

Children of divorce:
A comparison of the perceptions of parents
and the perceptions of children

by

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INTRODUCTION

The number of divorces in the United States has increased from 377,000 in 1955 to 1,181,000 in 1979. The number of children involved in divorce has, similarly, increased from 347,000 in 1955 to 1,181,000 in 1979 (U.S. Bureau of Census, 1982). The number of divorces and children involved in divorce is expected to continue to increase so that in 1990 close to one-third of the children in the United States can expect that their parents will be divorced before their eighteenth birthday. If children from separated, widowed and never-married parents are included, nearly 50% of the children born in 1977 will live in single-parent homes. This means that, at any one time in 1990, there would be as many as 25% of the children in one-parent homes. That is an increase of almost three times the 1960 figure of 9%. These figures are considered by Glick (1979) to be conservative.

Statement of the Problem

The increasing number of divorces has resulted in a growing body of research which looks at the effects of divorce on children and families. Since many of the research findings about children and divorce are based on parents' reports of their children, the validity of those parent reports is important. It is also important in a more practical sense. Since children are often brought to the attention of clinicians and educators by concerned parents, it is important to know if those concerns mirror the concerns of children or are, in fact, very different

from the concerns of children. It could also be important for the parent to know how accurate his or her perceptions of the child(ren) are because parent and child affect each other in a reciprocal way (Kurdek, 1983). The way a parent views the child's adjustment may affect the parent's own adjustment. Similarly, the way the child views the parent's adjustment may affect the child's adjustment (Kurdek & Berg, 1983).

There is some research which suggests that when parents' and children's descriptions differ, the parent will describe the child as less healthy and having more problems than will the child (Young & Bodie, 1984). There is, however, other research which suggests that divorced parents report very satisfactory child adjustment (Hingst, 1984).

A control group of classroom children will be used to determine if divorced children view themselves as less healthy than their peers. Children from two-parent families will be compared to the children from divorced, single-parent families. It is expected that children in the divorced group will be more fearful, angry, and unhappy than their peers.

Factors that may affect agreement or disagreement

Because the effects of divorce and children's understanding of the divorce experience have been shown to be influenced by the age and sex of the child (Kurdek & Siesky, 1979, 1980; Robson, 1982; Wallerstein & Kelly, 1980), this study will be limited to school-aged children under

13 years of age. Sex will be considered an important variable.

The number of years since the separation will also be considered as an important variable. Separation rather than the divorce will be used because separation is considered by many researchers to be the key emotional event for the child (Wallerstein & Kelly, 1980). Research indicates that the first two years after separation are the most stressful and the most filled with parent-child conflict. Therefore, it is expected that there would be less agreement immediately after the divorce than there would be several years after the divorce.

The parents with supportive friends and families as well as parents who went to a counselor have shown better adjustment than those who had no supports (Woody et al., 1984). Parental discord has also been shown to affect parental adjustment (Hess & Camara, 1979; Rutter, 1971). Since parental adjustment affects child adjustment, these factors are expected to relate to the amount of agreement between parent and child.

Anderson-Khleif (1982) has found economic considerations to be very influential on adjustment and that a parent's educational level is a good indicator of the kind of job he or she can get and how well the single parent can provide for the children. It is expected that a higher level of education would result in better adjustment and more agreement between parent and child. Economic considerations may also force the divorced parent to move, either to find a job or to reduce expenses. This may cause an added stress and could result in less agreement between parent and child.

Statement of Purpose

This study will, therefore, focus on the agreement or disagreement found in the way divorced parents describe their children and the way their children describe themselves. Their descriptions will come from answers to a questionnaire. Six factors, 1) the years since separation, 2) whether the family has moved, 3) the amount of contact the child has with the non-custodial parent, 4) the custodial parent's educational level, 5) the parent's support system, and 6) the amount of conflict at the time of the divorce, will be examined to determine if they influence the parent/child agreement.

The questionnaire will also be given to a group of classroom children to see if there are significant differences between the classroom group and the children in single-parent homes. It is expected that the children in single-parent homes would be more worried, fearful, and angry than those in the classroom group.

LITERATURE REVIEW

With the increase in the number of divorces and children of divorce, there has been an increased interest in studying the effects of divorce on children. Because of the large amount of literature in this area, the literature search was limited to those studies that dealt with children and, for the most part, was limited to elementary-age school children. Initially, a number of studies were identified by an ERIC search of the most recent psychological and sociological abstracts. The bibliographies of those articles were examined for relevant studies. Those studies that were frequently cited were then researched and their bibliographies were also examined for important additional studies. This literature review will show the trend in research from very general studies of separation toward more specific studies of divorce and point out the importance of parents' perceptions of child adjustment in the literature. It will discuss the kinds of reactions that are typical of children whose parents divorce and look at those factors that have been found to aid or retard child adjustment. The literature is reviewed under these headings: Early Studies, Parental Perceptions as the Source of Information about Child Adjustment, Longitudinal Studies, Six Developmental Tasks of Divorce, Other Child Reactions to Divorce, and Differences Within the Group Labeled "Divorced".

Early Studies

Early studies looked at the effects of fatherless homes with little differentiation between types of fatherlessness--divorce, death, or work separation. Biller (1976) summarized a wide variety of literature which indicates that father-absence does adversely effect sex-role development and the personal and social adjustment of both sons and daughters. Some mediating factors such as the child's age at the time of absence, middle or lower class status, and the absence or presence of male siblings are mentioned.

However, after summarizing a number of studies, Herzog and Sudia (1973) conclude that there is no clear evidence that father-absence results in juvenile delinquency, confused masculine identity, or changed school achievement. They suggest that father-absence is mediated by a number of complex variables, some of which were probably operating before the father's absence. Important variables include the functioning of the present family unit including family climate, the mother's coping ability, and the mother's role. Also important is the cause for the father's absence and the community attitudes toward the absent father.

Similarly, Rutter (1971) concludes that, although parental separation does have some association with anti-social behavior, it is family discord before, during, and after separation rather than the separation itself which affects development. Other factors such as a good relationship with one parent can do much to counter the effects of

separation.

Parental Perceptions as the Source of
Information about Child Adjustment

Recent studies have become increasingly more specific and many have focused on the specific effects of divorce on families and children. Many of the studies of children from divorced homes have used parent interviews or questionnaires to assess the child's adjustment (Desimone-Luis et al., 1979; Fulton, 1979; Goode, 1956; Hingst, 1984; Pett, 1982). Some of these report very satisfactory child adjustment such as Goode's 92% (1956) or Hingst's 83% (Hingst, 1984). This is in sharp contrast to other studies such as Wallerstein and Kelly's (1980) who reported 1/3 of the children happy five years after divorce, 1/3 unhappy and 29% in a middle range, or McDermott (1968) who reports that 62% of the children he studied experienced behavior changes causing management problems. Fulton (1979) says that:

despite problems of potential bias in their responses, parents are uniquely situated to serve as observers of their children's post-divorce adjustment. They are the adults who have spent the most time with their children and are the most apt to be aware of changes in their children's behaviors (p. 128).

If, however, parents avoid issues they feel unable to deal with, as McDermott (1968) suggests, their perceptions may give an inaccurate picture of children's adjustment. A few studies have attempted to address the question of parent's accuracy in reporting child adjustment. Kurdek and Berg (1983) found low positive correlations between parent

and child measures and suggest that the relationship is not strong enough to disregard child measures. Pett (1982) in a sub-group from her sample ($n=35$) compared 12 and 13 year old children's answers to their parents' answers. She found that children scored themselves higher on withdrawal and lower on hostility than their parents did. Otherwise, the results were very similar for parents and children. Hetherington, Cox and Cox (1978, 1979) compared parent and teacher ratings and found more agreement at one year than at two years and that intact families had less agreement than divorced families. This might suggest that parents are more aware of changes in the child at the time of the divorce than they ordinarily would be or that the child's behavior is more consistent from home to school at this time than it is at other times. Young and Bodie (1984) compared parent and child perceptions. Their sample consisted of 48 children and their custodial parents. These children were compared with 49 controls from intact families. Children and parents each completed two surveys. Although there were few differences between intact and divorced families, the trend was for divorced parents to rate their children as less healthy than the children rated themselves. There were three areas where divorced parents had less agreement than non-divorced parents. These areas were conduct problems, child self-reports of feeling upset, and estimates of how upset father is.

Longitudinal Studies

Two very significant studies dealing with children and divorce were longitudinal studies done by Hetherington et al. (1978, 1979) and by Wallerstein and Kelly (Kelly & Wallerstein, 1976, 1977; Wallerstein & Kelly, 1976, 1977, 1980).

Hetherington et al. (1978, 1979) studied children who attended preschool. They studied 24 families with preschool children in each of four groups: intact families with girls, intact families with boys, divorced families with girls, and divorced families with boys. They took measurements two months, one year, and two years after the divorce. A multi-measure approach was used and included parent interviews, diaries, observations, behavior checklists, personality scales, peer and teacher ratings.

The main areas of stress for single parents were practical problems in living, emotional distress, self-concept or self-identity, interpersonal problems related to social life, the ex-spouse, and the children. All areas improved over the two-year period. The peak of stress between parent and child came at one year. Stress had decreased by two years and, for girls, had nearly disappeared. Mother-son relationships seemed the most strained at all measurement periods. Some of the child behaviors which were found to be troublesome were disobedience, aggression, whining, demanding and unaffectionate behavior, and depression. There was much agreement between parent and teacher ratings of child behavior in the first year following the

divorce but much less agreement at two years. The intact families had less agreement than the divorced families. Boys who were shifted from one preschool to another between the first and second year had better peer relations and were reacted to more positively by teachers during the second year.

Hetherington (1979) draws a number of conclusions from this study and others. She says the short-term adjustment to divorce is related to the amount of conflict, loss, change, and uncertainty. The long-term adjustment is related to the quality of life in the single-parent home. Several concurrent stresses such as moving, the mother going to work, and reduced economic situation can make adjustment more difficult. Developmental status affects a child's reaction. A young child has a distorted perception of parents' needs and behaviors and tends to be more self-blaming. Boys are affected in a more enduring and pervasive way than girls. The continued involvement of the father with the child results in a more positive adjustment.

A second study which followed divorcing families over a period of time is the extensive study done by Wallerstein and Kelly (Kelly & Wallerstein, 1976, 1977; Wallerstein & Kelly, 1976, 1977, 1980). These researchers followed 131 children from 60 families for five years. They used a multi-measurement approach to assessment that included observations, interviews with parents and children, and information from the schools. The child assessment looked at three areas: the child's developmental level, divorce-specific responses including affective response, coping strategies, and new behaviors, and the available

support system.

One of the most outstanding findings from this study was the very different responses of children from different age groups (Kelly & Wallerstein, 1976). They found that children ages five and a half to seven responded very differently from those in the latency age groups. They divided the latency age group into two groups, Early Latency (ages 7-8) and Later Latency (ages 9-10). The Early Latency group had 26 children, 14 boys and 12 girls. At the initial interviews, these children seemed overwhelmed by sadness. They were aware of their pain but unable to gain relief. They used denial and reversal to deal with the pain but many were immobilized. They also were fearful and expressed feelings of deprivation in the form of hunger or worries about money. The wish for reconciliation was widespread. More than half missed their father. This was especially true of the boys. Most of the children wished to see their father more. Relations with the mother were often strained as the children frequently felt she had "driven father out" and either felt angry or feared that she would drive them out also. Often the anger was displaced to teachers, friends, or siblings. More than half of the teachers reported behavior changes at school.

At the one year follow-up, the intense pain had disappeared and there was generally a resigned attitude of sadness. Fifty percent of the children had improved or maintained their previous level of development. Fifteen percent were still having some difficulties and 23% were in worse or deteriorating condition. Twelve percent were not

seen.

There were 31 children in the Later Latency group (Wallerstein & Kelly, 1976). These children showed a brave exterior which often covered up an underlying feeling of helplessness, rejection, and loneliness. Outwardly they used denial, constant motion, courage and conscious avoiding to deal with the divorce. These children had a more mature grasp of time, reality, and history which helped them understand the meaning and consequences of divorce. Many of these children felt ashamed of their parents. Their most outstanding response was anger. Half were angry at their mothers and half were angry at their fathers. Many were angry at both. Their anger was usually directed at the parent they felt initiated the divorce and their perceptions were usually correct. They had many worries and a shaken sense of identity. Many felt lonely. This was often due to a realistic assessment of their parents' decreased interest in them. Their pain often galvanized them into organized activities outside the home. Some developed somatic symptoms and some were drawn into painful loyalty conflicts between their parents. There was a decline in school performance, deterioration in peer relations, and a decreased ability to concentrate.

At the one year follow-up, all but four of the 15 whose learning had declined were back up to previous educational and social levels. The feelings of the children were less intense. One-third of the children remained angry at the non-custodial parent. One-half showed signs of behavior problems or depression. Few had good relations with both parents.

At the five year follow-up, about 1/3 of the children were happy and 1/3 were unhappy. The 29% of the children who were in the middle range of adjustment expressed emotional neediness and diminished self-esteem. Those most likely to experience the poorest overall adjustment at five years were those who had been in the middle range of adjustment at the start of the divorce. Only children who were physically separated from a psychiatrically ill parent were as emotionally improved by divorce as their parents were. The children judged improvement in terms of the reduction in friction, relationship with the visiting parent, freedom from economic worries, adequate contact with both parents, and approval and love from both parents (Wallerstein & Kelly, 1980).

