

APPENDIXES

Appendix A: Scenarios Used in Pilot Study

Parent Perspectives Scale

DIRECTIONS: Different people have different perspectives about why children do the things they do and what is the best way to respond to them. Additionally, different people may have different ways of responding to children's behaviours. The purpose of this questionnaire is to develop an understanding of the many different perspectives people hold regarding children's behaviours and their responses to such behaviours. Below are listed some situations that parents may face with their children. There are questions asking what you think may be causing the child to act the way stated and how you would respond to him or her. It is important to note that there are no right or wrong answers. To gain as comprehensive an understanding as possible of the variety of perspectives and responses it is important that you answer as openly and frankly as possible. Do not spend too much time on any one question. Please write your answers clearly in the spaces provided.

1. A three year old has been difficult since the birth of her baby brother. The latest thing is that she is refusing to drink juice out of cup even though she has been able to do this for some time. Instead she demands to drink out of a baby bottle.

What do you think is the most likely reason?

What would you most likely do in this situation?

2. A 15 month old is now insisting on feeding himself but most of the food is ending up everywhere but in his mouth. The mess is huge with food all over him, his chair and table and the floor.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

Appendix A: Scenarios Used in Pilot Study (continued)

- 3. A 3 month old baby is crying even though she has just been fed and changed and not long ago awoken from a sleep.

What do you think is the most likely explanation for the child's behaviour

What would you most likely do in this situation?

- 4. A three year old child approaches his parent crying and holding out his hand on which there is a small scratch. The child states that the family pet hurt him.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

- 5. A 2 year old child is not able to make her new expensive toy work despite trying for about 15 minutes. Eventually she throws the toy on the floor and sits crying. What do you think is the most likely explanation for the child's behaviour

What would you most likely do in this situation?

Appendix A: Scenarios Used in Pilot Study (continued)

6. A 4 year old boy says he doesn't like his meal even though he hasn't tried it yet.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

7. A 14 month old is at a coffee shop with her parent and the parent's friend. The adults are in the middle of an important discussion and despite having already had some of her favourite food, the 14 month old has become whingy and demanding.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

8. A five year old yells that he hates his parent when he/she refuses to give into his demands.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

Appendix A: Scenarios Used in Pilot Study (continued)

9. A six year old was refused a chocolate by her parent despite hassling for it at the supermarket. Later on her parent found the chocolate wrapper and realised that the child had taken it anyway.
What do you think is the most likely explanation for the child's behaviour

What would you most likely do in this situation?

10. An 8 year old has come home complaining of being bullied at school.
What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

11. As a result of the family's recent move, a 7 year old child has to start at a new school. On the morning of the first day she is particularly difficult and slow to get ready.
What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

Appendix A: Scenarios Used in Pilot Study (continued)

12. A 5 year old child rushes in demanding attention and interrupts his parent's conversation with a visitor.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

13. A child is very quiet, has become disobedient and complains of not liking a member of her extended family, even though previously the family member had showered the child with gifts and special treats.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

14. A 5 year old child whose parents have recently split up under very angry and stressful conditions has become very difficult to manage. Each time the child is handed over for access a fight ensues between the parents. The child's behaviour becomes even worse in the time leading up to the access hand-over time.

What do you think is the most likely explanation for the child's behaviour?

What would you most likely do in this situation?

Appendix A: Scenarios Used in Pilot Study (continued)

- 15.** A 14 year old has become a real problem since her parents' marriage break-up. The latest thing is that she is saying that she wants to kill herself. What do you think is the most likely explanation for the child's behaviour?

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What would you most likely do in this situation?

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- 16.** A 16 year old is doing hardly any studying despite the fact that his School Certificate exams are only weeks away. What do you think is the most likely explanation for the child's behaviour?

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What would you most likely do in this situation?

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- 17.** A 13 year old girl has been invited to an unsupervised party with a number of older adolescents and young adults. It is very likely that there will be both beer and drugs at the party. What do you think is the most likely explanation for the child's behaviour?

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What would you most likely do in this situation?

