

Shipman & Zeman: Emotional Understanding: A Comparison of Physically Maltreating and Nonmaltreating Mother-Child Dyads*

Research in children's emotional competence has emphasized the importance of the development of emotion management skills to children's socioemotional functioning. Emotional understanding is one category of emotion management skill that has received recent attention. Emotional understanding has been defined as children's ability to understand the causes and consequences of emotion and the ability to use this information to generate appropriate responses to the emotional experience of self and others. Emotional understanding skills appear to develop initially within the parent--child relationship and to relate positively to children's social competence and psychological adjustment.

The functionalist theory of emotion provides a foundation for understanding the importance of emotional understanding skills to children's socioemotional competence as well as the role that parent-child interactions may play in the development of these skills. The functionalist approach views emotions as having intrapersonal and interpersonal regulatory consequences that facilitate children's adaptation to their social environment. As a result of socialization experiences, children are thought to learn how to label and interpret emotions, when emotional expression is appropriate, and how to respond to emotions in self and others as culturally indicated. Exposure to atypical experiences within the parent--child relationship (e.g., hostile parental response to children's emotion) may influence children's development by teaching them to respond to emotionally arousing situations in atypical ways (e.g., responding inappropriately to others' emotional displays).

Consistent with the functionalist approach, research has demonstrated that emotional understanding skills develop, in part, within the parent--child relationship. A recent study by Rogosch et al. (1995), however, did suggest that maltreated children, when compared to their nonmaltreated peers, demonstrate lower levels of emotional understanding. Specifically, children were read brief vignettes* that were thought to elicit different emotions (e.g., happiness, sadness, anger, fear) and were asked to label the emotion that would be experienced by the target child. Findings indicated that maltreated children demonstrated greater difficulty than their nonmaltreated peers identifying negative emotional experience, particularly anger. In addition, findings indicated that these deficits in understanding negative emotion mediated the relation of maltreatment to subsequent behavioral dysregulation and peer rejection.

There has been little empirical attention directed toward investigating emotional understanding skills in the parent--child interactions of physically maltreating families. This is surprising given research that suggests that physically maltreating mother--child dyads* are characterized by behaviors that would be expected to interfere with children's development of emotional understanding. In particular, maltreated children develop within a family context that is characterized by a high degree of negative parental affect, difficulty in the production and recognition of emotional expression, lack of empathic responding, and poor affect regulation. When considered within the context of research in normative emotional development, this suggests that the maltreating mother--child relationship lacks a number of features associated with the development of competent emotional understanding.

The purpose of this study was to examine emotional understanding skills in mother--child dyads as a function of (a) maltreatment status (i.e., physical maltreatment vs. control), (b) type of emotion (i.e., happiness, sadness, and anger), and (c) child age (i.e., 6-8 years or 9-12 years). Three types of emotion were included because these emotions are commonly experienced in childhood and, when managed appropriately, are thought to help children to achieve goals important to their intrapersonal and interpersonal well-being. As a result, it is possible that emotional understanding skills developed by children may also vary as a function of emotion type. Finally, from a developmental psychopathology perspective, studying the ways in which maltreated children understand specific emotions differently than their nonmaltreated peers may help us to identify factors underlying their risk for certain psychological difficulties.

It was hypothesized that (a) physically maltreating mothers would engage in less facilitative discussion with their children about emotion-eliciting situations than nonmaltreating mothers and would report fewer supportive responses to their children's emotional displays, (b) physically maltreated children would display less emotional understanding than their nonmaltreated peers and would expect fewer supportive maternal responses to their emotional displays, (c) there would be a positive relation between maternal discussion of emotion-eliciting events and children's emotional understanding, and (d) there would be a positive relation between expectations of maternal supportiveness in response to emotional displays and children's emotional understanding. Finally, it was possible that children's level of emotional understanding would vary with type of emotional experience.

Method

Participants in the maltreatment and control groups were recruited from an urban area in the midwestern United States. Twenty-two physically maltreated children between 6 and 12 years of age and their mothers were recruited from parenting programs affiliated with Children's Protective Services* (CPS) of the Department of Human Services. Participants were recruited prior to the onset of intervention during their orientation to the parenting program. All children in the maltreatment group experienced physical maltreatment by their mothers that was substantiated* by CPS within the past year. To substantiate physical maltreatment, CPS required physical evidence (e.g., bruise) in addition to interviews with the mother and child. Children were not included in the maltreatment group if they had experienced other types of maltreatment (e.g., neglect, sexual abuse) as indicated by caseworker response and CPS records.

