his own in that he must cope without having his parents at hand to fall back on.

Administration

Children are tested individually. After a few minutes of conversation to establish rapport, the child is shown the pictures, one by one, and told what is happening in each. He/she is asked "How does the little boy (girl) in the picture feel?" If he has difficulty in responding, a list of possible responses (based on those presented by Hansburg to his subjects, and ordered randomly) is read to him. It is emphasized that he does not have to choose any of them, that they are merely suggestions as to how he might put his feelings into words. The list is as follows -

"Does the little boy feel lonely - or does he feel sad - or does he feel angry - or does he feel that his parents don't love him any more - or that it's not really happening - or does he feel like hiding away - or does he feel like he just doesn't care - or does he feel that if he'd been a good boy it wouldn't have happened - or that it's someone else's fault - or that something bad is going to happen - or does he feel now he's going to have a good time - or that he's hungry - or getting a tummy ache or a headache".

It was rarely necessary to go through the whole list in this manner. Most children would interrupt when one of the responses seemed suitable to them. (Although it would be possible to continue reading the list to see if a child selected additional responses, this procedure was not followed).

Not only a child's feelings but the means he considers for coping with the situation also seemed a promising area for investigation. For example, in stressful situations an anxious child is liable to be inhibited, to withdraw or to hide, a depressed child to respond with apathetic resignation or passive withdrawal, a child prone to delinquency to respond with anger and violence or by pilfering or running away. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?"

Method of scoring

Hansburg has conducted several studies in which he has tested samples of adolescents from diverse backgrounds. Certain patterns of response appear to be associated with different forms of emotional disturbance and others with healthy development.

Although in our scoring we have adhered closely to Hansburg's ideas and procedures, we have adopted a different terminology. Hansburg employs a number of fairly traditional clinical terms but these are often ambiguous and laden with theory that we do not necessarily accept. The terms we use are at a simple descriptive level and, when linked to theory, are linked to the ideas developed in Bowlby's ATTACHMENT AND LOSS with which Hansburg's findings are highly compatible. A glossary of equivalent terms is at Appendix 2.

Our scoring procedure is as follows. The children's responses are first classified into 14 categories, based on those used by Hansburg but omitting three of his categories as inappropriate for a younger age-group. Again following Hansburg, these categories are next grouped into six main classes of response, a few of which overlap with others (see Table 1). Using the number of responses falling into each class, it then becomes possible to calculate a variety of indices.

Table 1 about here

The first index takes account of the balance between attachment-type responses and self-reliant responses, with special reference to whether the situation being responded to is mild or severe. For a favourable result a child is expected to show more self-reliant responses in mild situations and more attachment-type responses in severe situations.

l.c. / The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX.

The second and third indices refer to the frequency of Hostile responses compared to those of attachment-type responses and of anxious responses respectively. For a favourable result the number of hostile responses is expected to be fewer than the number of each of the latter kinds.

The fourth index is the number of Anxious responses as a percentage of total responses. For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high.

The fifth index is a simple score of Avoident responses. The lower the score the more favourable the result.

The sixth index is a simple score of responses indicating Loss of self-esteem. Once again the lower the score the more favourable the result.

The seventh index is a simple score of responses that seem bizarre or absurd together with responses referring to death.

The eighth index derives from the children's answers to the question, 'What then would you do?' Answers are categorised as follows -

Appropriate activity, including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic optimism, including disbelief ("they won't really go"), fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ("he'll be able to take a car and drive to school")

Unrealistic pessimism, including catastrophes and total rejection ("they'll never come back")

Withdrawal or inaction, including sleep (if inappropriate), and being totally overwhelmed ("he just cries").

The index of Appropriate Action derived from these answers is the ratio of the number of appropriate responses to the sum of those judged to indicate unrealistic optimism, unrealistic pessimism or inactive withdrawal.

Finally, by allocating either positive or negative points to scores on each of these indices, it is possible to give each child an overall test score designed to indicate how favourably or unfavourably he seems to be developing. The method of assigning such points is empirical and derived from the results of Hansburg's clinical experience with the test. Particulars of how the indices and the Test Score are arrived at are at Appendix 1.

The Test Score, which represents an ordinal not an interval scale of measurement, is no more than a crude indicator of health and disturbance. For clinical and educational purposes a profile made up of the eight indices is more informative since it gives a picture of the directions in which a given child deviates from the norm. Further information still can be derived from a study of the particular categories into which most of a child's responses fall.

PILOT STUDY

It was decided to administer the test to all the children newly admitted to a local authority day school in Inner London during their first term of attendance. This enabled us to obtain a reasonably representative sample of children drawn from every socio-economic level, and to test them at an age at which our society expects them to be able to adapt to a six-hour day away from home. Class teachers were asked to classify all the children in their care according to the following two-step procedure -

First step divide all the children into three groups -

- (i) adjusting to school well; no difficulties
- (ii) some short-lived difficulties in adjusting to school; nothing to cause serious concern
- (iii) definite and persistent problems in adjusting to school

Second step sub-divide children in group (i) into two sub groups, (1a) composed of children doing slightly better than those in (1b). Sub-divide children in group (iii) in a similar way

Children in each of these five groups are assigned a Teacher's Rating ranging from 1 to 5.

By correlating the results of the test with the Teachers' ratings it was hoped to get a first impression of the probable validity of the test.

The sample comprised 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean of 5 years 1 month. All were believed to be 'getting along all right' and to have no known history of professional consultation for mental health reasons. The first 21 children to whom the test was administered were used as a preliminary sample for refining the administration of the test, leaving a main sample of 61 children, 37 boys and 24 girls.

The children were extremely interested in the task and only a few had difficulty expressing themselves. Little prompting was needed and what there was proved unrelated to a child's test score. Only two children refused the test; one came from overseas and hardly spoke English.

No difficulties were encountered in classifying the responses. Although no test of reliability was conducted, it is expected to prove satisfactory.

Correlation of Test Scores and Teacher's Ratings

Test scores were well distributed, the extremes ranging from + 6 to - 12, and gave four easily defined and roughly equal groups of children designated groups A, B, C and D. All but eleven of the children scored between + 4 and - 3. Teacher's Ratings were less evenly distributed, with ratings 2 and 4 little used.

Since neither Teacher's Ratings nor Test Scores were correlated either with age or sex, results are pooled.

The distribution of the children's Test Scores and Teacher's Ratings are shown in Table 2.

Table 2 about here


To test for significance the Spearman Rank Relation Co-efficient (Siegel 1956) was used, which gives the following results -

		<u>Value of t or rs</u>	<u>Significance</u>
Girls only	(N=24)	rs = 0.05865	p.01
Boys only	(N=37)	t = 3.3393	p.01 with 35 df
All children	(N=61)	t = 5.5674	p.001 with 59 df

There is thus a significant degree of correlation between the two measures, not only for all the children but for boys and girls separately. This provides initial evidence that the test has some degree of validity.

Range of responses

The children's responses to the pictures covered a strikingly wide range of feeling and behaviour and brought home to us the strong emotions aroused in children of this age when confronted by situations of the types depicted. In illustration we give a selection of responses to the first two cards, the first of which depicts a mild situation and the second a severe one.

The group in which the overall Test Score places the child who gave each response is indicated. 

Responses to Card 1

(Parents going out for evening - mild situation)

- (i) "Not very well. (Not very well?) She's got a cold and she's got a headache. (What does she do?) Go to sleep".
Group C
- (ii) "Tired. (Does she feel any of these...?) She's lonely. (Do?) Go to bed and go to sleep".
Group A
- (iii) "Very well. She feels happy. My friend looks after me when mummy and daddy go out. (Do?) She's going to stay in bed".
Group C
- (iv) "Upset. (Upset ?) Crying upset, she's crying. (Do?) Nothing".
Group B
- (v) "He doesn't feel all right because he's alone. He's angry and lonely, (makes a face and a roaring noise). (Do?) He's going to play with his toys".
Group A
- (vi) "He feels O.K. (Do?) I'd hide in a corner. (Why?) Because there might be a dragon in the house".
Group C
- (vii) "He feels like something dangerous is going to happen and they don't love him anymore. (What might happen?) A robber. (Do?) He's going to put on his pyjamas and get into bed and then play".
Group A
- (viii) "All right. My sister looks after me. Maybe his sister will stay with him. (What if he's alone?) Horrid. He'd be hungry, and scared. (Do?) He might get lost and he might run away from his house and he might think they don't love him. (Which do you think is most likely?) He'll run away I should think".
Group D

- (ix) "He might feel very well, he could feel upset, he could feel something touching, he could feel something with his mouth like kissing. (Which do you think?) He's sad, and he's scared. He's scared of a barking man. He's heartbroken. If I loved my mummy and she ran away I would be heartbroken".

Group C

- (x) "Lonely. (Any of these....?) No. (Do?) Watch T.V. I never cry, you know. I was playing football and my leg broke and I never cried".

Group B

- (xi) "She starts to cry. (Do?) I'd pinch everything that I could get to eat. (Any of these....?) I'd feel all of them. (Any one in particular?) Hungry".

Group C

- (xii) "All right. (Any of these?) She feels like hiding away, because she doesn't want to see her mummy and daddy in the morning. (Why? I don't know. (Do?) Hide".

Group C

- (xiii) "She's not very well. (Any of these?) She's scared and she's got a tummy ache. She's sick and she's hungry. It's only a dream. (Do?) She's going to be very sick. But it's all a dream so then she'll wake up".

Group D.

Responses to Card 2

(Mother (father) goes away for weekend, leaving
little girl (boy) with aunt (uncle) - severe situation)

- (i) "Sicky and sad. (Do?) She's going to stay with her
nanny". Group B
- (ii) "She feels happy again. (Any of these...?) No, she's very
well. (Do?) She's going to bring her toys to auntie's and
play with them". Group C
- (iii) "He's sad and angry. He's angry with his daddy. (Do?)
He's going to play with his toys". Group A
- (iv) "Nasty. The toys are nasty and he doesn't want to play.
He wants to drink his milk and go to bed. He's going to
hide under the bed. (Why?) Because it's nighttime and the
Bad is coming". Group A
- (v) "He hopes that his daddy will come back soon. (Any of these...?)
If he'd been a good boy it wouldn't have happened. (Do?)
He's going to ask his uncle if he can have some lunch".
Group A
- (vi) "He's frightened. He doesn't want his daddy to go away.
His uncle might get cross. (Do?) Play games with his
uncle". Group A
- (vii) "She's worried. (What about?) She's worried with her mum
gone away, worried about aunty. She wants to go with her mum.
(Do?) She hides under the bed away from her nanny". Group C
- (viii) "All right. (Any of these...?) He's hungry, and his father
might say he hasn't bought any food, there might not be any
food in the house for him. (Do?) He's going to play with
his toys, get dressed, comb his hair, go to school, comb his
own hair and do his own shoelaces up". Group B

- (ix) "He's uncomfortable because the bed is cold. (Any of these....?) It's lonely but it's really only a dream. He feels sorry for himself. (Do?) Don't know!" Group C
- (x) "He'll cry because daddy doesn't love him anymore. He's scared, of... (Of what?) That he might get killed. (Do?) I don't know!" Group D
- (xi) "He's crying his eyes out. (Any of these...) Scared. A man might come and take him away. (Do?) Play with him". (pointing to uncle). Group B
- (xii) "Terrible bad. I mean, because he's cuddling him. He's scared. (Do?) Hide away in the bath". Group D
- (xiii) "She feels afraid, of her mummy going and not coming back again. (Do?) Don't know". Group D
- (xiv) "Sad, and scared that she might get hurt. (How would she get hurt?) There might be some bombs drop on her. (Do?) Don't know, just play". Group C

Portraits of individual children

Turning now to individual children we formed the impression as we read each child's responses that we were presented with a relatively consistent and revealing picture. In some cases it was a disturbing one. There follow the responses given by one boy and one girl from each of the four groups into which the children are divided by Test Score.

The actual Test Score (T.S) and Teacher's Rating (T.R) is given after each child's name. Cards 1, 5 and 6 depict mild situations; Cards 2, 3 and 4 severe ones.

GROUP A 12 children

Annabel (T.S. + 4 T.R.1)

This little girl gave responses that seem typical of children who are developing well.

- Card 1 evening out (M)
She cries, she's lonely. She feels like maybe it's in a dream. (What's she going to do?) Hide under the bedclothes. I do that sometimes when there's a crack in the ceiling. Something dangerous might come out of the crack in the ceiling. But nothing really comes, it's only made up, in a story.
- Card 2 weekend (S)
She feels all right. (Any of these...?) No, she's all right. (Do?) Drawing and painting.
- Card 3 school (S)
I felt lonely at school. I was crying because I didn't want mummy to go home. (Do?) Cry.
- Card 4 two weeks (S)
Who's looking after her? (Who do you think?) I think the lady in the black hat in the second picture is going to come and look after her. So she'll be all right. She would be sad if she was alone.
- Card 5 run off and play (M)
She feels all right. (Does she feel any of these...? No. (Do?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 6 tuck up (M)
 She feels all right. (Any of these...?) No.
 She's going straight to sleep. It's easy.

Although Annabel shows a tendency to withdraw (Cards 1 and 3) and some disbelief (Card 1), she also shows a capacity to experience and tolerate the pain of separation. Her Attachment-Self-Reliance Balance is good, with more Self-Reliant responses in the milder situations, and more Attachment-type responses in the severe ones. The response to Card 4 seems a particularly good way of coping with the situation. It was very rare for a child to remember the aunt (or uncle) in Card 2, and to use her (him) so aptly and effectively; this was done only by children of this group. Similarly, the expression of mixed feelings was rare, and confined to these children. Examples from the records of other children are -

Card 3 Nice and sad....

Card 5 Happy. And that his mummy and daddy
 don't love him anymore. (Can ^{he} be
 happy if his mummy and daddy don't
 love him any more?) Yes, because he
 just feels one, just for a minute,
 and then he feels the other.....

David (T.S. + 4 T.R.1)

- Card 1 evening out (M)
He thinks that he should go to sleep soon. He feels hungry. (Do?) He's going to see if he could make himself some toast.
- Card 2 weekend (S)
He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do?) Ask his uncle if he can have some lunch.
- Card 3 school (S)
I felt like I was going to have a nice time, and I could tell my mummy things when I came back home. (Any of these....? No. (Do?) Some reading from a reading book.
- Card 4 two weeks (S)
He wishes that he had someone to look after him. He feels a bit sad. (Do?) He's going to see if he can make himself some lunch, and then play.
- Card 5 run off and play (M)
He thinks he'll go and see if there's a playground. (Any of these?) No. He's fine.
- Card 6 tuck up (M)
He feels that he wants to go to sleep so morning will come sooner. (Any of these...?) No. It's easy for him to sleep.

Throughout the record David is giving responses that show a good balance between attachment-type responses and self-reliance, combined with decisive and appropriate action.

GROUP B 18 children

Yvette (T.S. + 2 T.R.1)

- Card 1 evening out (M)
Unset. (Upset ?) Crying upset, she's crying.
(Do?) Nothing.
- Card 2 weekend (S)
I'd stay with my uncle. (How does she feel?)
She feels all right, she wouldn't feel upset then.
(Do?) Have some food.
- Card 3 school (S)
I didn't like it. First I was in class 10, then
in class 7. It was a Friday. I was only 4 then,
I'm 5 now. (Does she feel any of these....?)
No, but I wouldn't like to be alone. Mummy and
daddy wouldn't leave me alone because I didn't
like Miss C (teacher). (Do?) She plays in
the Wendy House and makes a book.
- Card 4 two weeks (S)
I don't stay on my own. If she's all on her own
she's very upset, and she's got a tummyache.
(Do?) Cry.
- Card 5 run off and play (M)
She's upset, she's got a headache. (Do?)
She runs away, to the park, because she doesn't
like her mummy and daddy any more.
- Card 6 tuck up (M)
She feels happy. (Any of these...?) No. (Do?)
Go to sleep. I say the ABC and then I go to sleep.
(Why the ABC?) Because I like saying it, and
because I don't like sleeping, I like to watch
T.V. better.

Lionel (T.S. + 2 T.R. 3)

- Card 1 evening out (M)
All right. (Any of these....?) No, he's O.K.
(Do?) He's going to wait 'till him mummy's
back and his daddy. He'll wait for them and after
they'll go shopping.
- Card 2 weekend (S)
He's crying his eyes out. (Any of these....?)
He's scared. A man might come and take him away.
(Do?) Play with him (pointing to uncle).
- Card 3 school (S)
Nice. He feels real nice. (Do?) He's
going to have some rock.
- Card 4 two weeks (S)
He's sad because they don't love him anymore.
And he's scared. Something might come and take him
away. (Do?) Play with his car.
- Card 5 run off and play (M)
He's sad, and he's got a tummy ache because he thinks
someone will take him away. (Do?) Play hide
and seek.
- Card 6 tuck up (M)
Sleepy. His mummy reads him a story and then
he looks at a book and then he's asleep.

Of these two Group B children, Yvette shows a good deal of distress and a somatic reaction on two cards (4 and 5). On cards 2, 3 and 6, however, she is able to take some appropriate action. Lionel also shows a somatic reaction on one card (5); and on no less than three cards he expresses fear that someone will come and take him away. Nevertheless, to most of the cards he, too, is able to decide on something appropriate to do.

GROUP C 18 children

Mabel (T.S. 0 T.R.2)

- Card 1 evening out (M)
I wouldn't cry because I never cry. My sister would cry because she's scared that someone might come in the door. (Does the little girl feel scared?) No, because mummy locks the door. (Does the little girl feel any of these....?) No. I can't think. (What does she do?) Go to sleep.
- Card 2 weekend (S)
She's sad. (Do?) Cry.
- Card 3 school (S)
I was in class 10, seven years ago. (How does she feel?) Horrible. I felt horrible because I didn't like the teacher. (Do?) Nothing. I've forgotten.
- Card 4 two weeks (S)
Is she on her own? (Yes, what if she's on her own?) It's nice. She feels like she's going to have a good time. (Do?) Play a game.
- Card 5 run off and play (M)
Sad. (Do?) Cry
- Card 6 tuck up (M)
She's upset. (What kind of upset?) Crying and her tummy hurts. (Do?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

The deficiencies in Mabel's development are reflected in the Attachment-Self-Reliance Balance (a higher proportion of Attachment responses given to the mild situations, and one Self-Reliant response to a severe one), and an apathetic quality to many of her Action responses. Her unwillingness to admit to feelings that are often regarded as 'babyish', and her attribution of these to her sister, conflict with her manifest distress at being separated from her parents. Her responses to Card 4, in which she seems not to notice the severity of the situation, suggests unrealistic optimism.

Archie (T.S. - 2 T.R. 5)

- Card 1 evening out (M)
Scared because he's on his own. He's scared of a burglar. (Do?) Nothing. Burglars can only go in one of the bottom flats, can't they?
- Card 2 weekend (S)
Feels all right. I can think of lots of things that's happening to him. (How does he feel?) Sad. (Do?) Stay at home.
- Card 3 school (S)
I don't remember. It feels very good because I liked it. I like it at home best of all. (How does he feel?) Nothing. (Any of these...?) No. (Do?) Nothing.
- Card 4 two weeks (S)
He's worried. (About what?) Daddy, because he hasn't got daddy with him. (Any of these...?) Lonely, and scared that something bad might happen. In case a burglar comes. (Do?) Nothing.
- Card 5 run off and play (M)
This is a hard one, isn't it? (How does he feel?) Hungry. (Do?) Nothing.
- Card 6 tuck up (M)
I don't know. All right, (plays with pictures). (Any of these...?) No. I don't know. (Do?) Go to sleep.

There were several indications in Archie's manner that the situations presented in the pictures were disturbing to him. His voice became progressively more babyish and took on a lisp, and he began to rock himself back and forth. His responses are characterised by fear and persistent inability to take any action.

Group D 13 children

All but one of these children had Test Scores in the range - 3 to - 7, the exception being a boy who scored as low as - 12. The responses of each of these children gave the impression of a seriously disturbed child. That, if valid, would give an incidence of psychiatric disorder for the sample of about 20%, which is close to the incidence found by other methods for London children (Rutter and others 1975).

Claire (T.S. - 4 T.R. 3)

In her responses Claire expressed much anger with her parents and also envious dissatisfaction. Throughout the testing she chewed aggressively on her fingers.

- Card 1 evening out (M)
She feels lonely, and angry with her mummy and daddy. (Do?) She's going to get out of bed and hide. She wants to go with them.
- Card 2 weekend (S)
She feels as if she wanted to go with mummy. (Do?) She wants to go with them, if they're going to do anything nice. (Anything else ?)
Sort of lonely, and angry.
- Card 3 school (S)
I've forgotten. It feels strange. Some children you hadn't seen before and some children you had. Rather long playtimes and things like that. She gets a bit bored. (Do?) Rather do nothing. (Does she feel any of these...?) No.
- Card 4 two weeks (S)
She's angry with mummy and daddy. (Do?) She's going to shout at them when they come back.
- Card 5 run off and play (M)
She feels everybody else has got something to play with and she hasn't. She feels angry. (Do?) She's going to find someone to play with.
- Card 6 tuck up (M)
She doesn't want to go to sleep, because she's wondering what her mummy and daddy are doing, and she's trying to listen to the telly. That's what I do, I lie down and shut my eyes and pretend to sleep, and if mummy or daddy come in they think I'm asleep, but I keep quiet and listen to the telly.

Amanda (T.S. - 6 T.R. 5)

- Card 1 evening out (M)
She's got a tummyache. (Do?) She's going to run away, to see her mummy and daddy. I stay by myself with my brother and he wants my mummy and daddy.
- Card 2 weekend (S)
She wants mummy. She feels like hiding away by herself, because mummy comes back and doesn't love her.
- Card 3 school (S)
Yes, I remember. It's pains in my stomach.
(Do?) Go to the medical room.
- Card 4 two weeks (S)
She wants her mummy and daddy, she's hungry.
(Do?) She's going to cook the dinner and burn herself.
- Card 5 run off and play (M)
She's going to run away, because it feels as if they don't love her anymore.
- Card 6 tuck up (M)
She feels sick. (Do?) Get out of bed and play with her toys.

Amanda was the lowest scoring among the girls. To two cards (2 and 5) she expresses the view that her mother does not love her any more and also to two (1 and 5) that she will run away. On three cards (1, 3 and 6) she shows a somatic response and on a fourth (4) she expects to damage herself.

Such constant recourse to one or two modes of response proved characteristic of children with low Test Scores. Some made repeated reference to a specific situation feared; others repeatedly withdrew. One such boy, Theo (T.S. - 3 T.R. 4), was preoccupied during the test measuring the pictures, trying to fit them exactly on top of one another, and then arranging them side by side with great precision. He expressed fear of catastrophe (Card 4), of an intruder (Card 6) and of unspecified danger (Card 3), and also a desire to control his parents' movements by controlling their supply of money.

Julian (T.S. - 12 T.R. 5)

This boy was ^{the} lowest scoring of all the children.

In each of the last two cards he expresses a fear that his parents wish to be rid of him.

- Card 1. evening out (M)
He thinks they're still at home. He forgets that they've gone out. He don't like it. (Feels ?)
If you're alone, you can get a tummyache by crying. Something's going to happen to him. (What ?)
He doesn't know, but he'll get a tummyache when he cries. (Do?) He forgets. He only remembers in the morning.
- Card 2 weekend (S)
He feels a bit better because uncle's there. He feels a bit better if uncle takes him somewhere where there's lots of people, because he'll feel better, better if there's hundreds of people. But not if they make a lot of noise and it's a wedding. (Have you been to a wedding, with your uncle?) Yes.
- Card 3 school (S)
I didn't mind very much. But when I first saw the teacher I thought it was going to be Miss M (headmistress). (Any of these....?) No. (Do?) Don't know, don't remember.
- Card 4 two weeks (S)
He feels all right, but how would he feel if he didn't know how to work the motor car? This time he might think his parents did like him, because they did buy him a motor car. (Do) He's going to drive the car, and if he's tired, he might want to eat and he forgot to ask his dad to give him something to eat. (Do you think he's hungry?) Yes.
- Card 5 run off and play (M)
He might find other children, but he'll be worried because of mummy and daddy, that they might want something. (Want something?) Yes, they might want him to die. It might be something for him to be killed there. To get rid of him.
- Card 6 tuck up (M)
He feels as if mummy's going to go to another country and leave him there and never come back, and leave him there for all his life, and not let him know when it's morning. Mother's not nice to him any more. That's the last time.

Others of the children in Group D expressed fear that they might die, e.g.

Response of girl (T.S. - 5) to Card 2

"She's scared that something bad's going to happen... she's going to die".

Response of boy (T.S. - 7) to both Cards 2 & 3

"He might get killed".

Response of boy (T.S. - 4) to Card 6

"Something might kill him if he's in the dark".

or that they might be abandoned, e.g.

Response of girl (T.S. - 5) to Card 2

"She feels afraid of her mummy going and not coming back again".

Response of girl (T.S. - 3) to Card 4

"She's scared that they're never going to come back again".

One of the basic differences between these responses and similar-sounding responses given by children with good test scores is the ability of the latter to do something effective despite fear. This is illustrated by a response to Card 4, from a girl scoring + 3 -

"She thinks that something bad's going to happen.

Something might come and take her away. (What does she do?) She's going to go and stay at her nana's".

Family relations

There is now strong evidence that the pathway of personality development which a child, adolescent or young adult follows is correlated with the pattern of interaction within his family (see review in Bowlby, 1973 Chapter 21).

In our pilot project we had hoped to be able to test this hypothesis by interviewing the parents of the ten children with the highest test scores and those of the ten with the lowest. Difficulties arose, however, partly from time being limited and partly from difficulty in obtaining co-operation, especially (and probably significantly) from the parents of the low scorers. From what was done, however, including asking parents to predict how they thought their child would respond to the situations depicted on the cards, we formed a strong impression that the parents of the higher scoring children were more likely than parents of low scorers to empathise with and to be responsive to their child's feelings, to be more aware of the value of their being available at critical times (e.g. when their child comes home from school), more flexible about practical arrangements, and more skilful at preparing their child realistically for an upsetting situation without allowing their own anxieties to intrude.

Discussion

In contrast to most projection tests which present a deliberately undefined stimulus situation, the test described presents a series of clearly specified situations which are selected because of their relevance to a particular theory of personality development and psychopathology. We regard the results of our small pilot study as promising on account of the range of responses the test gives, the extent to which Test Scores correlate with Teacher's Ratings, and the relevance that the responses have for understanding how each child construes his family situation and is likely to react to unsought separations from, or to loss of, a parent.

The test proves interesting to children in the age-group concerned, appears not to engender undue anxiety even in disturbed children, is relatively quick and easy to give and is not difficult to score. Responses are readily related on the one hand to clinical problems and on the other to theory. This leads us to believe that the test may prove of use both in routine clinical settings and for research.

Nevertheless much further work is required before the test can be regarded as a valid and reliable instrument. Information is needed regarding the reliability of classifying responses and the degree to which results correlate with other methods of assessing personality. With further experience some simplification of scoring methods may prove possible.

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Table 1

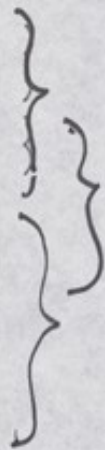

<u>Category of Response</u>		<u>Class of Response</u>
1. Loneliness		Attachment
2. Sadness		
3. Rejection ("his parents don't love him any more")		Loss of Self-esteem
4. Self-reproach ("if he'd been a good boy it wouldn't have happened")		
5. Anger		Hostile
6. Blames others ("it's someone else's fault")		
7. Well-being ("fine", "now he's going to have a good time")		Self-Reliant
8. Disbelief ("it's not really happening")		Avoidant
9. Withdrawal ("he feels like hiding away")		
10. Evasion ("he doesn't care")		
11. Generalised dread/anxiety ("he feels like something bad's going to happen")		
12. Fear (of ghosts, monsters, burglars etc.)		Anxious
13. Somatic reaction ("he's getting a tummy ache")		(Classified as both Attachment and Anxious)
14. Hunger		

Table 2

Distribution of children by Test Scores
and Teachers' Ratings

Group	Test Score	Teachers' Rating					Totals
		1	2	3	4	5	
A	+ 4 and over	9	0	1	1	1	12
B	+ 1 to + 3	8	2	6	0	2	18
C	0 to - 2	6	4	3	2	3	18
D	- 3 and below	0	0	8	2	3	13
		23	6	18	5	9	61

APPENDIX I

Method of calculating indices and test score

As described in the text, responses are first classified into 14 categories and the categories then grouped into six main classes of response (see Table 1). Using the number of responses falling into each class it is then possible to calculate the following eight indices. Finally, positive and negative points can be assigned to scores on each of these indices, and an overall Test Score reached by summing these points.

Index 1. Attachment-Self-Reliance Balance

This index is reached by taking account of each of three comparisons, the results of which are expressed as positive or negative marks. When these marks are summed the total received by each child can be used for assigning him positive or negative points towards his overall Test Score.

For a child to be scored favourably his responses should be as follows -

- (a) in mild situations more self-reliant responses are expected than attachment responses; therefore for this comparison two positive marks are awarded for each self-reliant response ~~given to a mild situation~~ and two negative marks to each attachment type response
- (b) in severe situations more attachment type responses are expected than self-reliant; therefore for this comparison the scoring is reversed
- (c) in all six situations together more attachment type responses are expected than self-reliant; therefore for this comparison each attachment type response is awarded one positive mark and each self-reliant response one negative

In assigning points for calculating a child's overall Test Score the following method is used:

children with +⁶ marks and above receive
2 positive points

children with between + 5 and - 1 mark
receive 1 positive point

children with - 2 marks and below receive 1
negative point

Index 2 Hostility-Attachment Ratio

For a child to be scored favourably the number of attachment type responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 3 Hostility-Anxiety Ratio

In a similar way, for a child to be scored favourably the number of anxiety responses is expected to exceed the number of hostile responses. When that is so he receives one positive point toward his Test Score; otherwise zero.

Index 4 Anxiety Ratio

For the sample of children tested the median percentage of anxiety responses to total responses fall^s between 20 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are

over 50% a child receives one negative point
between 35 and 50% a child receives one positive point
between 10 and 35% a child receives two positive points
less than 10% a child receives one negative point

Index 5 Avoidant Responses

Hansburg has found that avoidant responses are characteristic of severely disturbed children. In the sample tested it was rare for a child to give more than one such response and none gave more than three. In assigning points the following formula is used. A child who gives

2	avoidant responses	receives	one negative point
3	"	"	two negative points

Index 6 Responses showing Loss of Self-esteem

Hansburg has found that responses showing loss of self-esteem are characteristic of depressed children and that, if numerous, they indicate ^(suicidal) tendencies in early adolescence. In the sample tested nine children gave one such response, three gave two, and one gave three. In assigning points it was decided to give one negative point for each such response.

Index 7 Idiosyncratic Disturbed Responses

Hansburg has found that responses that appear bizarre or absurd or that refer to death are rare but characteristic of severe disturbance. In the present sample they were shown by only 13 children. It was decided to assign one negative point for each such response.

Index 8 Ratio of Appropriate Actions to those showing Unrealistic Optimism or Pessimism or Withdrawal

For a child to score favourably it is expected that the number of appropriate actions described in response to the six situations will exceed the sum of all the other types of action. Expressed as a ratio the range runs from 6 : 0 to 0 : 6. When the ratio is below unity one negative point is assigned.