The researchers in this study conclude that divorce is a process which causes disorganization and reorganization over a period of several years. Loss is only one part of the complex divorce process. It is also necessary to deal with the changing relationships, family structure, roles, and self-concept. The central event for most children is the parental separation. This precipitates a broad spectrum of responses that may or may not be observed by the parent. The researchers suggest that the adult's capacity to parent is diminished at this time and there is a need for professionals who deal with divorcing families to put more focus on the parent-child relationships during the divorce process (Kelly & Wallerstein, 1976; Wallerstein & Kelly, 1977).

These two longitudinal studies (Hetherington et al., 1978, 1979; Kelly & Wallerstein, 1976, 1977; Wallerstein & Kelly, 1976, 1977, 1980)

report very similar findings. They both found that there was a great deal of stress and uncertainty during the first year after separation and that this affected the children and their relationships with their parents. However, by the end of the second year, things had begun to stabilize and improve. They both report that boys have more difficulties than girls and that age is a factor in the child's understandings and reaction to the divorce.

Six Developmental Tasks of Divorce

Wallerstein (1983) states that there are six tasks that the children in divorced families must successfully work through. Those tasks are 1) acknowledging the marital separation, 2) regaining a sense of direction, 3) dealing with loss and rejection, 4) forgiving the parents, 5) accepting the permanence of the divorce, and 6) resolving issues of relationships. The first two tasks need to be dealt with during the first year of divorce. The other tasks can occur anytime during the growing up years. She states that task six is the most important in adolescence and that it requires the successful completion of the first five tasks.

Task 1 is "acknowledge the marital disruption." This is not the same as acknowledging the divorce's permanence which is a later and more difficult task. This task is most difficult for the very young child and for children who are offered no parental explanation. It is most successfully accomplished by those who are assured of their parents' continued love and care for them and who are able to discuss their fears

and fantasies with their parents.

Task 2 is "regaining a sense of direction and freedom to pursue customary activities." This requires that the child gain mastery over powerful anxieties. Failures occur when the divorce does not improve the child's situation, the parent is depressed, acute stress continues, or the child has a history of poor adjustment. Previous success in relationships, learning, and play aid good adjustment as does a return to a calmer, stabilized home routine where the child's physical care is adequate.

Task 3 is "dealing with the loss and feeling of rejection" associated with the visiting parent. Although the sadness may continue, the child must master the feelings of rejection and reduced self-esteem. Success can be accomplished by a satisfactory visiting relationship or by finding support in other relationships. The children most likely to fail at this task are those who had a close loving relationship with the absent parent and those who are receiving inadequate parenting from the custodial parent.

Task 4, "forgiving the parents," will result in a reduction of anger toward the parents although some anger may remain. Those who failed at this task often became delinquent or promiscuous, they became involved with parental alignments against the other parent, or felt guilty for their imagined part in the divorce.

Task 5 is "accepting the permanence of the divorce and relinquishing longings for the restoration of the predivorce family." The early denial helps protect the child until he or she can deal with

the full reality. A child may still hope for reconciliation but the hope must not interfere with development if this task is to be accomplished successfully. Success is often related to the child's satisfaction with the current situation or his or her ability to separate self from the parents' needs. Parents who continued to contact each other, longed for the ex-spouse, or did not provide adequate care made it more difficult for their children to accomplish this task satisfactorily.

Task 6, "resolving issues of relationships," is the major developmental task and is shared by all children but is more difficult for children of divorce. During adolescence, all the children go through a re-evaluation period. Some come to a greater level of success in dealing with the divorce. Others come to greater failure. Those with low self-esteem and a fear of failure in relationships had the poorest adjustment. Where the children had been treated with consideration by the parents and had received an explanation of the divorce that made sense, the children made a better adjustment. To successfully complete this task, children must develop compassion and understanding for their parents and be able to make an emotional separation from them.

Other Child Reactions to Divorce

McDermott has done two studies of children from divorced homes. In the first study (McDermott, 1968), he looked at 16 children, ages three to five, at the time of the divorce. There were 10 boys and six

girls in his sample. Using school observations, he found 62% of the children displaying behavior changes that caused management problems. He contrasts this with Goode's study (Goode, 1956) where only 18% of the mothers reported management problems at the time of their divorce. McDermott suggests that parents may avoid this issue because they are not able to deal with it. He found there was "almost a moratorium for mothering, as it had been performed in the past, during the divorce period" (McDermott, 1968, p. 1430). Other typical responses from the children included shock, anger, depression, denial, regression, and blaming. He found that the child's reaction depended on the child's age, sex, extent of family conflict, each parent's personality, sibling relationships, and the child's own personal strength. He concludes that the majority of children this age experience divorce as a major crisis.

A second paper by McDermott (1970) looked at two groups of children who had been evaluated at the University of Michigan's Children's Psychiatric Hospital from 1961 to 1964. Because this study was done by looking at records from the past and the children were not available for present observation, the information was not complete. However, several areas of significant difference were found between the divorced group ($n=116$) and the intact family group ($n=1,349$). The duration of the present problem was shorter in the divorce group, the maladjustment was more sharply defined for the divorce group, and depression was more common among this group. These children often used acting out to avoid experiencing their feelings and to counter their feelings of helplessness. The children often accepted the blame for the divorce,

often acted like the absent parent, and were often the unconscious focus of the conflict between the parents. The children's understanding and reaction to the divorce were important to their adjustment as was their relationship with each parent.

Nelson (1981) reports that the relationship with the ex-spouse is very influential in the mother's adjustment to divorce and that the mother's past marital satisfaction is the best predictor of the children's adjustment. Fulton (1979) had 560 parents assess the impact of divorce on their children. Most parents felt their parenting skills fell off some at the time of the divorce but had improved again afterwards. Forty-eight percent of the wives and 63% of the fathers felt the divorce had a negative effect on the children. Raschke and Raschke (1979) used the Piers-Harris Children's Self-Concept Scale to measure self-concept. They found no significant differences between divorced and intact families but found lower self-concept scores from children who reported more family conflict.

Many papers and books (Allers, 1980; Gardner, 1970; Richards & Willis, 1976; Unit at Fayerweather Street School, 1981) report similar affective changes in children experiencing divorce. Many experience anger, guilt, fear or loneliness. Some react with depression and withdrawal, acting out, or physical symptoms. These reactions are consistent with the six coping patterns described by Brenner (1984)--avoiding, denial, regression, physical withdrawal, mental withdrawal, or impulsive acting out. The more positive alternative of facing stress is suggested. This can be done through altruism, humor, suppression,

anticipation, or sublimation.

Positive reactions to divorce

Schlesinger (1982), while listing some disadvantages of divorce, also gives a number of advantages reported by teen-agers from divorced homes. The advantages reported by these children included feeling closer to mother, taking more responsibility, learning to help more in the household, and getting along better with siblings and friends. They felt they were trusted more, and some reported feeling closer to father. Friedman (1980) emphasizes the positive aspects of a father's relationship with his children after divorce. He suggests that separation and divorce can result in a more positive father-child relationship. Several other studies have examined differences between children from divorced and children from intact families. Hingst (1984) used parent questionnaires to evaluate children's response to divorce. Her optimistic report is in sharp contrast to other studies such as Wallerstein and Kelly (1980). Hingst reports that 83% of the children felt fine about the divorce or were generally well-adjusted. Fourteen percent were said to be having some adjustment problems and only 3% were said to be in hopes of reconciliation.

Differences Within the Group Labeled "Divorced"

Hess and Camara (1979) suggest that studies which concentrate on differences between divorced and non-divorced families do not adequately consider the differences within the group labeled "divorced". Many

current researchers are concentrating their attention on the differences within the group labeled "divorced" and are trying to discover which differences affect the adjustment of children and their parents. Hess and Camara (1979) studied the school and social behavior of children from 16 divorced and 16 intact families. The children were ages 9-11. They found the divorced children higher on aggression and lower on school work effectiveness but not significantly different on social behavior. They also looked at family relationships within the divorce group and found that family relationships were a better predictor than family type. On stress measures, parental discord was the most important. On other variables, the parent-child relationship was most important. They conclude that more attention needs to be given to relationship variables in future studies of divorcing families. Using a family systems approach, Beal (1979) describes families as severely or mildly child focused. He defines child focus as the extent to which family members deal with stress by focusing on one or more children. He says mildly child focused families are able to be more objective when explaining the divorce and custodial arrangements to the children and that they are able to separate parent needs from child needs. Children in mildly child focused families make a better divorce adjustment than those in severely child focused families.

Age related characteristics

Kurdek and Siesky (1979, 1980) interviewed both parents and children. They give a very positive report saying that the majority of

children indicated they were not adversely affected by the divorce. Most children saw divorce as preferable to their parent's living in conflict. They found internal locus of control and maturity positively related to good adjustment. Maturity is related to age but not identical to it. Kurdek and Berg (1983) report that divorce adjustment is related to personal adjustment, the mother's social support network, and low interpersonal conflict. This study used both parent and child measures and found low positive correlations between the two. They suggest that parent measures may not always reflect the child's feelings accurately. Neal (1983) stressed the importance of the child's cognitive abilities in dealing with divorce. This, again, is related to age. Robson (1982) stresses the significance of age as a factor in the child's adjustment. Robson divides school age children into three groups -- early school age (6-8 years), older school age (9-12 years), and adolescence (13-18 years).

Life changes related to divorce stress

One view of divorce sees it as a series of life changes that vary from situation to situation. The more changes divorce causes, the more stress and more problems it causes. A number of studies have tried to isolate the various changes that come about as a result of divorce. One study (Woody et al., 1984) found several factors predicted a greater number of child symptoms. Younger parents had children with more symptoms than older parents. Parents with psychosomatic symptoms or general symptoms, conflictual spouse relationships, and stress in the

parent resulted in more child symptoms. The parent's use of counseling and other supports resulted in less child symptoms. Anderson-Khleif (1982) describes several of the life changes that often accompany divorce and create added family stress. Economic considerations are often paramount in the single mother's view. How much education a mother has or can get often influences how good a job she can get and if she will be able to adequately support her children. Often the divorce precipitates a move either because of economic considerations or to be nearer family and support systems. The relationships with the ex-spouse continue and can be either a positive or negative factor in the adjustment of the mother and children.

Other factors related to adjustment

Warshak and Santrock (Santrock & Warshak, 1979; Warshak & Santrock, 1983) found that children living with the same sex parent adjusted better than children living with the opposite sex parent. That is, boys living with fathers and girls living with mothers adjusted better after the divorce. They also found that authoritative parenting--as contrasted with authoritarian or laissez-faire--was positively related to good adjustment.

Jacobson (1978a, 1978b, 1978c) found the frequency of visits with the non-custodial parent, the amount of interparent conflict, and the relationships with both parents to be influential in the child's adjustment. Pett (1982) also found that the child's relationships with both parents was important. She also found that economic issues and the

social support network did not directly affect the child's adjustment but they did affect the parent's adjustment and the parent's adjustment was influential on the child. Desimone-Luis et al. (1979) found that a drop in income of at least 50% following the divorce was associated with deviant child behavior.

Summary of Literature Review

The increasing number of divorces in the United States has resulted in an ever growing number of studies that focus on children and divorce. Early studies looked at many kinds of parent separation. The studies have become increasingly more specific as they look at children's reactions to divorce and, even more specifically, at the factors which contribute to or hinder satisfactory adjustment in children. A number of studies have described children's reactions and adjustment to divorce and a number of mediating factors have been associated with child reactions.

Child adjustment has often been assessed using parent reports. The accuracy of parental perceptions has, however, rarely been tested. Those studies which have focused on the question of parent/child perceptions have shown mild parent/child agreement with areas of significant difference. Past research has not indicated if the factors which mediate child adjustment also affect parent/child agreement. It would seem that the best way to assess parent/child agreement is to administer identical questionnaires to both the child and his or her parent.

The literature also suggests that children in divorced homes are less emotionally healthy than those in intact families. To assess this, the two groups of children should be compared on the same measuring instrument or questionnaire.

METHOD

Subjects

The subjects were divorced or separated custodial parents and their children. The children were limited to those who were in school and under age 13. A total of 33 children ($N=33$) and their 23 parents participated in the study. When there were two or more children ages 5-12, in a family, the parent was asked to fill out a separate questionnaire for each child.

Three public school classrooms of fourth and fifth graders were also asked to fill out a questionnaire. Although all the children in the classroom were invited to fill out questionnaires, only the ones who indicated they were living with two parents were included in this study. The classroom questionnaires provided a comparison group for determining if children in divorced families described themselves differently than did their peers. The parents of the classroom children were contacted by letter for consent to have their child participate but these parents did not fill out a questionnaire.

Materials

The questionnaire (see Appendix A) was constructed by the researcher. It was based on information gleaned from numerous studies reported in the Literature Review. The questions attempt to describe the child in terms of feelings, behaviors, and understanding of the divorce. There are questions related to specific coping strategies and

to the six divorce-related developmental tasks described by Wallerstein. The focus is on what the child is like now rather than before the divorce or at the time of the divorce. The first six questions are open-ended and served to develop rapport between the researcher and the children. They were also used to see how preoccupied the child was with the divorce. The other 58 questions could be answered yes, sometimes, or no. "Yes" indicated that the statement was like the child. "No" meant the child was not like that.