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Appendix B: Pilot Study 'Beliefs About Children' Questionnaire

DIRECTIONS: Different people have different beliefs about children. The purpose of this questionnaire is to develop an understanding of the many different beliefs people hold regarding children. Below are listed some statements that people may hold about children. Please indicate whether you think the statement is mostly true or false by circling the appropriate answer. It is important to note that there are no right or wrong answers. Please make sure that you have responded to each statement as requested. To gain a comprehensive understanding of the variety of beliefs that people hold about children it is important that you answer as openly and frankly as possible. Do not spend too much time on any one question.

- | | | |
|---|------|-------|
| 1. Unlike adults, children usually forget bad things that happen to them. | TRUE | FALSE |
| 2. I sometimes try and understand my children better by imagining how things look from their side. | TRUE | FALSE |
| 3. Being a parent is mostly hard work and very little pleasure. | TRUE | FALSE |
| 4. I can remember very well how it feels to be a child. | TRUE | FALSE |
| 5. If I know I'm in the right, I don't bother listening to my child's view. | TRUE | FALSE |
| 6. Some children are just born bad. | TRUE | FALSE |
| 7. Children need to be taught right from the start that demanding attention is not going to get them anywhere. | TRUE | FALSE |
| 8. Ads on TV that show starving and deprived children from other countries really upset me. | TRUE | FALSE |
| 9. I believe there's a fair bit of truth in the old saying 'children should be seen and not heard'. | TRUE | FALSE |
| 10. Children should repay their parents for all that their parents do for them. | TRUE | FALSE |
| 11. Before punishing a child, I think it's best to try and imagine what will be the most helpful learning experience given the situation and the child's age. | TRUE | FALSE |
| 12. Children these days have it too easy. | TRUE | FALSE |
| 13. Children should always be respectful and obey adults no matter what. | TRUE | FALSE |
| 14. Children often get themselves into trouble as a result of their own stupidity. | TRUE | FALSE |
| 15. A good belting never hurt any child. | TRUE | FALSE |
| 16. Children's minds are very different from adults and it's almost impossible to see things through their eyes. | TRUE | FALSE |
| 17. Teenagers who refuse to obey their parents' rules don't deserve to have a family to love and look after them. | TRUE | FALSE |
| 18. It's pretty tough sometimes being a child. | TRUE | FALSE |
| 19. The best reason to have a child is that when you do, you will have someone who will always love you. | TRUE | FALSE |
| 20. I believe that it is more important to tell children what they do right than it is to tell them what they do wrong. | TRUE | FALSE |
| 21. I believe that it is possible for children to inherit bad personality characteristics as well as physical characteristics. | TRUE | FALSE |
| 22. Some children are too sensitive and get unreasonably upset by 'just kidding' comments. | TRUE | FALSE |

Appendix C: Pilot Study Ethics Approval Form

THE UNIVERSITY OF NEW ENGLAND

Human Research Ethics Committee

MEMORANDUM TO: A/Prof H Irwin/ Ms K Kilpatrick
Department of Psychology

This is to advise you that the Human Research Ethics Committee has approved the following:

TITLE OF EXPERIMENT: Development of a measure of parental empathy

COMMENCEMENT DATE: 21 September 1996

APPROVAL VALID TO: 21 December 1996

COMMITTEE APPROVAL N°: HE 360116

COMMENTS: Nil

Approvals are normally granted by the Committee for a maximum twelve month period. A Final Report should be submitted on completion of the project if this occurs within 12 months. If the research project is to continue beyond twelve months the person responsible is required to submit an application for renewal. In the case of routine class demonstrations, approval may be given for a period of up to five years. In this case an Annual Report is required indicating that (i) no ill effects were reported, (ii) no procedures were changed and (iii) there were no staff changes.

A copy of the Annual/Final Report Form (Part I) is attached.

19 September 1996

TM:CS-J
15/3/94



H Arthurson
Acting Secretary

Appendix D: Pilot Study Form of Disclosure and Informed Consent

Information sheet for research study entitled:

‘PARENTS’ PERSPECTIVE OF CHILDREN’.

Dear Parent,

As you are no doubt aware, different people may have very different perspectives of children and use a variety of different parenting practices. Although there is some information available on different parenting perspectives and practices from other countries such as the United States, there is little information available concerning Australian families. Through this study I am hoping to get a clearer understanding of the variety of parenting perspectives and practices used by Australian families.