APPENDIX II

Terms used by Hansburg and Equivalent Terms used here

Hansburg's term

Our term

intrapunitive

self-reproach

projection

blames others

denial

disbelief

phobic feelings

fear

symbiosis

attachment

individuation

self-reliance

reality avoidance

avoidance

painful tension

anxiety

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these indices and the total score is reached by summing

these scores; therefore the type responses of each self-reliant

responses are expressed as marks are then be used towards

Uncorrected

responses

responses are therefore for each mark to

type responses therefore for this

the responses are this comparison and a positive and a negative

Uncorrected

off to live permanently with his grandmother. Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K). An account of the test as devised for five-year-olds and of the results of a pilot study follow.

APPENDIX I

Method of calculating indices and test score

As described in the text, responses are first classified into 14 categories and the categories then grouped into six main classes of response (see Table 1). Using the number of responses falling into each class it is then possible to calculate the following eight indices. Finally, positive and negative points can be assigned to scores on each of these indices, and an overall Test Score reached by summing these points.

Index 1. Attachment-Self-Reliance balance

This index is reached by taking account of each of five comparisons, the results of which are expressed as positive or negative marks. When these marks are summed the total received by each child can then be used for assigning him positive ^{or} and negative points towards his overall Test Score.

For a child to be scored favourably his responses should be as follows -

- (a) in mild situations more self-reliant responses are expected than attachment responses; therefore for this comparison ^apositive marks ^{is} awarded to each self-reliant response and a negative mark to each attachment type response
- (b) in severe situations more attachment type responses are expected than self-reliant; therefore for this comparison the scoring is reversed
- (c) in mild situations fewer attachment type responses are expected than in severe; therefore for this comparison each attachment type response is awarded a positive mark when given ^{to} the severe situations and a negative mark when given to mild ones

- (d) in mild situations more self-reliant responses are expected than in severe; therefore for this comparison each self-reliant response when given to mild situations is awarded a positive mark and when given to severe ones a negative mark.

- (e) in all six situations together more attachment type responses are expected than self-reliant; therefore for this comparison ~~on~~ each attachment type response is awarded one positive mark and each self-reliant response one negative.

Copy

In assigning points for calculating a child's overall Test Score the following method is used:

children with + 6 marks and above receive ~~1~~2 positive points

children with between + 5 and - 1 mark receive 1 positive point

children with - 2 marks and below receive 1 negative point

Index 2 Hostility-Attachment Ratio

For a child to be scored favourably the number of attachment type responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 3 Hostility-Anxiety Ratio

In a similar way, for a child to be scored favourably the number of anxiety responses is expected to exceed the number of hostile responses. When that is ~~50~~ he receives one positive point toward his Test Score; otherwise zero.

Index 4 Anxiety Ratio

~~For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high.~~ For the sample of children tested the median percentage of anxiety responses to total responses fell between 20 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are

over 50% a child receives one negative point

between 35 and ~~40~~⁵⁰% a child receives one positive point

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Hansburg has found that avoidant responses are characteristic of severely disturbed children. In the sample tested it was rare for a child to give more than one such response and none gave more than three. In assigning points the following formula is used. A child who gives

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For a child to score favourably it is expected that the number of appropriate actions described in response to the six situations will exceed the sum of all the other types of action. Expressed as a ratio the range runs from 6 : 0 to 0 : 6. When the ratio is below unity one negative point is assigned.

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anxiety

Table 1



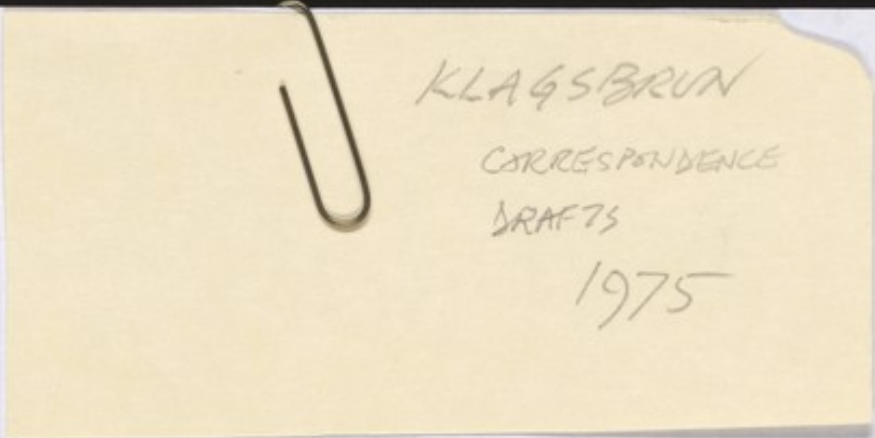
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6. Blames others ("it's someone else's fault")		
7. Well-being ("fine", "now he's going to have a good time")		Self-Reliant
8. Disbelief ("it's not really happening")		
9. Withdrawal ("he feels like hiding away")		Avoidant
10. Evasion ("he doesn't care")		
11. Generalised dread/anxiety ("he feels like something bad's going to happen")		Anxious
12. Fear (of ghosts, monsters, burglars etc.)		
13. Somatic reaction ("he's getting a tummy ache")		
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D	- 3 and below	0	0	8	2	3	13
		23	6	18	5	9	61



KLASBRUN

CORRESPONDENCE

DRAFTS

1975

KLASBARVN

MOAT HOUSE,
CASTLE BYTHAM,
NR. GRANTHAM, Lincs.
TEL. CASTLE BYTHAM 435.

June 12th 1975

Act 15 June

Dear John,

I've read your paper (with 12K) with much interest & hope, like you, it may be placed for publication. Three suggestions:

- (1) J. Soc & Clin: here I would consult Boris Sameroff: he's chairman of our board of governors & knows how well easily Dr. Bircham liked the work. He's also on the B.P.S. publications Committee & knows the current policies of the various journals.
- (2) J. Psychol & Psychiat:

with both the above lengths may be a great problem - perhaps more with (1) than with (2)

- (3) J. Projective Psychol. (But Rorschach & other Projective techniques). Ruth Pickford is editor & she would be very interested personally in this work. I think they would take it at near its present length because of the interest in the individual case data plus research potential of the method.

I've jotted a few minor points & suggestions on a separate sheet. Michaelis' intro might have some suggestion too for placement.

All good wishes; let me know if I can help further

Yours
Rhine

(1) Could there be a footnote referring to the study as post requirements for Dipl. in Clin Psychol. ✓

X (2) A footnote or parenthesis stating that copies of the picture used may be obtained from ? you, so that others may do further work on it.

(3) Page 6. ATTACHMENT & LOSS add (Bowlby 1969) ✓

(4) Page 8 "For clinical ? add Educational / developmental purposes a profile -- (point up Edu - Edu psych use more specifically) ✓

(5) Page 13. Re props ABC & D -- you have not specifically designated them as such in text previously. unless I've missed it. ✓

(6) Appendix 1 my copy ~~only~~ covers 4 indices & the paragraph showing how to derive test score is in the middle instead of end

(7) ~~Thus a doubtful expectation: a sentence opening the possibility that the method might also give evidence on psychological as well as physical separation (Gauthier, Winnicott, Balint) ?~~

Phil

JB/DES

18th July 1975

Miss Micheline Klagsbrun
Center for Family Research
The George Washington University Medical Center
2300 Eye Street N W
WASHINGTON DC 20037

Dear

Many thanks for your note of 1st July.

Nearly a month ago I had a long letter from Henry Hansburg, a copy of which I am at last enclosing. My impression is that he is really quite enthusiastic about your version of his test and that his comments need not be taken too seriously.

Taking his points one at a time, my reactions are -

1. our paper is already too long and I'm sure we can't elaborate theory
2. I have expanded the paragraph on page 5 to broaden the scene
3. I hardly think we can do much about this
4. he seems pleased: no action on our part called for
5. I have expanded the last sentence on page 8 into a new paragraph about using the responses themselves for purposes of clinical and educational assessment of individuals
6. to clarify the point, I propose adding the following sentence in brackets to the paragraph at the bottom of page 4:
(Although it would be possible to continue reading the list to see if a child selected additional responses, this procedure was not followed)
7. I'm sure there's no room for this in this paper
8. A good point, I'm sure, but not one for us to act on at the moment.

(over)

Scoring

I notice that Mary Ainsworth found the instructions for the scoring Index a little difficult to follow and I have improved the wording a little, I think. But I have also noticed that there is some redundancy. For example, I believe the effects of awarding marks to a protocol for comparisons (c) and (d) are exactly the same as they are for comparisons (a) and (b); which means that, were double positive and negative marks to be awarded for the first two comparisons, there would be no need to make the second two. There would thus be only three paragraphs of instructions instead of five.

Unfortunately, when you are in London during August I shall be in Skye; but Dorothy Southern will be here. I am leaving the current draft with her for ultimate retyping but asking her to delay doing so until we have your comments on the material enclosed which includes -

- a Summary (asked for by JCPP)
- redrafts and additions for pages 5 and 8
- a possible redraft of instructions for scoring Index 1 in Appendix 1 (whether this would be an improvement or not I am really very uncertain).

If by any chance you were able to deal with these points quickly, and reply so that I get it before going North on 30th July evening, it would be very convenient. If not, we can communicate in other ways, including by telephone when you are in London. Moreover, if you would like to check the other minor revisions I have made you could see the current revision in Dorothy's office.

My hope is that we shall have copies of a final draft towards the end of August and I am asking Dorothy to post it off to Lionel Hersov, editor of the JCPP, with a covering letter I am signing and leaving with her.

Yours

John Bowlby, M.D.



THE
GEORGE
WASHINGTON
UNIVERSITY
MEDICAL CENTER

2300 Eye Street, N.W./ Washington, D.C. 20037/ (202) 331-2624

Center for
Family Research

KLASSBRUN

July 1 st.

Dear Dr. Bowlby,

Many thanks for the letter and enclosures.

I agree with you that the Journal of Child Psychology and Psychiatry would seem to be our best choice, certainly preferable to a journal specialising in projective techniques. I can't find any publication of comparable status and interests over here, so please go ahead with any revisions and submission.

I expect to be in England during the month of August, and will try to contact you when I arrive,

All the best,

Yours sincerely,

Micheline .

HENRY G. HANSBURG, PH.D.

CLINICAL PSYCHOLOGIST
470 OCEAN PARKWAY
BROOKLYN, N. Y. 11218

TELEPHONE 941-3200

HANSBURG

13 June 75

6/13/75

Dear John:

✓ I extend sincere gratitude to you for sending me the first draft of a paper entitled "Responses to Separation From Parents: A Clinical Test for Young Children". I have read it with a great deal of interest and intense application from many points of view. I should like to make a number of comments and observations which may be useful to you and Miss Klagsbrun in the final draft of the paper.

① First, I feel that there is greater need here for elaboration of the theoretical assumptions despite the fact that much of this may well appear further in your third volume "Loss" and has already been so well elaborated in your previous work. The summary of concepts which does appear is too cursory for use with the test.

✓ ② Secondly, while depression is mentioned as an example of one type of personality characteristic arising out of an attachment deprivation or separation, many of the even more common and disturbing forms of feeling and behavior remain outside the realm of the study. For example, acting-out phenomena, losses of reality contact, unstable formations of human attachments, etc. are passed over very lightly. The dynamic manner in which character traits are formed should at least be presented by implication, even if they are not discussed further in a short paper of this kind.

③ Third, I was pleased to see a determined effort to deal with psychological language in a definitive way. I am, of course, by training given to use less descriptive and more dynamically oriented terminology. My own inclination is to suggest that human reactions are highly complicated involving sensory, perceptive, affective and cognitive forms which are so rapid, shifting and interwoven that our own language is as yet highly primitive in catching their true flavor. An example of the above is the use of the term "reality avoidance" which I have since termed "separation denial". The psychological methods by which the child evades facing the impact of a separation include fantasy of non-separation, not caring, withdrawal, etc. If it is termed simply "avoidance", the complicated forms which this takes are then overlooked. It is of course, always possible to use a simple descriptive term and then to subsume under this all the various maneuvers which the child may use to accomplish this. All of this is for the moment still what is transpiring in the child's feelings.

④ And this leads me to my fourth point. There is obviously considerable value to raising the question with regard to what the child will do after he has felt the inner impact. It appears that such a

✓ question may elicit, as is demonstrated in the experiment a great variety of action modes. Whether or not these represent what the child will really do under the circumstances seems to have some validity when compared with teacher's judgements. I feel that this has added something of significance to the test, especially in relation to young children where such behavioral manifestations are of particular importance. Something of this nature might well be considered for the test with older youngsters.

(5) Fifth, I should like to comment on the scoring method which can provide a score of the degree of disturbance experienced by the child during a separation. While this may be useful for screening purposes and for counseling with the parent to increase sensitivity to the child's stressful reactions to separation, its limitation lies in its clinical use where understanding dynamics is very important. I would therefore suggest that a follow up study be made using this material to make more interactional and dynamic evaluations of the child's inner separation problems.

X (6) Sixth, I was a little hazy about the manner of the use of the suggested responses. It appeared as though the examiner stopped after the child gave but one reaction or if the child was able to provide a qualitative response of his (her) own. Since children's reactions to a given separation are complicated, variable and often filled with contradictory feelings, one reaction to each situation may provide a relatively more superficial appearance to the child's feelings. Of course, on the other hand, by using six pictures, a cross section and variety may be obtained. For research purposes this may have useful implications. I think that some clarification on this point should be provided in the paper.

I was quite interested in the degree of validity demonstrated in the correlations with teacher's estimates of adjustment and the amount of internal consistency or reliability obtained through the use of the Spearman Brown formulae.

(7) I believe the paper could be improved if a few of the cases were described in greater detail from the interpretative point of view as well as the great detail which has been provided for the actual responses.

(8) I believe that the patterns which Miss Klagsbrun has adopted are very close to my own. However, I have made an important distinction between loss of self-love and loss of self-esteem, a technique which I adopted from Robert White. I would refer here to the difference between a lowering of capacity to function or of a loss of interest in functioning and a deepening sense of not being wanted or loved. With my cases when the latter exceeds the former, it is a more serious sign. Perhaps the data of your study can be evaluated for this distinction if you choose.

In general, I am very pleased that this study was made and I am certain that it will stimulate further studies of young children and the problems created by separation. As you know a staff member of the Westchester Center for Preventive Psychiatry, Miss Wende Greenberg is using six of my pictures for a study of foster children ages 4 through 7. I have apprized her of your paper and I hope that you won't mind if I give her the results.

My kindest regards and best wishes.

Henry
Henry



THE
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MEDICAL CENTER

2300 Eye Street, N.W. / Washington, D.C. 20037 / (202) 331-2624

Center for
Family Research

ref. 15 May.
May 7th. 75

Dear Dr. Bowlby,

I hope that you are enjoying your holiday.
Thank you for your letter and the final version of Appendix 1.
The description of the Attachment-SelfReliance Balance is now accurate, including the fifth comparison (e). I'm afraid that in my original draft (January, P. 16) I must have expressed this point ambiguously. The present version is the correct one, as used by Hansburg.

I have also received the copy of the whole draft. In my copy, there are two small gaps. On page 3, in the description of card 4, the present that the girl received is omitted (it was a party dress). On page 10, the numbers of boys and girls in the final sample (37 and 24 respectively) are omitted.

I like this draft very much, and there is nothing that I would change in any way. The comments on the individual children work very well in directing attention towards the salient features of each child's responses. Also, I like the conclusion, and I'm glad that we mention the family part of the study. Despite its methodological limitations, I felt that it was a shame to leave it out entirely. The brief description of it seems entirely appropriate.

I hope that you are enjoying good weather on Skye, and that your writing leaves you some time for relaxation,

Yours sincerely,

Micheline Klageshman

Care-drawing behavior.

JB/DES

25th April 1975

Miss Michelin Klagsbrun
Center for Family Research
The George Washington University Medical Center
2300 Eye Street NW
Washington DC 20037

Dear

Many thanks for your letter of 16th April with its additional material which I have now incorporated into the draft. The material is being retyped where necessary and the whole will be xeroxed to give us a number of usable copies for circulation and comment. This may take a week or so and meanwhile I am sending you a redraft of the first page of Appendix 1, which concerns mainly the method of scoring the Attachment-Self-Reliance balance.

You will see that in the new draft I have attempted for each comparison to incorporate both the rationale and the method of awarding what I am calling marks (to differentiate them from the points which go to make up the overall Test Score). Although the way I have described the procedure is rather different to the way you adopt on page one of your letter, I believe the result is the same. Please let me know if I have gone wrong.

I am a little puzzled by the fifth comparison (e). The way you are now describing it, and which I have attempted to follow in my draft, is different to the way you described it under 5 on page 16 of the draft you sent me in January, where the comparison is between the total of attachment type and self-reliant responses given to mild and to severe situations respectively. As it happens I find that to be a more likely sort of comparison than the one you describe in your recent letter and I am wondering whether perhaps the earlier version may be the right one.

From 1st May for 5 weeks my wife and I will be at

Ullinish

Struan

via Portree, Isle of Skye IV 51 9 RD

and I would be glad if you would write direct there. I shall ask Dorothy Southern to send you a xerox copy of the draft when it is ready and I will also have one in the North. You may well think that some of my remarks about the children's responses

need revision or amplification and the same goes for the final Discussion.

I have now managed to complete five chapters of my third volume and hope to draft most of two more when we get North.

I hope all goes well with you in Washington.

Yours

John Bowlby, M.D.



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Center for
Family Research

KLAGSBRUN

16 th. April.

Dear Dr. Bowlby,

Many thanks for your letters and the drafts, which I received a few days ago. Two letters arrived together, since the one dated March 12 was not addressed to the Center for Family Research, and was being held in the Dean's office pending some revelation as to my whereabouts !

I hope that you are well, and enjoying the Spring.

Here are my reactions to the drafts :-

Method of Scoring. This seems fine to me.

X Appendix 1 : Attachment-Self-Reliance Balance

The calculation of the balance is as follows:-

- a) For ^{each} ~~all~~ mild situations, the total number of Attachment type responses is subtracted from the total number of Self-reliant responses.
- b) For all severe situations, the total number of Self-reliant responses is subtracted from the total number of Attachment type responses.
- c) The total number of Attachment type responses to mild situations is subtracted from the total number of Attachment type responses to severe situations.
- d) The total number of self-reliant responses to severe

situations is subtracted from the total number of Self-reliant responses to mild situations.

e) The total number of Self-reliant responses (to all cards) is subtracted from the total number of Attachment responses (to all cards).

As you can see, each of these ^{marks} ~~scores~~ may be a plus or a minus number. In the ideally favourable picture, according to Hansburg, they would all be positive. The Attachment-Self-reliance Index is simply the sum of these five ^{marks} ~~scores~~, (any zero or minus score obviously detracts from the overall score)

For example, one girl gave 1 Attachment type response and 1 Self-reliant response to mild situations, and 2 Attachment responses and no self-reliant responses to severe situations. Her scores were as follows :-

(a)	(b)	(c)	(d)	(e)	Total ^{marks} Score : +6
0	2	1	1	2	

The boy with a total ^{marks} ~~score~~ of -10 gave

1 Attachment (and no Self-reliant) response to a mild situation,
3 Self-reliant (and no Attachment) responses to severe situations.

^{marks} ~~His scores~~ were:-

(a)	(b)	(c)	(d)	(e)	Total Score:- -10
-1	-3	-1	-3	-2	

Thus the possible range is from +12 to -12. That is, a child with 3 Attachment responses (and no S-R responses) to mild situations, and 3 S-R responses (and no Att. responses) to severe situations, would score -12, and the reverse pattern would score +12. The range of +9 to -10 was the range of ^{marks} ~~actual scores~~ found among the children.

Appendix II I can't think of any other terms to add.
I have filled in the gaps in the Introduction and Pilot Study.

Results

I recall that there was no discernible correlation between age and Test Scores. I did not attempt to correlate the Teachers' Ratings with age, but I'm fairly sure that there was no apparent correlation. Unfortunately I am unable to find the list of children's ages (it may be in London), and so am unable to do the correlations.

✓ I like the division of the children into the four groups, A B C and D, as you have done in Table 2. This looks very good.

Range of Responses

Here are the Test Scores of children giving responses to :-

<u>Card 1</u>	<u>Card 2</u>
(1) 0	(1) +3
(11) +6	(11) 0
(111) 0	(111) +4
(1v) +2	(1v) +4
(v) +4	(v) +4
(v1) 0	(v1) +4
(v11) +4	(v11) -2
(v111) -3	(v111) +3
(ix) -2	(ix) -1
(x) +3	(x) -7
(x1) 0	(x1) +2

-4-

(xii) -2

(xii) -3

(xiii) -4

(xiii) -3

(xiv) 0

Portraits

Unfortunately, I do not have the ages of the children, but here are their Teacher's Ratings :-

A Annabel 1

David 1

Mabel 2

Archie 5

Theo 4

Claire 3

Julian 5

Amanda 5

Group B Children

-6-

reality' refers to her "hiding away" response (Card 1). Both these references are residual bits of jargon, and I agree that they distort the picture and are best replaced as you suggest.

I hope that I've covered all the points that you raised, and that my handwriting on the drafts is legible.

I look forward to hearing from you,

Yours sincerely,

Micheline Klageson

In the commentary on Annabel, the 'apathy' referred to is her overwhelmed response,- "Cry"- to the question "What does the little girl do ?" (Card 3); whereas the 'effort to avoid

JB/DES

4th April 1975

Miss Micheline Klagsbrun
Center for Family Research
The George Washington University Medical Center
2300 Eye Street
Washington DC 20037

Dear

Many thanks for your letters of 10th and 19th March and the additional material.

I am now sending you drafts of the first five pages and pages 9 to 12 which follow pages 6 - 8 which you already have.

There are a number of points I want to raise, many small and one or two bigger.

✓ page 1 - I am suggesting a revised title

page 3 - Definition of mild situations

✓
X None of your three mild pictures include any compensatory feature whereas card 4 does. I have therefore deleted reference to compensation; page 4. I have forgotten the toy the girls got.

✓ page 5 - Prompts

I think we should give the list. Could you complete?

✓ page 9 - Teacher's rating

I think we should describe the procedure and how each of the ratings is specified.

✓ page 9 - Sample

X Could you fill in number, of boys and girls.

Results

✓ I am grateful to you for letting me see the overall distribution pattern which, though too detailed to publish, is most useful as a working table. The question is how best it is telescoped for exposition purposes.

(over)

As regards Teacher's Ratings, although ratings 2 and 4 are little used there is no particular advantage in telescoping 2 with 3, and 4 with 5, which would be quite reasonable.

As regards Test Scores, I have come to the conclusion that the best thing is to telescope as follows :

+ 4 and over	12 children
+ 1 to + 3	18 "
0 to - 2	18 "
- 3 and below	13 "
	<hr/>
	61
	<hr/>

✓ The rationale for this is that it distributes the children remarkably evenly into four groups, and each of the two middle groups have Test Scores covering three points. No one therefore could allege that we had drawn lines in an arbitrary fashion to suit our thesis. My inclination is to name them Groups A B C and D. If we adopt this plan Table 2 would look like this

I notice that 4 of the children in Groups A & B are rated 4 or 5, whilst 6 of those in Group C are rated 1. This does not bother me as one does not expect a perfect correlation. It makes me wonder, however, whether age is playing a part. A Group A child who is only $4\frac{1}{2}$ might be expected to find school rather stressful, whilst a Group C child of $5\frac{1}{2}$ might manage much better. It would be worth examining this possibility. In any case I think we should say something about the effects of age, both on Test Scores and Teacher's Ratings, even if these are no discernible effects. If there is, one would expect age to influence Teacher's Ratings more than Test Scores.

If we adopt the four groups, it affects the way we present the rest of the material.

Range of Responses

Reading your lists, which I think may need pruning, makes me think that a majority of the examples have been drawn from children with low test scores. If that is so, we should mention it as otherwise there is danger of giving a misleading impression. Could you possibly let me have the test score of the child giving each of the responses to card 1 (simply numbered (i) to (xiii) and the same for card 2?

Portraits

If we adopt the four groups, I suggest we give portraits of one boy and one girl from each.

At present Annabel and David are good examples of Group A, and Mabel and Archie of Group C. But there are no examples of Group B. Children with a score of + 2 would fit well.

We have four from Group D. I propose we refer to Theo only in a precis but we leave in the other three, at least for this draft.

I am proposing a number of minor editorial revisions and rearrangements of the portraits but will postpone having them typed pending your reactions to the main proposals.

I am rather puzzled by the opening phrase of commentary on Annabel, especially your reference to 'effort to avoid reality' which is not evident in card 3. Furthermore, I am uneasy about the word 'apathy' which hardly fits the mood expressed. A possible rephrasing would be: 'Although Annabel shows a tendency to withdraw (cards 1 and 3) and some disbelief (card 1), she also shows a capacity to experience etc.....'

Finally, I think it would be useful in introducing each child if we gave age and also Teacher's Rating.

I am sending you an extra copy on which I hope you'll write in any revisions or additions you suggest and post back. I only hope that dealing with these points is not going to be too time consuming.

Yours

John Bowlby, M.D.

K & B

May 1975

RESPONSES TO SEPARATION FROM PARENTS:

A CLINICAL TEST FOR YOUNG CHILDREN

by

Micheline Klagsbrun and John Bowlby

INTRODUCTION

An increasing number of psychiatrists and psychologists have come to regard the way a person responds to situations of separation from a loved person, either temporary or permanent, as a major indicator of personality development and possible psychopathology. Among those who have drawn attention to the key role of such responses are Freud (1917, 1926), Fairbairn (1952), Winnicott (1965), ^{Jacobsen (1965)} and Mahler (1968). Currently one of us is attempting to examine the empirical evidence with a view to developing a consistent theoretical model, drawing on concepts from ethology and cognitive psychology as well as from psychoanalysis (Bowlby, 1969, 1973, in preparation).

Recently Hansburg (1972) has published particulars of a test intended to help assess an individual's modes of responding to situations entailing a separation from or loss of parents. Hansburg's Separation Anxiety Test, designed to be given to adolescents in the 11 to 17 years age range, consists of a dozen pictures, all but three of which depict a situation in which either a child is leaving his parents or a parent is leaving the child. Some of the situations, such as a child leaving to go to school or mother leaving her child at bedtime, are of a kind that any child of over six would be expected to take in his stride. Others are of a more disturbing character. They include a picture in which the child's mother is being taken by ambulance to hospital, and another in which the child is going

off to live permanently with his grandmother. Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K). An account of the test as devised for five-year-olds and of the results of a pilot study follow.

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving little girl (boy) with aunt (uncle) (M)
- (3) child's first day at school; absent 30 minutes from parent (M)
- (4) parents are going away for two weeks; prior to their departure they give the child a specially attractive toy: pedal car for boys, doll for girls (M)
- (5) park scene; parents tell child to run off and play by himself for a while, they then come back and sit down together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed and leaves room (M)

THE TEST

To suit a younger age-group not only was the series of pictures shortened to six, but realistic photographs were substituted for the original ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls. The pictures are chosen to combine maximum situational focus with a minimum of facial expression, so that with the help of a caption the situation is made clear but the emotions aroused remain ambiguous. Three of the situations are considered more severe (and unanimously judged to be so by four independent judges) than the other three, in that the milder ones are more everyday and familiar (Hansburg's main criterion). This differentiation into mild and severe types of situation is of much significance in interpreting test responses since different sorts of response are to be expected to each type.

The situations, in the sequence in which they are presented to the children, & labelled M for mild or S for severe, are as follows -

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving
little girl (boy) with aunt (uncle) (S)
- (3) child's first day at school; moment of parting from parent (S)
- (4) parents are going away for two weeks; prior to their
departure they give the child a specially attractive
toy: pedal car for boys, *party dress* for girls (S)
- (5) park scene; parents tell child to run off and play by
himself for a while, they want some time alone
together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed and
leaves room (M)

In these situations, although the child is not always physically alone, he is very much ^{by}out on his own' in that he must cope without having his parents at hand to fall back on.

Administration

Children are tested individually. After a few minutes of conversation to establish rapport, the child is shown the pictures, one by one, and told what is happening in each. He/she is asked "How does the little boy (girl) in the picture feel?" If he has difficulty in responding, a list of possible responses (based on those presented by Hansburg to his subjects, and ordered randomly) is read to him. It is emphasized that he does not have to choose any of them, that they are merely suggestions as to how he might put his feelings into words. The list is as follows -

"Does the little boy feel lonely - or does he feel sad - or does he feel angry - or does he feel that his parents don't love him any more - or that it's not really happening - or does he feel like hiding away - or does he feel like he just doesn't care - or does he feel that if he'd been a good boy it wouldn't have happened - or that it's someone else's fault - or that something bad is going to happen - or does he feel now he's going to have a good time - or that he's hungry - or getting a tummy ache or a headache"

It was rarely necessary to go through the whole list in this manner. Most children would interrupt when one of the responses seemed suitable to them.

Method of scoring

Not only a child's feelings but the means he considers for coping with the situation also seemed a promising area for investigation. For example, the literature on childhood depression (e.g. Toolan 1962, Statten 1961, Caplan & Douglas 1969) shows that in stressful situations depressed children characteristically respond with apathetic resignation or passive withdrawal. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?"

Our scoring procedure is as follows. The children's responses are first placed into six categories, based on those used by Hansburg (1961) for three of his categories as inappropriate for a child's response. The following Hansburg (1961) categories are used: (1) aggressive; (2) passive; (3) self-protective; (4) self-assertive; (5) self-reliant; (6) other. (See Table 1). Each of these categories is further divided into sub-categories, if they seem appropriate, to provide a variety of indices.

The first index is a measure of the balance between attachment-type responses and self-reliant responses, with special reference to the child's response to the picture of a child in a stressful situation. A child is expected to show more self-reliant responses in such situations and more attachment-type responses in other situations. The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX.

The second and third indices refer to the frequency of hostile responses compared to attachment-type responses and of anxious responses respectively. For a favourable result

Method of scoring

Hansburg has conducted several studies in which he has tested samples of adolescents from diverse backgrounds. Certain patterns of response appear to be associated with different forms of emotional disturbance and others with healthy development. The present version is scored on eight dimensions, all but one of which are based on his findings.

Although we have adhered closely to Hansburg's ideas and procedures, we have adopted a different terminology. Hansburg employs a number of fairly traditional clinical terms but these are often ambiguous and laden with theory that we do not necessarily accept. The terms we use are at a simple descriptive level and, when linked to theory, are linked to the ideas developed in ATTACHMENT AND LOSS, with which Hansburg's findings are highly compatible. A Glossary of equivalent terms ^{is} at Appendix 2.

Our scoring procedure is as follows. The children's responses are first classified into 14 categories, based on those used by Hansburg but omitting three of his categories as inappropriate for a younger age-group. Again following Hansburg, these categories are next grouped into six main classes of response, a few of which overlap with others (see Table 1). Using the number of responses falling into each class, it then becomes possible to calculate a variety of indices.

Table 1 about here

The first index takes account of the balance between attachment-type responses and self-reliant responses, with special reference to whether the situation being responded to is mild or severe. For a favourable result a child is expected to show more self-reliant responses in mild situations and more attachment-type responses in severe situations. The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX

The second and third indices refer to the frequency of Hostile responses compared to ^{those} of attachment-type responses and of anxious responses respectively. For a favourable result

the number of hostile responses is expected to be fewer than the number of each of the latter kinds.

The fourth index is the number of Anxious responses as a percentage of total responses. For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high.

The fifth index is a simple score of Avoidant responses. The lower the score the more favourable the result.

The sixth index is a simple score of responses indicating Loss of self-esteem. Once again the lower the score the more favourable the result.

The seventh index is a simple score of responses that seem bizarre or absurd together with responses referring to death.