Twenty-two nonmaltreated children and their mothers were recruited from Head Start programs and local public school systems. To recruit nonmaltreated children, mothers were contacted directly (e.g., when they brought their younger children to Head Start) and asked if they would be interested in participating. Three children were excluded from participating in the control group because they had a history of child maltreatment. Children were placed into two age groups (younger, 6-8 years, n = 24; older, 9-12 years, n = 20) based on research indicating that emotional understanding varies as a function of development. The sample consisted of 68% boys (older, n = 14; younger, n = 16) and 32% girls (older, n = 6, younger, n = 8), with 80% of Caucasian heritage and 20% of African American heritage.

Nonmaltreating families were matched with maltreating families on socioeconomic status, child age (within 6 months), child sex, and race. Findings indicated that there were no significant differences between the maltreatment and control groups on child age, maternal age, or socioeconomic status as measured by the Hollingshead Four Factor Index (1975). In addition, participants were compared on measures of intellectual functioning and the tendency to respond in a socially desirable manner as well as family size. In relation to intellectual functioning, mothers and children were administered the Vocabulary subtests of the Wechsler Adult Intelligence Scale-Revised (WAIS-R) and the Wechsler Intelligence Scale for Children-Third Edition (WISC-III), respectively. In relation to social desirability, mothers completed the Personal Reaction Inventory (PRI), and children completed the Children's Social Desirability Scale-Short Version (CSD). Findings indicate no significant differences between groups on estimated intellectual functioning, social desirability responding, or number of adults and children in the family home.

Materials

Emotional Understanding

Mother--Child Interaction Task (MCIT). Mothers and children completed the MCIT, in which they discussed situations that made the child happy, sad, and angry. Children were instructed to "Talk with your mother about a time you felt [emotion]," with emotion type administered in random order. Mothers were told to interact with their child as they would if their child started to tell them about these situations in the context of a typical day. The discussion was tape recorded and transcribed verbatim. Each conversational turn of mother and child was coded for the presence or absence of discussion reflective of emotional understanding, including the causes and consequences of emotion and

constructive approaches for coping with emotionally arousing situations. Total scores for mother and child were created by summing the number of conversational turns that reflected emotional understanding. The situations generated by the children for each emotion were also coded to provide information regarding the type of situations children associated with specific emotional experiences.

Expectations of Maternal Support Interview (EMSI)--Child Version. The EMSI--Child Version was patterned after measures used in past research to investigate children's expectancies about maternal supportiveness of children's emotional displays. Children were read nine vignettes that have been demonstrated to elicit happiness, sadness, and anger in elementary school age children based on past research and pilot testing. In each vignette, the mother was responsible for causing the emotion-eliciting event. Vignettes consisted of three scenarios for each of the three emotion types. Each story was written in first-person narrative and specified the emotion that the child experienced as a result of events in the story. Children were asked to imagine that they were the child in each scenario. Following each vignette, children were asked about anticipated consequences of emotional disclosure (i.e., "What would your mother do if you showed your [emotion] feelings?"). Responses were coded as expectations of either a supportive or non-supportive maternal response. Supportive responses reflected interpersonal support (e.g., providing comfort to the child, empathic responding) or instrumental assistance (e.g., assistance at resolving an emotionally arousing situation). Expectations coded as non-supportive involved interpersonal conflict (e.g., mother--child argument), negative instrumental consequences (e.g., loss of privileges), or parental disengagement (e.g., ignoring the child's emotional experience). Total scores for each emotion were created by summing the number of supportive responses across the three vignettes for each emotion, yielding a dependent variable that could range from 0 to 3 within emotion type. Interrater reliability as measured by kappa was .88.

EMSI--Mother Version. Mothers were administered the EMSI--Mother Version. This is a parallel measure of the EMSI--Child Version, in which mothers responded to the same vignette themes as the children did and were asked about their anticipated responses to their children's emotional displays. Consistent with the child version, vignettes were written in first person and specified the emotion experienced by the child. Interrater reliability as measured by kappa was .95.

Emotional Understanding Interview (EUI). The EUI requires children to look at a picture of a child who is experiencing an emotion (i.e., happiness, sadness, anger) and then to answer a series of open-ended questions that reflect their emotional understanding. The EUI consists of five scales that assess (a) identification of emotion, (b) experience of emotion, (c) causes of emotion, (d) expression of emotion, and (e) action responses to emotional displays. Principal components analysis of children's responses has indicated that these scales may be combined to form an overall emotional understanding score. Research on the EUI has demonstrated high interrater agreement and has supported construct validity by demonstrating relations between emotional understanding and children's social competence. Interrater reliability for this study as calculated by kappa was .91.