There were six additional questions on the parent questionnaire. These questions asked (1) the length of time since the final separation, (2) if the child had moved since the divorce, (3) how much contact the non-custodial parent has, (4) the kinds of support available to the parent, (5) the level of education the parent had completed, and (6) the amount of conflict at the time of the divorce. It was hypothesized that these factors might influence the amount of agreement between parent and child because they have been shown to be related to divorce adjustment.

The parent and child questionnaires were identical except that the word "I" was substituted for "my child" on the child questionnaires and the six parent questions were omitted. There were two forms of the questionnaire. The two forms were identical except that the word "separation" was substituted for "divorce". The separation questionnaire was given to those who were separated but had not yet finalized their divorce.

The questions on the classroom questionnaire were the same as those on the child questionnaire except that ten questions which dealt

directly with divorce were omitted. One question was added. It said, "My parents are divorced or separated." This question could be answered either yes or no.

Procedure

A pilot study was conducted with two children and their parents to check for difficulty in wording of the questionnaire and for questions which evoked an emotional response. A few questions were then changed or deleted.

Single parents were contacted through divorce support groups or single parent groups to request their participation. Participating parents were asked to suggest others who might participate. The researcher met the family at a location that was convenient for the parent. Usually this was the parent's home but sometimes it was the meeting place for the divorce support group or a public building. The parent was asked to read and sign a consent form giving permission to ask their child to participate. Then, the parent was given a questionnaire to fill out independently while the child and researcher went in a separate room. The researcher read the questions to the child and circled the answers. The child was given a card (see Appendix A) to look at and could point to the answers or answer verbally. The card used with younger children had three faces. The smiling face meant "yes, that's like me," the second face meant "sometimes I am like that and sometimes not," and the sad face meant "no, I'm not like that." Older children were given a card with the three words "yes",

"sometimes", and "no". Both parents and children were told they could skip questions they did not wish to answer.

No names were on the questionnaires. A number was used to keep the child and parent questionnaires together. When there were two children in a family who were participating the parent was asked to fill out a separate questionnaire for each child and each child was interviewed separately by the researcher.

The classroom questionnaire was administered by the researcher. It was read to the entire class as a group. The children wrote or circled their own answers.

RESULTS

The increasing number of divorces and children affected by divorce has led to an increase in the number of studies about children of divorce. Many of these studies have used parent reports and parent questionnaires to evaluate child adjustment. This study was designed to investigate whether parents' perceptions of their children are the same as the child's perceptions of him or herself. This study's null hypothesis is, "There is no more agreement between parent and child than one would expect by chance." This was tested by administering the same questionnaire to both the parent and the child. The questionnaire was also administered to a group of classroom children from two parent homes to test a second null hypothesis: "There is no significant difference between children in single-parent homes and children in two-parent homes." The purpose of this chapter is to present the findings of the statistical analysis of data.

In evaluating the data, first frequencies were obtained. Then, a test of internal consistency was done by group. An alpha score was obtained for each of the three groups: parents, divorce children, and classroom children. Parent-child agreement was assessed using two tests, chi-squares and Pearson product moment correlations, for each item on the questionnaire. On the items showing significant agreement, seven variables were tested with the chi-square test of independence to see if any of those variables significantly affected agreement between parent and child. The seven variables were child sex, child age, years

of separation, distance moved since separation, contact with visiting parent, education of single parent, and conflict at the time of the separation.

The responses of the classroom children were compared to the responses of the divorce children using two tests. Chi-squares and t-tests of proportions were computed for every item that appeared on the classroom questionnaire to see if there was a significant difference between the classroom children and the divorce children.

The findings are organized under the following headings: descriptive data, summary of open questions, test of internal consistency, parent/child agreement by chi-squares and Pearson product moment correlation, variables affecting parent/child agreement, comparison of classroom children, and divorce children by chi-squares and t-tests, and summary.

Descriptive Data

The subjects for the study were 33 children ($N=33$), their 23 divorced parents, and 28 ($N=28$) classroom children from two-parent homes. The children were all elementary school age (5-12). For data analysis they were divided into two groups based on Robson's (1982) division of early school age (5-8) and older school age (9-12). There were 16 children in the early school age group and 17 in the older school age group. Thirteen of the children were girls and 20 of the children were boys. Twenty of the parents were mothers and 3 were fathers. All were custodial parents.

Parents were asked six questions which were used to determine if these variables affected parent/child agreement. Because some parents filled out questionnaires for more than one child, the totals on the parent questions equal 33 rather than 23. Four of the children lived in homes where the parent had been separated less than one year, eight in homes where the parent was separated one to two years, 16 in homes where the parent was separated less than five years, and five in homes where the separation happened at least five years earlier.

Parents were asked if their child(ren) had moved since the separation. Sixteen had not moved. Three moved but stayed in the school district. Four moved out of the school district but within forty miles of their old home and ten moved more than forty miles.

Thirteen children saw their visiting parent weekly. Five saw the other parent every two weeks. Two had monthly visits and 13 saw their other parent less than once a month.

All but one of the parents had the support of relatives, friends, or a counselor at the time of the divorce.

The custodial parent of fifteen children had a high school degree. Ten had a two year or trade school degree, five a bachelor's degree, and three had completed graduate school.

The parents of eight children reported about the same amount of conflict as most divorcing families at the time of the separation. Ten reported more conflict and 15 reported less conflict.

Summary of Open Questions

The questionnaire had six open questions which were asked at the beginning of the interview to help establish rapport between the researcher and the children and to see how pervasive the children's concern with the divorce really was. The first five questions did not directly refer to the divorce but ten of the children mentioned the divorce, their desire to see more of the visiting parent, or some other aspect of the divorce in their answer to those questions. The parent answers indicated that they thought fourteen of their children would refer to the divorce in those questions.

Test of Internal Consistency

An alpha coefficient of internal consistency was computed for each of the three groups: divorce children, parents, and classroom children. This test indicated there was satisfactory homogeneity of items and that the respondents were answering them consistently.

Table 1. Internal consistency

Group	Alpha
Divorce Children	.8035
Parents	.8711
Classroom Children	.7603

The children in the divorce group had an alpha coefficient of .8035. The children in the classroom group had an alpha coefficient of .7603. The classroom questionnaire was ten questions shorter than the divorce questionnaire because the questions dealing directly with divorce were deleted. The parent group had a slightly higher alpha score of .8711.

Parent/Child Agreement

Parent/child agreement was tested using both chi-square and Pearson product moment correlations tests. The chi-square results will be presented first, then the Pearson product moment correlations.

Chi-square results

In order to determine if there was more agreement between parent and child than might be expected by chance, a special form of chi-square was used. The child answers were arranged on the horizontal and parent answers on the vertical so that a three by three chi-square was formed with the three possible answers: yes, sometimes, and no. The cells on the diagonal of the chi-square represent the number of times parent and child agreed (yes-yes, sometimes-sometimes, or no-no). The other cells indicate disagreement. A chi-square was then computed comparing the total of the diagonal (the agrees) with the total off-diagonal (disagrees). This is a one-tailed test with one degree of freedom. When the Observed on the diagonal was smaller than the Expected on the diagonal, no further computation was necessary because the chi-square is

not significant. For a more complete discussion of this technique, see Light (1971).

Out of 58 items on the questionnaire, four were significant indicating that in four cases out of 58, there was more agreement between parent and child than might be expected by chance. The complete list of chi-squares is shown in Appendix G. The four significant items are shown in Table 2.

Table 2. Parent/child agreement

Item	χ^2	Pearson r
2. I often feel lonely.	NS ^a	.4508++
12. I help a lot at home.	NS	.3508+
14. I do well in school.	NS	.3508+
22. I can talk to Mom about the divorce.	NS	.4760++
23. I often feel angry with Dad.	6.4086**	.4464+
29. I spend as much time as possible playing with my friends.	2.9249*	NS
36. There are a lot of fights between my parents.	4.1479*	.4054+
46. Things are better for me since the divorce.	5.9229**	.3609+
54. I am sure both my parents love me.	NS	.3815+

^aNS = Not significant.

* p<.05, one-tailed; ** p<.01, one-tailed.

+ p<.05, two-tailed; ++ p<.01, two-tailed.

Pearson product moment correlation results

A second test of parent/child agreement was run to see if a more powerful test would result in more items showing significant agreement. The Pearson product moment correlations indicated significant agreement between parent and child on eight of 58 items. Three of the four items that had significant chi-squares also had significant correlations. The item with the smallest chi-square (Item 29) did not show up as significant on the Pearson product moment correlations. The Pearson correlation is a two-tailed test with 31 degrees of freedom ($N=33$). The complete list of items with both the chi-squares and the correlations are listed in Appendix G. The eight significant items are listed in Table 2.

Four of these eight items refer in some way to the parents. Items 22, 23, and 54 refer to the child's relationship with Mom or Dad. Item 36 refers to the parents' relationship with each other. Only two items refer to feelings. Item 2 deals with loneliness and Item 23 deals with anger. Item 29 (the item that was significant only on the chi-square test) also referred indirectly to loneliness, "I spend as much time as possible playing with my friends." Item 14 deals with school work and Item 12 with housework.

Variables affecting parent/child agreement

The nine items which showed significant agreement were examined more closely to see if some sub-groups within the sample had more Agrees than other sub-groups. Sub-groups were compared by Agrees and Disagrees

using a chi-square. The variables of sex and child age and the six items mentioned in the parent questions were considered. Some problems were encountered because the sub-groups were so small. The results can only be suggestive as the sample was small. There were only three fathers who participated so it was not possible to use parent sex as a variable. Child sex was, however, considered. Only one parent indicated she did not receive support from either friends, relatives, or a counselor and so this variable, also, was eliminated.

On other questions, sub-groups had to be combined to have a large enough group to run a chi-square. The parents were asked how long they had been separated. Four parents said less than one year and eight said one to two years. These two groups were combined to make a group (n=12). Those who had been separated 2-5 years and those who were separated more than five years were combined to form a second group (n=21).

On the second question, those who had not moved and those who moved within the school district were combined to form a group (n=19) and those who moved outside the school district were the second group (n=14).

The third question asked how much contact the child had with the visiting parent. Those who had visits weekly or bi-weekly were combined to form a group (n=18) and those who had visits monthly or less than monthly formed a second group (n=15).

The parents were asked what level of education they had completed. The 15 who had completed high school formed one group (n=15) and the 18

who had completed some form of higher education were the second group (n=18).

The last parent question asked parents if they experienced more, the same, or less conflict than most divorcing couples at the time of the separation. Those who experienced more or the same amount of conflict were grouped together (n=18) and compared with those who experienced less (n=15).

Of the 64 chi-squares run on these variables, three were significant. Child sex was a significant variable on Items 12 and 23. Item 12 says, "I help a lot at home," and Item 23 says, "I often feel angry at Dad." Contact was a significant variable on Item 54. This item says, "I am sure both my parents love me." The complete list of 64 chi-squares can be found in the appendix.

Table 3. Demographic variables

Variable	Item	χ^2
Child sex	12	3.993*
Child sex	23	6.967**
Contact	54	5.457*

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

Comparison of Classroom Children and Divorce Children

The classroom questionnaire had 48 items that were identical to the items on the divorce questionnaire. Ten items from the divorce questionnaire were deleted because they dealt directly with divorce and were not applicable to children from intact families. The 48 items on the classroom questionnaire were compared to the 48 identical items on the divorce questionnaire. Two tests were run to see if there were any significant differences in the answers given by classroom children and those given by divorce children. Chi-squares were computed first. However, 32 of 48 chi-squares had cells where the expected frequencies were less than five. Therefore, a second test, a t-test of proportions, was run. The chi-squares will be presented first, then the t-test results.

Chi-square results

A chi-square was computed for each of the 48 items that appeared on the classroom questionnaire. Seven of the 48 were significant. This is a one-tailed test with two degrees of freedom. Those seven items are listed in Table 4. The item numbers shown in Table 4 are those numbers on the divorce questionnaire. Item 52 was Item 41 on the classroom questionnaire. The other item numbers were identical.

Table 4. Differences between classroom children and divorce children

Item	χ^2	t
3. I have trouble sitting still.	6.31114*	NS ^a
11. My parents fight a lot.	31.33413**	5.90++
17. I would like to be held or hugged more.	6.18729*	NS
23. I often feel angry at Dad.	9.53740**	-3.22++
34. I have at least one friend I talk to when I am upset.	NS	-2.00+
35. I can't keep my mind on school work.	7.21393*	-2.34+
36. There are a lot of fights between my parents.	NS	-2.35+
48. I often feel angry at Mom.	5.94002*	NS
52. I don't like to sit still.	7.03570*	-2.13+

^aNS = Not significant.

* p<.05, one-tailed; ** p<.01, two-tailed.

+ p<.05, two-tailed; ++ p<.01, two-tailed.

Items 3 and 52 both have to do with sitting still. More children in the divorce group did not like to sit still than in the classroom group. Items 23 and 48 have to do with anger towards parents. More children in the divorce group were angry at one or both parents than children in the classroom group. Item 11 refers to conflict between parents. More divorce children than classroom children indicated that their parents fight a lot. On Item 17, more divorce children than

classroom children indicated a desire to be held or hugged more often. Divorce children indicated they had more trouble keeping their mind on school work than classroom children (Item 35).