The eighth index derives from the children's answers to the question, 'What then would you do?' Answers are categorised as follows -

Appropriate activity, including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic optimism including disbelief ("they won't really go"), fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ("he'll be able to take a car and drive to school")

Unrealistic pessimism including catastrophes and total rejection ("they'll never come back")

Withdrawal or inaction including sleep (if inappropriate), and being totally overwhelmed ("he just cries").

The index of Appropriate Action derived from these answers is the ratio of the number of appropriate responses to the ~~number~~^{sum} of those judged to indicate unrealistic optimism, unrealistic pessimism or inactive withdrawal.

Finally, by allocating either positive or negative points to scores on each of these indices, it is possible to give each child an overall test score designed to indicate how favourably or unfavourably he seems to be developing. The method of assigning such points is empirical and derived from the results of Hansburg's clinical experience with the test. The principles behind it are compatible with the theory advocated in Bowlby's ATTACHMENT AND LOSS.

The resulting Test Score is to be taken as representing an ordinal and not an interval scale of measurement.)

Particulars of how the indices and the Test Score are arrived at are at Appendix 1. For clinical purposes a profile made up of the eight indices is more informative than the overall Test Score since it gives a picture of the directions in which a given child deviates from the norm.

By correlating the results of the test with the teachers' ratings it was hoped to get a first impression of the probable validity of the test.

PILOT STUDY

It was decided to administer the test to all the children newly admitted to a Local authority day school in Inner London during their first term of attendance. This enabled us to obtain a reasonably representative sample of children drawn from every socio-economic level, and to test them at an age at which our society expects them to be able to adapt to a six-hour day away from home. Class teachers were asked to classify all the children in their care according to the following ^{two-step} procedure:

First step: divide all the children into three groups -

- (i) adjusting to school well; no difficulties
- (ii) some short-lived difficulties in adjusting to school; nothing to cause serious concern
- (iii) definite and persistent problems in adjusting to school

Second step: sub-divide children in group (i) into two sub-groups, (ia) composed of children doing slightly better than those in (ib). Sub-divide children in group (iii) in a similar way.

Children in each of these five groups are assigned a Teacher's Rating ranging from 1 to 5.

By correlating the results of the test with the teachers' ratings it was hoped to get a first impression of the probable validity of the test.

The sample comprised 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean of 5 years 1 month. All were believed to be 'getting along alright' and to have no known history of professional consultation for mental health reasons. The first 21 children to whom the test was administered were used as a preliminary sample for refining the administration of the test, leaving a main sample of 61 children, $\frac{37}{x}$ boys and $\frac{24}{x}$ girls.

The children were extremely interested in the task and only a few had difficulty expressing themselves. Little prompting was needed and what there was proved unrelated to a child's Test Score. Only two children refused the test; one came from overseas and hardly spoke English.

No difficulties were encountered in classifying the responses. Although no test of reliability was conducted, it is expected to prove satisfactory.

Co-efficient (Siegal 1956) was used, which gives the following results:

	<u>Value of t or rs</u>	<u>Significance</u>
Girls only (N=24)	rs = 0.05865	p .01
Boys only (N=37)	t = 3.3393	p .01 with 35 df
All children (N=61)	t = 5.5674	p .001 with 59 df

RESULTS

Correlation of Test Scores and Teacher's Ratings

Test Scores were well distributed, the extremes ranging from + 6 to - 12. All but eleven of the children, however, scored between + 4 and - 3. Teacher's Ratings were less evenly distributed, with ratings 2 and 4 little used.

Since in regard neither to Teacher's Ratings nor Test Scores did boys and girls differ, results are pooled.

The distribution of the children's Test Scores and Teacher's Ratings are shown in Table 2.

Table 2 about here

To test for significance the Spearman Rank Relation Co-efficient (Siegal 1956) was used, which gives the following results:

	<u>Value of t or rs</u>	<u>Significance</u>
Girls only (N=24)	rs = 0.05865	p .01
Boys only (N=37)	t = 3.3393	p .01 with 35 df
All children (N=61)	t = 5.5674	p .001 with 59 df

Range of Responses

There is thus a significant degree of correlation between the two measures, not only for all the children but for both boys and girls separately. This provides initial evidence that the test has some degree of validity.

§ Neither Test Scores nor Teachers' Ratings are correlated with age.

The group in which the overall Test Score places the child who gave each response is indicated in brackets.

Range of responses

The children's responses to the pictures covered a strikingly wide range of feeling and behaviour and brought home to us the strong emotions aroused in children of this age when confronted by situations of the types depicted. In illustration we give a selection of responses to the first two cards, the first of which depicts a mild situation and the second a severe one.

The group in which the overall Test Score places the child who gave each response is indicated in brackets.

- (iv) "The group in which the overall Test Score places the child who gave each response is indicated in brackets."
- (v) "He feels O.K. (Do ?) I'd hide in a corner. (Why ?) Because there might be a dragon in the house. Group C."
- (vi) "He feels like something dangerous is going to happen and they don't love him anymore. (What might happen ?) A robber. (Do ?) He's going to put on his pyjamas and get into bed and then play". Group A.
- (vii) "All right. My sister looks after me. Maybe his sister will stay with him. (What if he's alone ?) Horrid. He'd be hungry, and scared. (Do ?) He might get lost and he might run away from his house and he might think they don't love him. (Which do you think is most likely ?) He'll run away I should think."
- (ix) "He might feel very well, he could feel upset, he could feel something touching, he could feel something with his mouth like kissing. (Which do you think ?) He's sad, and he's scared. He's scared of a barking man. He's heartbroken. If I loved my mummy and she ran away I would be heartbroken." Group C.
- (x) "Lonely. (Any of these....?) No. (Do ?) Watch T.V. I never cry, you know. I was playing football and my leg broke and I never cried." Group B.
- (xi) "She starts to cry. (Do ?) I'd pinch everything that I could get to eat. (Any of these....?) I'd feel all of them. (Any one in particular ?) Hungry." Group C.
- (xii) "All right. (Any of these....?) She feels like hiding away, because she doesn't want to see her mummy and daddy in the morning. (Why ?) I don't know. (Do ?) Right."
- (xiii) "She's not very well. (Any of these ?) She's scared and she's got a tummy ache. She's sick and she's hungry. It's only a dream. (Do ?) She's going to be very sick. But it's all a dream so then she'll wake up." Group B.

Responses to Card 1

(Parents going out for evening - mild situation)

- (i) "Not very well. (Not very well?). She's got a cold and she's got a headache. (What does she do?) Go to sleep." *Group C.*
- (ii) "Tired. (Does she feel any of these....?) She's lonely. (Do?) Go to bed and go to sleep." *Group A.*
- (iii) "Very well. She feels happy. My friend looks after me when mummy and daddy go out. (Do?) She's going to stay in bed." *Group C.*
- (iv) "Upset. (Upset?) Crying upset, she's crying. (Do?) Nothing." *Group B*
- (v) "He doesn't feel all right because he's alone. He's angry and lonely, (makes a face and a roaring noise). (Do?) He's going to play with his toys." *Group A*
- (vi) "He feels O.K. (Do?) I'd hide in a corner. (Why?) Because there might be a dragon in the house." *Group C.*
- (vii) "He feels like something dangerous is going to happen and they don't love him anymore. (What might happen?) A robber. (Do?) He's going to put on his pyjamas and get into bed and then play." *Group A.*
- (viii) "All right. My sister looks after me. Maybe his sister will stay with him. (What if he's alone?) Horrid. He'd be hungry, and scared. (Do?) He might get lost and he might run away from his house and he might think they don't love him. (Which do you think is most likely?) He'll run away I should think." *Group D.*
- (ix) "He might feel very well, he could feel upset, he could feel something touching, he could feel something with his mouth like kissing. (Which do you think?) He's sad, and he's scared. He's scared of a barking man. He's heartbroken. If I loved my mummy and she ran away I would be heartbroken." *Group C.*
- (x) "Lonely. (Any of these....?) No. (Do?) Watch T.V. I never cry, you know. I was playing football and my leg broke and I never cried." *Group B*
- (xi) "She starts to cry. (Do?) I'd pinch everything that I could get to eat. (Any of these....?) I'd feel all of them. (Any one in particular?) Hungry." *Group C*
- (xii) "All right. (Any of these..?) She feels like hiding away, because she doesn't want to see her mummy and daddy in the morning. (Why?) I don't know. (Do?) Hide." *Group C*
- (xiii) "She's not very well. (Any of these?) She's scared and she's got a tummy-ache. She's sick and she's hungry. It's only a dream. (Do?) She's going to be very sick. But it's all a dream so then she'll wake up." *Group D.*

Responses to Card 2

(Mother (father) goes away for weekend, leaving little girl (boy) with aunt (uncle) - severe situation)

- (i) "Sicky and sad. (Do ?) She's going to stay with her nanny." *Group B.*
- (ii) "She feels happy again. (Any of these...?) No, she's very well. (Do ?) She's going to bring her toys to auntie's and play with them." *Group C.*
- (iii) "He's sad and angry. He's angry with his daddy. (Do ?) He's going to play with his toys." *Group A*
- (iv) "Nasty. The toys are nasty and he doesn't want to play. He wants to drink his milk and go to bed. He's going to hide under the bed. (Why ?) Because it's nighttime and the Bad is coming". *Group A*
- (v) "He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do ?) He's going to ask his uncle if he can have some lunch." *Group A*
- (vi) "He's frightened. He doesn't want his daddy to go away. His uncle might get cross. (Do ?) Play games with his uncle." *Group A*
- (vii) "She's worried. (What about ?) She's worried with her mum gone away, worried about aunty. She wants to go with her mum. (Do ?) She hides under the bed away from her nanny." *Group C*
- (viii) "All right. (Any of these...?) He's hungry, and his father might say he hasn't bought any food, there might not be any food in the house for him. (Do ?) He's going to play with his toys, get dressed, comb his hair, go to school, comb his own hair and do his own shoelaces up." *Group B*
- (ix) "He's uncomfortable because the bed is cold. (Any of these...?) It's lonely but it's really only a dream. He feels sorry for himself. (Do ?) Don't know. *Group C*
- (x) "He'll cry because daddy doesn't love him anymore. He's scared, of...(Of what ?) That he might get killed. (Do ?) I don't know. *Group D.*
- (xi) "He's crying his eyes out. (Any of these...?) Scared. A man might come and take him away. (Do ?) Play with him" (pointing to uncle). *Group B.*
- (xii) "Terrible bad. I mean, because he's cuddling him. He's scared. (Do ?) Hide away in the bath. *Group D.*
- (xiii) "She feels afraid, of her mummy going and not coming back again. (Do ?) Don't know. *Group D.*
- (xiv) "Sad, and scared that she might get hurt. (How would she get hurt ?) There might be some bombs drop on her. (Do ?) Don't know, just play. *Group C.*

Grade 4 12 children

Portraits of individual children

Turning now to individual children we formed the impression as we read each child's responses that we were presented with a relatively consistent and revealing picture. In some cases it was a disturbing one. There follow the responses given by one boy and one girl from each of the four groups into which the children are divided by Test Score.

Card 1 The actual Test Score (T.S) and Teacher's Rating (T.R) is given after each child's name. Cards 1, 5 and 6 depict mild situations; Cards 2, 3 and 4 severe ones.

Card 1 She feels all right. (Does she feel any of these...?) No. (Do?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 4 She feels all right. (Any of these...?) No. She's going straight to sleep. It's easy.

Although Annabel shows a tendency to withdraw (Cards 1 & 3) and some disbelief (Card 1); she also shows a capacity to experience and tolerate the pain of separation. Her Attachment-Self-Reliance Balance is good, with more Self-Reliant responses in the milder situations, and more Attachment-type responses in the severe situations. The response to Card 4 shows a particularly good way of coping with the situation. It was very rare for a child to remember the aunt (or uncle) in Card 2, and to use her (him) so aptly and effectively; this was done only by children of this group. Similarly, the expression of mixed feelings was rare, and confined to these children. Other examples are

Card 3 Nice and sad.....

Card 5 Happy. And that his mummy and daddy don't love him anymore. (Can he be happy if his mummy and daddy don't love him anymore?) Yes, because he just feels one, just for a minute, and then he feels the other....

Group A 12 children

Annabel (T.S. + 4; T.R.1)

This little girl gave responses that seem typical of children who are developing well.

Card 1 She cries, she's lonely. She feels like maybe it's in a dream. (What's she going to do ?) Hide under the bedclothes. I do that sometimes when there's a crack in the ceiling. Something dangerous might come out of the crack in the ceiling. But nothing really comes, it's only made up, in a story.

Card 2 She feels all right. (Any of these...?) No, she's all right. (Do ?) Drawing and painting.

Card 3 I felt lonely at school. I was crying because I didn't want mummy to go home. (Do ?) Cry.

Card 4 Who's looking after her ? (Who do you think ?) I think the lady in the black hat in the second picture is going to come and look after her. So she'll be all right. She would be sad if she was alone.

Card 5 She feels all right. (Does she feel any of these...?) No. (Do ?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 6 She feels all right. (Any of these...?) No. She's going straight to sleep. It's easy.

Although Annabel shows a tendency to withdraw (Cards 1 & 3) and some disbelief (Card 1); she also shows a capacity to experience and tolerate the pain of separation. Her Attachment-Self-Reliance Balance is good, with more Self-Reliant responses in the milder situations, and more Attachment-type responses in the severe ^{ones} situations. The response to Card 4 seems a particularly good way of coping with the situation. It was very rare for a child to remember the aunt (or uncle) in Card 2, and to use her (him) so aptly and effectively; this was done only by children of this group. Similarly, the expression of mixed feelings was rare, and confined to these children. Other examples are

Card 3 Nice and sad.....

Card 5 Happy. And that his mummy and daddy don't love him anymore. (Can he be happy if his mummy and daddy don't love him anymore ?) Yes, because he just feels one, just for a minute, and then he feels the other.....

David (T.S + 4; T.R.1)

Card 1 He thinks that he should go to sleep soon. He feels hungry. (Do ?) He's going to see if he could make himself some toast.

Card 2 He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do ?) Ask his uncle if he can have some lunch.

Card 3 I felt like I was going to have a nice time, and I could tell my mummy things when I came back home. (Any of these...?) No. (Do ?) Some reading from a reading book.

Card 4 He wishes that he had someone to look after him. He feels a bit sad. (Do ?) He's going to see if he can make himself some lunch, and then play.

Card 5 He thinks he'll go and see if there's a playground. (Any of these ?) No. He's fine.

Card 6 He feels that he wants to go to sleep so morning will come sooner. (Any of these...?) No. It's easy for him to sleep.

Card 4 I don't stay on my own. If she's all on her own she's very upset, and she's got a tummyache. (Do ?) Cry.

Throughout the record David is giving responses that show a good balance between attachment-type responses and self-reliance, combined with decisive and appropriate action.

away, to the park, because she doesn't want like her mummy and daddy any more.

Card 6 She feels happy. (Any of these...?) No. (Do ?) Go to sleep. I say the ABC and then I go to sleep. (Why the ABC ?) Because I like saying it, and because I don't like sleeping. I like to watch T.V. better.

Group B 18 children

Yvette : (Test Score +2, Teacher's Rating 1)

Card 1 Upset. (upset ?) Crying upset, she's crying. (Do ?) Nothing.

Card 2 I'd stay with my uncle. (How does she feel ?) She feels all right, she wouldn't feel upset then. (Do ?) Have some food.

Card 3 I didn't like it. First I was in class 10, then in class 7. It was a Friday, I was only 4 then, I'm 5 now. (Does she feel any of these...?) No, but I wouldn't like to be alone. Mummy and daddy wouldn't leave me alone because I didn't like Miss C (teacher). (Do ?) She plays in the Wendy House and makes a book.

Card 4 I don't stay on my own. If she's all on her own she's very upset, and she's got a tummyache. (Do ?) Cry.

Card 5 She's upset, she's got a headache. (Do ?) She runs away, to the park, because she doesn't ~~want~~ like her mummy and daddy any more.

Card 6 She feels happy. (Any of these...?) No. (Do ?) Go to sleep. I say the ABC and then I go to sleep. (Why the ABC ?) Because I like saying it, and because I don't like sleeping, I like to watch T.V, better.

Of these two Group B children, Yvette shows a good
deal of distress and a somatic reaction on two cards
(4 and 5). On cards 2, 3 and 6, however, she is able to
take some pleasure. Lionel shows a
less than

✓ Lionel (Test Score +2, Teacher's Rating 3).

Card 1 All right. (Any of these...?) No, he's O.K. (Do ?)

He's going to wait 'till his mummy's back and his daddy.

He'll wait for them and after they'll go shopping.

Card 2 He's crying his eyes out. (Any of these...?) He's
scared. A man might come and take him away. (Do ?) Play with
him (pointing to Uncle).

Card 3 Nice. He feels real nice. (Do ?) He's going to have
some rock.

Card 4 He's sad because they don't love him anymore. And
he's scared. Something might come and take him away. (Do ?)
Play with his car.

Card 5 He's sad, and he's got a tummyache because he thinks
someone will take him away. (Do ?) Play hide and seek.

Card 6 Sleepy. His mummy reads him a story and then he looks
at a book and then he's asleep.

Group C 18 children

Mabel (T.S. 0: T.R. 2)

Of these two Group B children, Yvette shows a good deal of distress and a somatic reaction on two cards (4 and 5). On cards 2, 3 and 6, however, she is able to take some appropriate action. Lionel also shows a somatic reaction on one card (5); and on no less than three cards he expresses fear that someone will come and take him away. Nevertheless, to most of the cards he, too, is able to decide on something appropriate to do.

Card 1: Is she on her own? (Yes, what if she's on her own?) It's nice. She feels like she's going to have a good time. (Do?) Play a game.

Card 2: Sad. (Do?) Cry.

Card 3: She's upset. (What kind of upset?) Crying and her tummy hurts. (Do?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

The deficiencies in Mabel's development are reflected in the Attachment-Self-Reliance Balance (a higher proportion of Attachment responses given to the mild situations, and one Self-Reliant response to a severe one); and an apathetic quality to many of her Action responses. Her unwillingness to admit to feelings that some might regard as 'babyish', and her attribution of these to her sister, conflict with her manifest distress at being separated from her parents. Her response to Card 4, in which she seems not to notice the severity of the situation, suggests unrealistic optimism.

Group C 18 children

Mabel (T.S. 0: T.R. 2)

Card 1 I wouldn't cry because I never cry. My sister would cry because she's scared that someone might come in the door. (Does the little girl feel scared ?) No, because mummy locks the door. (Does the little girl feel any of these...?) No. I can't think. (What does she do ?) Go to sleep.

Card 2 She's sad. (Do ?) Cry.

Card 3 I was in Class 10, seven years ago. (How does she feel ?) Horrible. I felt horrible because I didn't like the teacher. (Do ?) Nothing. I've forgotten.

Card 4 Is she on her own ? (Yes, what if she's on her own ?) It's nice. She feels like she's going to have a good time. (Do ?) Play a game.

Card 5 Sad. (Do ?) Cry.

Card 6 She's upset. (What kind of upset ?) Crying and her tummy hurts. (Do ?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

The deficiencies in Mabel's development are reflected in the Attachment-Self-Reliance Balance (a higher proportion of Attachment responses given to the mild situations, and one Self-Reliant response to a severe one), and an apathetic quality to many of her Action responses. Her unwillingness to admit to feelings that some might regard as 'babyish', and her attribution of these to her sister, conflict with her manifest distress at being separated from her parents. Her response to Card 4, in which she seems not to notice the severity of the situation, suggests unrealistic optimism.

Archie (T.S. - 2; T.R. 5)

Card 1 Scared because he's on his own. He's scared of a burglar. (Do ?) Nothing. Burglars can only go in one of the bottom flats, can't they ?

Card 2 Feels all right. I can think of lots of things that's happening to him. (How does he feel ?) Sad. (Do ?) Stay at home.

Card 3 I don't remember. It feels very good because I liked it. I like it at home best of all. (How does he feel ?) Nothing. (Any of these...?) No. (do ?) Nothing.

Card 4 He's worried. (About what ?) Daddy, because he hasn't got daddy with him. (Any of these....?) Lonely, and scared that something bad might happen. In case a burglar comes. (Do ?) Nothing.

Card 5 This is a hard one, isn't it ? (How does he feel ?) Hungry. (Do ?) Nothing

Card 6 I don't know. All right, (plays with pictures). (Any of these...?) No. I don't know. (Do ?) Go to sleep.

There were several indications in Archie's manner that the situations presented in the pictures were disturbing to him. His voice became progressively more babyish and took on a lisp, and he began to rock himself back and forth. His responses are characterised by fear and persistent inability to take any action.

Group D 13 children

All but one of these children had Test Scores in the range - 3 to - 7, the exception being a boy who scored as low as - 12. The responses of each of these children gave the impression of a seriously disturbed child.

Claire (T.S. - 4; T.R. 3)

In her responses Claire expressed much anger with her parents and also envious dissatisfaction. Throughout the testing she chewed aggressively on her fingers.

Card 1 She feels lonely, and angry with her mummy and daddy. (Do ?) She's going to get out of bed and hide. She wants to go with them.

Card 2 She feels as if she wanted to go with mummy. (Do ?) She wants to go with them, if they're going to do anything nice. (Anything else ?) Sort of lonely, and angry.

Card 3 I've forgotten. It feels strange. Some children you hadn't seen before and some children you had. Rather long playtimes and things like that. She gets a bit bored. (Do ?) Rather do nothing. (Does she feel any of these...?) No.

Card 4 She's angry with mummy and daddy. (Do ?) She's going to shout at them when they come back.

Card 5 She feels everybody else has got something to play with and she hasn't. She feels angry. (Do ?) She's going to find someone to play with.

Card 6 She doesn't want to go to sleep, because she's wondering what her mummy and daddy are doing, and she's trying to listen to the telly. That's what I do, I lie down and shut my eyes and pretend to sleep, and if mummy or daddy come in they think I'm asleep, but I keep quiet and listen to the telly.

Amanda (T.S. - 6 T.R. 5)

~~She~~ was the lowest scoring among the girls. To two cards (2 and 5) she expresses the view that her mother does not love her any more and also ^{to} the two (1 and 5) that she will run away. On three cards (1, 3 and 6) she shows a somatic response and on a fourth (4) she expects to damage herself.

Card 1 She's got a tummyache. (Do ?) She's going to run away, to see her mummy and daddy. I stay by myself with my brother and he wants my mummy and daddy.

Card 2 She wants mummy. She feels like hiding away by herself, because mummy comes back and doesn't love her.

Card 3 Yes, I remember. It's pains in my stomach. (Do ?) Go to the medical room.

Card 4 She wants her mummy and daddy, she's hungry. (Do ?) She's going to cook the dinner and burn herself.

Card 5 She's going to run away, because it feels as if they don't love her anymore.

Card 6 She feels sick. (Do ?) Get out of bed and play with her toys.

→ Amanda

~~Julian (T.S. - 12; T.R. 5)~~
~~Julian (T.S. - 12; T.R. 5) was the lowest scoring of~~
~~all the children.~~

Such constant recourse to one or two modes of response proved characteristic of children with low Test Scores. Some made repeated reference to a specific situation feared: others repeatedly withdrew. One such boy, Theo (T.S. - 3; T.R. 4), was preoccupied during the test measuring the pictures, trying to fit them exactly on top of one another, and then arranging them side by side with great precision. He expressed fear of catastrophe (Card 4), of an intruder (Card 6) and of unspecified danger (Card 3), and also a desire to control his parents' movements by controlling their supply of money.

Julian's mind very much. But when I first saw the teacher I thought it was going to be Miss H. (Headmistress). (Any of them...?) No. (Do?) Don't know, don't remember.

Card 4. He feels all right, but how would he feel if he didn't know how to work the motor car? This time he might think his parents did like him, because they did buy him a motor car. (Do?) He's going to drive the car, and if he's tired, he might want to eat and he forgot to ask his dad to give him something to eat. (Do you think he's hungry?) Yes.

Card 5. He might find other children, but he'll be worried because of money and daddy, that they might want something. (Want something?) Yes, they might want him to die. It might be something for him to be killed there. To get rid of him.

Card 6. He feels as if money's going to go to another country and leave him there and never come back, and leave him there for all his life, and not let him know when it's morning. Father's not nice to him any more. That's the last time.

Julian (T.S. - 12; T.R. 5)

This boy was lowest scoring of all the children.
In each of the last two cards he expresses a fear that his
parents wish to be rid of him.

- Card 1 He thinks they're still at home. He forgets that they've gone out. He don't like it. (Feels ?) If you're alone, you can get a tummyache by crying. Something's going to happen to him. (What ?) He doesn't know, but he'll get a tummyache when he cries. (Do ?) He forgets. He only remembers in the morning.
- Card 2 He feels a bit better because uncle's there. He feels a bit better if uncle takes him somewhere where there's lots of people, because he'll feel better, better if there's hundreds of people. But not if they make a lot of noise and it's a wedding. (Have you been to a wedding, with your uncle ?) Yes.
- Card 3 I didn't mind very much. But when I first saw the teacher I thought it was going to be Miss M. (Headmistress). (Any of these...?) No. (Do ?) Don't know, don't remember.
- Card 4 He feels all right, but how would he feel if he didn't know how to work the motor car ? This time he might think his parents did like him, because they did buy him a motor car. (Do ?) He's going to drive the car, and if he's tired, he might want to eat and he forgot to ask his dad to give him something to eat. (Do you think he's hungry ?) Yes.
- Card 5 He might find other children, but he'll be worried because of mummy and daddy, that they might want something. (Want something ?) Yes, they might want him to die. It might be something for him to be killed there. To get rid of him.
- Card 6 He feels as if mummy's going to go to another country and leave him there and never come back, and leave him there for all his life, and not let him know when it's morning. Mother's not nice to him any more. That's the last time.

Others of the children in Group D expressed fear that they might die, e.g.

Response of girl (T.S. - 5) to Card 2:
"She's scared that something bad's going to happen.....
she's going to die."

Response of boy (T.S. - 7) to both Cards 2 & 3:
"He might get killed".

Response of ? (T.S. - 4) to Card 6:
"Something might kill him if he's in the dark" ~~or that~~
or that they might be abandoned, e.g.

Response of girl (T.S. - 5) to Card 2:
"She feels afraid of her mummy going and not coming back again"

Response of girl (T.S. - 3) to Card 4:
"She's scared that they're never going to come back again."

One of the basic differences between these responses and similar-sounding responses given by children with good test scores is the ability ^{of the latter} to do something effective despite fear. This is illustrated by a response to Card 4, from a girl scoring +3 #:

"She thinks that something bad's going to happen. Something might come and take her away. (What does she do ?)
She's going to go and stay at her nana's".

Family relations

There is now strong evidence that the pathway of personality development a child, adolescent or young adult is following is correlated with the patterns of interaction within his family (see review in Bowlby, 1973 Chapter 21).

In our pilot project we had hoped to be able to test this hypothesis by interviewing the parents of the ten children with the highest test scores and the ten with the lowest. Difficulties arose, however, partly from time being too limited and partly from difficulty in obtaining co-operation, especially (and probably significantly) from the parents of low scorers. From what was done, however, including asking parents to predict how they thought their child would respond to the situations depicted on the cards, we formed a strong impression that the parents of the higher scoring children were more likely to empathise with and to be responsive to their child's needs, more aware of the value of their being available at critical times (e.g. when their child comes home from school), more flexible about practical arrangements and more skilful at preparing a child realistically for an upsetting situation, without allowing their own anxieties to intrude.

DISCUSSION

Unlike most projection tests which present a deliberately undefined stimulus situation, the test described presents a series of clearly specified situations which are selected because of their relevance to a particular theory of personality development and psychopathology. We regard the results of our small pilot study as promising, for the range of responses the test gives, for the extent to which Test Scores correlate with Teacher's Ratings, and for the relevance that the responses have for understanding how each child construes his family situation and is likely to react to unsought separations from, or to loss of, a parent.

The test proves interesting to children in the age-group concerned, appears not to engender undue anxiety even in disturbed children, is relatively quick and easy to give and is not difficult to score. Responses are readily related on the one hand to clinical problems and on the other to theory. This leads us to believe that the test may prove of use both in routine clinical settings and for research.

Nevertheless
Clearly much further work is *clearly* required before the test can be regarded as a valid and reliable instrument. Information is needed regarding the reliability of classifying responses and the degree to which results correlate with other methods of assessing personality. With further experience some simplification of scoring methods may prove possible.

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APPENDIX I

Method of calculating indices and test score

As described in the text, responses are first classified into 14 categories and the categories then grouped into six main classes of response (see Table 1). Using the number of responses falling into each class it is then possible to calculate the following eight indices. Finally, positive and negative points can be assigned to scores on each of these indices, and an overall Test Score reached by summing these points.

Index 1. Attachment-Self-Reliance balance

This index is reached by taking account of each of five comparisons, the results of which are expressed as positive or negative marks. When these marks are summed the total received by each child can then be used for assigning him positive ^{or} and negative points towards his overall Test Score.

For a child to be scored favourably his responses should be as follows -

- (a) in mild situations more self-reliant responses are expected than attachment responses; therefore for this comparison ^apositive marks ^{'s}are awarded to each self-reliant response and a negative mark to each attachment type response
- (b) in severe situations more attachment type responses are expected than self-reliant; therefore for this comparison the scoring is reversed
- (c) in mild situations fewer attachment type responses are expected than in severe; therefore for this comparison each attachment type response is awarded a positive mark when given ^{to}the severe situations and a negative mark when given to mild ones

in mild situations more self-reliant responses are expected than in severe; therefore for this comparison each self-reliant response when given to mild situations is awarded a positive mark and when given to severe ones a negative mark.

in all six situations together more attachment type responses are expected than self-reliant; therefore for this comparison on each attachment type response is awarded one positive mark and each self-reliant response one negative.

Index 3 Hostility-Attachment Ratio

In a similar way, for a child to be scored favourably the number of hostile responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 4 Anxiety Ratio

For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high. For the sample of children tested the median percentage of anxiety responses to total responses was 25 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are

over 50% a child receives one negative point
between 35 and 45% a child receives one positive point
between 10 and 35% a child receives two positive points
less than 10% a child receives one negative point

In assigning points for calculating a child's overall Test Score the following method is used:

- children with + 6 marks and above receive ~~1~~2 positive points
- children with between + 5 and - 1 mark receive 1 positive point
- children with - 2 marks and below receive 1 negative point

Index 2 Hostility-Attachment Ratio

For a child to be scored favourably the number of attachment type responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 3 Hostility-Anxiety Ratio

In a similar way, for a child to be scored favourably the number of anxiety responses is expected to exceed the number of hostile responses. When that is ~~so~~ he receives one positive point toward his Test Score; otherwise zero.

Index 4 Anxiety Ratio

~~For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high. For the sample of children tested the median percentage of anxiety responses to total responses fell between 20 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are~~

- over 50% a child receives one negative point
- between 35 and ~~45~~⁵⁰% a child receives one positive point
- between 10 and 35% a child receives two positive points
- less than 10% a child receives one negative point

Index 5 Avoidant Responses

Hansburg has found that avoidant responses are characteristic of severely disturbed children. In the sample tested it was rare for a child to give more than one such response and none gave more than three. In assigning points the following formula is used. A child who gives

2	avoidant responses	receives	one negative point
3	"	"	two negative points

Index 6 Responses showing Loss of Self-esteem

Hansburg has found that responses showing loss of self-esteem are characteristic of depressed children and that, if numerous, they indicate ^{suicidal} ~~similar~~ tendencies in early adolescence. In the sample tested nine children gave one such response, three gave two, and one gave three. In assigning points it was decided to give one negative point for each such response.