Procedure

Data were collected by four female research assistants who were unaware of group status and study hypotheses. Two research assistants attended each data collection session at the family's home so that one researcher could work with the mother and the other with the child. In cases in which children were not currently living in their mother's home ($n = 8$), children were interviewed on a visit with their mother. Following a brief rapport-building period, the mother and child participated in the MCIT. Following this task, the mother and the child were separated and administered remaining measures in random order. Mothers and children were read all questionnaires to control for differences in reading ability. Mothers were provided financial compensation for their time and children were given a small toy. The research protocol required approximately 45 min.

Results

Emotional Understanding

145 **MCIT: Discussion reflective of emotional understanding as measured by number of conversational turns.** For mothers, a main effect for Group indicated that maltreating mothers engaged in less emotional discussion than nonmaltreating mothers. In addition, a main effect for Child Age indicated that mothers engaged in more discussion of emotion with younger ($M = 7.51$, $SD = 5.93$) as compared to older children ($M = 4.91$, $SD = 3.59$), $F(1,40) = 5.01$, $p < .05$. For children, a main effect for Group indicated that maltreated children engaged in less discussion of emotion than their nonmaltreated peers, with no significant differences for Child Age. There were no significant differences as a function of Emotion and no significant interactions among Group, Child Age, or Emotion for mother or child analyses.

155 **MCIT: Type of emotionally arousing situation generated.** To provide information regarding the type of situations discussed in the MCIT, children's open-ended responses were coded into categories and frequencies were calculated. Chi-square analyses indicated no significant group differences in the types of situations discussed.

160 **EMSI--Child Version.** A Group main effect emerged indicating that maltreated children expected less maternal support than their nonmaltreated peers. An Emotion main effect also emerged, $F(2,72) = 16.31$, $p < .001$. Paired t tests conducted using the Bonferroni correction procedure indicated that children expected less maternal support in response to displays of anger ($M = 1.66$, $SD = 1.24$) than sadness ($M = 2.41$, $SD = 0.79$), $t(1,42) = 4.20$, $p < .001$, or happiness ($M = 2.64$, $SD = 0.72$), $t(1,42) = 4.72$, $p < .001$. There were no significant differences as a function of Child Age and no significant interactions among Group, Child Age, or Emotion.

165 **EMSI--Mother Version.** Findings indicated no significant differences as a function of Group, Child Age, or Emotion. In fact, the majority of mothers in both groups reported that they would provide supportive responses to children's displays of anger (89% maltreated, 91% control), sadness (92% maltreated, 94% control), and happiness (89% maltreated, 91% control).

170 **Children's EUI.** A main effect for Group emerged. A comparison of means demonstrated significantly lower levels of emotional understanding in maltreated children as compared to their nonmaltreated peers. An Emotion main effect also emerged, $F(2,80) = 25.00$, $p < .001$. Paired t tests conducted using the Bonferroni correction procedure indicated that children demonstrated higher levels of emotional understanding for happiness ($M = 10.45$, $SD = 1.75$) than for anger ($M = 8.50$, $SD = 2.41$), $t(1,42) = 5.79$, $p < .001$, or sadness ($M = 8.57$, $SD = 2.43$), $t(1,42) = 6.44$, $p < .001$. There were no significant differences on the EUI as a function of child age and no significant interaction effects among variables.

Relations Between Mother and Child Measures

180 **Maternal discussion reflective of emotional understanding and children's emotional understanding.** Correlational analyses were conducted to determine the relations between the number of conversational turns in which mothers engaged in discussion reflective of emotional understanding in the MCIT and children's emotional understanding as measured by the MCIT and the EUI. A partial correlation was conducted to examine the relation between number of conversational turns reflective of emotional understanding for mother and child, controlling for total number of conversational turns of mother and child, respectively. Findings indicated a significant positive relation between the number of conversational turns reflective of emotional understanding of mother and child. In addition, a partial correlation was computed to examine the relation between the number of maternal conversational turns facilitating emotional discussion in the MCIT and children's performance on the EUI, controlling for child age and total number of mother's conversational turns. Findings indicated a significant positive relation between frequency of maternal discussion reflective of emotional understanding and children's performance on the EUI, $r = .42$, $p < .05$.