Thirty-two of the 48 computed chi-squares had cells with expected frequencies of less than five. This was because, on many items, nearly all the children responded the same way. For this reason, a t-test was also run. For a complete list of the 48 chi-squares and t-tests, see Appendix I.

T-test of proportions

It was judged that a comparison of the means would not be meaningful since there were only three possible answers and the means would be nearly identical. Therefore, a t-test of proportions was performed. The proportion of "yes" answers in the classroom group was compared to the proportion of "yes" answers in the divorce group. A t-test was performed for each of the 48 items on the classroom questionnaire. This is a two-tailed test with 59 degrees of freedom. Six of the 48 items were significant. They are listed in Table 4. The item numbers shown in Table 4 are the numbers that appear on the divorce questionnaire. Item 52 was Item 41 on the classroom questionnaire.

Only Items 34 and 36 did not appear as significant on the chi-square test. Item 36, like Item 11, refers to parent conflict. Item 34 says, "I have at least one friend I talk to when I am upset." More of the divorce group than the classroom group said, "No," to this item. For a complete list of t-values see Appendix I.

Summary

On tests of parent/child agreement, only nine of 58 items showed significant agreement between parent and child. Two tests were performed to check for parent/child agreement. Chi-squares and Pearson product moment correlations were computed for each item on the questionnaire. On the Pearson product moment correlations, eight items were significant. Of 58 chi-squares, only four were significant. Three of the four items that had significant chi-squares also had significant Pearson correlations. One item plus the eight items that had significant Pearson product moment correlations gives a total of nine items out of 58 possible items that had significant agreement between parent and child.

On the nine items that showed significant parent/child agreement, additional chi-squares were computed to see if any of seven demographic variables were significant. Of 64 chi-squares computed only three items indicated that there were significant sub-groups. Sex of the child was a significant variable on two items and contact with the visiting parent was significant on one item.

Two tests of difference were computed to see if there were significant differences between children in the divorce group and classroom children with two parents. There were only 48 items on the classroom questionnaire so 48 chi-squares and t-tests were computed. Of the 48 chi-squares, seven were significant indicating that there were significant differences between the two groups on seven items. A t-test

of proportions was performed and six of 48 items were significant indicating significant difference on 6 of 48 items. Since four items that had significant chi-squares also had significant t-values, the total number of significant items was nine out of 48 possible. Therefore, on tests of difference, nine items indicated there was a significant difference between classroom children with two parents and children whose parents were divorced.

DISCUSSION

This study examined two questions. First, "Is there more parent/child agreement than would be expected by chance?" Second, "Are there significant differences between children in two-parent homes and those in single-parent homes?" These questions were tested using identical questions for parents, divorce children, and classroom children. The results will be discussed below. First, parent/child agreement will be discussed in relation to the literature, then the differences between classroom and divorce children will be discussed. Implications and recommendations will follow and finally, the results will be summarized. The discussion is organized under these headings: Parent/Child Agreement in the Literature, Group Differences in the Literature, Implications and Recommendations, and Summary.

Parent/Child Agreement in the Literature

This study examined parent/child agreement. The results showed significant parent/child agreement on only nine of 58 items. Four of those nine items dealt with the parents, either the parents relationship with the child, or the parents relationship with each other. The other items dealt with schoolwork, housework, anger, and loneliness. Since only nine of 58 possible items showed significant agreement, this would indicate that parents do not perceive children as they perceive themselves and that research about children should not assume that parent reports reflect child concerns.

Although there are many studies (Desimone-Luis et al., 1979; Fulton, 1979; Goode, 1956; Hingst, 1984; Pett, 1982) which use parent reports to evaluate children's adjustment to divorce, there are few studies examining parent/child agreement. Kurdek and Berg (1983) did compare parent and child measures of divorce adjustment and report low positive correlations between parent and child but suggest that correlations are not high enough to disregard child measures. This study included children ages five to 19. Pett (1982) reports that, on a behavior checklist, parents and children had similar answers for all categories except hostility and withdrawal. These children were ages 12 and 13. The results of these two studies give moderate support to the conclusion that there is parent/child agreement. The present study does not support those findings, as only nine of 58 items showed significant agreement.

Kurdek and Berg (1983) also report that age is one of the best predictors of child responses. Although they did not indicate if age made a significant difference in parent/child agreement, it should be noted that the present study included only five to 12 year old children while the two studies mentioned above included older children.

Young and Bodie (1984) asked if parents and children from divorced families had more or less agreement than those in intact families. They concluded that there was about the same amount of agreement on most items. They report three areas where divorced parents had less agreement than non-divorced parents. These areas were conduct problems, child self-reports of feeling upset, and estimates of how

upset father is. Their underlying assumption seemed to be that parents in intact families had satisfactory levels of parent/child agreement. This assumption, however, was not tested and may be questionable in view of findings by Hetherington et al. (1978, 1979) concerning parent/teacher agreement. Hetherington et al. compared parent ratings and teacher ratings of child behavior in preschoolers. They found that during the first year divorced parents' ratings of their children's behavior agreed with teachers MORE than intact parents' ratings. After the first year there was less agreement between teachers and divorced parents. The present study does not address the question of parent/child agreement in intact families. Only divorced parents and children are examined here as the question raised by this study is if research about divorced children, which obtains information from parent questionnaires, parent interviews, or parent checklists, can substitute for child self-reports.

The results of the present study suggest that parents perceive their children differently than the children perceive themselves and cannot, therefore, speak for their children. The area where parents most accurately perceived their children was in the area of parent relationships. Four of the nine significant items dealt with parent-child or parent-parent relationships, indicating that parents can more accurately speak about these relationships than they can perceive other areas of child adjustment.

In the present study, seven demographic variables were examined to see if there were sub-groups where there was more agreement than in

other sub-groups. The only demographic variables which indicated significant sub-groups were child sex and contact with visiting parent. There is no research which indicates if these variables affect parent/child agreement. However, there are studies which indicate that these variables affect child adjustment. Several studies mention sex as an important variable affecting child adjustment and suggest that girls adjusted more quickly than boys (Hetherington et al., 1978; Wallerstein & Kelly, 1980; McDermott, 1968). Jacobsen (1978a, 1978b, 1978c) found that frequency of visits by the non-custodial parent influenced child adjustment. Pett (1982) found that relationships with both parents were important for child adjustment.

Group Differences in the Literature

The second part of the study asked if children with divorced parents are significantly different from children with two parents. Most researchers agree with McDermott (1968) that divorce constitutes a major crisis for children. Studies such as the longitudinal studies of Wallerstein and Kelly (Kelly & Wallerstein, 1976, 1977; Wallerstein & Kelly, 1976, 1977, 1980) and Hetherington et al. (1978, 1979) detail the reactions of children to divorce and report continuing, though diminishing, effects over a period of years. However, other studies report very good adjustment (Goode, 1956; Hingst, 1984). Kurdek & Siesky (1980) state that children consistently reported that they were not adversely affected by the divorce.

The results of the present study give moderate support to the

research which says there are differences between children from divorce and intact homes. However, only nine of 48 items were significant and, therefore, this study suggests that there are more similarities than differences between children. Divorced children indicated they were angry more often than classroom children. They would like to be held or hugged more often than classroom children. They had more trouble sitting still and keeping their minds on their schoolwork. And children in the divorce group said that their parents fought more often than children in the classroom group.

Wallerstein and Kelly (1976, 1980) state that anger is one of the most outstanding characteristics of children in later latency whose parents are divorced. This is supported by the present study. Two of the nine items that were significant had to do with anger. Item 23 said, "I often feel angry at Dad," and Item 48 said, "I often feel angry at Mom." Wallerstein and Kelly (1980) also mention that later latency children whose parents were divorced were in constant motion. Two of the significant items, Items 3 and 52, indicate that children in the divorce group did have trouble sitting still.

The item which showed the most significant difference between groups was Item 11. This question said, "My parents fight a lot." Rutter (1971) states that it is not divorce but family discord which affects child development. It might be argued that the two seem closely related, at least in the minds of children.

Implications

Several recommendations for further study are suggested by the present findings. One question which needs to be asked is, "Do parents ever perceive their children as children perceive themselves?" The present study has focused on children from divorced families but one might ask if parents in intact families can, in fact, speak for their children or, in what situations can they speak for their children.

A second question which needs further investigation is, "What demographic variables, if any, affect parent/child agreement?" The conclusions of the present study can only be suggestive because the sample size is small. A larger sample would allow closer examination of variables such as parent education, years of separation, sex, age, and contact with the visiting parent. The present study indicates that child sex or contact with the visiting parent may be significant.

Some of the questions in this study were worded in the negative. This was confusing to some of the children. An answer of "yes" or pointing to a smiling face sometimes seemed inconsistent with the negative statement. Children had to constantly be reminded that "yes" means "like me."

This study indicates that parents do not perceive children the way they see themselves. Until further research can be done it would seem that parent reports should not be used as a substitute for child reports and that conclusions based on parent reports should be viewed with caution.

This study suggests several practical ways parents and family counselors can help children deal with divorce. First, parents need to realize that they may not accurately perceive their child(ren)'s feelings. Family counselors should interview both parents and children, not one or the other. They should encourage children to tell their parents what they feel and ask parents to listen to children and respond to their feelings. They may need to facilitate this kind of communication by having children and parents attend counseling sessions together.

Parents and children seem to agree more on the family relationships than on feelings. "I can talk to Mom," "I often feel angry with Dad," "There are a lot of fights between my parents," and "I am sure both my parents love me," are all items on which parents and children agree. Parents should recognize that their children are aware of, and affected by, family relationships. Contact with the visiting parent was related to feelings of being loved. Therefore, every effort should be made to help the child develop good relationships with both Mom and Dad.

Parents need to be aware that children in divorced homes, more often than children in two-parent homes, wish they were held or hugged more often. They may need to deal with the anger that many of these children feel towards their parents by letting them express it verbally.

Counselors, either family or school counselors, might find Wallerstein's (1983) six developmental tasks a helpful framework for counseling. If the child is still having difficulty acknowledging the divorce, counseling should begin there. If the children are still

feeling lonely and having trouble sitting still, as many of these children were, they need to deal with task two, "regaining a sense of direction." Children who express a need to be held or hugged more often or who are not sure if both parents love them, may need help with task three, "dealing with loss and rejection." Task four, "forgiving the parents," may be the place to start with children who are very angry as many of these children were. Accepting the permanence of divorce may also be difficult for some children. Finally, during adolescence, children from divorced homes will need extra help in resolving relationship issues.

Teachers, as well as school counselors, need to be aware of the differences between children from divorced homes and those from intact homes. They especially need to make allowances for the difficulty these children have in sitting still and the number of children who feel angry at Mom or Dad. These children also said they did not have a friend to talk to when upset. Allowing them to talk with a school counselor or attend a divorce support group during class time will help them feel less lonely.

Summary

The results of this study indicate that parents do not perceive their children as they perceive themselves and that, on most items, there is no more agreement between parent and child than would be expected by chance. The items where parents most often agreed with their children were ones that dealt with the relationship between parent

and child or between the two parents.

This study indicates that parent reports of child behaviors and feelings should be viewed with caution and that further research is needed to determine if there are situations where parents accurately perceive their children.

Although there were a few significant differences between children in the divorce group and children from the classroom group, there were more similarities than differences. The items that did show significant differences indicated that divorce children had more trouble sitting still, more trouble concentrating on schoolwork, more often were angry at their parents, more often reported that parents fight a lot, and more often wished they could be held or hugged more, than did classroom children. According to the literature, these are all characteristics which are typical of children whose parents are divorced. Parents, counselors, and teachers need to be aware of these differences when working with children.

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My heartfelt thanks to each and every one of you.

APPENDIX A. DIVORCE QUESTIONNAIRES

DIVORCE QUESTIONNAIRESPARENT'S FORM (Divorce)

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE

These are questions about how your child feels, thinks, and acts. The answers on this Questionnaire will be compared with your child's answers for a study titled, "Children of divorce: A comparison of the perceptions of parents and the perceptions of children. The questions are worded so children can respond and may seem childish or awkward to an adult. You don't have to answer any of them if you don't want to. You can stop any time, you can skip ones you choose not to answer, or you can answer them all. If you have two children, please fill out a separate questionnaire for each child.

Have your child clearly in mind as you answer the questions.

Please write your child's age and sex.

Age ____ Sex ____

QUESTIONNAIRE-PD

These first questions need short written answers.

My child spends most of his/her time

One important thing my child learned in the last year is

One thing my child likes about him/herself is

One thing my child really enjoys doing is:

If my child had two wishes they would be:

If a young child asked, "What is divorce?", what would your child tell them?

Directions: These next questions are answered by circling one word. Circle "yes" if the question sounds like your child most of the time. Circle "sometimes" if your child is sometimes like that and sometimes not. Circle "no" if your child never or hardly ever acts or feels like the question says. Remember the choices are yes, sometimes, no. Remember to keep your child clearly in mind. Write your child's age here ____.