Index 7 Idiosyncratic Disturbed Responses

Hansburg has found that responses that appear bizarre or absurd or that refer to death are rare but characteristic of severe disturbance. In the present sample they were shown by only ¹³ children. It was decided to assign one negative point for each such response.

Index 8 Ratio of Appropriate Actions to those showing Unrealistic Optimism or Pessimism or Withdrawal

For a child to score favourably it is expected that the number of appropriate actions described in response to the six situations will exceed the sum of all the other types of action. Expressed as a ratio the range runs from 6 : 0 to 0 : 6. When the ratio is below unity one negative point is assigned.

Table 1
APPENDIX II

Terms used by Hansburg and Equivalent Terms used here

Hansburg's term

Our term

intrapunitive

self-reproach

projection

blames others

denial

disbelief

phobic feelings

fear

sympiosis

attachment

individuation

self-reliance

reality avoidance

avoidance

painful tension

anxiety

Table 1

<u>Category of Response</u>	<u>Class of Response</u>
1. Loneliness	Attachment
2. Sadness	
3. Rejection ("his parents don't love him any more")	Loss of Self-esteem
4. Self-reproach ("if he'd been a good boy it wouldn't have happened")	
5. Anger	Hostile
6. Blames others ("it's someone else's fault")	
7. Well-being ("fine", "now he's going to have a good time")	Self-Reliant
8. Disbelief ("it's not really happening")	Avoidant
9. Withdrawal ("he feels like hiding away")	
10. Evasion ("he doesn't care")	
11. Generalised dread/anxiety ("he feels like something bad's going to happen")	Anxious
12. Fear (of ghosts, monsters, burglars etc.)	
13. Somatic reaction ("he's getting a tummy ache")	
14. Hunger	(Classified as both Attachment and Anxious)

Table 2

Distribution of children by Test Scores
and Teachers' Ratings

Group	Test Score	Teachers' Rating					Totals
		1	2	3	4	5	
A	+ 4 and over	9	0	1	1	1	12
B	+ 1 to + 3	8	2	6	0	2	18
C	0 to - 2	6	4	3	2	3	18
D	- 3 and below	0	0	8	2	3	13
		23	6	18	5	9	61

Both Amanda's and Julian's responses illustrate the pessimism and catastrophic forebodings which characterised many of the poorer-adjusted children. Other examples:-

"She's worried. (What about ?) That if her daddy was killed" (Card 4: girl, T.S. -3).

3rd Draft March 1975

RESPONSES TO SEPARATION FROM PARENTS:
A CLINICAL TEST FOR YOUNG CHILDREN
by
Micheline Klagsbrun and John Bowlby

INTRODUCTION

An increasing number of psychiatrists and psychologists have come to regard the way a person responds to situations of separation from a loved person, either temporary or permanent, as a major indicator of personality development and possible psychopathology. Among those who have drawn attention to the key role of such responses are Freud (1917, 1926), Fairbairn (1952), Winnicott (1965) and Mahler (1965). Currently one of us is attempting to examine the empirical evidence with a view to developing a consistent theoretical model, drawing on concepts from ethology and cognitive psychology as well as from psychoanalysis (Bowlby, 1969, 1973, in preparation).

Recently Hansburg (1972) has published particulars of a test intended to help assess an individual's modes of responding to situations entailing a separation from or loss of parents. Hansburg's Separation Anxiety Test, designed to be given to adolescents in the 11 to 17 years age range, consists of a dozen pictures, all but three of which depict a situation in which either a child is leaving his parents or a parent is leaving the child. Some of the situations, such as a child leaving to go to school or mother leaving her child at bedtime, are of a kind that any child of over six would be expected to take in his stride. Others are of a more disturbing character. They include a picture in which the child's mother is being taken by ambulance to hospital, and another in which the child is going

off to live permanently with his grandmother. Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K). An account of the test as devised for five-year-olds and of the results of a pilot study follow.

THE TEST

To suit a younger age-group not only was the series of pictures shortened to six, but realistic photographs were substituted for the original ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls. The pictures are chosen to combine maximum situational focus with a minimum of facial expression, so that with the help of a caption the situation is made clear but the emotions aroused remain ambiguous. Three of the situations are considered more severe (and unanimously judged to be so by four independent judges) than the other three, in that the milder ones are more everyday and familiar (Hansburg's main criterion). This differentiation into mild and severe types of situation is of much significance in interpreting test responses since different sorts of response are to be expected to each type.

The situations, in the sequence in which they are presented to the children, labelled M for mild or S for severe, are as follows -

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving
 little girl (boy) with aunt (uncle) (S)
- (3) child's first day at school; moment of parting from parent (S)
- (4) parents are going away for two weeks; prior to their
 departure they give the child a specially attractive
 toy: pedal car for boys, for girls (S)
- (5) park scene; parents tell child to run off and play by
 himself for a while, they want some time alone
 together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed and
 leaves room (M)

In these situations, although the child is not always physically alone, he is very much 'out on his own' in that he must cope without having his parents at hand to fall back on.

Administration

Children are tested individually. After a few minutes of conversation to establish rapport, the child is shown the pictures, one by one, and told what is happening in each. He/she is asked "How does the little boy (girl) in the picture feel?" If he has difficulty in responding, a list of possible responses (based on those presented by Hansburg to his subjects, and ordered randomly) is read to him. It is emphasized that he does not have to choose any of them, that they are merely suggestions as to how he might put his feelings into words.

Not only a child's feelings but the means he considers for coping with the situation also seemed a promising area for investigation. For example, the literature on childhood depression (e.g. Toolan 1962, Statten 1961, Caplan & Douglas 1969) shows that in stressful situations depressed children characteristically respond with apathetic resignation or passive withdrawal. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?"

Method of scoring

Hansburg has conducted several studies in which he has tested samples of adolescents from diverse backgrounds. Certain patterns of response appear to be associated with different forms of emotional disturbance and others with healthy development. The present version is scored on eight dimensions, all but one of which are based on his findings.

Although we have adhered closely to Hansburg's ideas and procedures, we have adopted a different terminology. Hansburg employs a number of fairly traditional clinical terms but these are often ambiguous and laden with theory that we do not necessarily accept. The terms we use are at a simple descriptive level and, when linked to theory, are linked to the ideas developed in ATTACHMENT AND LOSS, with which Hansburg's findings are highly compatible. A Glossary of equivalent terms is at Appendix 2.

Our scoring procedure is as follows. The children's responses are first classified into 14 categories, based on those used by Hansburg but omitting three of his categories as inappropriate for a younger age-group. Again following Hansburg, these categories are next grouped into six main classes of response, a few of which overlap with others (see Table 1). Using the number of responses falling into each class, it then becomes possible to calculate a variety of indices.

The first index takes account of the balance between attachment-type responses and self-reliant responses, with special reference to whether the situation being responded to is mild or severe. For a favourable result a child is expected to show more self-reliant responses in mild situations and more attachment-type responses in severe situations. The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX b.c.

The second and third indices refer to the frequency of Hostile responses compared to that of attachment-type responses and of anxious responses respectively. For a favourable result

the number of hostile responses is expected to be fewer than the number of each of the latter responses.

The fourth index is the number of Anxious responses as a percentage of total responses. For a favourable result a child is expected to show not less than 10% and not more than 35%.

The fifth index is a simple score/^{of}Avoidant responses. The lower the score the more favourable the result.

The sixth index is a simple score of responses indicating Loss of Self-Esteem. Once again the lower the score the more favourable the result.

The seventh index is a simple score of responses that seem bizarre or absurd together with responses referring to death.

The eighth index derives from the children's answers to the question, 'What then would you do?' Answers are categorised as follows -

Appropriate activity, including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic optimism including disbelief ("they won't really go"). fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ["he'll be able to take a car and drive to school").

Unrealistic pessimism, including catastrophes and total rejection ("they'll never come back").

Withdrawal or inaction, including sleep (if ⁱⁿ appropriate), and being totally overwhelmed ("he just cries").

← The index of Appropriate Action derived from these answers is the ratio of the number of appropriate responses to the number of those judged to indicate unrealistic optimism, unrealistic pessimism or inactive withdrawal.

Finally, by allocating either positive or negative points to scores on each of these indices, it is possible to give each child an overall test score designed to indicate how favourably or unfavourably he seems to be developing. The method of assigning such points is empirical and derived from the results of Hansburg's clinical experience with the test. The principles behind it are compatible with the theory advocated in Bowlby's ATTACHMENT AND LOSS.

The resulting Test Score is to be taken as representing an ordinal and not an interval scale of measurement

Particulars of how the indices and the Test Score are arrived at are at Appendix 1. For clinical purposes a profile made up of the eight indices is more informative than the overall ~~Test Score~~ since it gives a picture of the directions in which a given child deviates from the norm.

PILOT STUDY

It was decided to administer the test to all the children newly admitted to a Local authority day school in Inner London during their first term of attendance. This enabled us to obtain a reasonably representative sample of children drawn from every socio-economic level, and to test them at an age at which our society expects them to be able to adapt to a six-hour day away from home. Class teachers were asked to classify all the children in their care according to the following procedure.

Step (a) Divide all the children into 3 ~~classes~~ groups:-

(1) Adjusting to school well: no difficulties.

(2) Some short-lived difficulties in adjusting to school: nothing to cause serious concern.

(3) Definite ~~pro~~ persistent problems in adjusting to school.

Step (b) Subdivide groups (1) and (3) into two sub-groups each. (1a) would be composed of children who were doing slightly better than (1b); (3a) doing slightly better than (3b).

In this way, five categories were arrived at, and the task ~~is~~ seemed easier for the teachers than if five categories had been asked for initially.

By correlating the results of the test with the teachers' ratings it was hoped to get a first impression of the probable validity of the test.

The sample comprised 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean of 5 years 1 month. All were believed to be 'getting along alright' and to have no known history of professional consultation for mental health reasons. The first 21 children to whom the test was administered were used as a preliminary sample for refining the administration of the test, leaving a main sample of 61 children, x boys and y girls.

The children were extremely interested in the task and only a few had difficulty expressing themselves. Little prompting was needed and what there was proved unrelated to a child's Test Score. Only two children refused the test; one came from overseas and hardly spoke English.

No difficulties were encountered in classifying the responses. Although no test of reliability was conducted, it is expected to prove satisfactory.

RESULTS

Correlation of Test Scores and Teacher's Ratings

Test Scores were well distributed, the extremes ranging from + 6 to - 12. All but eleven of the children, however, scored between + 4 and - 3. Teacher's Ratings were less evenly distributed, with ratings 2 and 4 little used.

Since in regard neither to Teacher's Ratings nor Test Scores did boys and girls differ, results are pooled.

The distribution of the children's Test Scores and Teacher's Ratings are shown in Table 2.

Table 2 about here

To test for significance the Spearman Rank Relation Co-efficient (Siegal 1956) was used, which gives the following results:

	<u>Value of t or rs</u>	<u>Significance</u>
Girls only (N=24)	rs = 0.05865	p .01
Boys only (N=37)	t = 3.3393	p .01 with 35 df
All children (N=61)	t = 5.5674	p .001 with 59 df

There is thus a significant degree of correlation between the two measures, not only for all the children but for both boys and girls separately. This provides initial evidence that the test has some degree of validity.

APPENDIX I

Method of calculating indices and test score

As described in the text, responses are first classified into 14 categories and the categories then grouped into six main classes of response (see Table 1). Using the number of responses falling into each class it is then possible to calculate the following eight indices. Finally, positive and negative points can be assigned to scores on each of these indices, and an overall Test Score reached by *summing* these points

Index 1. Attachment-Self-Reliance balance

This index is reached by taking account of each of five ratios. For a child to be scored favourably his responses should be as follows -

- (a) in mild situations more self-reliant responses are expected than attachment type responses
- (b) in severe situations more attachment type responses are expected than self-reliant
- (c) in mild situations fewer attachment type responses are expected than in severe
- (d) in mild situations more self-reliant responses are expected than in severe
- (e) in severe situations a larger number of responses of these two classes are expected than in mild.

Where a ratio is favourable a child can be assigned one or two positive marks for that ratio, depending on the magnitude of the favourable ratio, and where a ratio is unfavourable a child can be assigned one or two negative marks; this gives a possible range of + 9 to - 10 marks (why not + 10?).

In assigning points for calculating a child's overall Test Score the following method is used:

✓ children with + 6 marks and above receive ~~1~~2 positive points

children with between + 5 and - 1 mark receive 1 positive point

children with - 2 marks and below receive 1 negative point

Index 2 Hostility-Attachment Ratio

For a child to be scored favourably the number of attachment type responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 3 Hostility-Anxiety Ratio

In a similar way, for a child to be scored favourably the number of anxiety responses is expected to exceed the number of hostile responses. When that is ~~so~~ he receives one positive point toward his Test Score; otherwise zero.

Index 4 Anxiety Ratio

For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high. For the sample of children tested the median percentage of anxiety responses to total responses fell between 20 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are

over 50% a child receives one negative point

between 35 and ~~49~~⁵⁰% a child receives one positive point

between 10 and 35% a child receives two positive points

less than 10% a child receives one negative

Index 5 Avoidant Responses

Hansburg has found that avoidant responses are characteristic of severely disturbed children. In the sample tested it was rare for a child to give more than one such response and none gave more than three. In assigning points the following formula is used. A child who gives

2	avoidant responses	receives	one negative point
3	"	"	two negative points

Index 6 Responses showing loss of Self-esteem

Hansburg has found that responses showing loss of self-esteem are characteristic of depressed children and that, if numerous, they indicate ^{suicidal} ~~similar~~ tendencies in early adolescence. In the sample tested nine children gave one such response, three gave two, and one gave three. In assigning points it was decided to give one negative point for each such response.

Index 7 Idiosyncratic Disturbed Responses

Hansburg has found that responses that appear bizarre or absurd or that refer to death are rare but characteristic of severe disturbance. In the present sample they were shown by only 13 children. It was decided to assign one negative point for each such response.

Index 8 Ratio of Appropriate Actions to those showing Unrealistic Optimism or Pessimism or Withdrawal

For a child to score favourably it is expected that the number of appropriate actions described in response to the six situations will exceed the sum of all the other types of action. Expressed as a ratio the range runs from 6 : 0 to 0 : 6. When the ratio is below unity one negative point is assigned.

APPENDIX II

Terms used by Hansburg and Equivalent Terms used here

Hansburg's term

intrapunitive

projection

denial

phobic feelings

symbiosis

individuation

reality avoidance

painful tension

Our term

self-reproach

blames others

disbelief

fear

attachment

self-reliance

avoidance

anxiety

Table 1

<u>Category of Response</u>		<u>Class of Response</u>
1. Loneliness	{	Attachment
2. Sadness		
3. Rejection ("his parents don't love him any more")		
4. Self-reproach ("if he'd been a good boy it wouldn't have happened")	{	Loss of Self-esteem
5. Anger		
6. Blames others ("it's someone else's fault")		
7. Well-being ("fine", "now he's going to have a good time")	-	Self-Reliant
8. Disbelief ("it's not really happening")	{	Avoidant
9. Withdrawal ("he feels like hiding away")		
10. Evasion ("he doesn't care")		
11. Generalised dread/anxiety ("he feels like something bad's going to happen")	{	Anxious
12. Fear (of ghosts, monsters, burglars etc.)		
13. Somatic reaction ("he's getting a tummy ache")		
14. Hunger		(Classified as both Attachment and Anxious)

Table 2: *preference*
values

	1	2	3	4/5	
+4	9	0	1	2	12 {Annabel David}
+1+3	8	2	6	2	18 {
0-2	6	4	3	5	18 {Mabel Annie}
-3+8	0	0	8	5	13 {Claire Amanda Julian}
-	23	6	18	14	

Psychiatry Workshop. This is a sub-committee of John Wing's Social Psychiatry Committee of the Royal College of Psychiatrists, and we are in the process of trying to outline a conceptual model for preventive psychiatry.

When this document was discussed in the parent committee it was pointed out that we have paid insufficient attention to the area of child care and its effects on later pathology, and it was suggested that we should devote $1\frac{1}{4}$ hours at our next meeting to a discussion of the place which such ideas should have in the overall model.

I would be most grateful for your reactions to this document, and if you feel willing to prepare a short "think piece" of perhaps two pages which we could discuss at our next meeting, and better still if you are willing to attend the meeting and discuss it with the members, we would all be delighted.

The meeting will take place on Saturday, 8th March and the opening session which will deal with child care will start about 2 p.m. If you wish to stay on until the end of

Results ~~REMOVED~~ (11)

~~Results~~ Test Scores were well distributed. RESULTS χ ranged from +6 to -12. All but eleven of the children scored between +4 & -3. Teacher's Ratings were less well distributed, with ratings 2 & 4 little used. Since ~~nothing~~ in regard to Teacher's Ratings, nor Test Scores did boys & girls differ, ~~the~~ results are pooled.

Validation

Table 2
Discarded
Version

The distribution of the children's Test Scores & Teacher's Ratings are shown in Table 2

Test Scores	Teacher's Ratings				Totals
	1	2	3	4/5	
+3 & above	13	0	4	2	19
0 to +2	9	4	5	2	20
-3 to -1	1	2	5	6	14
-4 & below -4	0	0	4	4	8
Totals	23	6	18	14	61

When a measure of correlation for ordinal data is used, namely the Spearman Rank Relation

RESULTS

1) Validation

The distributions of the children's test scores and the teachers' ratings are shown in Table 2.

Table 2

<u>Test Scores</u>	<u>Teachers' Ratings</u>					<u>Totals</u>
	1	2	3	4	5	
+6	1	0	0	0	0	1
+5	2 (13)	0 (0)	0 (4)	0 (2)	0	2 12
+4	6	0	1	1	1	9
+3	4	0	3	0	0	7
+2	1	1	1	0	1	4 18
+1	3 (9)	1 (4)	2 (5)	0 (2)	1	7 20
0	5	2	2	0	0	9
-1	1	0	0	0	1	2 18
-2	0 (1)	2 (2)	1 (5)	2 (6)	2	7 14
-3	0	0	4	1	0	5
-4	0	0	3	0	0	3
-5	0	0	0	1	0	1 13
-6	0	0	0	0	2	2
-7	0	0	1 (4)	0 (4)	0	1
-8	0	0	0	0	0	0
-9	0	0	0	0	0	0
-10	0	0	0	0	0	0
-11	0	0	0	0	0	0
-12	0	0	0	0	1	1
<u>Totals</u>	23	6	18	5	9	61

The two measures were correlated, using a measure of correlation for

Test Scores	Teacher's Ratings			
	1	2	3	4-5
+3 to +6	13	0 (4)	4	2
0 to +2	9	4 (9)	5	2
-4 to -1	1	2 (10)	8	6
Below -4	0	0 1	1	4
	23	6	18	14

Teacher's Ratings	Test Scores				
	+3/6	0/+2	-1/-4	Below -4	
1	13	9	1	0	23
2 & 3	4	9	10	1	24
4 & 5	2	2	6	4	14
	19	20	17	5	

Median Test Score

Teacher's Rating	Boys	Girls	All	N
1	+3	+2.5	+3	23
2	-1	0.5	0	6
3	-1	-1	-1	18
4	-2.5	0.5	-2	5
5	1	-4	-2	9
				61

Introduction

KLASBRON
2nd draft Jan 75

Studies that focus on situations in which ^athe growing child is physically separated from his parents, either permanently or temporarily, have made a major contribution to our understanding of personality development and psychopathology. Even when every attempt is made to ameliorate the conditions of separation (Robertson & Robertson 1967-73), ^athe child is perceptibly upset. It is also evident that there is a wide variation in children's abilities to cope with such situations. ~~It is hypothesised here that a new method for assessing a child's responses to a separation situation will prove valuable, both clinically and for research purposes. We will~~ This paper describe^s the construction of the ^aSeparation Test (S.T.) by the first author, and her experiences in using it. ^{on a pilot study} It is designed to assess a child's responses to separation from parents & is intended for clinical & research use.

The separation experience in this case is entry into primary school. This is seen as a crisis point in the life of a young child, in terms of his developing autonomy. "Crisis" is used here "to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential" (Erikson 1968). This usually means his first lengthy separation from mother, and as such, is one of the one of the first of a lifelong succession of situations in which he must stand on his own feet and deal with the loss (temporary or otherwise) of a loved person. Winnicott sees this event as "the changeover from the small child's living in the subjective world to the older child's living in a world of shared reality" (1965). "He is emerging from an enclosure" (provided first by his mother's arms and then by his home and family) "ready for a different kind of group, a new kind of enclosure, at least for a few hours a day... The thing is to understand that coming out of the enclosure is very exciting and very frightening; that, once out, it is awful for the child not being able to get back; and that life is a long series of coming out of enclosures and taking new risks and meeting new and exciting challenges."

Unlike other separation experiences studied in the literature, school entry has the advantage of being a universal experience, (at least in our culture), which every child of five is expected to undergo, and which is not complicated by the factors of illness, potential death or permanent loss, which usually attend the more traumatic situations. The stresses of this experience are many. The environment is unfamiliar, as are the routines and discipline. Authority is vested in new people, and not necessarily accompanied by love. The child may well find that techniques of coping, which worked at home because of consistent family behaviour patterns, break

HANSBURG

-2-

down at school.

The Separation Test

This test is based on the Separation-Anxiety Test devised by Dr. H. Hansberg (1968, 1970¹⁹⁷²), which consists of 12 pictures of separation situations. Six of these are 'mild' (e.g. mother leaving the room after putting the child to bed) and six 'severe' (e.g. father and child standing beside mother's coffin). The latter involve "morbid or cataclysmic circumstances", which, however frequent in the history of the institutionalised and non-institutionalised adolescents with whom Dr. Hansberg uses his test, are probably rare in the history of the normal 5 year-old at an ordinary day school. If the child could imagine himself in such a situation, his response might well be to the unmistakeable horror and sadness of it rather than an expression of his anxiety about separation per se. A mild separation picture presents the child with the situation of simply being left alone, which, as Dr. Hansberg points out, can be "highly disturbing for some children who are unable to utilise their inner resources without the constant stimulation of a symbiotic object or its substitute (dolls, other objects, television etc.)"

Hansberg's test was devised for use with 11-17 year-olds. In view of the younger age of this sample, not only was the series of pictures shortened to 6, but more realistic photographs were substituted for the original Indian ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls. The pictures were chosen to combine maximum situational focus with a minimum of facial expressiveness, so that the situation was made clear but the emotions involved were ambiguous. Three of the situations were considered more severe (and unanimously judged to be so by four independent judges) and three milder, in that they were predictable, familiar, and had some "compensatory value" (Hansberg's criteria). The situations, in the sequence in which they were presented to the children, were as follows:-

- 1) Parents go out for the evening, leaving child at home. (Mild)
- 2) Mother (father) goes away for the weekend, leaving little girl (boy) with aunt (uncle). (Severe).
- 3) Child's first day at school; moment of parting from parent. (Severe).
- 4) Parents are going away for two weeks; prior to their departure they present the child with an expensive gift. (severe).
- 5) Park scene; parents tell child to run off and play by himself for a while, they want some time alone together to talk. (Mild).

6) Father (mother) tucks little girl (boy) up in bed and leaves room. (Mild). Although the child is not always physically alone, he is very much 'out on his own' in these situations, in that he must cope without having parents ^(at hand) around to fall back on.

^{is} After a few minutes of conversation ^{to} had established rapport, the child was shown the pictures, one by one, and told what ^{is} was happening in each picture. He/she ^{is} was asked "How does the little boy (girl) in the picture feel?" If he had difficulty in responding, a list of possible responses (based on those presented by ~~the~~ Hansberg to his subjects) ^{is} was read to him, in a random order. It was emphasised that he ^{is} did not have to choose any of these, that they were merely suggestions as to how he might put his feelings into words. In general, ^{tested on the pilot project} the children ^{one} had little difficulty in expressing themselves. Their responses were classified into 14 categories, based on those used by ~~Dr.~~ Hansberg, (omitting 3 of his 17 categories as inappropriate for this age group). These categories were grouped (again following ~~Dr.~~ Hansberg) into 6 classes of response (see Table 1).

^{Situations also} Not ^{only} just the child's feelings, but his active means of coping ^{for example,} with the seemed an important area for investigation. The literature on childhood depression (e.g. Toolan 1962, Statten 1961, Caplan & Douglas 1969) shows that ^{in stressful} apathetic resignation ^{or} and passive withdrawal ^{are} characteristic of depressed children in stressful situations. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?" The classification of these responses was based on that used by Caplan & Douglas:-

Appropriate Activity including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic Optimism including disbelief ("they won't really go"), fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ("he'll be able to take a car and drive to school").

Unrealistic Pessimism including catastrophes and total rejection ("they'll never come back").

Withdrawal or Inaction including sleep (if inappropriate), and being totally overwhelmed ("he just cries").

^{present version} Dr. Hansberg has conducted several studies with his test, using samples of children in varying circumstances. He discovered that certain patterns of response could be associated with maladjustment and others with healthy coping. The S-F ^{is} scored on 7 dimensions, which are

Situations depressed
characteristically
responded with

based on his findings. There are 4 indices based on ratio scores: (i) the Attachment-Individuation Balance, (ii) the Separation Pain Index, (iii) the Hostility Index, and (iv) the Action Index, and 3 cumulative scores: (v) the Reality Avoidance Index, (vi) the Self-esteem Loss Index and (vii) Disturbed Responses. Each child was given an 'Adjustment Score', based on these indices. The scoring technique is presented in full in the Appendix.

Administration Pilot Study

Local Authority The S.T. was administered to 82 children *during* in their first term at a day school. There were 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean age of 5 years 1 month. *constituting the entire entry* They were all 'normal', in the sense of 'getting along all right', with no known history of professional consultation for mental health reasons. The class-teachers were asked to classify all the children in their care, by a two-step procedure which resulted in five categories, ranging from (1) Adjusting to school well; no difficulties, to (5) Definite problems in adjusting to school. The teachers' ratings were correlated with the results of the S.T., in an attempt to validate the latter.

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The data from this study were used as a basis for additional investigations, concerned with the part played by the parents in the development and utilisation of their child's resources. Two extreme groups of children were selected, comprising those with the best adjustment scores (Group N) and those with the poorest adjustment scores (Group D). The parents of these children were visited at home, interviewed and tested. It was hypothesised that the parents' ability to empathise with their child's feelings (as measured by their ability to predict their child's S.T. responses) would prove to be of central importance in determining the child's ability to cope with the separation situation. The parents' ability to prepare the child for the event, and to help him in practical ways, was also investigated. Although the scope of this study was severely limited by the size of the population and difficulties in sampling, the results are of clinical interest and will be presented briefly later.

Validation

The first 21 children to whom the test was administered were used as a pilot sample in refining the administration of the test. For the remaining 61 children, their adjustment scores were correlated with their teachers' ratings, using a measure of correlation for ordinal data, viz. the Spearman Rank Relation Coefficient (Siegel 1956). The results are presented in Table 2.

Table 2

	Value of t or rs	Significance
Girls only (N = 24)	rs = 0.05865	p .01
Boys only (N = 37)	t = 3.3393	p .01 with 35 df.
All children (N = 61)	t = 5.5674	p .001 with 59 df.

These results indicate a highly significant correlation between the two measures, providing some positive evidence for the validity of the S.T.

Individual Portraits

The responses of the children to the S.T. pictures covered a strikingly wide range of feelings and behaviour. Looked at from the clinical point of view, a consistent, useful picture of the child could be gained by reading his responses. In illustration of this, some individual portraits will be presented. The Adjustment Scores must be taken as representing an ordinal rather than an interval scale of measurement.

Annabel (A.S. +4) gave responses that were typical of the better-adjusted children, as follows :-

Card 1 She cries, she's lonely. She feels like maybe it's only a dream. (What's
(anw))

she going to do ?) Hide under the bedclothes. I do that sometimes when there's a crack in the ceiling. Something dangerous might come out of the crack in the ceiling. But nothing really comes, it's only made up, in a story.

Card 2 ^{severe} She feels all right. (Do ?) Drawing and painting.

Card 3 ^{severe} I felt lonely at school. I was crying because I didn't want Mummy to go home. (Do ?) Cry.

Card 4 ^{severe} Who's looking after her ? (Who do you think ?) I think the lady in the black hat in the second picture is going to come and look after her. So she'll be all right. She would be sad if she was alone.

Card 5 ^{mild} She feels all right. (Does she feel any of these...?) No. (Do ?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 6 ^{mild} She feels all right. (Any of these...?) No. She's going straight to sleep. It's easy.

Although there is some apathy and effort to avoid ^{the situation} reality (on cards 3 & 1), in general, Annabel shows the capacity to experience and tolerate the ^{anxiety} pain of separation. Her ^{Att. - self-reliance} Att. I. Balance is good, with more I. responses in the milder situations and more Att. responses in the more severe situations. The response to card 4 seems a particularly good way of coping with the situation. It was very rare for ^a the child to remember the aunt in card 2 and use her so aptly and effectively, and this was done ^{to} only by a few children in Group N. Similarly, the expression of mixed feelings was rare, and confined to Group N. For e.g.:-

Card 3 Nice and sad....

Card 5 Happy. And that his mummy and daddy don't love him any more. (Can he be happy if his mummy and daddy don't love him any more ?) Yes, because he just feels one, just for a minute, and then he feels the other..."

As an illustration of a Group N boy, with an A.S. of +4, here is David's record :-

Card 1 ^{mild} He thinks that he should go to sleep soon. He feels hungry. (Do ?) He's going to see if he could make himself some toast.

Card 2 ^{severe} He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do ?) Ask his uncle if he can have some lunch.

Card 3 ^{sev} I felt like I was going to have a nice time, and I could tell mummy things when I came back home. (Any of these...?) No. (Do ?) Some reading from a reading book.

Card 4 ^{sev} He wishes that he had someone to look after him. He feels a bit sad. (Do ?) He's going to see if he can make himself some lunch, and then play.

Card 5 ^{mild} He thinks he'll go and see if there's a playground. (Any of these ?) No.

He's fine.

Card 6 He feels that he wants to go to sleep so morning will come sooner.

(Any of these...?) No. It's easy for him to sleep.

Mabel and Jake provide illustrations of children with slightly lower A.S. Mabel's score was 0, and her responses were as follows :-

Card 1 I wouldn't cry because I never cry. My sister would cry because she's scared that someone might come in the door. (Does the little girl feel scared ?) No, because mummy locks the door. (Does the little girl feel any of these...?) No. I can't think. (What does she do ?) Go to sleep.

Card 2 She's sad. (Do ?) Cry.

Card 3 I was in class 10, seven years ago. (How does she feel ?) Horrible. I felt horrible because I didn't like the teacher. (Do ?) Nothing. I've forgotten.

Card 4 Is she on her own ? (Yes, what if she's on her own ?) It's nice. She feels like she's going to have a good time. (Do ?) Play a game.

Card 5 Sad. (Do ?) Cry.

Card 6 She's upset. (What kind of upset ?) Crying and her tummy hurts. (Do ?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

Mabel's less-than-optimal adjustment is reflected in the Att.-I balance (a higher proportion of Att. responses given to the mild pictures; one I response, to a severe picture) and an apathetic quality to her outcome responses. Her unwillingness to admit to babyish feelings, and attribution of these to her sister, conflicts with her strong feelings of attachment. Her response to card 4, in which she seems to deny the severity of the situation, may well reflect her desire to be the independent older sister. Taken as a whole, however, her responses seem fairly normal and appropriate. The same is true of Jake's responses (A.S.+1) :-

Card 1 "I want my mummy" (mimicking). And he wants to hide, in the cupboard, because he likes it so much that he doesn't want his mummy and daddy. (Do ?) He's hiding from something.

Card 2 He's very happy. (Any of these ?) No. (Do ?) He's going to do a drawing, a picture of a castle.