190 **Expectations of maternal support following emotional displays and children's emotional understanding.** Correlational analyses were conducted to determine the relation between children's expectations of maternal support following emotional displays as measured by the EMSI and children's emotional understanding as measured by the EUI and the MCIT. Findings indicated significant positive relations between children's expectations of maternal supportiveness and their emotional understanding

195 (EUI, $r = .66$, $p < .001$; MCIT, $r = .44$, $p < .01$). Correlational analyses also were conducted to evaluate
the relation between maternal report of their expectations of their own supportiveness in response to
children's emotional displays and children's emotional understanding. Findings indicated no significant
relations between maternal report of her own supportiveness and measures of children's emotional
200 understanding. In addition, the relation between children's and mothers' report of maternal
supportiveness was nonsignificant.

Discussion

This study investigated the emotional understanding skills of children in maltreating and
nonmaltreating environments to identify the ways in which children's relation with their social
environment may impact their understanding of emotionally arousing situations. In general, findings
205 indicate that maltreated children demonstrated lower emotional understanding and that there were
significant relations between mother and child performance on tasks measuring the use of emotional
understanding skills. From a functionalist approach to emotion, these findings support the notion that
emotional understanding skills develop, in part, within the family context.

Emotional Understanding in Mother--Child Dyads

210 As hypothesized, findings indicate that physically maltreating mothers and their children engaged in
less discussion reflective of emotional understanding than nonmaltreating mothers and their children.
In addition, results demonstrate significant relations between maternal discussion reflective of
emotional understanding and children's discussion of emotion as assessed by the MCIT. In relation to
maternal behavior, these findings suggest the possibility that maltreating mothers may engage in less
215 socialization behavior aimed at facilitating the development of emotional understanding in their
children. This interpretation is consistent with research in normative emotional development that has
indicated that maternal discussion of emotion predicts children's subsequent performance on both
emotion labeling and emotional understanding tasks. It is possible, however, that the lower level of
emotional understanding demonstrated by maltreated children may impact the frequency with which
220 maltreating mothers engage in discussion of emotion-eliciting events. To determine the directionality
of the relation between mother and child discussion of emotion, future research should examine the
development of emotional understanding skills longitudinally such that maternal emotional discussion
could be measured early in childhood and be used to predict children's subsequent performance on
emotional understanding tasks.

225 In relation to the role that maternal supportiveness may play in facilitating children's emotional
understanding, findings demonstrate that maltreated children expected less supportive maternal
responses to emotional displays than their nonmaltreated peers. Further, consistent with research in
normative emotional development, there were significant positive relations between children's
expectations of maternal support and children's emotional understanding, suggesting that maternal
230 supportiveness may facilitate the development of emotional understanding. It may be that children who
expect supportive maternal responses to emotional displays also are more likely to engage in discussion
of emotionally arousing situations with their mothers, increasing their opportunities for learning. This
possibility receives some support from this study, which demonstrated a significant positive correlation
between expectations of maternal support and children's discussion of emotion during mother--child
235 interaction. It may also be that children who receive supportive responses to emotional displays are
more likely to process emotion-relevant information efficiently and completely. As discussed before,
causal relations cannot be determined with the current data set, leaving open the possibility that
differences in children's emotional understanding might impact the level of maternal supportiveness to
emotional displays. For example, it may be possible that children with lower levels of emotional
240 understanding display emotion in a less appropriate manner that might have a negative impact on the
type and quality of the maternal response.

Somewhat surprisingly, the majority of mothers in both groups reported that they would provide
support in response to their children's emotional displays of happiness, sadness, and anger. These
findings are in contrast with children's reports that suggested that maltreated children expected less
245 maternal support for emotional displays than their nonmaltreated peers. In addition, there were no
significant relations between maternal report of their supportiveness and measures of children's
emotional understanding. It may be that maltreating mothers are reporting the behaviors that they
would ideally like to enact with their child rather than their actual behavior.

250 In relation to children's emotional understanding, physically maltreated children demonstrated less
emotional understanding than did their nonmaltreated peers for happiness, sadness, and anger on both
the MCIT and the EUI. When considered from within the functionalist approach, these findings suggest
that maltreated children are less able to interpret contextual information regarding others' emotional
experience and lack understanding of culturally appropriate responses to emotionally arousing
255 situations, placing them at risk for difficulties establishing and maintaining interpersonal relationships.
This is consistent with research that has indicated that children's emotional understanding is related to
social competence in peer settings (Cassidy et al., 1992; Denham et al., 1990; Rogosch et al., 1995) as
well as with findings that have demonstrated that maltreated children are at risk for difficulties
developing constructive peer relationships.