- | | | | | |
|-----|-----------|----|-----|---|
| yes | sometimes | no | 1. | My child is hardly ever sick. |
| yes | sometimes | no | 2. | My child often feels lonely. |
| yes | sometimes | no | 3. | My child has trouble sitting still. |
| yes | sometimes | no | 4. | My child doesn't like to be with other kids so much right now. |
| yes | sometimes | no | 5. | My child knows s/he will always have someone to take care of him/her. |
| yes | sometimes | no | 6. | My child is usually happy. |
| yes | sometimes | no | 7. | My child can take care of him/herself. |
| yes | sometimes | no | 8. | My child has some good friends. |
| yes | sometimes | no | 9. | There is at least one adult my child can talk to about problems. |
| yes | sometimes | no | 10. | My child often gets in trouble with teachers at school. |
| yes | sometimes | no | 11. | My child's parents fight less since the divorce. |
| yes | sometimes | no | 12. | My child helps a lot at home. |
| yes | sometimes | no | 13. | My child often yells at people. |
| yes | sometimes | no | 14. | My child does well in school. |
| yes | sometimes | no | 15. | My child can easily talk about the divorce with other kids. |
| yes | sometimes | no | 16. | My child thinks Mom and Dad may get back together sometime. |

Remember to keep your child clearly in mind as you answer this questionnaire.

- yes sometimes no 17. My child would like to be held or hugged more often.
- yes sometimes no 18. My child daydreams most of the time.
- yes sometimes no 19. My child wishes s/he had more time with Dad.
- yes sometimes no 20. My child feels most grown-ups can be trusted.
- yes sometimes no 21. My child feels that things are better for his/her parents since the divorce.
- yes sometimes no 22. My child can talk to Mom about the divorce.
- yes sometimes no 23. My child often feels angry at Dad.
- yes sometimes no 24. My child feels loved.
- yes sometimes no 25. My child doesn't worry much about his/her parents' problems.
- yes sometimes no 26. My child hardly ever has trouble sleeping.
- yes sometimes no 27. Most of the time my child feels sad.
- yes sometimes no 28. My child gets in a lot of trouble at school.
- yes sometimes no 29. My child spends as much time as possible playing with friends.
- yes sometimes no 30. My child often feels afraid.
- yes sometimes no 31. My child feels like crying a lot.
- yes sometimes no 32. My child feels helpless.
- yes sometimes no 33. My child sometimes worries that s/he did something that caused the divorce.
- yes sometimes no 34. There is at least one friend my child talks to when s/he is upset.
- yes sometimes no 35. My child can't keep his/her mind on school work.

Remember to keep your child clearly in mind as you answer this questionnaire.

- yes sometimes no 36. There are a lot of fights between my child's parents.
- yes sometimes no 37. My child gets along with both parents.
- yes sometimes no 38. My child often feels like hitting.
- yes sometimes no 39. My child has trouble with school work.
- yes sometimes no 40. My child is embarrassed when teachers or friends ask questions about his/her parents.
- yes sometimes no 41. My child knows his/her parents will never live together again.
- yes sometimes no 42. My child worries that there won't be enough money for things that s/he needs.
- yes sometimes no 43. My child likes being alone.
- yes sometimes no 44. My child wishes s/he had more time with Mom.
- yes sometimes no 45. My child plans to get married someday.
- yes sometimes no 46. Things are better for my child since the divorce.
- yes sometimes no 47. My child understands why his/her parents divorced.
- yes sometimes no 48. My child often feels angry at Mom.
- yes sometimes no 49. My child worries about being left alone.
- yes sometimes no 50. My child worries a lot.
- yes sometimes no 51. My child can talk to Dad about the divorce.
- yes sometimes no 52. My child doesn't like to sit still.
- yes sometimes no 53. My child does more housework than before the divorce.
- yes sometimes no 54. My child is sure both parents love him/her.
- yes sometimes no 55. My child often wakes up in the night.

yes sometimes no 56. My child gets a lot of stomach aches.

yes sometimes no 57. My child has a lot of time for his/her own things.

yes sometimes no 58. My child laughs a lot.

QUESTIONS FOR PARENTS ONLY.

1. When did you get separated? year _____ month _____

(Please use time of the final separation, NOT the time of the divorce.)

2. Has your child moved since the divorce?

- _____ No.
 _____ Yes, but still in the same school district.
 _____ Yes, out of the school district, but within 40 miles of our old home.
 _____ Yes, more than 40 miles.

3. How much contact does the OTHER parent have with your child?

- _____ contact every week or almost every week.
 _____ contact every 2 weeks.
 _____ contact at least once a month.
 _____ contact less than once a month.

4. At the time of divorce, did YOU receive help and support from any of the following?

(check all that apply)

- _____ relatives
 _____ friends
 _____ counselors
 _____ other _____

5. What level of education have YOU completed?

- _____ Less than high school diploma
 _____ High school graduate
 _____ Trade school or 2-year college degree
 _____ Bachelor's degree
 _____ Graduate degree

6. Compared to other families you have known, at the time of separation and divorce, did your family experience

- _____ more conflict than most separating couples
 _____ less conflict than most separating couples
 _____ about the same amount of conflict as most separating couples

Thank you for participating in this study. Some children wish to discuss the questions on the questionnaire with their parent. You might ask your child if there is anything about the questionnaire that s/he would like to talk about. If either you or your child wishes to discuss the questionnaire further with me, feel free to call me. You may keep the attached card with my phone number. Thanks again for your participation.

PARENT'S FORM (Separation)

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE

These are questions about how your child feels, thinks, and acts. The answers on this Questionnaire will be compared with your child's answers for a study titled, "Children of divorce: A comparison of the perceptions of parents and the perceptions of children. The questions are worded so children can respond and may seem childish or awkward to an adult. You don't have to answer any of them if you don't want to. You can stop any time, you can skip ones you choose not to answer or you can answer them all. If you have two children, please fill out a separate questionnaire for each child.

Have your child clearly in mind as you answer the questions.

Please write your child's age and sex.

Age ____ Sex ____

QUESTIONNAIRE-PS

These first questions need short written answers.

My child spends most of his/her time

One important thing my child learned in the last year is

One thing my child likes about him/herself is

One thing my child really enjoys doing is:

If my child had two wishes they would be:

If a young child asked, "What is divorce?", what would your child tell them?

Directions: These next questions are answered by circling one word. Circle "yes" if the question sounds like your child most of the time. Circle "sometimes" if your child is sometimes like that and sometimes not. Circle "no" if your child never or hardly ever acts or feels like the question says. Remember the choices are yes, sometimes, no. Remember to keep your child clearly in mind. Write your child's age here ____.

- yes sometimes no 1. My child is hardly ever sick.
- yes sometimes no 2. My child often feels lonely.
- yes sometimes no 3. My child has trouble sitting still.
- yes sometimes no 4. My child doesn't like to be with other kids so much right now.
- yes sometimes no 5. My child knows s/he will always have someone to take care of him/her.
- yes sometimes no 6. My child is usually happy.
- yes sometimes no 7. My child can take care of him/herself.
- yes sometimes no 8. My child has some good friends.
- yes sometimes no 9. There is at least one adult my child can talk to about problems.
- yes sometimes no 10. My child often gets in trouble with teachers at school.
- yes sometimes no 11. My child's parents fight less since the separation.
- yes sometimes no 12. My child helps a lot at home.
- yes sometimes no 13. My child often yells at people.
- yes sometimes no 14. My child does well in school.
- yes sometimes no 15. My child can easily talk about the separation with other kids.
- yes sometimes no 16. My child thinks Mom and Dad may get back together sometime.

Remember to keep your child clearly in mind as you answer this questionnaire.

- yes sometimes no 17. My child would like to be held or hugged more often.
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- yes sometimes no 29. My child spends as much time as possible playing with friends.
- yes sometimes no 30. My child often feels afraid.
- yes sometimes no 31. My child feels like crying a lot.
- yes sometimes no 32. My child feels helpless.
- yes sometimes no 33. My child sometimes worries that s/he did something that caused the separation.
- yes sometimes no 34. There is at least one friend my child talks to when s/he is upset.
- yes sometimes no 35. My child can't keep his/her mind on school work.

Remember to keep your child clearly in mind as you answer this questionnaire.

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- yes sometimes no 40. My child is embarrassed when teachers or friends ask questions about his/her parents.
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- yes sometimes no 42. My child worries that there won't be enough money for things that s/he needs.
- yes sometimes no 43. My child likes being alone.
- yes sometimes no 44. My child wishes s/he had more time with Mom.
- yes sometimes no 45. My child plans to get married someday.
- yes sometimes no 46. Things are better for my child since the separation.
- yes sometimes no 47. My child understands why his/her parents separated.
- yes sometimes no 48. My child often feels angry at Mom.
- yes sometimes no 49. My child worries about being left alone.
- yes sometimes no 50. My child worries a lot.
- yes sometimes no 51. My child can talk to Dad about the separation.
- yes sometimes no 52. My child doesn't like to sit still.
- yes sometimes no 53. My child does more housework than before the separation.
- yes sometimes no 54. My child is sure both parents love him/her.
- yes sometimes no 55. My child often wakes up in the night.

yes sometimes no 56. My child gets a lot of stomach aches.

yes sometimes no 57. My child has a lot of time for his/her own things.

yes sometimes no 58. My child laughs a lot.

QUESTIONS FOR PARENTS ONLY.

1. When did you get separated? year _____ month _____

(Please use time of the final separation, NOT the time of the divorce.)

2. Has your child moved since the separation?

- _____ No.
 _____ Yes, but still in the same school district.
 _____ Yes, out of the school district, but within 40 miles of our old home.
 _____ Yes, more than 40 miles.

3. How much contact does the OTHER parent have with your child?

- _____ contact every week or almost every week.
 _____ contact every 2 weeks.
 _____ contact at least once a month.
 _____ contact less than once a month.

4. At the time of separation, did YOU receive help and support from any of the following?

(check all that apply)

- _____ relatives
 _____ friends
 _____ counselors
 _____ other _____

5. What level of education have YOU completed?

- _____ Less than high school diploma
 _____ High school graduate
 _____ Trade school or 2-year college degree
 _____ Bachelor's degree
 _____ Graduate degree

6. Compared to other families you have known, at the time of separation, did your family experience

- _____ more conflict than most separating couples
 _____ less conflict than most separating couples
 _____ about the same amount of conflict as most separating couples

Thank you for participating in this study. Some children wish to discuss the questions on the questionnaire with their parent. You might ask your child if there is anything about the questionnaire that s/he would like to talk about. If either you or your child wishes to discuss the questionnaire further with me, feel free to call me. You may keep the attached card with my phone number. Thanks again for your participation.

CHILD'S FORM (Divorce)

I have some questions I would like to ask you that ask how you feel, think, and act. Your answers will be compared to your parent's to see if divorced parents see their children the way children see themselves. You don't have to answer any of them if you don't want to. You can stop any time, you can skip questions you don't want to answer, or you can answer them all. Is it OK if I ask you some questions?

How old are you? _____ Boy ___ or Girl ___

QUESTIONNAIRE-CD

I will read the questions to you and you can read along. These first questions need short answers.

I spend most of my time

One important thing I learned in the last year is

One thing I like about myself is

One thing I really enjoy doing is

If I had two wishes I would wish for

If a young child asked, "What is divorce?", what would you tell them?

Directions: These next questions are answered with one word. Say "yes" if the question sounds like you most of the time. Say "sometimes" if you are sometimes like that and sometimes not. Say "no" if you never or hardly ever act or feel like the question says.

- yes sometimes no 1. I am hardly ever sick.
- yes sometimes no 2. I often feel lonely.
- yes sometimes no 3. I have trouble sitting still.
- yes sometimes no 4. I don't like to be with other kids so much right now.
- yes sometimes no 5. I know I will always have someone to take care of me.
- yes sometimes no 6. I am usually happy.
- yes sometimes no 7. I can take care of myself.
- yes sometimes no 8. I have some good friends.
- yes sometimes no 9. There is at least one adult I can talk to about problems.
- yes sometimes no 10. I often get in trouble with teachers at school.
- yes sometimes no 11. My parents fight less since the divorce.
- yes sometimes no 12. I help a lot at home.
- yes sometimes no 13. I often yell at people.
- yes sometimes no 14. I do well in school.
- yes sometimes no 15. I can easily talk about the divorce with other kids.
- yes sometimes no 16. I think Mom and Dad may get back together sometime.
- yes sometimes no 17. I would like to be held or hugged more often.
- yes sometimes no 18. I daydream most of the time.
- yes sometimes no 19. I wish I had more time with my Dad.

- yes sometimes no 20. Most grown-ups can be trusted.
- yes sometimes no 21. Things are better for my parents since the divorce.
- yes sometimes no 22. I can talk to Mom about the divorce.
- yes sometimes no 23. I often feel angry at Dad.
- yes sometimes no 24. I feel loved.
- yes sometimes no 25. I don't worry much about my parents' problems.
- yes sometimes no 26. I hardly ever have trouble sleeping.
- yes sometimes no 27. Most of the time I feel sad.
- yes sometimes no 28. I get in a lot of trouble at school.
- yes sometimes no 29. I spend as much time as possible playing with my friends.
- yes sometimes no 30. I often feel afraid.
- yes sometimes no 31. I feel like crying a lot.
- yes sometimes no 32. I feel helpless.
- yes sometimes no 33. I sometimes worry that I did something that made my parents divorce.
- yes sometimes no 34. I have at least one friend I talk to when I am upset.
- yes sometimes no 35. I can't keep my mind on school work.
- yes sometimes no 36. There are a lot of fights between my parents.
- yes sometimes no 37. I get along with both my parents.
- yes sometimes no 38. I often feel like hitting.
- yes sometimes no 39. I have trouble with school work.
- yes sometimes no 40. I am embarrassed when teachers or friends ask questions about my parents.
- yes sometimes no 41. I know my parents will never live together again.