Card 3 I don't remember. (How does he feel ?) Very scary, because of the big boys. (Do ?) Walk around in the playground with the teachers.

Card 4 Very happy. (Any of these...?) No. (Do ?) He's going to go in his car and ride around the house.

Card 5 He's very proud of himself, because he feels like he's a grown-up. (Do ?) He's going to go and climb on the walls.

Card 6 He feels very tired. (Do ?) He's thinking about how to get out of bed

without his mummy hearing. (What's he going to do ?) He wants to play with his matches. It's very difficult to go to sleep. (Why's that ?) Because of nothing, because it's difficult for me to get to sleep, - don't keep saying "Why ?" because I might not be able to say anything. It's because I get dreams, dreams about Christmas, that Father Christmas gives me lots of presents.

As in the case of Mabel, the Att.-I. balance is somewhat inconsistent with the severity of the situations. Again, the severity of card 4 is denied, whereas the course of action chosen in the other situations (with the exception of card 1) is appropriate and constructive. The response to card 5 is particularly good, spontaneously introducing the concept of pride, which was rarely used by the children.

Archie and Sheila both scored -2. Here are Archie's responses :-

Card 1 Scared because he's on his own. He's scared of a burglar. (Do ?) Nothing. Burglars can only go in one of the bottom flats, can't they ?

Card 2 Feels all right. I can think of lots of things that's happening to him. (How does he feel ?) Sad. (Do ?) Stay at home.

Card 3 I don't remember. It feels very good because I liked it. I like it at home best of all. (How does he feel ?) Nothing. (Any of these...?) No. (Do ?) Nothing.

Card 4 He's worried. (About what ?) Daddy, because he hasn't got daddy with him. (Any of these ?) Lonely, and scared that something bad might happen. In case a burglar comes. (Do ?) Nothing.

Card 5 This is a hard one, isn't it ? (How does he feel ?) Hungry. (Do ?) Nothing.

Card 6 I don't know. All right. (plays with pictures). (Any of these...?) No. I don't know. (Do ?) Go to sleep.

There were several indications in Archie's manner that the situations presented in the pictures were somewhat disturbing to him. His voice became progressively more babyish and took on a lisp, and he began to rock himself back and forth. His responses are characterised by fears and a tendency to remain apathetic or withdraw to the safety and comfort of home. Sheila's responses reflect similar fears, and recourse to the solution of withdrawal or hiding:-

Card 1 I don't know. She cries. (Any of these...?) Lonely. (Do ?) She'll get out of bed and stroke Petra. (Petra ?) My dog.

Card 2 She's worried. (What about ?) She's worried with her mum gone away, worried about aunty. She wants to go with her mum. (Do ?) She hides under her bed, away from her nanny.

Card 3 She's worried. (What about ?) I was worried of Michael going to hit me, he was in my class. (Did he hit you ?) No, he didn't. I can't remember what I did. (How about the girl ?) She was worried. (What's she going to do ?) Hide away.

Card 4 She's worried. (What about ?) That if her daddy was killed. (Do ?) Put her party dress on.

Card 5 Happy. (Any of these ?) No. (Do ?) She's going to go around the tree and play with her ball.

Card 6 She's happy. (Any of these ?) No. (Do ?) Mummy lies on her bed and I get Teddy, and he comes up next to me and I cuddle him.

In general, emphasis on one particular mode of response (e.g. a preoccupation with specific fears) proved characteristic of the less-well-adjusted children. Typical of these were Claire (A.S. -4) and Theo (A.S. -3). Claire's mode of response was an uncommon one, characterised by envious dissatisfaction and anger. Interestingly, she chewed aggressively on her fingers throughout the interview :-

Card 1 She feels lonely, and angry with her mummy and daddy. (Do ?) She's going to get out of bed and hide. She wants to go with them.

Card 2 She feels as if she wanted to go with mummy. (Do ?) She wants to go with them, if they're going to do anything nice. (Anything else ?) Sort of lonely, and angry.

Card 3 I've forgotten. It feels strange. Some children you hadn't seen before and some children you had. Rather long playtimes and things like that. She gets a bit bored. (Do ?) Rather do nothing. (Does she feel any of these ?) No.

Card 4 She's angry with mummy and daddy. (Do ?) She's going to shout at them when they come back.

Card 5 She feels everybody else has got something to play with and she hasn't. She feels angry. (Do ?) She's going to find someone to play with.

Card 6 She doesn't want to go to sleep, because she's wondering what her mummy and daddy are doing, and she's trying to listen to the telly. That's what I do, I lie down and shut my eyes and pretend to sleep, and if mummy or daddy come in they think I'm asleep, but I keep quiet and listen to the telly.

Theo was very preoccupied with measuring the pictures, trying to fit them exactly on top of each other, and then arranging them side by side with great precision. He expressed fears of catastrophe (card 4), an intruder (card 6) and unspecific danger (card 3), as well as the desire to control his parents movements by controlling their money. His reluctance to close his eyes also suggests his fear of losing control over his environment :-

Card 1 He feels bad. (Bad ?) Angry with his mummy and daddy. (Do ?) He's giving them some money. (Why ?) So that they can pay

when they go out. He's going to give just enough money to his dad so that they can go out and then he's going to bed.

Card 2 He's got mummy. He feels sick. (Do ?) Go to bed.

Card 3 I said goodbye as well. This is a bigger picture. (Measures). He feels better than sick. (Any of these...?) Sad. (Do ?) He could hide, he could run away from their house but that's a bit dangerous...(So what does he do ?) Reading.

Card 4 (Asks questions about the ^{toy} car, - how does he make it go ? etc.) He could follow them with his car but that would be taking hours and hours and hours. (How does he feel ?) Better. Bad, in case he crashes into a real car. He might get angry. (Do ?) Drive his car. Crash into a real car.

Card 5 It's a hotel, with grass. He feels better again. (Any of these...?) Hungry. (Do ?) Eat sandwiches.

Card 6 All right. He's scared because in the dark someone could creep in. (Do ?) He prays. Mummy prays with me. Then he goes to bed and goes to sleep. It takes a long long time, because your eyes don't move. When you open your eyes you can see. I have to keep my eyes open. Could you change it to another picture ?

Julian ✓
Julian had the poorest score among the boys (-12) and Amanda the poorest among the girls (-6). Here are their responses, first, Julian's :-

Card 1 He thinks they're still at home. He forgets that they've gone out. He don't like it. (Feels ?) If you're alone, you can get a tummyache by crying.. Something's going to happen to him. (What ?) He doesn't know, but he'll get a tummyache when he cries. (Do ?) He forgets. He only remembers in the morning.

Card 2 He feels a bit better because uncle's there. He feels a bit better if uncle takes him somewhere where there's lots of people, because he'll feel better, better if there's hundreds of people. But not if they make a lot of noise and it's a wedding. (Have you been to a wedding, with your uncle ?) Yes.

Card 3 I didn't mind very much. But when I first saw the teacher I thought it was going to be Miss M. (Headmistress). (Any of these...?) No. (Do ?) Don't know, don't remember.

Card 4 He feels all right, but how would he feel if he didn't know how to work the motor car ? This time he might think his parents did like him, because they did buy him a motor car. (Do ?) He's going to drive the car, and if he's tired, he might want to eat and he forgot to ask his dad to give him something to eat. (Hungry ?) Yes.

Card 5 He might find other children, but he'll be worried because of mummy and daddy, that they want something. (Want something ?) Yes, they might want him to die. It might be something for him to be killed there. To get rid of him.

Card 6

Card 6 He feels as if mummy's going to go to another country and leave him there and never come back, and leave him there for all his life, and not let him know when it's morning. Mother's not nice to him any more. That's the last time.

Amanda
✓
Amanda's responses :-

Card 1 She's got a tummyache. (Do ?) She's going to run away, to see her mummy and daddy. I stay by myself with my brother and he wants my mummy and daddy.

Card 2 She wants mummy. She feels like hiding away by herself, because mummy comes back and doesn't love her.

Card 3 Yes, I remember. It's pains in my stomach. (Do ?) Go to the medical room.

Card 4 She wants her mummy and daddy, she's hungry. (Do ?) She's going to cook the dinner and burn herself.

Card 5 She's going to run away, because it feels as if they don't love her anymore.

Card 6 She feels sick. (Do ?) Get out of bed and play with her toys.

Both Amanda's and Julian's responses illustrate the pessimism and catastrophic forebodings which characterised many of the poorer-adjusted children. Other e.g.s:-

"She's scared that something bad's going to happen, she's going to die"

"She feels afraid of her mummy going and not coming back again" (Card 2; girl with A.S. of -5).

"She's scared that they're never going to come back again" (Card 4; girl with A.S. of -3).

One of the basic differences between these responses and similar-sounding responses found among the better-adjusted children, is the ability to do something adaptive in the face of the fear. This is illustrated by this response to card 4, from a girl scoring +3 :-

"She thinks that something bad's going to happen. Something might come and take her away. (What does she do ?) She's going to go and stay at her nana's".

Findings from parental interviews

Distribution between groups
Unfortunately, ^{a time limit on} it was not possible to control in advance for one-parent families, and three of the twenty children selected were found to be living with their mothers only. The samples were further depleted by the refusal of two families and three other fathers to be interviewed. Largely because of ^{not} the timing of the study, it was impossible to find substitute families for all these cases. Hence any conclusions ~~from this study must~~ remain tentative.

The task of predicting their child's responses proved to be a difficult one for most parents. The responses were grouped into 6 categories, and each parent received one point for each correct prediction (maximum possible score = 6). The mean score for all parents was 2.03. When they were dichotomised into 2 groups,

Give table

those who scored below the mean and those who scored above, Group N parents emerged as significantly better at predicting their child's responses than Group D parents, (analysed by , $p = 0.05$).

This finding was supported by clinical impressions gained from the semi-structured interviews with the parents. In these interviews, a history of past separations and their handling was obtained, as well as detailed information about the handling of school entry. Positive criteria for empathy focussed on the parents' readiness to perceive the child's needs, to understand and encourage his communications and to be aware of his feelings, while at the same time retaining a distinct sense of their selves, recognising their own feelings about separation and being able to deal with them. A parent who let his own needs dominate, to the extent that his perception of the child was distorted, and projection seemed to replace empathy, would not be regarded as empathic. Here are a few illustrations of ways in which these criteria seemed to differentiate the two groups of parents.

Awareness of feelings about separation

Interviewer Could you describe Annabel's first experience of school ?

Mother She couldn't wait to get to school... she thought it was going to be marvellous, and she was fine for the first fortnight... and then she started crying, for about two days, and I think it was mainly because of this little one (i.e. baby sister). She was a few months old when Annabel started school, and I think probably she realised then that she wasn't at home with me any more, you know what I mean ? She didn't have that close relationship, it was sort of broken. It suddenly dawned on her that she was being away all day, and she didn't have me, didn't see me during the day. She just said it's a long day at school without seeing me... (Mother of Annabel, mentioned previously).

"Once, when we'd been away for the weekend, I took her to school, and we got there a bit early. I left her at the gate, and started to walk away, and I just felt, I don't know, I turned around just as the playground was going out of sight, and there she was standing at the gate, and suddenly "Aaaaah" and she began to blub. It was very early, about 20 to 9, and normally she wouldn't have minded at all, but I suppose it was just that great big empty playground, with no other children there yet, and me going..." (Mother of Doris, a Group N girl, A.S. +4).

Int. Could you describe Charles' first experience of school ?

M. There was no trouble at all. He wasn't at all nervous about going to school.

Int. He wasn't ?

M. No.

Not a good ex. unless we also have Charles' responses

Annabel
p 5

On

Int. And when he started the playgroup, were there any problems ?

M. No, no. He was, - he'd have gone out with anybody. Never any problem, happy as a lark. (Mother of Charles; Group D; A.S. -3)

Preoccupation with own needs

Int. Could you describe Belinda's first experience of school ?

M. She was looking forward to it. She was following in Jane's footsteps, which made it easier for her.

Father Jane was the pioneer. It's always easier for the second child.

M. You're speaking from your own experience, you can't generalise.

Int. (to F.) Meaning that you were a second child ?

F. No, I was a first child, and I know that my brother had everything easier than I did. (Parents of Belinda; Group D, A.S. -3. Their reaction to the S.T. was:-

M. I feel awful about it, but I've absolutely no idea what she would say.

F. I can put myself in the little girl's place, but not in Belinda's place.

"He's always been very mature and sensible... I've always been able to reason with him, from when he was a little baby... most unnerving, the way he's very adult... he's very much like me, I suppose that's why I understand him so well, you know, what his next move's going to be. But I hope he's not going to be too much like me, I've succeeded in making a mess of my life..." (Mother of Julian, already mentioned). p.10 J(-6).

Awareness of own feelings and ability to handle them

Int. How did you feel about leaving him at the nursery ?

??
M. Well he was so young, I think I had more problems than he had. He was with a baby-minder at first, when he was six months, and he was just over a year old when he went to the nursery, which he liked... I felt terrible, it was much worse for me. I used to be in tears going up there, and feeling such an idiot being in tears going to work. But it obviously didn't seem to have any effect on him. I believe it must have done, but now he totally accepts the fact that I'm not there... (Mother of Sam, Group N, A.S. +4).

Sensitivity to communications and unspoken feelings

"There was a time when we tried going by bus... but the bus is always full, so you have to go upstairs, and she has, not vertigo, but this sort of fear of stairs. Not so much of going upstairs, that's all right, but it's going downstairs. She really seems to be afraid of sort of toppling over into a void" (gestures to explain). (Mother of Doris).

M. The only trouble I did have, with them, well, they seem to be good now,

was bedwetting,,, very bad for a while and I sort of got a little bit worried. We tried all sorts of different methods, bribery and so on, and tried to take no notice of it, which wasn't easy in the summer...

Int. And it didn't seem to you to be connected with anything that had happened, anything that was going on ?

M. No, no. I mean he didn't do it when he went to school, I don't think... It was only sort of later on, actually, a year later, or something like that, I think. Just for a little while... (Mother of Carlo, Group D, A.S.-3)

It is beyond the scope of this article to explore the wealth of material gained from the parental interviews. On the whole, the clinical impression was that ^{while} empathy was of major importance, ~~while the Group D~~ ^{while the Group D} parents also seemed to be more responsive to their child's needs, more aware of the need to be available at critical times (e.g. when the child comes home from school), more flexible about practical arrangements and more skilful at preparing the child realistically, without allowing their own anxieties to intrude.

Conclusion

This study suggests that the S.T. has some predictive value, in distinguishing those children who are coping well with school from those whose superficial adjustment conceals deeper problems. In the future, however, it would probably be advisable to supplement this validation using teachers' ratings (often considered an unreliable measure) by other means of establishing validity. It also remains to be seen whether this test can be used to positively identify children who will show problems later, and for this a longitudinal study would be indicated.

In general, the S.T. aims to detect imbalance, extreme patterns in which the child relies heavily and rigidly on a certain type of adjustment mechanism, at the expense of his flexibility and potential for growth. A child who can remain in touch with his feelings of attachment, and the sadness and loneliness of separation, as he frees himself partially from emotional dependence on his parents, and achieves some autonomy, has established a secure basis for future adaptation. The focus on separation situations is based on the assumption that the conflict between the need for closeness and the need for "separation-individuation" (Mahler 1965) is central to personality development. Dr. Hansberg suggests that "every time an individual in life experiences a separation from significant family members, from geographical locations, from work programmes or even from self-identity through changes in his body image, then old mechanisms of defence against such separation

anxiety will be induced". In this way the response patterns on the test may be related to "fundamental techniques of adjustment", and the S.T. becomes a wider measure of personality than it might appear to be at first sight.

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How is the Test Adjustment Score
calculated from its components?

-16-

Appendix

Self-Reliance

1) Attachment-Individuation Balance

(i) arousal of test behavior.
Self-reliance
Dr. Hansberg draws attention to the strength of the "symbiotic factor" (Att.) in all his samples. "It strongly suggested to me that we are dealing here with a core phenomenon, which has been variously termed 'object relations', 'the need for love', 'the search for narcissistic supplies' etc..... I could almost bank on getting a higher symbiotic reaction than any other reactions". He sees the I. responses as expressing "the counterpart to the attachment need... the need for separateness and the drive for autonomy which is an essential characteristic of normal psychological development". Among his healthier or more normal samples, Dr. Hansberg found ^{less evidence of} a lower Att. reaction and a ^{more self-reliance} higher I. reaction when the child was faced with a mild separation situation, and the reverse when the situation was severe. Thus the Att.-I. balance is measured on five points :-

- 1) In mild situations, I. should be greater than Att.
- 2) In severe situations, Att. should be greater than I.
- 3) Att. reaction should be stronger in severe situations than in mild.
- 4) I. reaction should be stronger in mild situations than in severe.
- 5) The total responsiveness in these two areas should be greater in severe situations than in mild.

How is strength ranked?
"The total strength in these five points was then considered to be the strength of the symbiotic-individuation balance." The children's scores on this ranged from +9 to -10. In order to simplify the final scoring system, children with a score of

+6 and over	received 2 positive points
-1 to +5	received 1 positive point
-2 and under	received 1 negative point.

The cut-off points emerged fairly clearly from the overall distribution of the scores.

11) Separation Pain Index.

IV
Hansberg emphasises that the ability to report some responses in this area is a sign of health. He regards P.T. as "an intermediary between attachment need and hostility". As the severity of the situation increased, and the attachment need increased, he found that the ^{Anx} P.T. reaction ^{often} seemed to be converted into an H. reaction. A strong Att. reaction plus a strong H. reaction, without the balancing factor of some ^{Anx} P.T. responses, implies the tendency for hostile impulsive acting-out.

Pains and fears are common among small children in

stressful situations; the problem is to determine when a reaction of this type is excessive and pathological. The percentage of ^{Anx}~~P.T.~~ responses (as a percentage of total responses) was calculated for each child. The range was 0% to 65%. The main bulk of the children fell within the 10-35% range. Dr. Hansberg found that the median ^{Anx}~~P.T.~~% in his groups varied between 15% and 25%, and considered a percentage of greater than 33% to be an indicator of potential pathology. In this study, the scoring was as follows:-

less than 10%	1 negative point
10 - 35%	2 positive points
35 - 50%	1 positive point
over 50%	1 negative point

The median for all children fell between 20 and 25%.

iii) The Hostility Index

In general, Dr. Hansberg finds that "the need for attachment to people and the need for receiving emotional gratification through these attachments was far greater than the need for asserting resentment and anger concerning separation". When mild and severe situations were contrasted, severe situations elicited slightly more hostility than mild, and far more Att. "Where the hostility reaction increased to a greater degree under strong stimulation than did the symbiotic need, it represented a pathological movement in the personality". He also found that the healthier children tended to have a stronger P.T. reaction than their H. reaction. Thus the H.Index comprises two points :-

- 1) The H. reaction should be less than the Att. reaction.
- 2) The H. reaction should be less than the ^{Anx}~~P.T.~~ reaction.

The child gained 1 positive point for each of these criteria.

iv) The Action Index

In considering the outcome responses given by the child, the sum of the Unrealistic Optimism, Unrealistic Pessimism and Withdrawal/Inaction responses was compared to the number of Appropriate Activity responses. If the former exceeded the latter, 1 negative point was given. Since there was 1 possible outcome for each card, this score could be stated as a ratio, ranging from 0:6 to 6:0.

v) The ~~Reality~~ Avoidance Index

Dr. Hansberg found that a small percentage of ^{Avoidance responses}~~R.A.~~ (usually 13%, of which ~~30%~~ half were withdrawal responses) was common. A higher percentage was characteristic of the most severely disturbed boys. In this study, a child received:-

- | | |
|------------------|-----------------------------|
| 1 negative point | for 2 <u>R.A.</u> responses |
|------------------|-----------------------------|

Captlow
Douglas
VII

✓

2 negative points for 3 R.A. responses

It was rare for any child to give 2 or 3 R.A. responses, and none gave more than 3.

Loss of
vi) The Self-esteem Loss Index

VI
Feelings of competency and self-esteem are vital factors in the child's capacity to ^{deal with} ~~achieve~~ separation. Loss of self-esteem is often seen as characteristic of a depressive reaction to separation. In his use of the S.A.T. to detect self-destructive and suicidal tendencies in early adolescence, Dr. Hansberg found that a high "self-love and self-esteem loss" was an important predictive factor. He also looked at self-esteem loss as expressed by responses referring to the impairment of concentration (e.g. "he won't be able to study any more", "he can't think straight"), and found this to be less indicative of maladjustment than the loss of "self-love" (S.E.). Since concentration-impairment responses were not found in this sample, The S.E. Index was calculated on the basis of the S.E. responses. Any response in this category earned 1 negative point. Only 9 children earned one point, 3 earned 2 points, and 1 earned 3 points.

Score
vii) Disturbed Responses

VIII
Dr. Hansberg emphasises the importance of evaluating the overall pattern of responses. Nevertheless he also notes that the idiosyncratic disturbed response may be of vital significance, "just as in the Rorschach, individuals with character disorders may betray problems by suddenly presenting disturbed responses in the midst of more normal patterns". In accordance with this, and with the findings of Caplan & Douglas, considerable weight was given to:-

- Score*
- 1) Bizarre or absurd responses implying very poor reality testing
 - 2) Withdrawal/Inaction responses
 - 3) Catastrophic responses referring to death.

Action
These responses were rare, and seemed pathological per se when they occurred. 1 negative point was awarded per response of this type.

Theo (T. S. - 3)

Card 1 He feels bad. (Bad ?) Angry with his mummy and daddy. (Do ?) He's giving them some money. (Why ?) So they can pay when they go out. He's going to give just enough money to his dad so that they can go out and then he's going to bed.

Card 2 He's got mummy. He feels sick. (Do ?) Go to bed.

Card 3 I said goodbye as well. This is a bigger picture, (measures the pictures against each other). He feels better than sick. (Any of these...?) Sad. (Do ?) He could hide, he could run away from their house but that's a bit dangerous... (So what does he do ?) Reading, he does some reading.

see. I have to keep my eyes open. Could you change it to another picture ?

Theo (T. S. - 3)

-8-

Card 4 (Asks questions about the car,- how does he make it go ? etc.) He could follow them with his car but that would be taking hours and hours and hours. (How does he feel ?) Better. Bad, in case he crashes into a real car. He might get angry. (Do ?) Drive his car. Crash into a real car.

Card 5 It's a hotel, with grass. He feels better again. (Any of these...?) Hungry. (Do ?) Eat sandwiches.

Card 6 All right. He's scared because in the dark someone might creep in. (Do ?) He prays. Mummy prays with me. Then he goes to bed and goes to sleep. It takes a long long time because your eyes don't move. When you open your eyes you can see. I have to keep my eyes open. Could you change it to another picture ?

- M 1. Parents going out for evening
- S 2. Mommy in W.E. leaving boy to uncle
- S 3. First Day at school
- S 4. Parents away 2/52
- give present
(specify)
- M 5. Park scene
- M 6. Bed Time

about 12 Mch 75

JB/DES

Miss Micheline Klagsbrun
The George Washington University Medical Center
2300 Eye Street N W
Washington DC 20037

Dear

Herewith copies of a draft of the sub section on Method of Scoring and of the two Appendices. I hope you will scrutinise them carefully and revise whenever necessary. I am sending two copies so that after revision you can return one to me.

You will see in Appendix I that I am unclear why in the case of the Attachment-Self Reliance Balance the range is from + 9 to - 10 and not + 10 to - 10. Also I wonder what the rule is for giving one or two positive marks or one or two minor ones.

As regards Appendix II, I may not have included all the Hansburg terms for which we have used equivalents.

Before completing my draft of the opening five pages, I am awaiting your answers to the questions I sent; and the same goes for the opening pages of the section headed PILOT STUDY which deals with the correlation between Teacher's Ratings and Test Scores.

It may be useful for each individual portrait to give a child's score on each of the eight indices as well as the overall Test Score and Teacher's Rating.

Just after you left I contracted a bout of flu which has put me behind, but I have entirely recovered now. I hope you have escaped it.

Yours

John Bowlby, M.D.



THE
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2300 Eye Street, N.W./ Washington, D.C. 20037/ (202) 331-2624

KLAGSBRUN

19 Mar 75

Center for
Family Research

March 19 th.

Dear Dr. Bowlby,

Here, at last, is my draft of the Results. I am sorry that it took so long to produce.'

I have some reservations about Table 2. From my point of view, it seems less clear than the original table (in the very first draft) which showed the median responses of the children in each of the teachers' categories. Of course, Table 2 as it is at present does have the advantage of showing the actual numbers of children in the various categories. I don't know which presentation is preferable.

In the reported interviews, my prompting is shown in parentheses. I hope that this is self-explanatory. If you feel that it is not, maybe we should add a note of explanation, and also clarify the abbreviations :-

(Do ?) for (What does the little boy/girl do ?)

(Any of these ?) for (Does he/she feel any of these...?)

I used prompts only if the child seemed to be hesitating for words.

I have tried to eliminate the terms 'well-adjusted' and 'poorly-

adjusted, but a few remain. If you feel that these should be replaced by other words, please do so. I sometimes find it hard to think of suitable substitutes.

I look forward to hearing from you,

Yours sincerely,

Micheline Klageson



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The H.B. Burns Memorial Building / 2150 Pennsylvania Avenue, N.W. / Washington, D.C. 20037

KLASSBRUN

10 Mar 75

Department of Psychiatry
and Behavioral Sciences

March 10 th.

Dear Dr. Bowlby,

Thank you for your last letter. I am sorry to take so long in replying, but I have been on vacation, and did not receive some of my mail until recently.

I am currently working on the draft of the 'Results' section, which you should receive in the next few days. With reference to your questions :-

Administration

All the children were actively interested in the task, - indeed, some of them could scarcely wait for 'their turn' to be interviewed. I can recall 2 refusals, one of whom was an Italian boy who spoke hardly any English.

Prompting consisted of reading out a list of possible responses in a random order. It was emphasised that there was no 'right' or 'wrong' response, but that these were suggestions as to how the children might put their feelings into words. In the reports of individuals, this is indicated by (Does he feel any of these...?) or (Any of these...?), as, for example, in Annabel's response to Card 5. Prompting proved to be unrelated to the child's adjustment score.

Reliability

There was no reliability test with an independent classifier. However the responses were easy to classify, and I remember this as a fairly rapid procedure, with no insoluble dilemmas as to which category a response belonged to. I don't remember whether Hansburg did any such test. If he did, it would probably be mentioned in one of his earlier papers,



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where he describes how the specific categories were derived.

Pictures

I will arrange for the pictures to be delivered to you at the Tavistock. They were obtained from the British Film Institute library and archives in Dean Street. I do not foresee any copyright difficulties, but I am writing to them to make sure.

Once again, I apologise for this delay, and I look forward to hearing from you,

Yours sincerely,

Micheline Klagesbun .

I am hoping to work further on my parts of the paper next week and will much look forward to seeing your further material when it is ready.

JB/DES

18th February 1975

Yours

Miss Micheline Klagsbrun
The George Washington University Medical Center
2300 Eye Street NW
Washington DC 20037
USA

John Bowlby, M.D.

Dear

Since our meeting a number of minor questions have occurred to me. If you can let me know the answers, I can incorporate them into my next draft.

Administration of test

Am I right in thinking that most (? all) the children were actively interested in doing it?

You mention a random list of prompts which you used when children could not answer. How often did you have to use them? When used, were the children randomly distributed, or scores, or mostly at the lower end of the scale?

Are any of the responses given in our illustrations a result of a prompt and, if so, which? My impression is that you did not use them much.

Reliability in categorising responses

When classifying responses into one of the 14 categories did you run any reliability test with an independent classifier, and if so with what results?

Whether yes or no, how difficult did you find it to make the judgments?

Do you know whether Hansburg has run reliability tests on classifying his test responses and with what results?

Pictures

You may recall I have it in mind to have two places made, one for the six boys' pictures and one for the six girls. Can you arrange for the pictures to be conveyed to me?

Would we be free to let people have copies if they wanted them? or might there be copyright difficulties?

(over)

-2-

I am hoping to work further on my parts of the paper next week and will much look forward to seeing your further material when it is ready.

Yours

John Bowlby, M.D.

KLASBRUN

Just draft
Autumn '74

-1-

Introduction

It is evident from the literature that the effects of physically separating a young child from his parents are hard to predict. Obviously, the nature and severity of the experience (e.g. the length of separation, and whether partial or complete) must account for some of the variation observed, but even when these factors are controlled for, as far as possible, different children emerge differently affected. Even when every attempt is made to ameliorate the conditions of separation, as in the studies by James and Joyce Robertson (1967-73), in which children whose mothers were temporarily hospitalised were taken into foster care, with full-time mothering, surrounded by their own belongings and visited by their fathers, the child is perceptibly upset. This study focusses, not on the conditions attending the experience, but on the resources available to the child, as these are determined by his previous development and relationships with his parents. It seeks to show that the parents' abilities to comprehend the importance of the separation experience for the child, to empathise with his feelings about it, and to use their understanding as a basis for preparing him and helping him through it, are significant variables in determining the outcome of that experience for the child.

The separation experience in this case is entry into primary school. This is seen as a crisis point in the life of a young child, in terms of his developing autonomy. 'Crisis' is used here "to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential" (Erikson 1968). This usually means his first lengthy separation from mother, and as such, is one of the first of a lifelong succession of situations in which he must stand on his own feet and deal with the loss (temporary or otherwise) of a loved person. Winnicott sees it as "the changeover from the small child's living in the subjective world to the older child's living in a world of shared reality" (1965). "He is emerging from an enclosure" (provided first by his mother's arms and then by his home and family) "ready for a different kind of group, a new kind of enclosure, at least for a few hours a day... The thing is to understand that coming out of the enclosure is very exciting and very frightening; that, once out, it is awful for the child not being able to get back; and that life is a long series of coming out of enclosures and taking new risks and meeting new and exciting challenges."

Unlike other separation experiences studied in the literature, school entry has the advantage of being a universal experience (at least in our culture) which every child of five is expected to undergo, and which is not complicated by the factors of illness, potential death or permanent loss, which usually attend the more traumatic situations. The stresses of this experience are many. The environment is unfamiliar, as are the routines and discipline. Authority is vested in new people, and not necessarily accompanied by love. A crowd of new faces surrounds the child, inquisitive, demanding, mocking, threatening. Contact with the other children is unavoidable, not only during classes, but in the hurly-burly of the playground and dinner-time. Inevitably, feelings of competition are aroused, and with them, the danger of feeling inferior to others. The child may find that withdrawal is

considered an offence. Not only withdrawal, but other means of coping, which worked at home because of consistent family behaviour patterns, may break down at school.

The parents play a vital part in the development of that combination of self-reliance and trust in others which their child needs to negotiate this stage successfully. They must also be able to "suffer the loosening of their own attachment to the child" (Clyne 1966). The mutual loosening of attachment is an activity which requires effort: if the parents contrive to make it more difficult, the child must increase his effort and the pain of growth will be greater. From a survey of the literature on 'school phobia' and 'school refusal', it seems that there is no clear psychological 'type' of a school refuser, - rather, the problem of separating from mother is a central part of these syndromes.

It is hypothesised here that the parents' ability to empathise with their child's feelings is of central importance. "Empathy" refers to the capacity to step into another's shoes, to be aware of how the other person is feeling, while retaining a sense of self as distinct from the other. Little empirical work has been done to illuminate this concept, though Ainsworth's concept of a mother's "sensitivity to signals", which she found to correlate significantly with the degree of healthy self-reliance shown by the child, seems highly relevant, (Ainsworth 1971). From the more theoretical point of view, both Kohut (1971) and Mahler (1968) stress that a lack of empathy on the parents' part is likely to prove traumatic for the child's emotional development.