260 In relation to child age, findings indicated that mothers in both the maltreatment and control groups
engaged in more discussion reflective of emotional understanding with younger as compared to older
children. Considered within a developmental framework, it is likely that younger children have more
difficulty discussing emotion-eliciting situations and, as a result, mothers may engage in more
scaffolding behavior to facilitate younger children's skill development. Correlational analyses also
265 indicated a significant, positive relation between child age and emotional understanding as measured by
the EUI. This is consistent with findings of related studies that have suggested that children of middle
to late elementary school age demonstrate higher levels of overall emotional understanding.

Implications for Intervention

270 In sum, the findings of this study suggest that maltreated children, as compared to their nonmaltreated
peers, have deficits in emotional understanding skills and that maltreating mothers and their children
are less likely to discuss emotion-eliciting events as compared to nonmaltreating mothers and their
children. Given the importance of emotional understanding skills to children's socioemotional
competence, these findings indicate the value of developing interventions focused on enhancing
maltreated children's emotional understanding. Only a few documented intervention programs include
275 activities that target specific aspects of emotional understanding. Although individual and group
approaches to child treatment are likely to facilitate the development of emotional understanding skills,
it will also be essential to include mothers in intervention efforts, teaching them how to provide the
scaffolding behavior that is important to children's skill development.

שאלות

38. לפי תיאוריית התפקוד (Functionalist Theory) (שורות 8-12), למי מהילדות הבאות עלולה

להיות פגיעה במיומנויות של הבנה רגשית (Emotional Understanding Skills)?

- (1) לורד, אשר מרגישה עצובה ובוכה בתגובה למחלתו של אחיה הקטן
- (2) למיקי, אשר פורצת בבכי קורע לב במהלך חתונתה של אחותה הגדולה
- (3) לרוני, אשר מבינה שחברתה הטובה בוכה בעצב, אך לא מבינה מדוע
- (4) להדס, אשר רואה את אביה מחייך ומבינה כי הוא שמח

39. איזה מהטבלאות הבאות מתארת בצורה הטובה ביותר את תוצאות מחקרם של Rogosch et al. (1995), כאשר המספרים מייצגים את מידת ההבנה הרגשית שהפגינו הילדים בכל אחד מתנאי הניסוי (הניחו כי מידת ההבנה הרגשית דורגה על סולם שנע בין 0-10, כאשר הציון 10 מייצג את ההבנה הרגשית הגבוהה ביותר)?

פחד	כעס	עצב	שמחה	קבוצת הילדים
8	6	8	10	סוג הרגש ילדים שעברו התעללות
8	8	8	10	ילדים שלא עברו התעללות

(1)

פחד	כעס	עצב	שמחה	קבוצת הילדים
4	6	8	8	סוג הרגש ילדים שעברו התעללות
6	8	10	8	ילדים שלא עברו התעללות

(2)

פחד	כעס	עצב	שמחה	קבוצת הילדים
6	8	6	8	סוג הרגש ילדים שעברו התעללות
10	10	10	8	ילדים שלא עברו התעללות

(3)

פחד	כעס	עצב	שמחה	קבוצת הילדים
6	6	8	8	סוג הרגש ילדים שעברו התעללות
8	10	10	8	ילדים שלא עברו התעללות

(4)

40. איזה מהמתאמים הבאים יכול לשקף את הטענה המובאת בשורות 25-27?

- (1) המתאם בין רמת ההתעללות לבין הבנה רגשית הינו (-0.7), המתאם בין הבנה רגשית לדחייה חברתית הינו 0.8 ואילו המתאם בין הבנה רגשית ליכולת ויסות התנהגות הינו (-0.8)
- (2) המתאם בין רמת ההתעללות לבין הבנה רגשית הינו 0.7, המתאם בין הבנה רגשית לדחייה חברתית הינו 0.8 ואילו המתאם בין הבנה רגשית ליכולת ויסות התנהגות הינו (-0.8)
- (3) המתאם בין רמת ההתעללות לבין הבנה רגשית הינו (-0.7), המתאם בין הבנה רגשית לדחייה חברתית הינו (-0.8) ואילו המתאם בין הבנה רגשית ליכולת ויסות התנהגות הינו 0.8
- (4) המתאם בין רמת ההתעללות לבין הבנה רגשית הינו 0.7, המתאם בין הבנה רגשית לדחייה חברתית הינו (-0.8) ואילו המתאם בין הבנה רגשית ליכולת ויסות התנהגות הינו 0.8

41. איזה מבין הפרוצדורות הבאות שהוזכרה במאמר לא בוצעה על מנת לחזק את תוקף המבנה של המחקר?