- yes sometimes no 42. I worry that there won't be enough money for things that I need.
- yes sometimes no 43. I like being alone.
- yes sometimes no 44. I wish I had more time with Mom.
- yes sometimes no 45. I plan to get married someday.
- yes sometimes no 46. Things are better for me since the divorce.
- yes sometimes no 47. I understand why my parents divorced.
- yes sometimes no 48. I often feel angry at Mom.
- yes sometimes no 49. I worry about being left alone.
- yes sometimes no 50. I worry a lot.
- yes sometimes no 51. I can talk to Dad about the divorce.
- yes sometimes no 52. I don't like to sit still.
- yes sometimes no 53. I help at home more than I did before the divorce.
- yes sometimes no 54. I am sure both my parents love me.
- yes sometimes no 55. I often wake up in the night.
- yes sometimes no 56. I get a lot of stomach aches.
- yes sometimes no 57. I have a lot of time for my own things.
- yes sometimes no 58. I laugh a lot.

CHILD'S FORM (Separation)

I have some questions I would like to ask you that ask how you feel, think, and act. Your answers will be compared to your parent's to see if separated parents see their children the way children see themselves. You don't have to answer any of them if you don't want to. You can stop any time, you can skip questions you don't want to answer or you can answer them all. Is it OK if I ask you some questions?

How old are you? _____ Boy ___ or Girl ___

QUESTIONNAIRE-CS

I will read the questions to you and you can read along. These first questions need short answers.

I spend most of my time

One important thing I learned in the last year is

One thing I like about myself is

One thing I really enjoy doing is

If I had two wishes I would wish for

If a young child asked, "What is divorce?", what would you tell them?

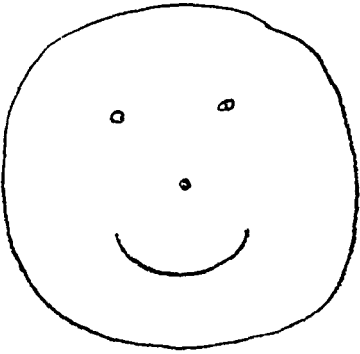
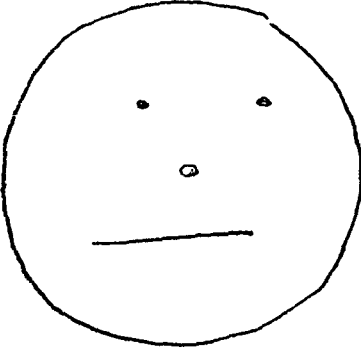
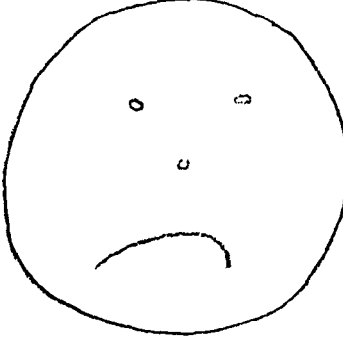
Directions: These next questions are answered with one word. Say "yes" if the question sounds like you most of the time. Say "sometimes" if you are sometimes like that and sometimes not. Say "no" if you never or hardly ever act or feel like the question says.

- | | | | | |
|-----|-----------|----|-----|---|
| yes | sometimes | no | 1. | I am hardly ever sick. |
| yes | sometimes | no | 2. | I often feel lonely. |
| yes | sometimes | no | 3. | I have trouble sitting still. |
| yes | sometimes | no | 4. | I don't like to be with other kids so much right now. |
| yes | sometimes | no | 5. | I know I will always have someone to take care of me. |
| yes | sometimes | no | 6. | I am usually happy. |
| yes | sometimes | no | 7. | I can take care of myself. |
| yes | sometimes | no | 8. | I have some good friends. |
| yes | sometimes | no | 9. | There is at least one adult I can talk to about problems. |
| yes | sometimes | no | 10. | I often get in trouble with teachers at school. |
| yes | sometimes | no | 11. | My parents fight less since the separation. |
| yes | sometimes | no | 12. | I help a lot at home. |
| yes | sometimes | no | 13. | I often yell at people. |
| yes | sometimes | no | 14. | I do well in school. |
| yes | sometimes | no | 15. | I can easily talk about the separation with other kids. |
| yes | sometimes | no | 16. | I think Mom and Dad may get back together sometime. |
| yes | sometimes | no | 17. | I would like to be held or hugged more often. |
| yes | sometimes | no | 18. | I daydream most of the time. |
| yes | sometimes | no | 19. | I wish I had more time with my Dad. |

- yes sometimes no 20. Most grown-ups can be trusted.
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- yes sometimes no 31. I feel like crying a lot.
- yes sometimes no 32. I feel helpless.
- yes sometimes no 33. I sometimes worry that I did something that made my parents separate.
- yes sometimes no 34. I have at least one friend I talk to when I am upset.
- yes sometimes no 35. I can't keep my mind on school work.
- yes sometimes no 36. There are a lot of fights between my parents.
- yes sometimes no 37. I get along with both my parents.
- yes sometimes no 38. I often feel like hitting.
- yes sometimes no 39. I have trouble with school work.
- yes sometimes no 40. I am embarrassed when teachers or friends ask questions about my parents.
- yes sometimes no 41. I know my parents will never live together again.

- yes sometimes no 42. I worry that there won't be enough money for things that I need.
- yes sometimes no 43. I like being alone.
- yes sometimes no 44. I wish I had more time with Mom.
- yes sometimes no 45. I plan to get married someday.
- yes sometimes no 46. Things are better for me since the divorce.
- yes sometimes no 47. I understand why my parents divorced.
- yes sometimes no 48. I often feel angry at Mom.
- yes sometimes no 49. I worry about being left alone.
- yes sometimes no 50. I worry a lot.
- yes sometimes no 51. I can talk to Dad about the divorce.
- yes sometimes no 52. I don't like to sit still.
- yes sometimes no 53. I help at home more than I did before the divorce.
- yes sometimes no 54. I am sure both my parents love me.
- yes sometimes no 55. I often wake up in the night.
- yes sometimes no 56. I get a lot of stomach aches.
- yes sometimes no 57. I have a lot of time for my own things.
- yes sometimes no 58. I laugh a lot.

Children were given a page like this to look at while they answered the questionnaire. Older children were shown the words while younger children were shown the pictures. They were told that they could point to the answers or say, "yes," "sometimes," or "no."

		
Yes (Like Me)	Sometimes	No (Not Like Me)

APPENDIX B. PARENT CONSENT FORM FOR DIVORCE GROUP

CONSENT FORM

"Children of divorce: A comparison of the perceptions of parents and the perceptions of children," is a research project being conducted by Charlotte Stangeland, a student at Iowa State University, for her master's thesis. The purpose of the study is to determine if parents who are separated or divorced view their children the way their children view themselves. Knowing how accurate parent perceptions are will be helpful to parents who are involved in the divorce process and wish to understand their children better, and to professionals and researchers who rely on parent reports in assessing children.

I give permission to ask my child (fill in child's name) _____ if he or she would be willing to be involved in this study by answering a questionnaire. I understand that the questions concern my child's feelings, behaviors, and thoughts and that some of the questions refer to divorce or separation. My child will not be required to answer any question that she or he does not choose to answer. The answers on my child's QUESTIONNAIRE will be compared to my answers on the parent's QUESTIONNAIRE but our names will not appear on the questionnaires or on any reports. If I have questions or wish to withdraw my consent, I can contact Charlotte Stangeland, 498-2122.

Signed _____

APPENDIX C. CLASSROOM QUESTIONNAIRE

This questionnaire was read to the entire class of children at one time.

CLASSROOM QUESTIONNAIRE

I have some questions I would like to ask you that ask how you feel, think, and act. Your answers will be compared to the answers given by a group of children whose parents are divorced or separated. You don't have to answer any of them if you don't want to. You can stop any time, you can skip questions you don't want to answer, or you can answer them all. I will read the questions to you and you can read along. These first questions need short written answers.

How old are you? _____ Boy ___ or Girl ___

I spend most of my time

One important thing I learned in the last year is

One thing I like about myself is

One thing I really enjoy doing is

If I had two wishes I would wish for

If a young child asked, "What is divorce?", what would you tell them?

Directions: These next questions are answered with one word. Circle "yes" if the question sounds like you most of the time. Circle "sometimes" if you are sometimes like that and sometimes not. Circle "no" if you never or hardly ever act or feel like the question says.

- yes sometimes no 1. I am hardly ever sick.
- yes sometimes no 2. I often feel lonely.
- yes sometimes no 3. I have trouble sitting still.
- yes sometimes no 4. I don't like to be with other kids so much right now.
- yes sometimes no 5. I know I will always have someone to take care of me.
- yes sometimes no 6. I am usually happy.
- yes sometimes no 7. I can take care of myself.
- yes sometimes no 8. I have some good friends.
- yes sometimes no 9. There is at least one adult I can talk to about problems.
- yes sometimes no 10. I often get in trouble with teachers at school.
- yes sometimes no 11. My parents fight a lot.
- yes sometimes no 12. I help a lot at home.
- yes sometimes no 13. I often yell at people.
- yes sometimes no 14. I do well in school.
- yes sometimes no 15. I laugh a lot.
- yes sometimes no 16. I have a lot of time for my own things.
- yes sometimes no 17. I would like to be held or hugged more often.
- yes sometimes no 18. I daydream most of the time.
- yes sometimes no 19. I wish I had more time with my Dad.
- yes sometimes no 20. Most grown-ups can be trusted.

- yes sometimes no 21. I get a lot of stomach aches.
- yes sometimes no 22. I often wake up in the night.
- yes sometimes no 23. I often feel angry at Dad.
- yes sometimes no 24. I feel loved.
- yes sometimes no 25. I don't worry much about my parents' problems.
- yes sometimes no 26. I hardly ever have trouble sleeping.
- yes sometimes no 27. Most of the time I feel sad.
- yes sometimes no 28. I get in a lot of trouble at school.
- yes sometimes no 29. I spend as much time as possible playing with my friends.
- yes sometimes no 30. I often feel afraid.
- yes sometimes no 31. I feel like crying a lot.
- yes sometimes no 32. I feel helpless.
- yes sometimes no 33. I am sure both my parents love me.
- yes sometimes no 34. I have at least one friend I talk to when I am upset.
- yes sometimes no 35. I can't keep my mind on school work.
- yes sometimes no 36. There are a lot of fights between my parents.
- yes sometimes no 37. I get along with both my parents.
- yes sometimes no 38. I often feel like hitting.
- yes sometimes no 39. I have trouble with school work.
- yes sometimes no 40. I help at home more than I did last year.
- yes sometimes no 41. I don't like to sit still.
- yes sometimes no 42. I worry that there won't be enough money for things that I need.
- yes sometimes no 43. I like being alone.

- yes sometimes no 44. I wish I had more time with Mom.
- yes sometimes no 45. I plan to get married someday.
- yes sometimes no 46. I worry a lot.
- yes sometimes no 47. I worry about one of my parents getting sick or dying.
- yes sometimes no 48. I often feel angry at Mom.
- yes no 49. My parents are divorced or separated.

APPENDIX D. LETTERS OF PERMISSION FROM SCHOOL PRINCIPALS

ROGERS ELEMENTARY SCHOOL
MARSHALLTOWN COMMUNITY SCHOOL DISTRICT
406 SUMMIT STREET
MARSHALLTOWN, IOWA 50158

ADMINISTRATION BUILDING
317 COLUMBUS DRIVE
MARSHALLTOWN, IOWA 50158
AREA CODE 515-752-4583

88a

THOMAS RENZE, PRINCIPAL
AREA CODE 515-753-3684

R. A. MCFARLAND, SUPERINTENDENT
RICHARD DOYLE, ASSISTANT SUPERINTENDENT
ELEMENTARY EDUCATION

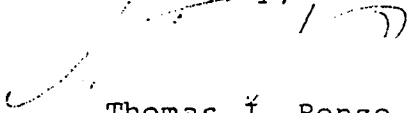
May 31, 1985

TO WHOM IT MAY CONCERN:

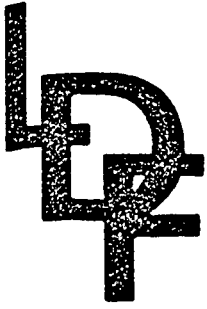
This is to confirm that Charlotte Stangeland has spoken with me regarding a study for her masters thesis.

Charlotte has received permission to administer a classroom questionnaire to fifth grade students at Rogers School in the fall of 1985. It is the understanding that student participants will have parental permission to complete the questionnaire.