The parents' ability to prepare the child realistically and adequately, and to help him in practical ways, is also investigated here. Preparation involves more than simply imparting information. The parents' own feelings and anxieties, perhaps based on long-forgotten prejudices, ambitions and frustrations, can colour their presentation of the facts so that the child's apprehensiveness is increased rather than decreased. Thoughtfulness and flexibility about practical arrangements are also involved, - for example, Clyne cites the case of a boy who refused school when his mother left him at the gate (as school rules ordered) but was able to cope when she handed him over to the teacher in the classroom, thus helping him to transfer his emotional attachment to the teacher.

Procedure

1) Subjects

i) Initial screening.

The initial population consisted of 82 children in their first term at a day school. There were 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean age of 5 years 1 month. They were all normal in the sense of 'getting along all right'. The Separation Test (S.T.), described in the next section, was administered individually to each of these children. It was hoped that this test would prove sufficiently sensitive to discriminate, even within a normal population, between those children who were having difficulties in coping with school, in terms of separating from their parents and establishing some degree of autonomy, and those who were succeeding easily in this.

The class-teachers were asked to classify all the children in their care, by a two-step procedure, which resulted in five categories, ranging from (1) Adjusting to school well : no difficulties. to (5) Definite problems in adjusting to school.

ii) Extreme groups

The children's responses to the S.T. were evaluated along a number of dimensions (described fully later), and each child was given an 'adjustment score' on the basis of these. The scores ranged from +6 to -12. As the apparent precision of this scale is probably misleading, it was used as the basis for the selection of two extreme groups rather than as an interval scale of measurement.

There were 10 children in each of the extreme groups. The remaining 62 children were not involved in the main part of the study. Of the two groups, group N (No problems) comprised 9 children rated by the teachers in category (1) and 1 child from category (3). Group D (Definite problems) comprised 3 children from category (5), 2 from (4) and 5 from (3). There were 6 boys and 4 girls in group N, 5 boys and 5 girls in group D. There was no significant difference in the age distribution of the two groups. All the parents lived in the largely middle-class vicinity of the school, and the social background of the two groups seemed fairly uniform. There were several important variables for which it proved impossible to control, notably the number of siblings, position of child in the family, amount of nursery school experience (though all the children had had some experience of nursery) and previous physical separations from parents. However, in his review of the literature on school refusal, Clyne found that neither sex, socio-economic status or position in family seem significant in this syndrome. As for previous separations, it was hoped that the lack of control would not be too great a drawback, since the aim of the study was to demonstrate the importance of the quality of the child-parent relationship, irrespective of physical separations. Separation history became a subject of inquiry in the parental interviews.

The parents of group N and group D children were visited at home. A semi-structured interview of about 20 minutes was conducted and recorded on tape. The purpose of this interview was fourfold :-

- a) To provide factual information about composition of family, nursery school experience, any previous separations.
- b) To gain a clinical impression of the parents' ability to empathise with their child's feelings, to understand his communications, and to recognise and cope with their own feelings about the child's entry into school.
- c) To assess the amount of practical help with coping that the parents had been able to give their child, and their flexibility in this.
- d) To gain an impression of the quality of interaction between the parents, and how this might affect the child's ability to separate from them. (In this context, it is relevant to note that most studies of the marital relations of the parents of school-refusers find them to be highly disturbed (see Bowlby 1973), while Baumrind (1971) found an atmosphere of "harmony, equanimity and rationality" pervading the families of those nursery children who were particularly competent, friendly and independent.)

Following this interview, the parents were shown the S.T., and asked, individually and without collaboration, to predict their child's responses. Lastly, a forced-choice questionnaire, designed to elicit parental attitudes to the upbringing of children, was administered.

2) The Separation Test

This test is based on the Separation-Anxiety Test devised by Dr.H.Hansberg (1968, 1970), which consists of 12 pictures of separation situations, 6 'mild' (e.g. mother leaving the room after putting child to bed) and 6 'severe' (e.g. father and child standing beside mother's coffin). The latter involve "morbid or cataclysmic circumstances", which, however frequent in the history of the institutionalised and non-institutionalised adolescents with whom Hansberg uses his test, are probably rare in the history of the normal 5 year-old at an ordinary day school. If the child could imagine himself in such a situation, his response might well be to the unmistakeable horror and sadness of it rather than an expression of his anxiety about separation per se. A mild separation picture presents the child with the situation of simply being left alone, which, as Hansberg points out, can be "highly disturbing for some children who are unable to utilise their inner resources without the constant stimulation of a symbiotic object or its substitute (dolls, other objects, television etc.)".

Hansberg's test was devised for use with 11-17 year-olds. In view of the younger age of this sample, not only was the series of pictures shortened to 6, but more realistic photographs were substituted for the original Indian ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls. The pictures were chosen to combine maximum situational focus with a minimum of facial expressiveness, so that the situation was made clear but the emotions involved were ambiguous. Three of the situations were considered more severe (and unanimously judged to be so by four independent judges) and three milder, in that they were predictable, familiar, and had some "compensatory value" (Hansberg's criteria). The situations, in the sequence in which they were presented to the children, were as follows :-

- 1) Parents go out for the evening, leaving child at home. (Mild).
- 2) Mother (father) goes away for the weekend, leaving little girl (boy) with aunt (uncle). (Severe)
- 3) Child's first day at school: moment of parting from parent. (Severe).
- 4) Parents are going away for two weeks: prior to their departure they present child with an expensive gift. (Severe).
- 5) Park scene: parents tell child to run off and play by himself for a while, they want some time alone together to talk. (Mild).
- 6) Father (mother) tucks little girl (boy) up in bed and leaves the room. (Mild).

Although the child is not always physically alone, he is very much 'out on his own' in these situations, in that he must cope without having parents around to fall back on.

After a few minutes of conversation had established rapport, the child was shown the pictures, one by one, and told what was happening in each picture. He was asked "How does the little boy (girl) in the picture feel ?" If he had difficulty in responding, a list of possible responses (based on those presented by Hansberg to his subjects) was read out to him. It was emphasised that he did not have to choose any of these, that they were suggestions as to how he might put his feelings into words. In general, the children had little difficulty in expressing themselves. Their responses were classified into 14 categories, based on those used by Hansberg (omitting 3 of his 17 categories as inappropriate for this age-group). These categories were grouped (again following Hansberg) into 6 classes of response (see Table 1).

Not just the child's feelings, but his active means of coping, seemed an important area for investigation. The literature on childhood depression (e.g. Toolan 1962, Statten 1961, Caplan & Douglas 1969) shows that apathetic

Table 1.

	<u>Category</u>	<u>Class of Response</u>
	1) Loneliness	Attachment (Att.)
	2) Sadness	
	3) Rejection ("his parents don't love him any more")	
<i>Blame self</i>	4) Intrapunitive ("if he'd been a good boy it wouldn't have happened")	Self-esteem loss (S-E)
	5) Anger	Hostility (H)
<i>Blame other</i>	6) Projection ("it's someone else's fault")	
	7) Well-being ("fine", "now he's going to have a good time")	Individuation (I)
<i>Disbelief</i>	8) Denial ("it's not really happening")	Reality Avoidance (R.A.)
	9) Withdrawal ("he feels like hiding away in bed")	
	10) Evasion ("he doesn't care")	
	11) Generalised dread or anxiety ("he feels like something bad's going to happen")	
<i>Fear</i>	12) Phobic feelings	Painful Tension (P.T.)
	13) Somatic reaction ("he's getting a tummy ache")	
	14) Hunger	
	(classified as Att. & P.T.)	
***** Table 1 *****		

***** Table 1 *****

resignation and passive withdrawal are characteristic of depressed children in stressful situations. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?" The classification of these responses was based on that used by Caplan and Douglas:-

Active Adaptation including (i) independent action towards mastery of the situation & making the environment provide (e.g. "he makes himself some toast") (ii) sublimation (e.g. "he reads", "paints" etc.), (iii) action with appropriate help from adults (e.g. he gets Aunty to make lunch") (iv) passive self-gratification, including watching television and sleep, if appropriate.

Denial including (i) excessive optimism (e.g. "they won't really go") (ii) fantasy solutions (e.g. he'll run away to Africa"), (iii) pseudo-maturity (e.g. "he'll take the car and drive to school").

Pessimism including (i) catastrophe (e.g. "a bomb will fall on the house and he'll die"), (ii) total rejection (e.g. "she'll never come back", "it's a plot the parents have made for him to be murdered").

Apathy including (i) inaction (e.g. "he does nothing"), (ii) Withdrawal or sleep if inappropriate, (iii) overwhelmed (e.g. "he just cries").

(The examples cited above and in Table 1 were obtained from these children).

Hansberg has conducted several studies with his test, using samples of children in varying circumstances. He discovered that certain patterns of response could be associated with maladjustment and others with healthy coping. The following indices are based on his findings :-

Attachment-Individuation Balance, that is, between "a core phenomenon, which has been variously termed object relations, the need for love, the search for narcissistic supplies etc." (Hansberg) and "the counterpart to the attachment need... the need for separateness and the drive for autonomy" (ibid); an Hostility Index, or the balance of H responses against Att. and P.T. responses. Separation Pain Index, or the proportion of P.T. responses. Reality Avoidance Index, or the number of R.A. responses. Self-esteem Loss as represented by the number of S-E responses.

appropriate activity
unrealistic optimism
unrealistic pessimism
withdrawal, inaction

Ratio

Ratio
Ratio
Score
Score

Disturbed Responses. Hansberg emphasises the importance of evaluating the overall pattern of responses. Nevertheless, he points out that the idiosyncratic disturbed response may be of vital significance. In accordance with this, some extra weight was given to bizarre or absurd responses implying poor reality-testing, and catastrophic responses referring to death.

An Action Index was also devised, whereby the balance between Active Adaptation and the other kinds of outcome responses could be seen.

Hypotheses

It was hypothesised that group N children would prove to have parents who, to a significantly greater extent, could empathise with, in the sense of being able to predict, their child's response to separation experiences as represented by the S.T. In addition, these parents were expected to show more evidence of having helped their child than those of group D children. It was also hoped that the S.T. would be validated by this study, to the extent that it could be correlated with the teachers' ratings. Other hypotheses, concerned with the parents' response to the attitude scale, will not be reported here.

Results

1) Main Hypothesis

Unfortunately the samples of parents were depleted in two ways. It emerged that three of the couples (2 in group N & 1 in group D) were divorced, and the child living with the mother. In three other cases (all parents of group N girls) the fathers proved reluctant, and eventually refused to be interviewed. Largely because of the timing of this study, it was not possible to extend the samples, so in each of these cases, the mother was interviewed alone. Since, from the theoretical viewpoint, the child's relationship with his mother may be regarded as centrally important at this age, and according to the literature on school refusal, loss of a parents through death or divorce is not a significant factor in these cases; it was hoped that this modification would not detract too greatly from the meaningfulness of the results.

In addition, two children in group D had parents who refused to be interviewed. The two with the next lowest adjustment scores were substituted for these two. However, one of the substitute couples proved extremely elusive, and yet another substitute was approached. This couple proved to be difficult to contact and unreliable about appointments. Finally, it became impossible to pursue either of these couples any longer, and the sample of group D parents had to be reduced to 9. If the availability of a parent in relation to his child is in any way related to his availability and reliability in contacts with the outside world, it is interesting to note that the group D parents appeared distinctly less available to the interviewer, and less reliable about appointments.

The task of predicting their child's responses proved to be a difficult one for most parents. The responses were grouped into 6 categories, and a parent received one point for each correct prediction (maximum possible score = 6).

The mean score for all parents was 2.03 (for group N parents only 2.47 for group D parents only 1.59).

The findings are presented below :-

	Below mean	Above mean
Group N parents	7	8
Group D parents	13	4

* see Clyne.

Table 2

These were analysed, using the χ^2 test. Group N parents proved to be significantly better at predicting their child's responses than group D parents ($p = .05$). The same data was analysed with respect to sex of child and sex of parent. Here the one significant result concerned fathers of sons, viz.-

	Above mean	Below mean
Fathers of group N sons	5	0
Fathers of group D sons	1	4

These data were analysed using the Fisher Exact Probability Test. The difference between the two groups of fathers was significant at the .025 level.

2) The Separation Test

The responses of the children to these pictures covered an extremely wide range of feelings and behaviour. Looked at from the clinical point of view, a consistent, useful picture of the child could be gained by reading his responses., and the patterns delineated by Hansberg seemed meaningful.

The S.T. findings were compared with the children's ratings. Since both measures lack objectivity, precise correlation was not attempted, but the median score for each group was obtained, as follows:-

Category as rated by teacher	N	Median Adjustment score
All children	1	3
	2	0
	3	-1
	4	-2
	5	-2
Girls only	1	2.5
	2	0.5
	3	-1
	4	-0.5
	5	-4
Boys only	1	+3
	2	-1
	3	-1
	4	-2.5
	5	1

These results, albeit crude, indicate some accord between the two measures.

Discussion of Results and Additional Clinical Impressions

1) The Separation Test : Interpretation

The focus on separation situations is based on the assumption that the conflict between the need for closeness and the need for separation-individuation is central to personality development. Hansberg suggests that "every time an individual in life experiences a separation from significant family members, from geographical locations, from work programmes, or

even from self-identity through changes in his body image, then old mechanisms of defence against such separation anxiety will be induced". In this way the response patterns on the test may be related to "fundamental techniques of adjustment". Hansberg's concept of "separation-determined personality traits" resembles Bowlby's view of "deviant patterns of bonding behaviour persisting in the adult as a result of his childhood experiences" (1967). Thus the S.T. becomes a wider measure of personality than it might appear at first sight.

This study does suggest that the S.T. has some predictive value, in distinguishing those children who are coping well with school from those whose superficial adjustment conceals deeper problems. The use of teachers' ratings, a notoriously unreliable measure, in the validation of the test, is problematic. It would be advisable in the future to attempt validation by other means as well. It also remains to be seen whether this test can be used to predict children who will show problems later, and for this a longitudinal study would be necessary.

In general, the S.T. aims to detect imbalances, extreme patterns in which the child relies heavily and rigidly on a certain type of adjustment mechanism, at the expense of his flexibility and potential for growth. The child who can remain in touch with his feelings of attachment, and the sadness and loneliness of separation, as he frees himself partially from emotional dependence on his parents, and achieves some autonomy, has established a secure basis for future adaptation. Absence of distress at separation implies the use of expensive coping mechanisms. A child who has been "pushed out of symbiosis too soon" (this example is taken from Speers et al 1971) may not show the slightest trace of anxiety or protest when left by her mother on her first day at school. Nonetheless, the ways in which this child coped with her environment demonstrated that "her mature-seeming behaviour was 'as if'", an indication of a 'false self' (as described by Winnicott.)

2) Material from Parental Interviews

It would require another study to do justice to the wealth of clinical material supplied by the parental interviews. I will omit consideration of the relationship between the parents, and focus on their ability to empathise with and give practical help to their children.

i) The nature of empathy and its assessment.

Mahler has described the essential part played by the mother's empathic ability in the "separation-individuation" process. Ego functions such as memory, reality testing, locomotor integration and cognition, which are seen as essential for the development of ego autonomy "need the libidinal availability of the mother for their optimal unfolding and synthesis" (1965). The mother's own "largely unconsciously motivated fantasies" may "blur optimal empathy". Mahler sees the child as reaching a climax in his conflict between needing to individuate and fearing the loss of his mother's emotional support, at eighteen months. Pine (1971) has considered school entry as a "recapitulation" of this 18-month stage. From this study, it seems likely that the child continues to benefit from the parents' empathic abilities, and that father's part in this must not be underestimated.

The positive criteria for rating empathy in the interview situation included :- readiness to perceive the child's needs, understand his communications, and encourage and stimulate their expression,

- concern about and interest in the child as a whole person (not just certain aspects)
- recognition of own feelings about the separation and ability to deal with them.

Negative criteria included:- letting own needs dominate

- using the child for unconscious purposes, as shown by ambivalence, unrealistic expectations for him, etc.

Numerous illustrations could be given of ways in which these criteria seemed to differentiate the two groups of parents. However, when they were used by an independent rater, as the basis for a 4-point rating scale, the difference between the two groups was statistically insignificant, although a tendency for group N parents to show greater empathic ability (and practical helpfulness) could be observed. The implication is that the predictive method of assessing empathy is slightly more effective than interview ratings.

The main criticism of the predictive method (also used by Dymond 1949, and Ferreira 1964) is that it does not distinguish empathy from projection (i.e. seeing one's own unwanted aspects in the other, attributing to the other one's own needs and feelings, as a way of renouncing responsibility or ownership of them). According to this criticism, a parent who is actually projecting may be falsely credited with empathy. In answer to this, it seems impossible to clearly demarcate the empathic process from the projective. Nonetheless, a vital distinction can be drawn between the empathic parent, who remains aware of his own identity and feelings, while temporarily allowing a 'suspension of disbelief' that enables him to feel as though he were the other person, and the projecting parent, whose main concern is to rid himself of feelings and needs he has no wish to acknowledge. It is assumed in this study that projection would tend to distort the parent's perception of the child's feelings rather than facilitate it.

ii) How can parents help ?

The importance of availability when the child comes home is vividly illustrated by Kohut, in his description of a patient who remembered rushing home from school joyfully anticipating telling her mother about her achievements. The patient would begin to talk, and mother "appeared to listen and participate, but imperceptibly the topic of the conversation shifted and mother began to talk about herself, her headache and her tiredness and her other physical preoccupations. All the patient could directly recall about her own reactions was that she felt suddenly drained of energy and empty" (1971).

During the interview, the parents' availability at important times was explored by a limits-testing method. Other aspects covered were :-

- taking the child to school, and into the classroom if necessary ,
- finding out what the school is like and the facilities available ,
- preparing him realistically, without allowing own anxieties to intrude,
- being protective without being over-protective, and encouraging some measure of autonomy, fostering the child's feelings of self-esteem and competence.

In general, the kinds of statements made by group N parents seemed to show a greater ability to help the child in these aspects than those made by group D parents in response to the same questions.

In Conclusion

There are no doubt other ways of looking at the large amount of material provided by this study, but these must remain beyond the scope of this paper. There are also many ways in which the Separation Test could be refined and modified, and this may be an aim for future research. The main conclusion is that, even within a sample of 'normal' children, differences in adjustment to school and patterns of coping were found, and that these differences related to the ability of the parents to empathise with their child's feelings. It must be mentioned that the school's policy with new children was specifically designed

to help them with the difficulties of school entry. the influx of children was 'staggered', so that they arrived in weekly batches rather than all on the same day. Prior to the first day, parents and children visited the school together. For the first few days, parents were encouraged to fetch their child at lunch-time, and to let him stay at home after lunch, if he so wished. Despite these precautions, the painfulness of the first few days and weeks was freely acknowledged by both children and mothers. Ideally, after the initial period of adaptation, the child does not merely 'adapt' or 'adjust' to the demands of school, but begins to enjoy such freedom as he gains, to widen his circle of relationships, and to turn his attention to creative mastery of his world. In this way, he prepares himself for the next crisis, and the next. In the words of Camus, "Separation is characteristic of the human condition... it is in the essence of things that all who love shall be separated".

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Individual Portraits

Give Teacher Ratings as well as Test Scores.

Includes Mid a score after Card number.

In each case give 8 indices a final Test score after commenting

Include

Annabel + 4

David + 4

{ Mabel 0

{ Archie - 2

Anxious

{ Theo - 3

{ Clare - 4

Angry

{ Amanda - 6

psychosomatic

{ Julian - 12

Killed a creature

Suggest something 3

Take + 1

Sheila - 2

Theo - 3

obs⁴.

whereas Test 1 was untenable, Test 2 proved tenable.

The table on p. 11 baffles me. It needs much more explanation than you have given it, but I am not convinced it should stay in.

Only after you have tried out systematically the fate of each graduate group would it be wise to look at the antecedents of the job groups into Good, Intermediate & Bad outcomes, but this may well really be necessary.

An odd page or two at the end in which you summarize ^{briefly} the shift in hospital practice between 1966 & '69, with some of its implications, & refer on to your second paper would be useful.

All in all a paper revised along the lines I am suggesting need be no longer & could probably be shorter than the present one. Let me know if there are any points in this sheet that you would like to discuss.

January 1977

Klagsbrun paper

Distribution

Klagsbrun (2)

Osborne

Ainsworth

Terence Moore

Eva Holmes

Susan Lipshitz

Mr. Phillipson

This is just to confirm that such a meeting will
be held on Wednesday, 5th May from 11.00 to 4.30 p.m.
when we look forward to seeing you.

A preliminary reading list is enclosed.

Yours sincerely

Mary W Barker (Miss)
Clemency Chapman (Miss)

Joint Organizing Tutors

MOORE
in
KLAGSBRUN

JB/DES

14th June 1976

Dr. Terence Moore
Institute of Psychology
University of Aarhus
4 Asylvej 8240 Risskov
DENMARK

Dear

This is to thank you very warmly for your letter of the 6th May. The comments you have made on the paper with Micheline Klagsbrun are very much to the point and we are very grateful for them. She has an idea that she may be able to do some further work and your points will be useful.

If you are interested we could make copies of the pictures available to you.

Meanwhile I have read your paper with much interest - it is sad to see the way the enthusiasm of children wanes as they get older.

Yours

John Bowlby, M.D.

T. MOORE

INSTITUTE OF PSYCHOLOGY · UNIVERSITY OF AARHUS · 4 ASYLVEJ, 8240 RISSKOV, DENMARK · PHONE (06) 17 55 11

Dr. John Bowlby
School of Family Psychiatry and
Community Mental Health
Tavistock Centre, Belsize Lane
London, NW3 5BA
ENGLAND

6 May 76

1976.05.06.
TM/bh



ackⁿ 11 May 76

Dear John.

I arrived back here a fortnight ago to find an accumulation of work, and have only just managed to read the paper you wrote with Micheline Klagsbrun about the test of separation anxiety for young children. It seems an interesting tool, and as so often, one is surprised at how freely and readily young children express their feelings in this sort of situation. I have not seen Hansburg's test for adolescents, but I prefer your more neutral terms to his interpretative ones. On one point of terminology however, I wonder whether the responses you have classed as 'attachment' might better be described as 'frustration of attachment', or some such term. Although I know you have tried to get the term used without evaluative overtones, I think most people still think of attachment as a positive kind of reaction. Loneliness sadness and especially the feeling of rejection suggest insecure attachment, particularly if they are reactions to mild everyday separation; and the term 'attachment' does not distinguish this from the securely attached child who presumably gives self-reliant responses.

Of course, six items is very few on which to calculate

- cont. -

scores, especially as some of them are ratios. I well understand the problem of little children's limited tolerance for a test situation, but I wonder whether it might be possible to introduce another half dozen cards after an interval of play. This might make possible some measure of internal consistency. If you are going further with the test, it would also be interesting to get test-retest reliability, as well as the interscorer reliability which you and your student acknowledge to be necessary.

The fourteen categories of response are interesting in themselves. One could of course raise queries about their grouping into classes, but here I think one must be guided by experience of the kinds of response that do in fact seem to occur in association or to indicate similar personality patterns. It is when one gets to the evaluative scoring that I feel a little uneasy. The test seems rather arbitrarily to decide, for example, that the same sex parent going away for a weekend is a severe separation and that it is more favourable for a child to respond with loneliness, sadness or even a feeling of rejection than with self-reliance. This seems difficult to accept. Again, there is an overall judgement that hostile responses are 'worse' than anxious ones; but does not this depend on the child's total personality, family situation and cultural background?

I am sure you have thought about these problems and have probably concluded that the scoring is doing its job in spite of them, as it does seem to produce quite respectable correlations with teachers' judgements. But I do wonder whether the division into severe and mild situations is not a little arbitrary, as so much depends on

the individual child's experience.

Incidentally, your student in reporting the correlations on page 13 has given the value of t instead of r s for two of them. I think this is due to a misunderstanding. Siegel uses t as a measure of the significance of the Spearman r s but it is not a substitute for it and readers will expect the same statistic throughout. In the third line above the table, the last word should of course be 'correlation'.

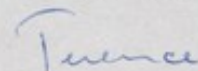
The problem of prompting is a difficult one. One cannot help feeling that the order in which the alternatives are presented must make a difference. But the only way one could tell would be to vary the order systematically, for example putting the self-reliant response first for different items with different children, to see whether its acceptance seemed to contradict the general clinical picture.

I hope these remarks don't seem too critical; I am not sure whether you actually asked me for criticism or merely to try to get the test used here? At the moment I have no students studying separation anxiety, but if I hear of any I will show them the paper and ask whether they would like to try out the test. Are the pictures available? However, I must not be too optimistic, as we have no ready source of children here, and any empirical work depends on the students being able to find a co-operative nursery school for themselves.

I am pleased that you thought of me in connection with this interesting study. I am enclosing a copy of a paper on another subject, which I hope may interest you.

With all good wishes,

yours sincerely,



Terence Moore

Enclosure.

6th May 1976

Mrs. R. Pickford
34 Morven Road
Bearsden
GLASGOW G 61 3 BX

Dear Mrs. Pickford:

Responses to separation from parents:
a clinical test for young children

This is just to acknowledge your letter of 29th April for Dr. Bowlby who is at present on leave.

I am sure he will be very pleased to know that you have accepted this paper for publication in the Journal of The British Society for Projective Psychology and Personality Study and I am sending your letter on to him. I expect he will be getting in touch with you after his return at the beginning of June.

Yours sincerely

Dorothy E Southern (Miss)
Secretary to Dr. John Bowlby

**Journal of
The British Society for Projective Psychology and Personality Study**

120 BELSIZE LANE
LONDON, NW3 5BA

PLEASE REPLY TO:-

Mrs. R. Pickford,
34 Morwen Road,
Bearsden, Glasgow, G61 3BA.
Glasgow 961 33x.

29th April 1976

Dear Dr Bowlby,

Thank you for the two
copies of the ms. Responses to Separation from
parents: a clinical test for young children.
I shall be very glad to have it for
the next number of the Journal (i.e.
December). (The June number is at the proof
stage.)

It would be a good thing if
you would please send the two sets of
pictures at a later date, August or
early September, so that I can ask the
printer if he could incorporate them as
two plates.

Yours sincerely,

Ruth Pickford.

P.S. Please excuse tardy acknowledgment, we have been away
from home & could not have correspondence forwarded.

KLASBRUN

Submitted Sept '75

RESPONSES TO SEPARATION FROM PARENTS:

A CLINICAL TEST FOR YOUNG CHILDREN

- by -

Micheline Klagsbrun and John Bowlby

Tavistock Clinic

LONDON

September 1975

Summary

The test described, based on a test developed by Hansburg (1972) for older children, aims to throw light on how a child in the age-range of about 4 to 7 would respond to situations in which he is separated for shorter or longer periods from his parents. The results of a pilot study with five-year-olds during their first term at a London School are regarded as promising with respect both to the validity of an overall score as a measure of health or disturbance and also to the range and relevance for clinical and educational assessments of the responses given.

Introduction

An increasing number of psychiatrists and psychologists have come to regard the way a person responds to situations of actual or threatened separation from a loved person, either temporary or permanent, as a major indicator of personality development and possible psychopathology. Among those who have drawn attention to the key role of such responses are Freud (1917, 1926), Fairbairn (1952), Winnicott (1965), Jacobson (1965) and Mahler (1968). Currently one of us is attempting to examine the empirical evidence with a view to developing a consistent theoretical model, drawing on concepts from ethology and cognitive psychology as well as from psychoanalysis (Bowlby, 1969, 1973, in preparation).

Recently Hansburg (1972) has published particulars of a test intended to help assess an individual's modes of responding to situations entailing a separation from or loss of parents. Hansburg's Separation Anxiety Test, designed to be given to adolescents in the 11 to 17 years age range, consists of a dozen pictures, all but three of which depict a situation in which either a child is leaving his parents or a parent is leaving the child. Some of the situations, such as a child leaving to go to school or mother leaving her child at bedtime, are of a kind that any child of over six would be expected to take in his stride. Others are of a more disturbing character. They include a picture in which the child's mother is being taken by ambulance to hospital, and another in which the child is going off to live permanently with his grandmother.

Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K). * An account of the test as devised for five-year-olds and of the results of a pilot study follow.

* The study was undertaken in part requirement for the Diploma in Clinical Psychology awarded by the Tavistock Institute of Human Relations.

The Test

To suit a younger age-group not only was the series of pictures shortened to six but realistic photographs were substituted for the original ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls (see Figs 1 & 2). The pictures are chosen to combine maximum situational focus with a minimum of facial expression, so that with the help of a caption the situation is made clear but the emotions aroused remain ambiguous. Three of the situations are considered more severe (and unanimously judged to be so by four independent judges) than the other three, in that the milder ones are more everyday and familiar (Hansburg's main criterion). This differentiation into mild and severe types of situation is of much significance in interpreting test responses since different sorts of response are to be expected to each type.

The situations specified, in the sequence in which they are presented to the children and labelled M for mild or S for severe, are as follows -

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving
little girl (boy) with aunt (uncle) (S)
- (3) child's first day at school; moment of parting from parent (S)
- (4) parents are going away for two weeks; prior to their
departure they give the child a specially
attractive toy: pedal car for boys, party dress
for girls (S)
- (5) park scene; parents tell child to run off and play by
himself for a while, they want some time alone
together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed
and leaves room (M)

In these situations, although the child is not always physically alone, he is very much out on his own in that he must cope without having his parents at hand to fall back on.

Administration

Children are tested individually. After a few minutes of conversation to establish rapport, the child is shown the pictures, one by one, and told what is happening in each. He/she is asked "How does the little boy (girl) in the picture feel?" If he has difficulty in responding, a list of possible responses (based on those presented by Hansburg to his subjects, and ordered randomly) is read to him. It is emphasized that he does not have to choose any of them, that they are merely suggestions as to how he might put his feelings into words. The list is as follows -

"Does the little boy feel lonely - or does he feel sad - or does he feel angry - or does he feel that his parents don't love him any more - or that it's not really happening - or does he feel like hiding away - or does he feel like he just doesn't care - or does he feel that if he'd been a good boy it wouldn't have happened - or that it's someone else's fault - or that something bad is going to happen - or does he feel now he's going to have a good time - or that he's hungry - or getting a tummy ache or a headache".

It was rarely necessary to go through the whole list in this manner. Most children would interrupt when one of the responses seemed suitable to them. (Although it would be possible to continue reading the list to see if a child selected additional responses, this procedure was not followed).

Not only a child's feelings but the means he considers for coping with the situation also seemed a promising area for investigation. For example, in stressful situations an anxious child is liable to be inhibited, to withdraw or to hide, a depressed child to respond with apathetic resignation or passive withdrawal, a child prone to delinquency to respond with anger and violence or by pilfering or running away. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?"

Method of scoring

Hansburg has conducted several studies in which he has tested samples of adolescents from diverse backgrounds. Certain patterns of response appear to be associated with different forms of emotional disturbance and others with healthy development.

Although in our scoring we have adhered closely to Hansburg's ideas and procedures, we have adopted a different terminology. Hansburg employs a number of fairly traditional clinical terms but these are often ambiguous and laden with theory that we do not necessarily accept. The terms we use are at a simple descriptive level and, when linked to theory, are linked to the ideas developed in Bowlby's ATTACHMENT AND LOSS with which Hansburg's findings are highly compatible. A glossary of equivalent terms is at Appendix 2.