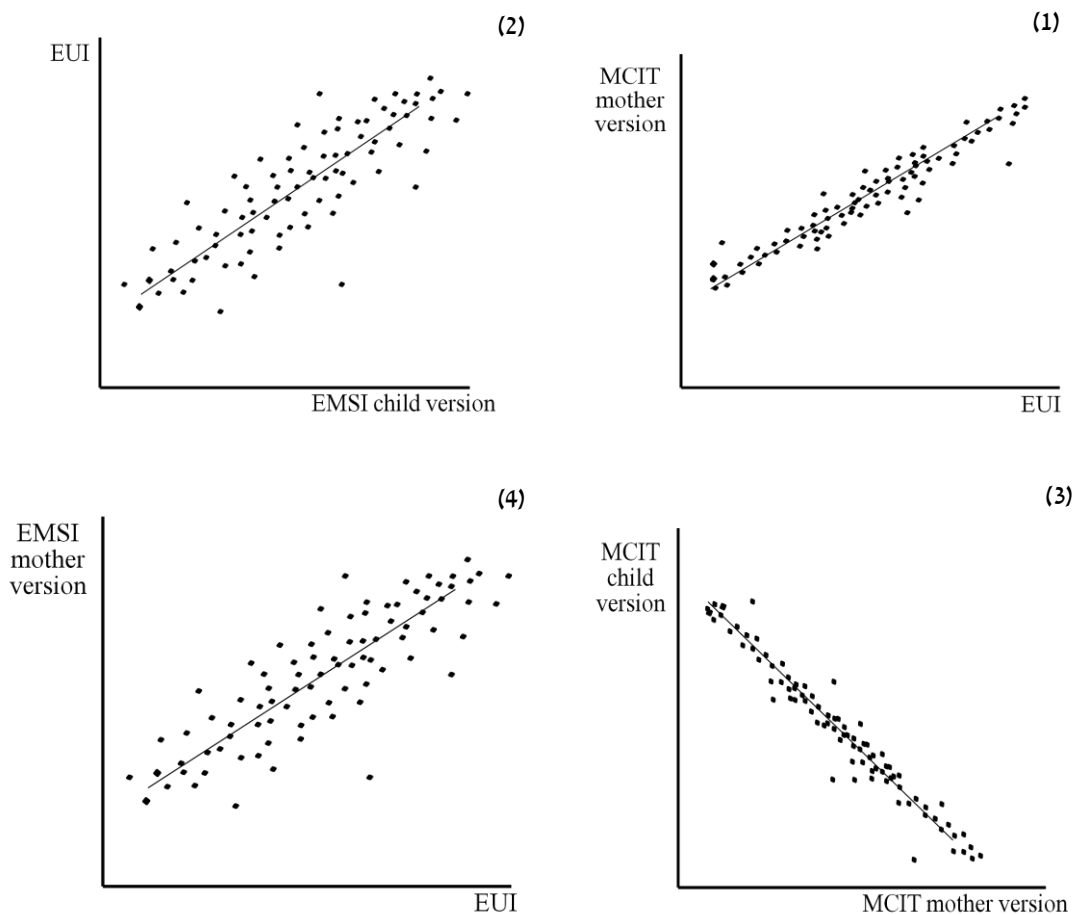
- (1) הסדר של סוג הרגש שהוצג במטלת ה-MCIT הוחלף בצורה רנדומלית
- (2) כל סיפור במטלת ה-EMSI גרסת הילדים היה כתוב בגוף ראשון, הדמות האמהית בו הייתה אחראית לעירור הרגש של הילד, והרגש שהתעורר כתוצאה מהאירוע הוצג בצורה ברורה בסיפור
- (3) בוצע Principles Components Analysis לחמשת הסקאלות של משנתה ה-EUI במחקר
- (4) חל שימוש במדדים שונים לבחינת ההבנה הרגשית של הילדים במחקר

42. איזה דפוס תוצאות יחזק את השערות המחקר המפורטות בשורות 47-55?
 (1) ציון גבוה במטלת ה- EMSI בגרסת הילד וכן ציון גבוה במטלת ה- EUI עבור קבוצת הילדים לאמהות הלא מתעללות (non-maltreating) יחזק את שני חלקי השערה (b)
 (2) ציון נמוך במטלת ה- EMSI בגרסת האם וכן ציון נמוך עבור האמהות במטלת ה- MCIT עבור קבוצת האמהות הלא מתעללות (non-maltreating) יחזק את שני חלקי השערה (a)
 (3) ציון נמוך במטלת ה- EMSI בגרסת הילד וכן ציון נמוך במטלת ה- EUI עבור קבוצת הילדים לאמהות הלא מתעללות (non-maltreating) יחזק את שני חלקי השערה (b)
 (4) ציון גבוה במטלת ה- EMSI בגרסת האם וכן ציון גבוה עבור האמהות במטלת ה- MCIT עבור קבוצת האמהות המתעללות (maltreating) יחזק את שני חלקי השערה (a)