To complete this study I need to have several parents complete two questionnaires. The two questionnaires should take no longer than half an hour to complete. Some of the questions will ask you about your personal beliefs about children and some will ask you what you would do in a certain situation.

All information collected from the questionnaires is confidential and will not be disclosed or in any way discussed or reported with reference to any individual participant. Information collected will be reported in purely statistical terms with no identifying information.

If you agree to participate in the study all you need to do is sign the attached consent form and complete the questionnaires provided. You can, of course, withdraw at any time without explanation.

The completed forms can be left with your lecturer or mailed in the reply-paid envelope provided (no stamp is needed).

Any questions you may have regarding the study may be directed to Kym Kilpatrick, Psychology Department, UNE, telephone (067) 73 2568.

Thank you for your consideration.

Yours sincerely,

Kym Kilpatrick.

Appendix E: Factor Loading Tables

Table 11: Factor loadings for selected belief questions

Question No.*	Factor 1	Factor 2	Factor 3
3	.72		
4		.68	
5			.65
6	.55		
7	.57		
9	.73		
11		.51	
12			.57
13	.55		
18 [†]	.37	.64	
19			.58
20		.71	
22			.45

*Minimum factor loading displayed = .31

[†]Highest loading on Factor 2.

Equations for calculation of factor scores (unitary loadings used)

$$\text{Factor 1} = q3 + q6 + q7 + q^{(1)} + q13 .$$

$$\text{Factor 2} = q4 + q11 + q18 + q20 .$$

$$\text{Factor 3} = q5 + q12 + q19 + q22 .$$

Appendix F: Ethics Approval Notice for Main Study

THE UNIVERSITY OF NEW ENGLAND

Human Research Ethics Committee

MEMORANDUM TO:

Prof H Irwin / Ms K. Kilpatrick
Department of Psychology

This is to advise you that the Human Research Ethics Committee has approved the following:

TITLE OF EXPERIMENT: Development of a measure of parental empathy

COMMENCEMENT DATE: 1 May 1997

APPROVAL VALID TO: 30 April 1998

COMMITTEE APPROVAL N°: HE 970041

COMMENTS: Nil

Approvals are normally granted by the Committee for a maximum twelve month period. A Final Report should be submitted on completion of the project if this occurs within 12 months. If the research project is to continue beyond twelve months the person responsible is required to submit an application for renewal. In the case of routine class demonstrations, approval may be given for a period of up to five years. In this case an Annual Report is required indicating that (i) no ill effects were reported, (ii) no procedures were changed, and (iii) there were no staff changes.

A copy of the Annual/Final Report Form (Part II) is attached.

18 April 1997
TM:HA
23/1/97

for A. Anderson
T. Moore
Secretary

Appendix G: Parental Empathy Measure (PEM)



UNE
 The University of
 NEW ENGLAND

INTERVIEW NUMBER:
 INTERVIEW DATE:
 INTERVIEWER:
 PLACE:
 TELEPHONE:

**RESEARCH STUDY:
 PARENTAL EXPERIENCES
 OF CHILDREN**

FOR FURTHER INFORMATION, PLEASE CONTACT:

Kym Kilpatrick
 (02) 6773 5197
 018 264 643

Harvey Irwin
 (02) 6773 2153

*This research study is collaborative project between the
 Department of Community Services, NSW, and the Department of
 Psychology, University of New England, Armidale, NSW.*

October 10, 1997

Appendix G: Parental Empathy Measure (PEM) (continued)

Appendix G: Parental Empathy Measure (PEM) (continued)



INSTRUCTIONS FOR PEM

The PEM is a semi-structured interview divided into four distinct sections. The first section asks for general information about the participant, their children, and family situation. The second section of the interview is designed to elicit information on the beliefs or cognitive framework that the individual participant brings to bear on their parenting processes. Here, participants must choose one of two responses to a number of general statements about children and parenting. Although participants may be reluctant to choose between the two alternatives (eg. claiming both apply at different times), they must be encouraged to select the predominant or more applicable response.