Sincerely,


Thomas J. Renze
Principal

fk



LDF COMMUNITY SCHOOLS
P.O. BOX A HIGHWAY 30
LEGRAND, IOWA 50142

88b

Board of Education
DENNIS NUESE, Pres.
LARRY DUNHAM
LEE SEARLE
WESLEY HOOVER
DAVID DATERS

DORIS KELLOGG, District
Secretary and
Treasurer
Phone 479-2838

Superintendent
LEROY KIVETT
Phone 479-2838

Principal
GLE CHASKA
Phone 479-2785

Assistant Principal
Athletic Director
C.L. (Whitey) LOERWALD
Dunbar-479-2982
Ferguson-478-3261

TO WHOM IT MAY CONCERN:

This is to confirm that Charlotte Stangeland has spoken with me regarding a study for her masters thesis.

Charlotte has received permission to administer a classroom questionnaire to fifth grade students at Dunbar School in the fall of 1985. It is the understanding that student participants will have parental permission to complete the questionnaire.

Sincerely,

(
C.J. Loerwald
Principal

APPENDIX E. LETTER TO PARENTS AND PARENT CONSENT FOR CLASSROOM GROUP

ROGERS ELEMENTARY SCHOOL
MARSHALLTOWN COMMUNITY SCHOOL DISTRICT
406 SUMMIT STREET
MARSHALLTOWN, IOWA 50158

ADMINISTRATION BUILDING
317 COLUMBUS DRIVE
MARSHALLTOWN, IOWA 50158
AREA CODE 515-752-4583

90a

THOMAS RENZE, PRINCIPAL
AREA CODE 515-753-3684

R. A. MCFARLAND, SUPERINTENDENT
RICHARD DOYLE, ASSISTANT SUPERINTENDENT
ELEMENTARY EDUCATION

September 6, 1985

Dear Parents:

I am a graduate student at ISU in the Counselor Education Program.

The children in your child's class are being asked to participate in a study titled "Children of divorce: perceptions of parents and children." This is a project for my Master's Thesis at Iowa State University. Thirty-three children from divorced homes and their parents have already been interviewed. The children in your child's class are being asked to participate as a control group. The members of the class will be given a questionnaire that has six open-ended questions that ask things like "If I had two wishes I would wish for ..." and 49 questions that are answered by circling "yes", "no" or "sometimes". These questions ask things like "I often feel lonely," "I help a lot at home" or "I often yell at people." There is one question that specifically deals with divorce. It says, "My parents are divorced or separated." The child circles "yes" or "no". There are no names or identifying information on the questionnaires. The questionnaires will be administered as a group to the entire class.

If you have any questions about the project, please feel free to give me a call (Gilman 498-2122) or call the principal at Rogers School (753-3684). Please indicate on the enclosed consent form if you are willing for your child to participate and return it to the school by Wednesday, September 11. Participation is optional.

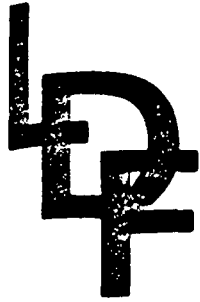
Thank you.

Sincerely,

Charlotte Stangeland

fk

LDF COMMUNITY SCHOOLS
P.O. BOX A HIGHWAY 30
LEGRAND, IOWA 50142



90b

Dear Parents:

I am a graduate student at ISU in the Counselor Education Program.

The children in your child's class are being asked to participate in a study titled "Children of divorce: perceptions of parents and children." This is a project for my masters thesis at Iowa State University. Thirty-three children from divorced homes and their parents have already been interviewed. The children in your child's class are being asked to participate as a control group. The members of the class will be given a questionnaire that has six open questions and 49 questions that are answered by circling "yes", "no", or "sometimes". These questions ask things like "I often feel lonely," "I help at home a lot" or "I often yell at people." There is only one question that specifically deals with divorce. It says, "My parents are divorced or separated." The child circles "yes" or "no". There are no names or identifying information on the questionnaires. The questionnaires will be administered as a group to the entire class.

If you have any questions about the project, please feel free to call me (Gilman 498-2122) or call the principal at Dunbar School. Please indicate on the enclosed consent form if you are willing for your child to participate and return it to the school by Tuesday, September 17. Participation is optional.

Thank you.

Sincerely,

Charlotte Stangeland

Board of Education
DENNIS NUESE, Pres.
HARRY DUNHAM
LEE SEARLE
WESLEY HOOVER
DAVID DATERS

DORIS KELLOGG, District
Secretary and
Treasurer
Phone 479-2838

Superintendent
CEROY KIVETT
Phone 479-2838

Principal
WYLE CHASKA
Phone 479-2785

Elementary Principal
Athletic Director
J. (Whitey) LOERWALD
Dunbar-479-2982
Ferguson-478-3261

I/we give consent for _____
to participate in the study titled "Children of Divorce"
being conducted by Charlotte Stangeland.

Signature of parent/guardian

Date

APPENDIX F. DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

Child Age
 5-8 16
 9-12 17

Child Sex
 F 13
 M 20

Parent Sex
 F 20
 M 3

Contact with other parent
 Weekly 13
 2 weeks 5
 Monthly 2
 Less 13

Support
 Relatives, Friends only 9
 Counselor only 2
 Counselor and Relatives
 or Friends 21

Years Separated
 0-1 4
 1-2 8
 2-5 16
 More than 5 5

Moved
 No 16
 Yes, in school district 3
 Yes, within 40 miles 4
 More than 40 miles 10

Education
 High School 15
 2-yr degree 10
 Bachelor's 5
 Graduate Sch. 3

Conflict
 More than most 10
 Same as most 8
 Less than most 15

APPENDIX G. TESTS OF PARENT/CHILD AGREEMENT

TESTS OF PARENT-CHILD AGREEMENT

Item No.	Question Topic	χ^2	r
1.	ever sick	.7551	.0069
2.	feel lonely	2.0789	.4508++
3.	trouble sitting still	1.8601	.2632
4.	don't like to be with kids	1.0783	.1390
5.	someone to care for me	.0989	.0796
6.	usually happy	.1704	.0601
7.	take care of myself	.3766	.1095
8.	some good friends	NC ¹	-.0840
9.	one adult can talk to	.3251	.0476
10.	trouble with teachers	.2585	.2533
11.	parents fight less	NC	.1384
12.	help a lot at home	2.4419	.3508+
13.	yell at people	.0275	.0048
14.	do well in school	.6262	.3598+
15.	talk about divorce	.4311	.0715
16.	Mom and Dad back together	.2824	-.0711
17.	like to be held	.9329	.3097
18.	daydream	NC	-.0219
19.	more time with Dad	.4451	.1582
20.	grown-ups can be trusted	.0100	.0000
21.	better for parents	.4563	.1879
22.	can talk to Mom	1.7645	.4760++
23.	feel angry at Dad	6.4086**	.4464+
24.	feel loved	.3814	.1164
25.	worry about parents	.5987	.1110
26.	no trouble sleeping	.0183	.1498
27.	feel sad	1.3055	.0208
28.	trouble at school	NC	-.1101
29.	playing with friends	2.9249*	.0843
30.	feel afraid	.0499	.1496
31.	feel like crying	.0362	.1587
32.	feel helpless	.9036	.0286
33.	blame self for divorce	1.0783	-.0287
34.	one friend to talk to	.0288	.1269

¹NC=Not Computed: Expected frequency greater than observed frequency--Chi-Square not significant.

* p<.05, one-tailed; ** p<.01, two-tailed; + p<.05, two-tailed; ++ p<.01, two-tailed.

Item No.	Question Topic	χ^2	r
35.	school work/daydream	NC	-.0213
36.	fights between parents	4.1479*	.4054+
37.	get along with parents	.8718	.0706
38.	feel like hitting	.7092	.2844
39.	trouble with school	2.6053	.3352
40.	embarrassed	.2529	.1448
41.	parents will remarry	.2469	.1608
42.	worry about money	NC	.0111
43.	like being alone	NC	.1986
44.	more time with Mom	NC	.1118
45.	plan to get married	NC	-.1651
46.	better for me	5.9229**	.3609+
47.	understand why divorce	2.2308	.3063
48.	feel angry at Mom	0.0000	.0000
49.	fear being left alone	.3760	.1006
50.	worry a lot	NC	.1219
51.	can talk to Dad	.1785	.0523
52.	don't like to sit still	.7963	.2074
53.	help at home	.1806	.1547
54.	parents love me	.1528	.3815+
55.	wake up in night	.6096	.2478
56.	stomach aches	.1150	-.1172
57.	time for own things	.8465	.1664
58.	laugh a lot	.6262	-.0420

APPENDIX H. CHI-SQUARES FOR SIGNIFICANT ITEMS

CHI-SQUARES FOR SIGNIFICANT ITEMS

Chi-squares are shown for seven variables on those nine items which had significant parent-child agreement.

Item	Variable	χ^2	Item	Variable	χ^2
2	Child Age	.032	23	Child Age	.074
2	Child Sex	.179	23	Child Sex	6.967**
2	Yrs. Sep.	.001	23	Yrs. Sep.	.122
2	Move	.009	23	Move	.122
2	Contact	.050	23	Contact	.074
2	Educ.	.050	23	Educ.	.331
2	Conflict	.009	23	Conflict	2.590
12	Child Age	1.475	36	Child Age	2.563
12	Child Sex	3.993*	36	Child Sex	.016
12	Yrs. Sep.	1.483	36	Yrs. Sep.	.147
12	Move	.041	36	Move	.388
12	Contact	.292	36	Contact	3.438
12	Educ.	1.256	36	Educ.	.138
12	Conflict	.025	36	Conflict	.138
14	Child Age	.041	46	Child Age	.448
14	Child Sex	.000	46	Child Sex	.742
14	Yrs. Sep.	.187	46	Yrs. Sep.	.034
14	Move	3.330	46	Move	.976
14	Contact	2.284	46	Contact	.073
14	Educ.	1.164	46	Educ.	.073
14	Conflict	.009	46	Conflict	.002
22	Child Age	1.309	54	Child Age	.095
22	Child Sex	.115	54	Child Sex	.084
22	Yrs. Sep.	.349	54	Yrs. Sep.	1.416
22	Move	.115	54	Move	2.996
22	Contact	.009	54	Contact	5.457*
22	Educ.	.386	54	Educ.	.282
22	Conflict	.021	54	Conflict	.012
29	Child Age	.379	29	Child Sex	.379
29	Yrs. Sep.	1.326	29	Move	1.876
29	Contact	.138	29	Educ.	.138
			29	Conflict	.138

* p<.05; ** p<.01.

APPENDIX I. TESTS OF DIFFERENCE BETWEEN CLASSROOM CHILDREN
AND DIVORCE CHILDREN

TESTS OF DIFFERENCE BETWEEN
CLASSROOM CHILDREN AND DIVORCE CHILDREN

Item No.	Clrm. No. ¹	Question Topic	2	t
1.	(1)	ever sick	0.60183	0.24
2.	(2)	feel lonely	1.00765 ²	-0.48
3.	(3)	trouble sitting still	6.31114*	-1.58
4.	(4)	don't like to be with kids	4.91550 ²	-0.34
5.	(5)	someone to care for me	3.63682 ²	-0.78
6.	(6)	usually happy	0.37591 ²	-0.45
7.	(7)	take care of myself	0.42819 ²	-0.16
8.	(8)	some good friends	1.75449 ²	-1.32
9.	(9)	one adult can talk to	0.48361 ²	0.28
10.	(10)	trouble with teachers	3.86399 ²	-1.12
11.	(11)	parents fight less	31.33413**	5.90++
12.	(12)	help a lot at home	4.93443 ²	0.10
13.	(13)	yell at people	0.96130	-0.79
14.	(14)	do well in school	3.85965 ² ₃	-1.57
15.	----	talk about divorce	----	---
16.	----	Mom and Dad back together	---	---
17.	(17)	like to be held	6.18729*	-1.86
18.	(18)	daydream	5.78021 ²	-1.91
19.	(19)	more time with Dad	1.52667	-0.09
20.	(20)	grown-ups can be trusted	2.55734 ²	0.73
21.	----	better for parents	---	---
22.	----	can talk to Mom	---	---
23.	(23)	feel angry at Dad	9.53740** ²	-3.22++
24.	(24)	feel lonely	2.42424 ²	-1.41
25.	(25)	worry about parents	0.66019	-0.80
26.	(26)	no trouble sleeping	1.44751	-0.44
27.	(27)	feel sad	5.82076 ²	-0.26
28.	(28)	trouble at school	4.03758 ²	-1.74

¹Clrm. no.=The item number on the classroom questionnaire.

²One or more cells where expected frequencies were < 5.

³Items with blanks were deleted from classroom questionnaire.

* p<.05, one-tailed; ** p<.01; one-tailed; + p<.05, two-tailed; ++ p<.05, two-tailed.