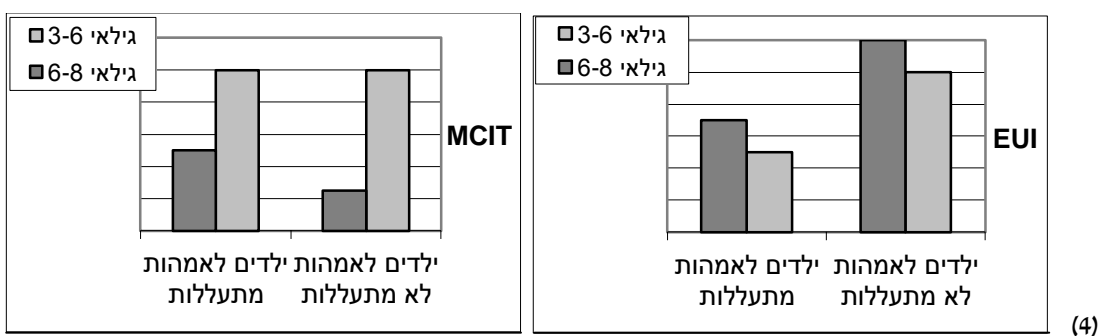
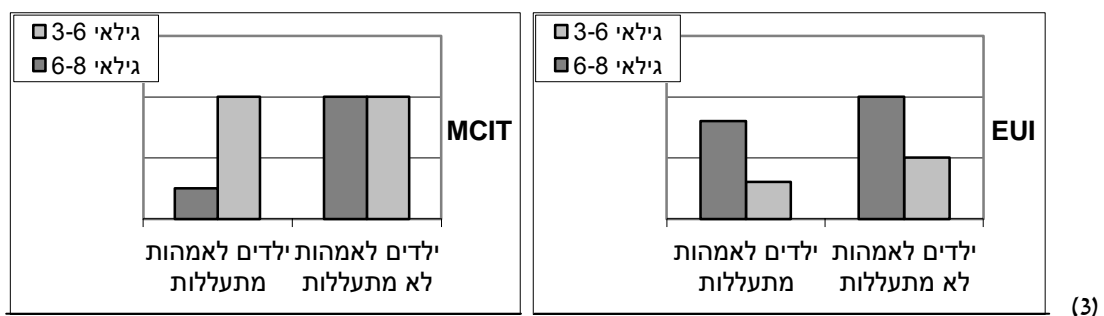
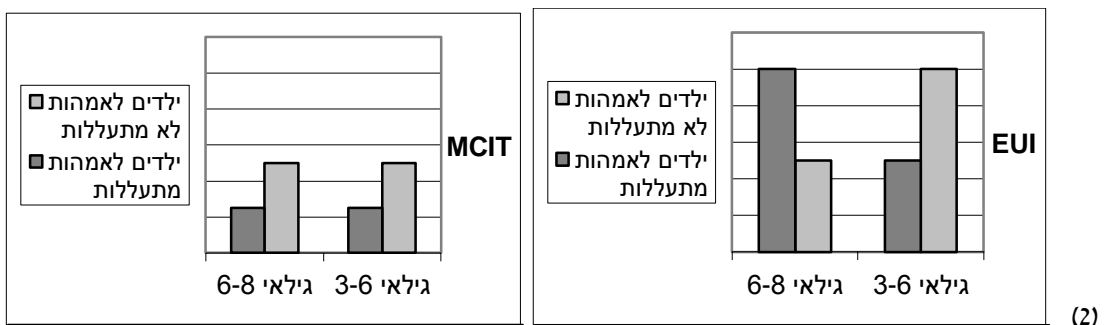
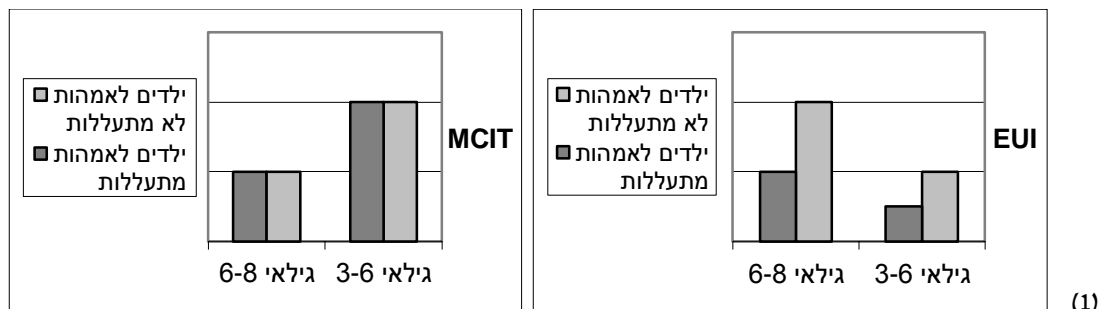
43. במחקר נבחנה השפעת המשתנה ה- _____ נבדקי _____ על _____.
 (1) בין, קיומה של התעללות, מידת ההבנה הרגשית של הילד כפי שנמדדה במטלת ה- EUI
 (2) תוך, סוג הרגש, מידת ההבנה הרגשית של הילד כפי שנמדדה במטלת ה- EUI
 (3) בין, גיל הילד, כמות השיחות על רגש שקיימו האמהות עם ילדיהן
 (4) תוך, קיומה של התעללות, הקשר בין מידת ההבנה הרגשית של הילד לשיקוף להבנה זו שהביעה האם