The third section of the PEM comprises a series of scenarios based on common challenging experiences that parents have with their children. The open-ended questions ask participants about their likely responses to, and attributions of, the behaviour of the child featured in each scenario. The interviewer will note that the participant is asked for their likely response on a 'bad' day as well as, by inference, on a 'good' day. Please also note that in the scenarios it is appropriate to assign a particular gender to the focus child that 'fits' with the participant's own children. For example, if a participant has only sons, then it would be appropriate to use only the male pronouns in the scenarios. Likewise, if a participant has a child the same age as the focus child it is appropriate to assign that child's gender to the child in the scenario.

The final section of the PEM consists of a series of open-ended and specific questions that seek information about the participant's relationship with their own child/ren, and their experiences in parenting their child/ren.

As a semi-structured interview, the PEM includes prompts and questions. These prompts and questions do not have to be recited verbatim, however, care must be taken by the interviewer not to ask 'leading' questions that may influence or provide the answers. While every attempt has been made to ensure that the questions are unambiguous and relatively transparent, feel free to comment on any difficulties you or the participant may encounter in understanding any questions. At this point it needs to be emphasised that the PEM is still in a developmentally draft format and all feedback is most welcome.

Where a participant has more than one child, the interviewer is asked to record responses for each individual child on the answer space and like t scales provided. To prevent confusion, please use a consistent code for each child (for example, each child's initial) throughout. There is a little extra space provided at the end of the questionnaire to use if the space provided for an answer is insufficient. Please feel free to include extra pages or write on the back of the questionnaire if needed.

Interviewers are especially asked not to inform participants that the interview is concerned with the level of empathy they show towards their children. Rather, interviewers are asked to inform participants that the interview is designed to assess the range of their experiences as a parent. As a final check, please 'flick' through the pages and ensure that all questions have been asked and answered.

Appendix G: Parental Empathy Measure (PEM) (continued)



NAME OR CODE: STATUS: FATHER / MOTHER / STEP

1. Age: (YEARS)

2. Are you a single parent: Yes (Go to Question 4) No

3. If you are not a single parent, do you ever feel like one?
.....

4. Do you have other adults (ex-partner, current partner, relatives, friends, etc) who you can call on for support with the child/ren? Yes No

If yes, who are they?
.....
.....

5. On a Scale of one to ten where '1' is not at all supportive and '10' is very supportive, where would you rate the current level of support you receive as a parent?

NOT SUPPORTIVE | 1 2 3 4 5 6 7 8 9 10 | VERY SUPPORTIVE

Comment:
.....

6. How many children do you have?

7. Please tell me your children's names, their ages and where they live.

Table with 6 columns: FIRST NAME, AGE, ABODE, FIRST NAME, AGE, ABODE. Contains multiple rows of dotted lines for data entry.

Appendix G: Parental Empathy Measure (PEM) (continued)

8. If your child/ren does/do not live with you, whose choice was it that your child/ren should live elsewhere?

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9. If your child/ren does/do not live with you, were government agencies such as Family Court or Department of Community Services involved in the decision for your child/ren to live elsewhere?

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10. a) Have you had any contact with any Government or non-Government agencies that are involved in working with families or children?

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b) If so, how helpful did you find that contact?

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c) If you have not had contact with any such agencies, would you consider asking for help if the need arose? (Please note any explanation(s) given)

Yes No

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.....

11. What is your primary source of income? (Please note any explanation(s) given)

Social Security Payments Employment earning less than \$30,000 per year Employment earning more than \$30,000 per year

.....

12. How far did you get in school? (Please note any explanation(s) given)

Left before year 10 Left before year 12 Finished year 12 Tertiary qualification

Appendix G: Parental Empathy Measure (PEM) (continued)

INSTRUCTIONS: BELIEFS

Different people have different beliefs about children. The beliefs we hold are usually based on our experiences. The purpose of this part of the interview is for me to get an understanding of some of the beliefs that you might hold, given your experiences, regarding children. I am going to read out to you some beliefs that people have stated about children. Please tell me whether you mostly agree or mostly disagree with the statement. Please note that here are no right or wrong answers. It is not necessary to spend too much time on any one question.