Our scoring procedure is as follows. The children's responses are first classified into 14 categories, based on those used by Hansburg but omitting three of his categories as inappropriate for a younger age-group. Again following Hansburg, these categories are next grouped into six main classes of response, a few of which overlap with others (see Table 1). Using the number of responses falling into each class, it then becomes possible to calculate a variety of indices.

Table 1 about here

The first index takes account of the balance between attachment-type responses and self-reliant responses, with special reference to whether the situation being responded to is mild or severe. For a favourable result a child is expected to show more self-reliant responses in mild situations and more attachment-type responses in severe situations.

l.c. The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX.

The second and third indices refer to the frequency of Hostile responses compared to those of attachment-type responses and of anxious responses respectively. For a favourable result the number of hostile responses is expected to be fewer than the number of each of the latter kinds.

The fourth index is the number of Anxious responses as a percentage of total responses. For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high.

The fifth index is a simple score of Avoident responses. The lower the score the more favourable the result.

The sixth index is a simple score of responses indicating Loss of self-esteem. Once again the lower the score the more favourable the result.

The seventh index is a simple score of responses that seem bizarre or absurd together with responses referring to death.

The eighth index derives from the children's answers to the question, 'What then would you do?' Answers are categorised as follows -

Appropriate activity, including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic optimism, including disbelief ("they won't really go"), fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ("he'll be able to take a car and drive to school")

Unrealistic pessimism, including catastrophes and total rejection ("they'll never come back")

Withdrawal or inaction, including sleep (if inappropriate), and being totally overwhelmed ("he just cries").

The index of Appropriate Action derived from these answers is the ratio of the number of appropriate responses to the sum of those judged to indicate unrealistic optimism, unrealistic pessimism or inactive withdrawal.

Finally, by allocating either positive or negative points to scores on each of these indices, it is possible to give each child an overall test score designed to indicate how favourably or unfavourably he seems to be developing. The method of assigning such points is empirical and derived from the results of Hansburg's clinical experience with the test. Particulars of how the indices and the Test Score are arrived at are at Appendix 1.

The Test Score, which represents an ordinal not an interval scale of measurement, is no more than a crude indicator of health and disturbance. For clinical and educational purposes a profile made up of the eight indices is more informative since it gives a picture of the directions in which a given child deviates from the norm. Further information still can be derived from a study of the particular categories into which most of a child's responses fall.

PILOT STUDY

It was decided to administer the test to all the children newly admitted to a local authority day school in Inner London during their first term of attendance. This enabled us to obtain a reasonably representative sample of children drawn from every socio-economic level, and to test them at an age at which our society expects them to be able to adapt to a six-hour day away from home. Class teachers were asked to classify all the children in their care according to the following two-step procedure -

First step divide all the children into three groups -

- (i) adjusting to school well; no difficulties
- (ii) some short-lived difficulties in adjusting to school; nothing to cause serious concern
- (iii) definite and persistent problems in adjusting to school

Second step sub-divide children in group (i) into two sub groups, (1a) composed of children doing slightly better than those in (1b). Sub-divide children in group (iii) in a similar way

Children in each of these five groups are assigned a Teacher's Rating ranging from 1 to 5.

By correlating the results of the test with the Teachers' ratings it was hoped to get a first impression of the probable validity of the test.

The sample comprised 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean of 5 years 1 month. All were believed to be 'getting along all right' and to have no known history of professional consultation for mental health reasons. The first 21 children to whom the test was administered were used as a preliminary sample for refining the administration of the test, leaving a main sample of 61 children, 37 boys and 24 girls.

The children were extremely interested in the task and only a few had difficulty expressing themselves. Little prompting was needed and what there was proved unrelated to a child's test score. Only two children refused the test; one came from overseas and hardly spoke English.

No difficulties were encountered in classifying the responses. Although no test of reliability was conducted, it is expected to prove satisfactory.

Correlation of Test Scores and Teacher's Ratings

Test scores were well distributed, the extremes ranging from + 6 to - 12, and gave four easily defined and roughly equal groups of children designated groups A, B, C and D. All but eleven of the children scored between + 4 and - 3. Teacher's Ratings were less evenly distributed, with ratings 2 and 4 little used.

Since neither Teacher's Ratings nor Test Scores were correlated either with age or sex, results are pooled.

The distribution of the children's Test Scores and Teacher's Ratings are shown in Table 2.

Table 2 about here

To test for significance the Spearman Rank Relation Co-efficient (Siegel 1956) was used, which gives the following results -

		<u>Value of t or rs</u>	<u>Significance</u>
Girls only	(N=24)	rs = 0.05865	p.01
Boys only	(N=37)	t = 3.3393	p.01 with 35 df
All children	(N=61)	t = 5.5674	p.001 with 59 df

There is thus a significant degree of correlation between the two measures, not only for all the children but for boys and girls separately. This provides initial evidence that the test has some degree of validity.

Range of responses

The children's responses to the pictures covered a strikingly wide range of feeling and behaviour and brought home to us the strong emotions aroused in children of this age when confronted by situations of the types depicted. In illustration we give a selection of responses to the first two cards, the first of which depicts a mild situation and the second a severe one.

The group in which the overall Test Score places the child who gave each response is indicated.

Responses to Card 1

(Parents going out for evening - mild situation)

- (i) "Not very well. (Not very well?) She's got a cold and she's got a headache. (What does she do?) Go to sleep".
Group C
- (ii) "Tired. (Does she feel any of these...?) She's lonely. (Do?) Go to bed and go to sleep".
Group A
- (iii) "Very well. She feels happy. My friend looks after me when mummy and daddy go out. (Do?) She's going to stay in bed".
Group C
- (iv) "Upset. (Upset ?) Crying upset, she's crying. (Do?) Nothing".
Group B
- (v) "He doesn't feel all right because he's alone. He's angry and lonely, (makes a face and a roaring noise). (Do?) He's going to play with his toys".
Group A
- (vi) "He feels O.K. (Do?) I'd hide in a corner. (Why?) Because there might be a dragon in the house".
Group C
- (vii) "He feels like something dangerous is going to happen and they don't love him anymore. (What might happen?) A robber. (Do?) He's going to put on his pyjamas and get into bed and then play".
Group A
- (viii) "All right. My sister looks after me. Maybe his sister will stay with him. (What if he's alone?) Horrid. He'd be hungry, and scared. (Do?) He might get lost and he might run away from his house and he might think they don't love him. (Which do you think is most likely?) He'll run away I should think".
Group D

- (ix) "He might feel very well, he could feel upset, he could feel something touching, he could feel something with his mouth like kissing. (Which do you think?) He's sad, and he's scared. He's scared of a barking man. He's heartbroken. If I loved my mummy and she ran away I would be heartbroken".

Group C

- (x) "Lonely. (Any of these....?) No. (Do?) Watch T.V. I never cry, you know. I was playing football and my leg broke and I never cried".

Group B

- (xi) "She starts to cry. (Do?) I'd pinch everything that I could get to eat. (Any of these....?) I'd feel all of them. (Any one in particular?) Hungry".

Group C

- (xii) "All right. (Any of these?) She feels like hiding away, because she doesn't want to see her mummy and daddy in the morning. (Why? I don't know. (Do?) Hide".

Group C

- (xiii) "She's not very well. (Any of these?) She's scared and she's got a tummy ache. She's sick and she's hungry. It's only a dream. (Do?) She's going to be very sick. But it's all a dream so then she'll wake up".

Group D.

Responses to Card 2

(Mother (father) goes away for weekend, leaving
little girl (boy) with aunt (uncle) - severe situation)

- (i) "Sicky and sad. (Do?) She's going to stay with her
nanny". Group B
- (ii) "She feels happy again. (Any of these...?) No, she's very
well. (Do?) She's going to bring her toys to auntie's and
play with them". Group C
- (iii) "He's sad and angry. He's angry with his daddy. (Do?)
He's going to play with his toys". Group A
- (iv) "Nasty. The toys are nasty and he doesn't want to play.
He wants to drink his milk and go to bed. He's going to
hide under the bed. (Why?) Because it's nighttime and the
Bad is coming". Group A
- (v) "He hopes that his daddy will come back soon. (Any of these...?)
If he'd been a good boy it wouldn't have happened. (Do?)
He's going to ask his uncle if he can have some lunch".
Group A
- (vi) "He's frightened. He doesn't want his daddy to go away.
His uncle might get cross. (Do?) Play games with his
uncle". Group A
- (vii) "She's worried. (What about?) She's worried with her mum
gone away, worried about aunty. She wants to go with her mum.
(Do?) She hides under the bed away from her nanny". Group C
- (viii) "All right. (Any of these...?) He's hungry, and his father
might say he hasn't bought any food, there might not be any
food in the house for him. (Do?) He's going to play with
his toys, get dressed, comb his hair, go to school, comb his
own hair and do his own shoelaces up". Group B

- (ix) "He's uncomfortable because the bed is cold. (Any of these....?) It's lonely but it's really only a dream. He feels sorry for himself. (Do?) Don't know!" Group C
- (x) "He'll cry because daddy doesn't love him anymore. He's scared, of... (Of what?) That he might get killed. (Do?) I don't know!" Group D
- (xi) "He's crying his eyes out. (Any of these...) Scared. A man might come and take him away. (Do?) Play with him". (pointing to uncle). Group B
- (xii) "Terrible bad. I mean, because he's cuddling him. He's scared. (Do?) Hide away in the bath". Group D
- (xiii) "She feels afraid, of her mummy going and not coming back again. (Do?) Don't know". Group D
- (xiv) "Sad, and scared that she might get hurt. (How would she get hurt?) There might be some bombs drop on her. (Do?) Don't know, just play". Group C

Portraits of individual children

Turning now to individual children we formed the impression as we read each child's responses that we were presented with a relatively consistent and revealing picture. In some cases it was a disturbing one. There follow the responses given by one boy and one girl from each of the four groups into which the children are divided by Test Score.

The actual Test Score (T.S) and Teacher's Rating (T.R) is given after each child's name. Cards 1, 5 and 6 depict mild situations; Cards 2, 3 and 4 severe ones.

GROUP A 12 children

Annabel (T.S. + 4 T.R.1)

This little girl gave responses that seem typical of children who are developing well.

- Card 1 evening out (M)
She cries, she's lonely. She feels like maybe it's in a dream. (What's she going to do?) Hide under the bedclothes. I do that sometimes when there's a crack in the ceiling. Something dangerous might come out of the crack in the ceiling. But nothing really comes, it's only made up, in a story.
- Card 2 weekend (S)
She feels all right. (Any of these...?) No, she's all right. (Do?) Drawing and painting.
- Card 3 school (S)
I felt lonely at school. I was crying because I didn't want mummy to go home. (Do?) Cry.
- Card 4 two weeks (S)
Who's looking after her? (Who do you think?) I think the lady in the black hat in the second picture is going to come and look after her. So she'll be all right. She would be sad if she was alone.
- Card 5 run off and play (M)
She feels all right. (Does she feel any of these...? No. (Do?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 6 tuck up (M)
 She feels all right. (Any of these...?) No.
 She's going straight to sleep. It's easy.

Although Annabel shows a tendency to withdraw (Cards 1 and 3) and some disbelief (Card 1), she also shows a capacity to experience and tolerate the pain of separation. Her Attachment-Self-Reliance Balance is good, with more Self-Reliant responses in the milder situations, and more Attachment-type responses in the severe ones. The response to Card 4 seems a particularly good way of coping with the situation. It was very rare for a child to remember the aunt (or uncle) in Card 2, and to use her (him) so aptly and effectively; this was done only by children of this group. Similarly, the expression of mixed feelings was rare, and confined to these children. Examples from the records of other children are -

Card 3 Nice and sad....

Card 5 Happy. And that his mummy and daddy
 don't love him anymore. (Can ^{he} be
 happy if his mummy and daddy don't
 love him any more?) Yes, because he
 just feels one, just for a minute,
 and then he feels the other.....

David (T.S. + 4 T.R.1)

- Card 1 evening out (M)
He thinks that he should go to sleep soon. He feels hungry. (Do?) He's going to see if he could make himself some toast.
- Card 2 weekend (S)
He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do?) Ask his uncle if he can have some lunch.
- Card 3 school (S)
I felt like I was going to have a nice time, and I could tell my mummy things when I came back home. (Any of these....? No. (Do?) Some reading from a reading book.
- Card 4 two weeks (S)
He wishes that he had someone to look after him. He feels a bit sad. (Do?) He's going to see if he can make himself some lunch, and then play.
- Card 5 run off and play (M)
He thinks he'll go and see if there's a playground. (Any of these?) No. He's fine.
- Card 6 tuck up (M)
He feels that he wants to go to sleep so morning will come sooner. (Any of these...?) No. It's easy for him to sleep.

Throughout the record David is giving responses that show a good balance between attachment-type responses and self-reliance, combined with decisive and appropriate action.

GROUP B 18 children

Yvette (T.S. + 2 T.R.1)

- Card 1 evening out (M)
Unset. (Upset ?) Crying upset, she's crying.
(Do?) Nothing.
- Card 2 weekend (S)
I'd stay with my uncle. (How does she feel?)
She feels all right, she wouldn't feel upset then.
(Do?) Have some food.
- Card 3 school (S)
I didn't like it. First I was in class 10, then
in class 7. It was a Friday. I was only 4 then,
I'm 5 now. (Does she feel any of these....?)
No, but I wouldn't like to be alone., Mummy and
daddy wouldn't leave me alone because I didn't
like Miss C (teacher). (Do?) She plays in
the Wendy House and makes a book.
- Card 4 two weeks (S)
I don't stay on my own. If she's all on her own
she's very upset, and she's got a tummyache.
(Do?) Cry.
- Card 5 run off and play (M)
She's upset, she's got a headache. (Do?)
She runs away, to the park, because she doesn't
like her mummy and daddy any more.
- Card 6 tuck up (M)
She feels happy. (Any of these...?) No. (Do?)
Go to sleep. I say the ABC and then I go to sleep.
(Why the ABC?) Because I like saying it, and
because I don't like sleeping, I like to watch
T.V. better.

Lionel (T.S. + 2 T.R. 3)

- Card 1 evening out (M)
All right. (Any of these....?) No, he's O.K.
(Do?) He's going to wait 'till him mummy's
back and his daddy. He'll wait for them and after
they'll go shopping.
- Card 2 weekend (S)
He's crying his eyes out. (Any of these....?)
He's scared. A man might come and take him away.
(Do?) Play with him (pointing to uncle).
- Card 3 school (S)
Nice. He feels real nice. (Do?) He's
going to have some rock.
- Card 4 two weeks (S)
He's sad because they don't love him anymore.
And he's scared. Something might come and take him
away. (Do?) Play with his car.
- Card 5 run off and play (M)
He's sad, and he's got a tummy ache because he thinks
someone will take him away. (Do?) Play hide
and seek.
- Card 6 tuck up (M)
Sleepy. His mummy reads him a story and then
he looks at a book and then he's asleep.

Of these two Group B children, Yvette shows a good deal of distress and a somatic reaction on two cards (4 and 5). On cards 2, 3 and 6, however, she is able to take some appropriate action. Lionel also shows a somatic reaction on one card (5); and on no less than three cards he expresses fear that someone will come and take him away. Nevertheless, to most of the cards he, too, is able to decide on something appropriate to do.

GROUP C 18 children

Mabel (T.S. 0 T.R.2)

- Card 1 evening out (M)
I wouldn't cry because I never cry. My sister would cry because she's scared that someone might come in the door. (Does the little girl feel scared?) No, because mummy locks the door. (Does the little girl feel any of these....?) No. I can't think. (What does she do?) Go to sleep.
- Card 2 weekend (S)
She's sad. (Do?) Cry.
- Card 3 school (S)
I was in class 10, seven years ago. (How does she feel?) Horrible. I felt horrible because I didn't like the teacher. (Do?) Nothing. I've forgotten.
- Card 4 two weeks (S)
Is she on her own? (Yes, what if she's on her own?) It's nice. She feels like she's going to have a good time. (Do?) Play a game.
- Card 5 run off and play (M)
Sad. (Do?) Cry
- Card 6 tuck up (M)
She's upset. (What kind of upset?) Crying and her tummy hurts. (Do?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

The deficiencies in Mabel's development are reflected in the Attachment-Self-Reliance Balance (a higher proportion of Attachment responses given to the mild situations, and one Self-Reliant response to a severe one), and an apathetic quality to many of her Action responses. Her unwillingness to admit to feelings that are often regarded as 'babyish', and her attribution of these to her sister, conflict with her manifest distress at being separated from her parents. Her responses to Card 4, in which she seems not to notice the severity of the situation, suggests unrealistic optimism.

Archie (T.S. - 2 T.R. 5)

- Card 1 evening out (M)
Scared because he's on his own. He's scared of a burglar. (Do?) Nothing. Burglars can only go in one of the bottom flats, can't they?
- Card 2 weekend (S)
Feels all right. I can think of lots of things that's happening to him. (How does he feel?) Sad. (Do?) Stay at home.
- Card 3 school (S)
I don't remember. It feels very good because I liked it. I like it at home best of all. (How does he feel?) Nothing. (Any of these...?) No. (Do?) Nothing.
- Card 4 two weeks (S)
He's worried. (About what?) Daddy, because he hasn't got daddy with him. (Any of these...?) Lonely, and scared that something bad might happen. In case a burglar comes. (Do?) Nothing.
- Card 5 run off and play (M)
This is a hard one, isn't it? (How does he feel?) Hungry. (Do?) Nothing.
- Card 6 tuck up (M)
I don't know. All right, (plays with pictures). (Any of these...?) No. I don't know. (Do?) Go to sleep.

There were several indications in Archie's manner that the situations presented in the pictures were disturbing to him. His voice became progressively more babyish and took on a lisp, and he began to rock himself back and forth. His responses are characterised by fear and persistent inability to take any action.

Group D 13 children

All but one of these children had Test Scores in the range - 3 to - 7, the exception being a boy who scored as low as - 12. The responses of each of these children gave the impression of a seriously disturbed child. That, if valid, would give an incidence of psychiatric disorder for the sample of about 20%, which is close to the incidence found by other methods for London children (Rutter and others 1975).

Claire (T.S. - 4 T.R. 3)

In her responses Claire expressed much anger with her parents and also envious dissatisfaction. Throughout the testing she chewed aggressively on her fingers.

- Card 1 evening out (M)
She feels lonely, and angry with her mummy and daddy. (Do?) She's going to get out of bed and hide. She wants to go with them.
- Card 2 weekend (S)
She feels as if she wanted to go with mummy. (Do?) She wants to go with them, if they're going to do anything nice. (Anything else?) Sort of lonely, and angry.
- Card 3 school (S)
I've forgotten. It feels strange. Some children you hadn't seen before and some children you had. Rather long playtimes and things like that. She gets a bit bored. (Do?) Rather do nothing. (Does she feel any of these...?) No.
- Card 4 two weeks (S)
She's angry with mummy and daddy. (Do?) She's going to shout at them when they come back.
- Card 5 run off and play (M)
She feels everybody else has got something to play with and she hasn't. She feels angry. (Do?) She's going to find someone to play with.
- Card 6 tuck up (M)
She doesn't want to go to sleep, because she's wondering what her mummy and daddy are doing, and she's trying to listen to the telly. That's what I do, I lie down and shut my eyes and pretend to sleep, and if mummy or daddy come in they think I'm asleep, but I keep quiet and listen to the telly.

Amanda (T.S. - 6 T.R. 5)

- Card 1 evening out (M)
She's got a tummyache. (Do?) She's going to run away, to see her mummy and daddy. I stay by myself with my brother and he wants my mummy and daddy.
- Card 2 weekend (S)
She wants mummy. She feels like hiding away by herself, because mummy comes back and doesn't love her.
- Card 3 school (S)
Yes, I remember. It's pains in my stomach. (Do?) Go to the medical room.
- Card 4 two weeks (S)
She wants her mummy and daddy, she's hungry. (Do?) She's going to cook the dinner and burn herself.
- Card 5 run off and play (M)
She's going to run away, because it feels as if they don't love her anymore.
- Card 6 tuck up (M)
She feels sick. (Do?) Get out of bed and play with her toys.

Amanda was the lowest scoring among the girls. To two cards (2 and 5) she expresses the view that her mother does not love her any more and also to two (1 and 5) that she will run away. On three cards (1, 3 and 6) she shows a somatic response and on a fourth (4) she expects to damage herself.

Such constant recourse to one or two modes of response proved characteristic of children with low Test Scores. Some made repeated reference to a specific situation feared; others repeatedly withdrew. One such boy, Theo (T.S. - 3 T.R. 4), was preoccupied during the test measuring the pictures, trying to fit them exactly on top of one another, and then arranging them side by side with great precision. He expressed fear of catastrophe (Card 4), of an intruder (Card 6) and of unspecified danger (Card 3), and also a desire to control his parents' movements by controlling their supply of money.

Julian (T.S. - 12 T.R. 5)

This boy was ^{the} lowest scoring of all the children.

In each of the last two cards he expresses a fear that his parents wish to be rid of him.

- Card 1. evening out (M)
He thinks they're still at home. He forgets that they've gone out. He don't like it. (Feels ?)
If you're alone, you can get a tummyache by crying. Something's going to happen to him. (What ?)
He doesn't know, but he'll get a tummyache when he cries. (Do?) He forgets. He only remembers in the morning.
- Card 2 weekend (S)
He feels a bit better because uncle's there. He feels a bit better if uncle takes him somewhere where there's lots of people, because he'll feel better, better if there's hundreds of people. But not if they make a lot of noise and it's a wedding. (Have you been to a wedding, with your uncle?) Yes.
- Card 3 school (S)
I didn't mind very much. But when I first saw the teacher I thought it was going to be Miss M (headmistress). (Any of these....?) No. (Do?) Don't know, don't remember.
- Card 4 two weeks (S)
He feels all right, but how would he feel if he didn't know how to work the motor car? This time he might think his parents did like him, because they did buy him a motor car. (Do) He's going to drive the car, and if he's tired, he might want to eat and he forgot to ask his dad to give him something to eat. (Do you think he's hungry?) Yes.
- Card 5 run off and play (M)
He might find other children, but he'll be worried because of mummy and daddy, that they might want something. (Want something?) Yes, they might want him to die. It might be something for him to be killed there. To get rid of him.
- Card 6 tuck up (M)
He feels as if mummy's going to go to another country and leave him there and never come back, and leave him there for all his life, and not let him know when it's morning. Mother's not nice to him any more. That's the last time.

Others of the children in Group D expressed fear that they might die, e.g.

Response of girl (T.S. - 5) to Card 2
"She's scared that something bad's going to happen... she's going to die".

Response of boy (T.S. - 7) to both Cards 2 & 3
"He might get killed".

Response of boy (T.S. - 4) to Card 6
"Something might kill him if he's in the dark".

or that they might be abandoned, e.g.

Response of girl (T.S. - 5) to Card 2
"She feels afraid of her mummy going and not coming back again".

Response of girl (T.S. - 3) to Card 4
"She's scared that they're never going to come back again".

One of the basic differences between these responses and similar-sounding responses given by children with good test scores is the ability of the latter to do something effective despite fear. This is illustrated by a response to Card 4, from a girl scoring + 3 -

"She thinks that something bad's going to happen. Something might come and take her away. (What does she do?) She's going to go and stay at her nana's".

Family relations

There is now strong evidence that the pathway of personality development which a child, adolescent or young adult follows is correlated with the pattern of interaction within his family (see review in Bowlby, 1973 Chapter 21).

In our pilot project we had hoped to be able to test this hypothesis by interviewing the parents of the ten children with the highest test scores and those of the ten with the lowest. Difficulties arose, however, partly from time being limited and partly from difficulty in obtaining co-operation, especially (and probably significantly) from the parents of the low scorers. From what was done, however, including asking parents to predict how they thought their child would respond to the situations depicted on the cards, we formed a strong impression that the parents of the higher scoring children were more likely than parents of low scorers to empathise with and to be responsive to their child's feelings, to be more aware of the value of their being available at critical times (e.g. when their child comes home from school), more flexible about practical arrangements, and more skilful at preparing their child realistically for an upsetting situation without allowing their own anxieties to intrude.

Discussion

In contrast to most projection tests which present a deliberately undefined stimulus situation, the test described presents a series of clearly specified situations which are selected because of their relevance to a particular theory of personality development and psychopathology. We regard the results of our small pilot study as promising on account of the range of responses the test gives, the extent to which Test Scores correlate with Teacher's Ratings, and the relevance that the responses have for understanding how each child construes his family situation and is likely to react to unsought separations from, or to loss of, a parent.

The test proves interesting to children in the age-group concerned, appears not to engender undue anxiety even in disturbed children, is relatively quick and easy to give and is not difficult to score. Responses are readily related on the one hand to clinical problems and on the other to theory. This leads us to believe that the test may prove of use both in routine clinical settings and for research.

Nevertheless much further work is required before the test can be regarded as a valid and reliable instrument. Information is needed regarding the reliability of classifying responses and the degree to which results correlate with other methods of assessing personality. With further experience some simplification of scoring methods may prove possible.

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Table 1

<u>Category of Response</u>		<u>Class of Response</u>
1. Loneliness	}	Attachment
2. Sadness		
3. Rejection ("his parents don't love him any more")		Loss of Self-esteem
4. Self-reproach ("if he'd been a good boy it wouldn't have happened")		
5. Anger		Hostile
6. Blames others ("it's someone else's fault")		
7. Well-being ("fine", "now he's going to have a good time")		Self-Reliant
8. Disbelief ("it's not really happening")	}	Avoidant
9. Withdrawal ("he feels like hiding away")		
10. Evasion ("he doesn't care")		
11. Generalised dread/anxiety ("he feels like something bad's going to happen")	}	Anxious
12. Fear (of ghosts, monsters, burglars etc.)		
13. Somatic reaction ("he's getting a tummy ache")		
14. Hunger		(Classified as both Attachment and Anxious)

Table 2

Distribution of children by Test Scores
and Teachers' Ratings

Group	Test Score	Teachers' Rating					Totals
		1	2	3	4	5	
A	+ 4 and over	9	0	1	1	1	12
B	+ 1 to + 3	8	2	6	0	2	18
C	0 to - 2	6	4	3	2	3	18
D	- 3 and below	0	0	8	2	3	13
		23	6	18	5	9	61

APPENDIX I

Method of calculating indices and test score

As described in the text, responses are first classified into 14 categories and the categories then grouped into six main classes of response (see Table 1). Using the number of responses falling into each class it is then possible to calculate the following eight indices. Finally, positive and negative points can be assigned to scores on each of these indices, and an overall Test Score reached by summing these points.

Index 1. Attachment-Self-Reliance Balance

This index is reached by taking account of each of three comparisons, the results of which are expressed as positive or negative marks. When these marks are summed the total received by each child can be used for assigning him positive or negative points towards his overall Test Score.

For a child to be scored favourably his responses should be as follows -

- (a) in mild situations more self-reliant responses are expected than attachment responses; therefore for this comparison two positive marks are awarded for each self-reliant response ^{given to a mild situation} and two negative marks to each attachment type response
- (b) in severe situations more attachment type responses are expected than self-reliant; therefore for this comparison the scoring is reversed
- (c) in all six situations together more attachment type responses are expected than self-reliant; therefore for this comparison each attachment type response is awarded one positive mark and each self-reliant response one negative

In assigning points for calculating a child's overall Test Score the following method is used:

children with + ⁶ marks and above receive
2 positive points

children with between + 5 and - 1 mark
receive 1 positive point

children with - 2 marks and below receive 1
negative point

Index 2 Hostility-Attachment Ratio

For a child to be scored favourably the number of attachment type responses is expected to exceed the number of hostile responses. When that is so a child receives one positive point towards his Test Score; otherwise zero.

Index 3 Hostility-Anxiety Ratio

In a similar way, for a child to be scored favourably the number of anxiety responses is expected to exceed the number of hostile responses. When that is so he receives one positive point toward his Test Score; otherwise zero.

Index 4 Anxiety Ratio

For the sample of children tested the median percentage of anxiety responses to total responses fall^s between 20 and 25%. In assigning points towards a child's Test Score the following formula is used. When anxiety responses as a percentage of total responses are

over 50% a child receives one negative point

between 35 and 50% a child receives one positive point

between 10 and 35% a child receives two positive points

less than 10% a child receives one negative point

Index 5 Avoidant Responses

Hansburg has found that avoidant responses are characteristic of severely disturbed children. In the sample tested it was rare for a child to give more than one such response and none gave more than three. In assigning points the following formula is used. A child who gives

2 avoidant responses receives one negative point
3 " " " two negative points

Index 6 Responses showing Loss of Self-esteem

Hansburg has found that responses showing loss of self-esteem are characteristic of depressed children and that, if numerous, they indicate ^(suicidal) tendencies in early adolescence. In the sample tested nine children gave one such response, three gave two, and one gave three. In assigning points it was decided to give one negative point for each such response.

Index 7 Idiosyncratic Disturbed Responses

Hansburg has found that responses that appear bizarre or absurd or that refer to death are rare but characteristic of severe disturbance. In the present sample they were shown by only 13 children. It was decided to assign one negative point for each such response.

Index 8 Ratio of Appropriate Actions to those showing Unrealistic Optimism or Pessimism or Withdrawal

For a child to score favourably it is expected that the number of appropriate actions described in response to the six situations will exceed the sum of all the other types of action. Expressed as a ratio the range runs from 6 : 0 to 0 : 6. When the ratio is below unity one negative point is assigned.

APPENDIX II

Terms used by Hansburg and Equivalent Terms used here

Hansburg's term

intrapunitive
projection
denial
phobic feelings
symbiosis
individuation
reality avoidance
painful tension

Our term

self-reproach
blames others
disbelief
fear
attachment
self-reliance
avoidance
anxiety

RESOURCES TO SEPARATION FROM PARENTS: 37
 A CLINICAL TEST FOR YOUNG CHILDREN 35

by -

Micheline Klagsbarn & — B —
 and John Bowlby 34

Tavistock Clinic
 London
 August 1975

~~Notes re Klagsbarn & Bowlby
 sample p. re sample.
 On p 187 & 207 of Klagsbarn
 thesis we are told
 All studies in hospital settings
 in a ~~series~~ of studies are of
 low social - economic status
 200 Some of the children who were
 allowed up on a test were
 found to be in a very
 poor state~~

a situation) I'm not very happy about the criteria you have adopted for scoring multiple crises. By requiring that the individual concerned should perceive ^{an event} as having been a stressful situation there is danger of circularity of argument. A person who has given this a lot of thought & devised what I believe to be a better procedure is George Brown, a sociologist working at Bedford College, London. You will find papers by him & his colleagues in Sociology May 1975 & Psychological Medicine 1973 Vol 3 p 74-87, 159-176.

like every innovator having
has made mistakes; & like
every innovator he has been a
the target of criticism. But
is certain it that he was
giving us a new way of
observing & thinking about
behaviour. & that we think
him & welcome him to the
community.

SUMMARY

The test described, based on a test developed by Hansburg (1972) for older children, aims to throw light on how a child in the age-range of about 4 to 7 would respond to situations in which he is separated for shorter or longer periods from his parents. The results of a pilot study with five-year-olds during their first term at a London School are regarded as promising both ^(with respect both to) ~~as regards~~ the validity of an overall score as a measure of health or disturbance and ~~as also~~ ^{to} ~~regards~~ the range and relevance for clinical and educational ^{assessments} ~~purposes~~ of the responses given.