44. איזה ממצאי המחקר הנוכחי מחזק את ממצאי מחקרם של Rogosch et al. (שורות 19-25)?
 (1) נמצא אפקט עיקרי לגיל הילד במטלת ה- MCIT
 (2) נמצא אפקט עיקרי לקבוצה במטלת ה- MCIT
 (3) נמצא אפקט עיקרי לקבוצה במטלת ה- EUI
 (4) נמצא אפקט עיקרי לרגש במטלת ה- EUI

45. איזו מדיאגרמות הפיזור הבאות יכולה לשקף את תוצאות המחקר המובאות בשורות 177-200?



46. במחקר שנערך בהמשך למחקר הנוכחי וערך שימוש באותם המדדים, נמצא כי ההשערה המובאת בשורות 218-220 הינה נכונה. איזה מהממצאים הבאים יכול לשקף את ממצאי מחקר זה?



47. לאור הממצא המתואר בשורות 242-245, מה מהבאים סביר כי יהווה הסבר אפשרי לחוסר המתאם בין דיווחי הילדים לדיווחי האמהות במדד ה-EMSI?

- (1) אפקט תקרה במדד ה-EMSI בגרסת האמהות – סביר / לא סביר
- (2) קיצוץ תחום במדד ה-EMSI בגרסת האמהות – סביר / לא סביר
- (3) אפקט רצפה במדד ה-EMSI בגרסת הילדים – סביר / לא סביר
- (4) קיצוץ תחום במדד ה-EMSI בגרסת הילדים – סביר / לא סביר

ענה על השאלות הבאות על סמך ידיעותיך הכלליות בפסיכולוגיה:

48. לאיזה שלב התפתחותי משתייכים הילדים בגילאי המחקר?
(1) הילדים בקבוצת הגיל הצעירה (גילאי 6-8) משתייכים, על-פי פיאז'ה (Piaget), לשלב האופרציות הקונקרטיות, ואילו הילדים בקבוצת הגיל הבוגרת (גילאי 9-12) משתייכים לשלב האופרציות הפורמליות
- (2) הילדים בשתי קבוצות הגיל משתייכים לשלב היצרנות לעומת נחיתות של אריקסון (Erickson)
- (3) הילדים בקבוצת הגיל הצעירה (גילאי 6-8) משתייכים, על פי קוהלברג (Kohlberg), לשלב המוסר הקונבנציונלי ואילו הילדים בקבוצת הגיל הבוגרת (גילאי 9-12) משתייכים לשלב המוסר הפוסט קונבנציונלי
- (4) הילדים בשתי קבוצות הגיל משתייכים לשלב הזהות לעומת פיזור תפקידים של אריקסון (Erickson)
49. בשורות 25-27 מתואר כי הבנה רגשית נמוכה של ילדים עשויה להיות משתנה מתווך בין התעללות לבין דחייה חברתית על ידי קבוצת השווים וחוסר ויסות התנהגותי. אילו מההפרעות הבאות תאפיין, בסבירות הגבוהה ביותר, ילד בעל הבנה רגשית נמוכה?
- (1) פוביה חברתית
- (2) הפרעת אישיות תלותית
- (3) הפרעת התנהגות
- (4) דיכאון חד קוטבי