- | | | | |
|-----|--|---------------------------------------|--|
| 1. | I can remember very well how it feels to be a child. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 2. | If I know I'm in the right, I don't bother listening to my child's point of view. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 3. | Being a parent is mostly hard work with little pleasure. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 4. | Some children are just born bad. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 5. | Children need to be taught right from the start that demanding attention is not going to get them anywhere. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 6. | I believe there's a fair bit of truth in the old saying, 'children should be seen and not heard'. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 7. | Before punishing a child, I think its best to try and imagine what will be the most helpful learning experience given the situation and the child's age. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 8. | Children these days have it too easy. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 9. | Children should always be respectful and obey adults, no matter what. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 10. | It's pretty tough sometimes being a child. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 11. | One of the best reasons to have a child is that when you do, you will have someone who will truly belong to you. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 12. | I believe that it is more important to tell children what they do right than it is to tell them what they do wrong. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |
| 13. | Some children are too sensitive and get unreasonably upset by 'just kidding' comments. | <input type="checkbox"/> MOSTLY AGREE | <input type="checkbox"/> MOSTLY DISAGREE |

Appendix G: Parental Empathy Measure (PEM) (continued)

INSTRUCTIONS: SCENARIOS

Parents have different perspectives on children and the reasons children sometimes act the way they do. Additionally, parents may have different ways of responding to their children's behaviours. The purpose of this part of the interview is for me to get an understanding of why your child/ren may act the way he or she does, from your perspective. Described are some fairly common experiences parents may have or have had with their children. It may be that your child has not behaved in the way described; if this is so please try and imagine what you would think and how you would react if your child/ren did behave in the way described. Again, it is important to note that there are no right or wrong answers.

1. A four-month-old baby has recently woken from a daytime sleep and has been fed and changed but is crying and unsettled. When picked up the crying stops but starts again as soon as the baby is put down again.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

Prompt: If a parent replies something like 'attention-seeking', ask for a further explanation, try and get a sense whether the respondent is sympathetic or judgemental towards the child. For example, whether the attention seeking is seen as an appropriate or inappropriate mechanism in a child of this age?

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Appendix G: Parental Empathy Measure (PEM) (continued)

2. A pre-school-aged child has been difficult since the birth of a new baby in the family. She or he has been acting like a baby again and refusing to do the things that she/he has been able to do for some time now, eg. Drinking from a cup instead of a bottle, feeding him/herself, etc.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

Prompt: If a parent replies something like 'Jealousy', or seeking more attention, ask for a further explanation, try and get a sense whether the respondent sees the child's jealousy or attention-seeking as appropriate or inappropriate.

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3. Despite many attempts at toilet-training, a child over three years old is still having 'accidents' on a regular basis.

a) As the child's parent, what would you most likely do?

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Appendix G: Parental Empathy Measure (PEM) (continued)

b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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4. A two year old child has a new and expensive toy but is having difficulty making it work. Eventually he/she throws the toy on the floor and sits crying.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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Appendix G: Parental Empathy Measure (PEM) (continued)

d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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5. A kindergarten aged child says she/he doesn't like her/his meal even though she/he hasn't tried it yet.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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Appendix G: Parental Empathy Measure (PEM) (continued)

6. A toddler is at a coffee shop/café with his/her parent and the parent’s friend. The adults are in the middle of an important conversation and despite having already had some of his/her favourite food, the child is becoming very unsettled and demanding.

a) As the child’s parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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7. A five year old yells ‘I hate you’ to his/her parent when the parent refuses to give into his/her demands.

a) As the child’s parent, what would you most likely do?

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Appendix G: Parental Empathy Measure (PEM) (continued)

b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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8. A five year old child rushes in and interrupts his/her parent's conversation with a visitor.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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Appendix G: Parental Empathy Measure (PEM) (continued)

d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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9. A primary school-aged child whose parents have recently split up under very angry and stressful conditions has become very hard to manage. Each time the child is handed over for access there is a fight between the parents. The child's behaviour becomes even worse in the days leading up to the access hand-over time.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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Appendix G: Parental Empathy Measure (PEM) (continued)

e) If this was your child, what would be your explanation as to why the child is behaving this way?

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10. A young primary school-aged child has been told to get ready for school quickly as his or her parent has an early appointment. However, the child keeps getting distracted and is still not ready.

a) As the child's parent, what would you most likely do?

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b) What would be your emotional reaction (or how would you feel)?