Item No.	Clrm ₁ No.	Question Topic	χ^2	t
29.	(29)	playing with friends	0.03211 ²	-0.10
30.	(30)	feel afraid	0.78028 ²	0.31
31.	(31)	feel like crying	0.95556 ²	-0.95
32.	(32)	feel helpless	1.87603 ²	-0.70
33.	----	blame self for divorce	----	----
34.	(34)	one friend to talk to	5.47137 ²	-2.00+
35.	(35)	school work/daydream	7.21393*	-2.34+
36.	(36)	fights between parents	5.33379 ²	-2.35+
37.	(37)	get along with parents	0.20729 ²	-0.26
38.	(38)	feel like hitting	1.63288	-1.10
39.	(39)	trouble with school	1.33458 ²	0.71
40.	----	embarrassed	----	----
41.	----	parents will remarry	----	----
42.	(42)	worry about money	1.06957	0.20
43.	(43)	like being alone	2.50856	-0.39
44.	(44)	more time with Mom	5.27395	-0.64
45.	(45)	plan to get married	5.57204 ²	-1.03
46.	----	better for me	----	----
47.	----	understand why divorce	----	----
48.	(48)	feel angry at Mom	5.94002* ²	-1.91
49.	(47)	fear being left alone	4.45737 ²	1.76
50.	(46)	worry a lot	1.63158 ²	1.20
51.	----	can talk to Dad	----	----
52.	(41)	don't like to sit still	7.03570*	-2.13+
53.	(40)	help at home	3.70723 ²	-1.38
54.	(33)	parents love me	0.88180 ²	-0.27
55.	(22)	wake up in night	0.11474	-0.07
56.	(21)	stomach aches	0.95212 ²	-0.78
57.	(16)	time for own things	0.93026 ²	-0.39
58.	(15)	laugh a lot	0.39813 ²	-0.48

APPENDIX J. FREQUENCIES FOR PARENTS AND CHILDREN

FREQUENCIES FOR PARENTS AND CHILDREN

Note: Some respondents did not answer every question so some totals are less than 33. Y=yes, S=sometimes, N=no.

<u>CHILD</u>			<u>PARENT</u>			
<u>Y</u>	<u>S</u>	<u>N</u>	<u>Y</u>	<u>S</u>	<u>N</u>	
14	10	9	22	8	3	1. I am hardly ever sick.
5	17	11	4	20	9	2. I often feel lonely.
16	7	10	8	12	13	3. I have trouble sitting still.
5	7	21	0	7	26	4. I don't like to be with other kids so much right now.
23	9	1	31	2	0	5. I know I will always have someone to take care of me.
23	8	2	22	10	1	6. I am usually happy.
17	12	4	23	9	1	7. I can take care of myself.
31	1	1	29	2	2	8. I have some good friends.
28	2	3	30	3	0	9. There is at least one adult I can talk to about problems.
4	10	19	1	7	24	10. I often get in trouble with teachers at school.
18	10	4	21	6	4	11. My parents fight less since the divorce.
11	17	5	20	11	2	12. I help a lot at home.
9	12	12	5	13	15	13. I often yell at people.
16	12	3	26	7	0	14. I do well in school.
7	11	15	19	12	2	15. I can easily talk about the divorce with other kids.
6	5	22	3	4	26	16. I think Mom and Dad may get back together sometime.
14	9	10	15	15	3	17. I would like to be held or hugged more often.

<u>CHILD</u>			<u>PARENT</u>			
<u>Y</u>	<u>S</u>	<u>N</u>	<u>Y</u>	<u>S</u>	<u>N</u>	
8	8	17	2	13	18	18. I daydream most of the time.
14	12	7	15	13	5	19. I wish I had more time with my Dad.
23	9	1	0	3	30	20. Most grown-ups can be trusted.
18	7	7	13	13	6	21. Things are better for my parents since the divorce.
22	5	5	26	7	0	22. I can talk to Mom about the divorce.
6	15	12	6	12	13	23. I often feel angry at Dad.
23	9	1	29	4	0	24. I feel loved.
9	11	13	9	16	8	25. I don't worry much about my parents' problems.
10	13	10	20	7	6	26. I hardly ever have trouble sleeping.
5	3	25	1	10	22	27. Most of the time I feel sad.
3	8	22	0	7	26	28. I get in a lot of trouble at school.
22	10	1	21	10	2	29. I spend as much time as possible playing with my friends.
4	10	19	0	17	16	30. I often feel afraid.
4	8	21	0	9	24	31. I feel like crying a lot.
2	9	22	0	12	21	32. I feel helpless.
2	7	24	2	9	22	33. I sometimes worry that I did something that made my parents divorce.
18	5	10	17	10	5	34. I have at least one friend I talk to when I am upset.
8	11	14	3	14	16	35. I can't keep my mind on school work.
2	13	18	1	9	23	36. There are a lot of fights between my parents.
25	6	2	25	8	0	37. I get along with both my parents.

<u>CHILD</u>			<u>PARENT</u>			
<u>Y</u>	<u>S</u>	<u>N</u>	<u>Y</u>	<u>S</u>	<u>N</u>	
10	10	13	4	15	13	38. I often feel like hitting.
2	15	16	1	9	23	39. I have trouble with school work.
7	9	17	1	11	20	40. I am embarrassed when teachers or friends ask questions about my parents.
20	4	9	28	5	0	41. I know my parents will never live together again.
7	11	15	7	14	12	42. I worry that there won't be enough money for things that I need.
9	11	13	0	21	12	43. I like being alone.
12	15	6	16	13	4	44. I wish I had more time with Mom.
22	8	3	31	2	0	45. I plan to get married someday.
11	15	7	15	12	5	46. Things are better for me since the divorce.
15	9	9	21	8	4	47. I understand why my parents divorced.
5	11	17	6	21	6	48. I often feel angry at Mom.
6	13	14	1	16	16	49. I worry about being left alone.
3	7	22	7	9	17	50. I worry a lot.
12	9	12	9	14	8	51. I can talk to Dad about the divorce.
16	9	8	9	14	10	52. I don't like to sit still.
13	8	12	21	6	4	53. I help at home more than I did before the divorce.
30	2	1	26	5	2	54. I am sure both my parents love me.
11	7	15	2	4	27	55. I often wake up in the night.
3	7	23	1	9	23	56. I get a lot of stomach aches.
16	13	4	26	7	0	57. I have a lot of time for my own things.
20	11	2	22	10	1	58. I laugh a lot.

APPENDIX K. FREQUENCIES FOR DIVORCE CHILDREN AND CLASSROOM CHILDREN

FREQUENCIES FOR DIVORCE CHILDREN AND CLASSROOM CHILDREN

Note: Item numbers are those that were used on the classroom questionnaire. Some respondents did not answer every question. Y=yes, S=sometimes, N=no.

<u>DIVORCE CHILDREN</u>			<u>CLASSROOM CHILDREN</u>			
<u>N=33</u>			<u>N=28</u>			
<u>Y</u>	<u>S</u>	<u>N</u>	<u>Y</u>	<u>S</u>	<u>N</u>	
14	10	9	11	11	16	1. I am hardly ever sick.
5	17	11	2	15	11	2. I often feel lonely.
16	7	10	5	9	14	3. I have trouble sitting still.
5	7	21	8	1	19	4. I don't like to be with other kids so much right now.
23	9	1	22	3	3	5. I know I will always have someone to take care of me.
23	8	2	21	5	2	6. I am usually happy.
17	12	4	15	11	2	7. I can take care of myself.
31	1	1	28	0	0	8. I have some good friends.
28	2	3	23	3	2	9. There is at least one adult I can talk to about problems.
4	10	19	0	8	20	10. I often get in trouble with teachers at school.
18	10	4	0	6	22	11. My parents fight a lot.
11	17	5	9	19	0	12. I help a lot at home.
9	12	12	5	10	13	13. I often yell at people.
16	12	3	20	7	1	14. I do well in school.
7	11	15	18	7	2	15. I laugh a lot.
16	13	4	15	8	5	16. I have a lot of time for my own things.

DIVORCE CHILDREN			CLASSROOM CHILDREN			
N=33			N=28			
Y	S	N	Y	S	N	
14	9	10	4	9	15	17. I would like to be held or hugged more often.
8	8	17	1	6	21	18. I daydream most of the time.
14	12	7	15	6	6	19. I wish I had more time with my Dad.
23	9	1	17	7	4	20. Most grown-ups can be trusted.
3	7	23	1	5	22	21. I get a lot of stomach aches.
11	7	15	10	5	13	22. I often wake up in the night.
6	15	12	1	6	21	23. I often feel angry at Dad.
23	9	1	23	3	1	24. I feel loved.
9	11	13	10	8	9	25. I don't worry much about my parents' problems.
10	13	10	10	7	11	26. I hardly ever have trouble sleeping.
5	3	25	0	6	22	27. Most of the time I feel sad.
3	8	22	0	4	24	28. I get in a lot of trouble at school.
22	10	1	19	8	1	29. I spend as much time as possible playing with my friends.
4	10	19	2	11	15	30. I often feel afraid.
4	8	21	2	5	21	31. I feel like crying a lot.
2	9	22	0	7	21	32. I feel helpless.
30	2	1	26	2	0	33. I am sure both my parents love me.
18	5	10	22	4	2	34. I have at least one friend I talk to when I am upset.
8	11	14	6	2	20	35. I can't keep my mind on school work.
2	13	18	1	4	23	36. There are a lot of fights between my parents.
25	6	2	22	5	1	37. I get along with both my parents.

DIVORCE CHILDREN			CLASSROOM CHILDREN			
N=33			N=28			
Y	S	N	Y	S	N	
10	10	13	5	8	15	38. I often feel like hitting.
2	15	16	4	13	11	39. I have trouble with school work.
13	8	12	10	2	16	40. I help at home more than I did last year.
16	9	8	5	9	14	41. I don't like to sit still.
7	11	15	9	7	12	42. I worry that there won't be enough money for things that I need.
9	11	13	3	12	12	43. I like being alone.
12	15	6	16	5	7	44. I wish I had more time with Mom.
22	8	3	22	1	5	45. I plan to get married someday.
3	7	22	5	8	15	46. I worry a lot.
6	13	14	11	11	6	47. I worry about one of my parents getting sick or dying.
5	11	17	0	7	21	48. I often feel angry at Mom.

APPENDIX L. QUESTIONNAIRE--BY TOPIC

QUESTIONNAIRE--BY TOPICFeelings

FEAR.

- 5. I know I will always have someone to take care of me.
- 49. I worry about one of my parents getting sick or dying.

- 30. I often feel afraid.
- 50. I worry a lot.

ANGER.

- 38. I often feel like hitting.
- 13. I often yell at people.

- 23. I often feel angry at Dad.
- 48. I often feel angry at Mom.

EMBARRASSMENT.

- 15. I can easily talk about the divorce with other kids.
- 40. I am embarrassed when my teachers or friends ask questions about my parents.

DENIAL.

- 16. I think Mom and Dad may get back together sometime.
- 41. I know my parents will never live together again.

NEEDINESS.

- 17. I would like to be held or hugged more often.
- 42. I worry that there won't be enough money for things that I need.

- 32. I feel helpless.
- 7. I can take care of myself.

GRIEF.

- 6. I am usually happy.
- 27. Most of the time I feel sad.

- 31. I feel like crying a lot.
- 58. I laugh a lot.

LONELINESS.

- 2. I often feel lonely.
- 8. I have some good friends.

GUILT.

- 33. I sometimes worry that I did something that made my parents divorce.
- 47. I understand why my parents divorced.

Coping Patterns

I. AVOIDANCE (Active in other activities)

- 4. I don't like to be with other kids so much right now.
- 33. I have a lot of time for my own things.
- 29. I spend as much time as possible playing with my friends.
- 43. I like being alone.

II. REGRESSION (Physical Symptoms)

- 1. I am hardly ever sick.
- 56. I get a lot of stomach aches.
- 3. I have trouble sitting still.
- 52. I don't like to sit still.
- 26. I hardly ever have trouble sleeping.
- 55. I often wake up in the night.

III. MENTAL WITHDRAWAL (Daydreaming)

- 18. I daydream most of the time.
- 35. I can't keep my mind on school work.

IV. PHYSICAL WITHDRAWAL

- 4. I don't like being with other kids so much right now.
- 43. I like being alone.

V. ACTING OUT

- 38. I often feel like hitting.
- 13. I often yell at people.
- 12. I help a lot at home.
- 53. I help at home more than I did before the divorce.

(School Conduct)

- 10. I often get in trouble with teachers at school.
- 28. I get in a lot of trouble at school.

(School Work)

- 14. I do well in school.
- 39. I have trouble with school work.

VI. TALKING

- 9. There is at least one adult I can talk to about problems.
- 34. I have at least one friend I talk to when I am upset.

- 22. I can talk to Mom about the divorce.
- 51. I can talk to Dad about the divorce.

On-going Parental Fighting

- 11. My parents fight less since the divorce.
- 36. There are a lot of fights between my parents.

Divorce-Related Tasks

I. ACKNOWLEDGE THE DIVORCE

- 16. I think Mom and Dad may get back together sometime.
- 41. I know my parents will never live together again.

II. REGAIN SENSE OF DIRECTION (Own Activities)

- 8. I have some good friends.
- 29. I spend as much time as possible playing with my friends.

- 25. I don't worry much about my parents' problems.
- 57. I have a lot of time for my own things.

III. DEAL WITH LOSS AND REJECTION

- 19. I wish I had more time with my Dad.
- 44. I wish I had more time with Mom.

- 24. I feel loved.
- 54. I am sure both my parents love me.

IV. FORGIVE PARENTS

- 23. I often feel angry at Dad.
- 48. I often feel angry at Mom.

- 37. I get along with both my parents.

V. ACCEPT PERFORMANCE

- 16. I think Mom and Dad may get back together sometime.
- 41. I know my parents will never live together again.

- 21. Things are better for my parents since the divorce.
- 46. Things are better for me since the divorce.

VI. RESOLVE RELATIONSHIP ISSUES

20. Most grown-ups can be trusted.

45. I plan to get married someday.