August 1975

RESPONSES TO SEPARATION FROM PARENTS:
A CLINICAL TEST FOR YOUNG CHILDREN
by
Michelle ^{Line} Klagsbrun and John Bowlby

INTRODUCTION

An increasing number of psychiatrists and psychologists have come to regard the way a person responds to situations of *actual or threatened* separation from a loved person, either temporary or permanent, as a major indicator of personality development and possible psychopathology. Among those who have drawn attention to the key role of such responses are Freud (1917, 1926), Fairbairn (1952), Winnicott (1965), ^{Jacobson (1965)} and Mahler (1968). Currently one of us is attempting to examine the empirical evidence with a view to developing a consistent theoretical model, drawing on concepts from ethology and cognitive psychology as well as from psychoanalysis (Bowlby, 1969, 1973, in preparation).

Recently Hansburg (1972) has published particulars of a test intended to help assess an individual's modes of responding to situations entailing a separation from or loss of parents. Hansburg's Separation Anxiety Test, designed to be given to adolescents in the 11 to 17 years age range, consists of a dozen pictures, all but three of which depict a situation in which either a child is leaving his parents or a parent is leaving the child. Some of the situations, such as a child leaving to go to school or mother leaving her child at bedtime, are of a kind that any child of over six would be expected to take in his stride. Others are of a more disturbing character. They include a picture in which the child's mother is being taken by ambulance to hospital, and another in which the child is going

off to live permanently with his grandmother. Under each picture is written a title making explicit what the picture represents.

In presenting each picture the clinician asks the child or adolescent, first, 'Did this ever happen to you?' and then, if the answer is no, 'Can you imagine how it would feel if it did happen?' Responses to each picture are found to fall into some 17 categories from which various scores, ratios and indices can be derived.

Although Hansburg has as yet published only preliminary evidence for the validation of the test, his results have seemed to us to be of sufficient interest and promise to warrant the construction of a version suitable for younger children. This was done and tried out in a pilot study by one of us (M.K).* An account of the test as devised for five-year-olds and of the results of a pilot study follow.

** The study was undertaken in part requirement for the Diploma in Clinical Psychology awarded by the Tavistock Institute of Human Relations*

THE TEST

To suit a younger age-group not only was the series of pictures shortened to six, but realistic photographs were substituted for the original ink drawings. Two corresponding sets of pictures were assembled, one for boys and one for girls (see *Figs 1 & 2*). The pictures are chosen to combine maximum situational focus with a minimum of facial expression, so that with the help of a caption the situation is made clear but the emotions aroused remain ambiguous. Three of the situations are considered more severe (and unanimously judged to be so by four independent judges) than the other three, in that the milder ones are more everyday and familiar (Hansburg's main criterion). This differentiation into mild and severe types of situation is of much significance in interpreting test responses since different sorts of response are to be expected to each type.

The situations ^{*specified*} in the sequence in which they are presented to the children & labelled M for mild or S for severe, are as follows -

- (1) parents go out for the evening, leaving child at home (M)
- (2) mother (father) goes away for the weekend, leaving
little girl (boy) with aunt (uncle) (S)
- (3) child's first day at school; moment of parting from parent (S)
- (4) parents are going away for two weeks; prior to their
departure they give the child a specially attractive
toy: pedal car for boys, *party dress* for girls (S)
- (5) park scene; parents tell child to run off and play by
himself for a while, they want some time alone
together to talk (M)
- (6) father (mother) tucks little girl (boy) up in bed and
leaves room (M)

In these situations, although the child is not always physically alone, he is very much ~~out~~ on his own' in that he must cope without having his parents at hand to fall back on.

Administration

Children are tested individually. After a few minutes of conversation to establish rapport, the child is shown the pictures, one by one, and told what is happening in each. He/she is asked "How does the little boy (girl) in the picture feel?" If he has difficulty in responding, a list of possible responses (based on those presented by Hansburg to his subjects, and ordered randomly) is read to him. It is emphasized that he does not have to choose any of them, that they are merely suggestions as to how he might put his feelings into words. The list is as follows -

"Does the little boy feel lonely - or does he feel sad - or does he feel angry - or does he feel that his parents don't love him any more - or that it's not really happening - or does he feel like hiding away - or does he feel like he just doesn't care - or does he feel that if he'd been a good boy it wouldn't have happened - or that it's someone else's fault - or that something bad is going to happen - or does he feel now he's going to have a good time - or that he's hungry - or getting a tummy ache or a headache"

It was rarely necessary to go through the whole list in this manner. Most children would interrupt when one of the responses seemed suitable to them. *(Although it would be possible to continue reading the list to see if a child selected additional responses, this procedure was not followed.)*

Not only a child's feelings but the means he considers for coping with the situation also seemed a promising area for investigation. For example, in stressful situations an anxious child is liable to be inhibited, to withdraw or to hide, a depressed child to respond with apathetic resignation or passive withdrawal, a child prone to delinquency to respond with anger and violence or by pilfering or running away. Accordingly, each child was asked, after his response to each picture, "What does the little boy (girl) do?"

Method of scoring

Hansburg has conducted several studies in which he has tested samples of adolescents from diverse backgrounds. Certain patterns of response appear to be associated with different forms of emotional disturbance and others with healthy development. ~~The present version is scored on eight dimensions, all but one of which are based on his findings.~~

in our scoring
Although ^{we} have adhered closely to Hansburg's ideas and procedures, we have adopted a different terminology. Hansburg employs a number of fairly traditional clinical terms but these are often ambiguous and laden with theory that we do not necessarily accept. The terms we use are at a simple descriptive level and, when linked to theory, are linked to the ideas developed in ^{Bowlby's} ATTACHMENT AND LOSS/ with which Hansburg's findings are highly compatible. A Glossary of equivalent terms ^{is} at Appendix 2.

Our scoring procedure is as follows. The children's responses are first classified into 14 categories, based on those used by Hansburg but omitting three of his categories as inappropriate for a younger age-group. Again following Hansburg, these categories are next grouped into six main classes of response, a few of which overlap with others (see Table 1). Using the number of responses falling into each class, it then becomes possible to calculate a variety of indices.

Table 1 about here

The first index takes account of the balance between attachment-type responses and self-reliant responses, with special reference to whether the situation being responded to is mild or severe. For a favourable result a child is expected to show more self-reliant responses in mild situations and more attachment-type responses in severe situations. The resulting index is termed the ATTACHMENT-SELF-RELIANCE INDEX

The second and third indices refer to the frequency of Hostile responses compared to ^{those} ~~that~~ of attachment-type responses and of anxious responses respectively. For a favourable result

the number of hostile responses is expected to be fewer than the number of each of the latter kinds.

The fourth index is the number of Anxious responses as a percentage of total responses. For a child to be scored favourably it is expected that some proportion of his total responses will express anxiety but that the proportion will not be too high.

The fifth index is a simple score of Avoidant responses. The lower the score the more favourable the result.

The sixth index is a simple score of responses indicating Loss of self-esteem. Once again the lower the score the more favourable the result.

The seventh index is a simple score of responses that seem bizarre or absurd together with responses referring to death.

The eighth index derives from the children's answers to the question, 'What then would you do?' Answers are categorised as follows -

Appropriate activity, including active attempts to master the situation (with or without engaging the help of adults) and diversions (playing, reading, watching television etc.)

Unrealistic optimism including disbelief ("they won't really go"), fantasy solutions ("he'll run away to Africa") and pseudo-mature solutions ("he'll be able to take a car and drive to school")

Unrealistic pessimism including catastrophes and total rejection ("they'll never come back")

Withdrawal or inaction including sleep (if inappropriate), and being totally overwhelmed ("he just cries").

← The index of Appropriate Action derived from these answers is the ratio of the number of appropriate responses to the ^{sum}~~number~~ of those judged to indicate unrealistic optimism, unrealistic pessimism or inactive withdrawal.

Finally, by allocating either positive or negative points to scores on each of these indices, it is possible to give each child an overall test score designed to indicate how favourably or unfavourably he seems to be developing. The method of assigning such points is empirical and derived from the results of Hansburg's clinical experience with the test. ~~The principles behind it are compatible with the theory advocated in Bowlby's ATTACHMENT AND LOSS.~~

~~The resulting Test Score is to be taken as representing an ordinal and not an interval scale of measurement.~~

X → Particulars of how the indices and the Test Score are arrived at are at Appendix 1. ~~For clinical purposes a profile made up of the eight indices is more informative than the overall Test Score since it gives a picture of the directions in which a given child deviates from the norm.~~

Addition on next page.

The Test Score, which represents an *ordinal* not an interval scale of measurement, is no more than a crude indicator of health and disturbance. For clinical and educational purposes a profile made up of the eight indices is more informative since it gives a picture of the directions in which a given child deviates from the norm. Further information still can be derived from a study of the particular categories into which most of a child's responses fall.

PILOT STUDY

It was decided to administer the test to all the children newly admitted to a Local authority day school in Inner London during their first term of attendance. This enabled us to obtain a reasonably representative sample of children drawn from every socio-economic level, and to test them at an age at which our society expects them to be able to adapt to a six-hour day away from home. Class teachers were asked to classify all the children in their care according to the following ^{two-step} procedure:

First step: divide all the children into three groups -

- (i) adjusting to school well; no difficulties
- (ii) some short-lived difficulties in adjusting to school;
nothing to cause serious concern
- (iii) definite and persistent problems in adjusting to school

Second step: sub-divide children in group (i) into two sub-groups, (ia) composed of children doing slightly better than those in (ib). Sub-divide children in group (iii) in a similar way.

Children in each of these five groups are assigned a Teacher's Rating ranging from 1 to 5.

By correlating the results of the test with the teachers' ratings it was hoped to get a first impression of the probable validity of the test.

The sample comprised 49 boys and 33 girls, whose ages ranged from 4 years 6 months to 5 years 6 months, with a mean of 5 years 1 month. All were believed to be 'getting along *all* ~~al~~right' and to have no known history of professional consultation for mental health reasons. The first 21 children to whom the test was administered were used as a preliminary sample for refining the administration of the test, leaving a main sample of 61 children, $\frac{37}{X}$ boys and $\frac{24}{X}$ girls.

The children were extremely interested in the task and only a few had difficulty expressing themselves. Little prompting was needed and what there was proved unrelated to a child's Test Score. Only two children refused the test; one came from overseas and hardly spoke English.

No difficulties were encountered in classifying the responses. Although no test of reliability was conducted, it is expected to prove satisfactory.

~~XXXXXX~~

Correlation of Test Scores and Teacher's Ratings

Test Scores were well distributed, the extremes ranging from + 6 to - 12, *(and gave four easily defined & roughly equal groups of children designated groups A, B, C & D.)* All but eleven of the children, however, scored between + 4 and - 3. Teacher's Ratings were less evenly distributed, with ratings 2 and 4 little used.

Since ~~in regard~~ neither ~~to~~ Teacher's Ratings nor Test Scores ~~did boys and girls differ~~, *were correlated either with age or sex*, results are pooled.

The distribution of the children's Test Scores and Teacher's Ratings are shown in Table 2.

Table 2 about here

To test for significance the Spearman Rank Relation Co-efficient (Siegal 1956) was used, which gives the following results:

	<u>Value of t or rs</u>	<u>Significance</u>
Girls only (N=24)	rs = 0.05865	p .01
Boys only (N=37)	t = 3.3393	p .01 with 35 df
All children (N=61)	t = 5.5674	p .001 with 59 df

There is thus a significant degree of correlation between the two measures, not only for all the children but for ~~both~~ boys and girls separately. This provides initial evidence that the test has some degree of validity.

~~Neither Test Scores nor Teachers' Ratings are correlated with age.~~

*straight on
to p. 13*

Range of responses

The children's responses to the pictures covered a strikingly wide range of feeling and behaviour and brought home to us the strong emotions aroused in children of this age when confronted by situations of the types depicted. In illustration we give a selection of responses to the first two cards, the first of which depicts a mild situation and the second a severe one.

The group in which the overall Test Score places the child who gave each response is indicated in brackets.

Responses to Card 1

(Parents going out for evening - mild situation)

- (i) "Not very well. (Not very well ?). She's got a cold and she's got a headache. (What does she do ?) Go to sleep." *Group C.*
- (ii) "Tired. (Does she feel any of these....?) She's lonely. (Do ?) Go to bed and go to sleep." *Group A.*
- (iii) " Very well. She feels happy. My friend looks after me when mummy and daddy go out. (Do ?) She's going to stay in bed." *Group C.*
- (iv) " Upset. (Upset ?) Crying upset, she's crying. (Do ?) Nothing." *Group B*
- (v) " He doesn't feel all right because he's alone. He's angry and lonely, (makes a face and a roaring noise). (Do ?) He's going to play with his toys." *Group A*
- (vi) " He feels O.K. (Do ?) I'd hide in a corner. (Why ?) Because there might be a dragon in the house. *Group C.*
- (vii) " He feels like something dangerous is going to happen and they don't love him anymore. (What might happen ?) A robber. (Do ?) He's going to put on his pyjamas and get into bed and then play". *Group A.*
- (viii) " All right. My sister looks after me. Maybe his sister will stay with him. (What if he's alone ?) Horrid. He'd be hungry, and scared. (Do ?) He might get lost and he might run away from his house and he might think they don't love him. (Which do you think is most likely ?) He'll run away I should think." *Group D.*
- (ix) "He might feel very well, he could feel upset, he could feel something touching, he could feel something with his mouth like kissing. (Which do you think ?) He's sad, and he's scared. He's scared of a barking man. He's heartbroken. If I loved my mummy and she ran away I would be heartbroken." *Group C.*
- (x) " Lonely. (Any of these....?) No. (Do ?) Watch T.V. I never cry, you know. I was playing football and my leg broke and I never cried." *Group B*
- (xi) " She starts to cry. (Do ?) I'd pinch everything that I could get to eat. (Any of these....?) I'd feel all of them. (Any one in particular ?) Hungry." *Group C*
- (xii) "All right. (Any of these..?) She feels like hiding away, because she doesn't want to see her mummy and daddy in the morning. (Why ?) I don't know. (Do ?) Hide." *Group C*
- (xiii) "She's not very well. (Any of these ?) She's scared and she's got a tummy-ache. She's sick and she's hungry. It's only a dream. (Do ?) She's going to be very sick. But it's all a dream so then she'll wake up." *Group D.*

Responses to Card 2

(Mother (father) goes away for weekend, leaving little girl (boy) with aunt (uncle) - severe situation)

- (i) "Sicky and sad. (Do ?) She's going to stay with her nanny." *Group B.*
- (ii) "She feels happy again. (Any of these...?) No, she's very well. (Do ?) She's going to bring her toys to auntie's and play with them." *Group C.*
- (iii) "He's sad and angry. He's angry with his daddy. (Do ?) He's going to play with his toys." *Group A*
- (iv) "Nasty. The toys are nasty and he doesn't want to play. He wants to drink his milk and go to bed. He's going to hide under the bed. (Why ?) Because it's nighttime and the Bad is coming". *Group A*
- (v) "He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do ?) He's going to ask his uncle if he can have some lunch." *Group A*
- (vi) "He's frightened. He doesn't want his daddy to go away. His uncle might get cross. (Do ?) Play games with his uncle." *Group A*
- (vii) "She's worried. (What about ?) She's worried with her mum gone away, worried about aunty. She wants to go with her mum. (Do ?) She hides under the bed away from her nanny." *Group C*
- (viii) "All right. (Any of these...?) He's hungry, and his father might say he hasn't bought any food, there might not be any food in the house for him. (Do ?) He's going to play with his toys, get dressed, comb his hair, go to school, comb his own hair and do his own shoelaces up." *Group B*
- (ix) "He's uncomfortable because the bed is cold. (Any of these...?) It's lonely but it's really only a dream. He feels sorry for himself. (Do ?) Don't know. *Group C*
- (x) "He'll cry because daddy doesn't love him anymore. He's scared, of...(Of what ?) That he might get killed. (Do ?) I don't know. *Group D.*
- (xi) "He's crying his eyes out. (Any of these...?) Scared. A man might come and take him away. (Do ?) Play with him" (pointing to uncle). *Group B.*
- (xii) "Terrible bad. I mean, because he's cuddling him. He's scared. (Do ?) Hide away in the bath. *Group D.*
- (xiii) "She feels afraid, of her mummy going and not coming back again. (Do ?) Don't know. *Group D.*
- (xiv) "Sad, and scared that she might get hurt. (How would she get hurt ?) There might be some bombs drop on her. (Do ?) Don't know, just play. *Group C.*

Portraits of individual children

Turning now to individual children we formed the impression as we read each child's responses that we were presented with a relatively consistent and revealing picture. In some cases it was a disturbing one. There follow the responses given by one boy and one girl from each of the four groups into which the children are divided by Test Score.

The actual Test Score (T.S) and Teacher's Rating (T.R) is given after each child's name. Cards 1, 5 and 6 depict mild situations; Cards 2, 3 and 4 severe ones.

Stranger to p. 17

Group A 12 children

Annabel (T.S. + 4; T.R.1)

This little girl gave responses that seem typical of children who are developing well.

Card 1 / She cries, she's lonely. She feels like maybe it's in a dream. (What's she going to do ?) Hide under the bedclothes. I do that sometimes when there's a crack in the ceiling. Something dangerous might come out of the crack in the ceiling. But nothing really comes, it's only made up, in a story.

Card 2 / She feels all right. (Any of these...?) No, she's all right. (Do ?) Drawing and painting.

Card 3 / I felt lonely at school. I was crying because I didn't want mummy to go home. (Do ?) Cry.

Card 4 / Who's looking after her ? (Who do you think ?) I think the lady in the black hat in the second picture is going to come and look after her. So she'll be all right. She would be sad if she was alone.

Card 5 / She feels all right. (Does she feel any of these...?) No. (Do ?) There's a hole in the tree, and she's putting her hand in it, she's feeling the tree and then she's going to play ball.

Card 6 / She feels all right. (Any of these...?) No. She's going straight to sleep. It's easy.

Although Annabel shows a tendency to withdraw (Cards 1 & 3) and some disbelief (Card 1); she also shows a capacity to experience and tolerate the pain of separation. Her Attachment-Self-Reliance Balance is good, with more Self-Reliant responses in the milder situations, and more Attachment-type responses in the severe ^{ones} situations. The response to Card 4 seems a particularly good way of coping with the situation. It was very rare for a child to remember the aunt (or uncle) in Card 2, and to use her (him) so aptly and effectively; this was done only by children of this group. Similarly, the expression of mixed feelings was rare, and confined to these children. *Other examples from the records of other children are:*

Card 3 / Nice and sad.....

Card 5 / Happy. And that his mummy and daddy don't love him anymore. (Can he be happy if his mummy and daddy don't love him anymore ?) Yes, because he just feels one, just for a minute, and then he feels the other.....

David (T.S + 4; T.R.1)

Card 1 / He thinks that he should go to sleep soon. He feels hungry. (Do ?) He's going to see if he could make himself some toast.

Card 2 / He hopes that his daddy will come back soon. (Any of these...?) If he'd been a good boy it wouldn't have happened. (Do ?) Ask his uncle if he can have some lunch.

Card 3 / I felt like I was going to have a nice time, and I could tell my mummy things when I came back home. (Any of these...?) No. (Do ?) Some reading from a reading book.

Card 4 / He wishes that he had someone to look after him. He feels a bit sad. (Do ?) He's going to see if he can make himself some lunch, and then play.

Card 5 / He thinks he'll go and see if there's a playground. (Any of these ?) No. He's fine.

Card 6 / He feels that he wants to go to sleep so morning will come sooner. (Any of these...?) No. It's easy for him to sleep.

Throughout the record David is giving responses that show a good balance between attachment-type responses and self-reliance, combined with decisive and appropriate action.

Group B 18 children

Yvette (T.S. +2 ; T.R. 1)

Yvette : (Test Score +2, Teacher's Rating 1)

Card 1 / Upset. (upset ?) Crying upset, she's crying. (Do ?)
Nothing.

Card 2 / I'd stay with my uncle. (How does she feel ?) She feels
all right, she wouldn't feel upset then. (Do ?) Have some food.

Card 3 / I didn't like it. First I was in class 10, then in
class 7. It was a Friday, I was only 4 then, I'm 5 now. (Does
she feel any of these...?) No, but I wouldn't like to be alone.
Mummy and daddy wouldn't leave me alone because I didn't like
Miss C (teacher). (Do ?) She plays in the Wendy House and
makes a book.

Card 4 / I don't stay on my own. If she's all on her own she's
very upset, and she's got a tummyache. (Do ?) Cry.

Card 5 / She's upset, she's got a headache. (Do ?) She runs
away, to the park, because she doesn't ~~want~~ like her mummy
and daddy any more.

Card 6 / She feels happy. (Any of these...?) No. (Do ?) Go to
sleep. I say the ABC and then I go to sleep. (Why the ABC ?)
Because I like saying it, and because I don't like sleeping,
I like to watch T.V, better.

Lionel (T.S. +2 ; T.R. 3)

~~Lionel (Test Score +2, Teacher's Rating 3)~~

Card 1 / All right. (Any of these...?) No, he's O.K. (Do ?)
He's going to wait 'till his mummy's back and his daddy.
He'll wait for them and after they'll go shopping.

Card 2 / He's crying his eyes out. (Any of these...?) He's
scared. A man might come and take him away. (Do ?) Play with
him (pointing to Uncle).

Card 3 / Nice. He feels real nice. (Do ?) He's going to have
some rock.

Card 4 / He's sad because they don't love him anymore. And
he's scared. Something might come and take him away. (Do ?)
Play with his car.

Card 5 / He's sad, and he's got a tummyache because he thinks
someone will take him away. (Do ?) Play hide and seek.

Card 6 / Sleepy. His mummy reads him a story and then he looks
at a book and then he's asleep.

Stranger

Of these two Group B children, Yvette shows a good deal of distress and a somatic reaction on two cards (4 and 5). On cards 2, 3 and 6, however, she is able to take some appropriate action. Lionel also shows a somatic reaction on one card (5); and on no less than three cards he expresses ~~his~~ fear that someone will come and take him away. Nevertheless, to most of the cards he, too, is able to decide on something appropriate to do.

straight in

Group C 18 children

Mabel (T.S. 0: T.R. 2)

Card 1 / I wouldn't cry because I never cry. My sister would cry because she's scared that someone might come in the door. (Does the little girl feel scared?) No, because mummy locks the door. (Does the little girl feel any of these...?) No. I can't think. (What does she do?) Go to sleep.

Card 2 / She's sad. (Do?) Cry.

Card 3 / I was in Class 10, seven years ago. (How does she feel?) Horrible. I felt horrible because I didn't like the teacher. (Do?) Nothing. I've forgotten.

Card 4 / Is she on her own? (Yes, what if she's on her own?) It's nice. She feels like she's going to have a good time. (Do?) Play a game.

Card 5 / Sad. (Do?) Cry.

Card 6 / She's upset. (What kind of upset?) Crying and her tummy hurts. (Do?) She'll go to sleep. I go to sleep but my sister doesn't and she keeps waking me up.

The deficiencies in Mabel's development are reflected in the Attachment-Self-Reliance Balance (a higher proportion of Attachment responses given to the mild situations, and one Self-Reliant response to a severe one), and an apathetic quality to many of her Action responses. Her unwillingness to admit to feelings that ^{are often} ~~some might~~ regard^{ed} as 'babyish', and her attribution of these to her sister, conflict with her manifest distress at being separated from her parents. Her response to Card 4, in which she seems not to notice the severity of the situation, suggests unrealistic optimism.

Archie (T.S. - 2; T.R. 5)

Card 1 / Scared because he's on his own. He's scared of a burglar. (Do ?) Nothing. Burglars can only go in one of the bottom flats, can't they ?

Card 2 / Feels all right. I can think of lots of things that's happening to him. (How does he feel ?) Sad. (Do ?) Stay at home.

Card 3 / I don't remember. It feels very good because I liked it. I like it at home best of all. (How does he feel ?) Nothing. (Any of these...?) No. (do ?) Nothing.

Card 4 / He's worried. (About what ?) Daddy, because he hasn't got daddy with him. (Any of these....?) Lonely, and scared that something bad might happen. In case a burglar comes. (Do ?) Nothing.

Card 5 / This is a hard one, isn't it ? (How does he feel ?) Hungry. (Do ?) Nothing

Card 6 / I don't know. All right, (plays with pictures). (Any of these...?) No. I don't know. (Do ?) Go to sleep.

There were several indications in Archie's manner that the situations presented in the pictures were disturbing to him. His voice became progressively more babyish and took on a lisp, and he began to rock himself back and forth. His responses are characterised by fear and persistent inability to take any action.

Group D 13 children

All but one of these children had Test Scores in the range - 3 to - 7, the exception being a boy who scored as low as - 12. The responses of each of these children gave the impression of a seriously disturbed child. *That if child valid, would give an incidence for the sample of psychiatric disorder of about 20% which is close to the incidence found by other methods for London children (Rutter and others 1975)*

Claire (T.S. - 4; T.R. 3)

In her responses Claire expressed much anger with her parents and also envious dissatisfaction. Throughout the testing she chewed aggressively on her fingers.

Card 1 / She feels lonely, and angry with her mummy and daddy. (Do ?) She's going to get out of bed and hide. She wants to go with them.

Card 2 / She feels as if she wanted to go with mummy. (Do ?) She wants to go with them, if they're going to do anything nice. (Anything else ?) Sort of lonely, and angry.

Card 3 / I've forgotten. It feels strange. Some children you hadn't seen before and some children you had. Rather long playtimes and things like that. She gets a bit bored. (Do ?) Rather do nothing. (Does she feel any of these...?) No.

Card 4 / She's angry with mummy and daddy. (Do ?) She's going to shout at them when they come back.

Card 5 / She feels everybody else has got something to play with and she hasn't. She feels angry. (Do ?) She's going to find someone to play with.

Card 6 / She doesn't want to go to sleep, because she's wondering what her mummy and daddy are doing, and she's trying to listen to the telly. That's what I do, I lie down and shut my eyes and pretend to sleep, and if mummy or daddy come in they think I'm asleep, but I keep quiet and listen to the telly.

Amanda (T.S. - 6 T.R. 5)

~~She~~ was the lowest scoring among the girls. To two cards (2 and 5) she expresses the view that her mother does not love her any more and also ^{to} the two (1 and 5) that she will run away. On three cards (1, 3 and 6) she shows a somatic response and on a fourth (4) she expects to damage herself.

Card 1 / She's got a tummyache. (Do ?) She's going to run away, to see her mummy and daddy. I stay by myself with my brother and he wants my mummy and daddy.

Card 2 / She wants mummy. She feels like hiding away by herself, because mummy comes back and doesn't love her.

Card 3 / Yes, I remember. It's pains in my stomach. (Do ?) Go to the medical room.

Card 4 / She wants her mummy and daddy, she's hungry. (Do ?) She's going to cook the dinner and burn herself.

Card 5 / She's going to run away, because it feels as if they don't love her anymore.

Card 6 / She feels sick. (Do ?) Get out of bed and play with her toys.

→ Amanda

~~Julian (T.S. - 12), K.~~ was the lowest scoring of all the children.

Such constant recourse to one or two modes of response proved characteristic of children with low Test Scores. Some made repeated reference to a **spe**cific situation feared; others repeatedly withdrew. One such boy, Theo (T.S. - 3; T.R. 4), was preoccupied during the test measuring the pictures, trying to fit them exactly on top of one another, and then arranging them side by side with great precision. He expressed fear of catastrophe (Card 4), of an intruder (Card 6) and of unspecified danger (Card 3), and also a desire to control his parents' movements by controlling their supply of money.

Julian (T.S. - 12; T.R. 5)

This boy was lowest scoring of all the children.
In each of the last two cards he expresses a fear that his
parents wish to be rid of him.

Card 1 / He thinks they're still at home. He forgets that they've gone out. He
don't like it. (Feels ?) If you're alone, you can get a tummyache by crying.
Something's going to happen to him. (What ?) He doesn't know, but he'll get a
tummyache when he cries. (Do ?) He forgets. He only remembers in the morning.

Card 2 / He feels a bit better because uncle's there. He feels a bit better if
uncle takes him somewhere where there's lots of people, because he'll feel better,
better if there's hundreds of people. But not if they make a lot of noise and
it's a wedding. (Have you been to a wedding, with your uncle ?) Yes.

Card 3 / I didn't mind very much. But when I first saw the teacher I thought it
was going to be Miss M. (Headmistress). (Any of these...?) No. (Do ?) Don't know,
don't remember.

Card 4 / He feels all right, but how would he feel if he didn't know how to work
the motor car ? This time he might think his parents did like him, because they
did buy him a motor car. (Do ?) He's going to drive the car, and if he's tired,
he might want to eat and he forgot to ask his dad to give him something to eat.
(Do you think he's hungry ?) Yes.

Card 5 / He might find other children, but he'll be worried because of mummy and
daddy, that they might want something. (Want something ?) Yes, they might want
him to die. It might be something for him to be killed there. To get rid of him.

Card 6 / He feels as if mummy's going to go to another country and leave him there
and never come back, and leave him there for all his life, and not let him know
when it's morning. Mother's not nice to him any more. That's the last time.

Others of the children in Group D expressed fear that they might die, e.g.

Response of girl (T.S. - 5) to Card 2:

"She's scared that something bad's going to happen..... she's going to die."

Response of boy (T.S. - 7) to both Cards 2 & 3:

"He might get killed"

Response of boy (T.S. - 4) to Card 6:

"Something might kill him if he's in the dark" ~~or that~~
or that they might be abandoned, e.g.

Response of girl (T.S. - 5) to Card 2:

"She feels afraid of her mummy going and not coming back again"

Response of girl (T.S. - 3) to Card 4:

"She's scared that they're never going to come back again."

One of the basic differences between these responses and similar-sounding responses given by children with good test scores is the ability ^{of the latter} to do something effective despite fear. This is illustrated by a response to Card 4, from a girl scoring +3 #:

"She thinks that something bad's going to happen. Something might come and take her away. (What does she do?) She's going to go and stay at her nana's".

Family relations

There is now strong evidence that the pathway of personality development ^{which} a child, adolescent or young adult ~~is~~ following ^{is} is correlated with the patterns of interaction within his family (see review in Bowlby, 1973, Chapter 21).

In our pilot project we had hoped to be able to test this hypothesis by interviewing the parents of the ten children with the highest test scores ^(those of) and the ten with the lowest. Difficulties arose, however, partly from time being ~~too~~ limited and partly from difficulty in obtaining co-operation, especially (and probably significantly) from the parents of low scorers. From what was done, however, including asking parents to predict how they thought their child would respond to the situations depicted on the cards, we formed a strong impression that the parents of the higher scoring children were more likely ^{than parents of low scorers} to empathise ^{feelings to be} with and to be responsive to their child's needs, more aware of the value of their being available at critical times (e.g. when their child comes home from school), more flexible about practical arrangements, and more skilful at preparing ^{their} a child realistically for an upsetting situation, without allowing their own anxieties to intrude.

straight on

DISCUSSION

In contrast to
~~Unlike~~ most projection tests which present a deliberately undefined stimulus situation, the test described presents a series of clearly specified situations which are selected because of their relevance to a particular theory of personality development and psychopathology. We regard the results of our small pilot study as promising *on account of* ~~for~~ the range of responses the test gives, ~~for~~ the extent to which Test Scores correlate with Teacher's Ratings, and ~~for~~ the relevance that the responses have for understanding how each child construes his family situation and is likely to react to unsought separations from, or to loss of, a parent.

The test proves interesting to children in the age-group concerned, appears not to engender undue anxiety even in disturbed children, is relatively quick and easy to give and is not difficult to score. Responses are readily related on the one hand to clinical problems and on the other to theory. This leads us to believe that the test may prove of use both in routine clinical settings and for research.

Nevertheless
~~Clearly~~ much further work is required before the test can be regarded as a valid and reliable instrument. Information is needed regarding the reliability of classifying responses and the degree to which results correlate with other methods of assessing personality. With further experience some simplification of scoring methods may prove possible.