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c) What would you most likely do if it was a bad day?

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d) On a bad day, what would be your emotional reaction (or how would you feel on a bad day)?

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e) If this was your child, what would be your explanation as to why the child is behaving this way?

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Appendix G: Parental Empathy Measure (PEM) (continued)

INSTRUCTIONS: OPEN-ENDED QUESTIONS

I'd now like to ask you some fairly general questions about your experiences of parenting your child/ren (names). The purpose of these questions is for me to try and get a feel of what it's been like for you. There are also some questions on your hopes and expectations for yourself and your child/ren. Some of the questions may not be easy to answer and you may want to think about them a little. Take all the time you need.

1. Was/were your pregnancy/ies planned? Yes No

a) If not, how did you come to terms with the pregnancy?

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b) Did you ever consider other options, eg. termination or adoption. *If 'No', go to Question 2.*

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c) If yes, would you make the same decision now knowing what you do?

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.....

2. a) What were your hopes and expectations of having a child?

.....
.....

b) On a scale of one to ten where '1' rates as having none of your hopes and expectations met and '10' rates as having all your hopes and expectations fully met, where would you rate your experiences?

No HOPES MET		_____		HOPES FULLY MET
		1 2 3 4 5 6 7 8 9 10		

c) How has the reality been in regards to those expectations?

.....
.....

3. Can you tell me a bit about your child/ren; for example, how would you describe your child/ren's personality/ies? *Prompt: Ask for descriptions of each individual child.*

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.....

Appendix G: Parental Empathy Measure (PEM) (continued)

- 4. a) Does/do your child/ren resemble anyone in particular? For example, another member or ex-member of your family? If so, who?

.....

.....

.....

.....

.....

- b) What are the similarities? *Probe: Are they physical similarities, personality similarities, or both?*

.....

.....

- c) What is/was your relationship like with the person that your child most resembles? On a scale of one to ten, where '1' is a very difficult relationship, and '10' is a very positive relationship, where would you rate your relationship with the person who your child resembles?

DIFFICULT											POSITIVE
RELATIONSHIP	1	2	3	4	5	6	7	8	9	10	RELATIONSHIP

Comment:

.....

- 5. What do you particularly like about your child/ren? *Prompt: Ask for descriptions of each individual child.*

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- 6. What are your child/ren's good qualities? *Prompt: Ask for descriptions of each individual child.*

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- 7. What do you dislike about your child/ren? *Prompt: Ask for descriptions of each individual child. Note that you may need to reassure the participant that most parents dislike something about their children*

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Appendix G: Parental Empathy Measure (PEM) (continued)

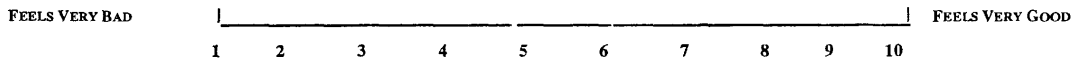
8. What would you say are your child/ren's more challenging or difficult qualities?

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.....

9. What would your child/ren describe as his/her/their good and bad points? *Prompt: Ask for description for each individual child.*

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.....
.....

10. How good do your children feel about themselves (comment on each child individually)? How would you describe this on a scale of one to ten, where '1' means feels very bad about self, and '10' means feels very good about self?



11. What do you see as the things in the past that have most influenced the way your child/ren feel/s about him/herself? What are the things that influence the way your child/ren feel/s about him/herself now?

Probe: What things have happened to make him/her feel good about his/herself? What things have made him/her feel bad about him /herself?

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12. What are the things that your child/ren find/s challenging or stressful about his/her life?

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.....

13. What are your hopes for your child/ren? That is, what is it you hope for them now and in the future?

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Appendix G: Parental Empathy Measure (PEM) (continued)

14. As a parent, what are your major concerns for your child/ren?

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15. a) i. How does/do your child/ren communicate his/her feelings; for example, how do you know when your child/ren is/are happy? *Prompt: If the participant answers in general terms (eg., body language or facial expression) ask for more specific details.*

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.....
.....

ii. How does this make you react?

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.....

b) i. How do you know when your child/ren is/are upset or sad?

.....
.....
.....
.....

ii. How does this make you react?

.....
.....
.....
.....

c) i. How do you know when your child/ren is/are angry?

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Appendix G: Parental Empathy Measure (PEM) (continued)

15. c) ii. How does this make you react?

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16. Which emotion do you find easiest to deal with in your child/ren? Which is the hardest?

.....
.....

17. What have you taught your child/ren about feelings and expressing feelings?

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.....

18. How do you express your feelings? That is, how can other people tell when you are feeling:

a) Happy?

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.....
.....

b) Sad or Upset?

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.....
.....

c) Angry?

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.....

19. a) Do you think your child/ren has/have any worries? If so, what are they?

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Appendix G: Parental Empathy Measure (PEM) (continued)

b) Have you been able to talk to your child/ren about them? If not, what has made it difficult for you?

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20. a) How often does your child/ren misbehave? *Prompt: try to estimate a daily/weekly frequency.*

.....
.....

b) How would you rate your child/ren's behaviour compared to other children the same age?

Note: Each child needs to be rated individually.

- Very poorly behaved
- Poorly behaved
- About average
- Better behaved
- Much better behaved

c) Why do you think this is the case?

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.....
.....
.....

21. When your child/ren does misbehave, what do you believe are the most likely reasons?

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.....

22. Has your child/ren ever done anything to punish you or get back at you even when your child/ren was very little? *Prompt: Inquire about earliest incidences and note ages and details.*

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23. a) Have you ever tried to have fun with your child/ren and had it end up badly?

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Appendix G: Parental Empathy Measure (PEM) (continued)

b) How frequently has this happened?

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.....

c) Why do you think it happened that way?

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24. a) Have there ever been times that you have felt rejected by your child/ren?

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b) What was/were your response/s? *Prompt: How did it make you feel and what did you do?* - NOTE: OBTAIN DETAILS OF THE INCIDENT(S)..

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.....

c) At the time/s who or what did you blame?

.....
.....

d) What about *now*? Would you still blame the same person/thing, or something/one else?

.....
.....

25. a) How consistent are you in dealing with your children overall? That is, how would you rate your consistency as a parent on a percentage basis?

Prompt: Define consistency as being able to apply the same rules and respond emotionally in the same way regardless of anything else that may be happening.

- 0% 20% 40% 60% 80% 100%
- 10% 30% 50% 70% 90%

Appendix G: Parental Empathy Measure (PEM) (continued)

b) What do you think influences your consistency as a parent?

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26. Do you find you react differently to your child/ren's misbehaviour at different times. For example, do you have good days or bad days that influence your parenting of your child/ren?

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.....

27. a) How do you let your child/ren know that you are angry or upset with them?

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.....

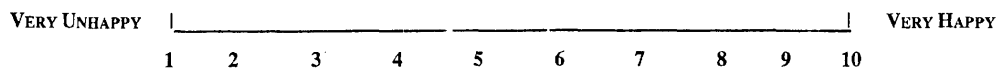
27. b) How do you let your child/ren know that you are pleased with them?

.....
.....

28. a) How well do you remember your childhood?

.....
.....

b) Would you describe your childhood as happy or unhappy. On a Scale of one to ten where '1' very unhappy and '10' is very happy, how would you rate it?



Comment:

.....

c) Did you experience anything in your childhood that you would consider abusive? (eg. Sexual abuse, physical abuse, emotional abuse neglect, or other experience)

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Appendix G: Parental Empathy Measure (PEM) (continued)

29. How would you describe your parent(s)/guardian(s) style of parenting?

Note: Tick as many boxes as relevant. If raised by others, such as grandparents, step-parents, or other family members, specify who raised you?

MOTHER:

- Unaffectionate Affectionate Loving Unloving Strict Indulgent Critical Accepting

FATHER:

- Unaffectionate Affectionate Loving Unloving Strict Indulgent Critical Accepting

OTHER 1:

- Unaffectionate Affectionate Loving Unloving Strict Indulgent Critical Accepting

OTHER 2:

- Unaffectionate Affectionate Loving Unloving Strict Indulgent Critical Accepting

30. Have there been things that you learnt from your parent(s)/guardian(s) that you use with your child/ren? That is, are there things that you would want to do the same as your parent(s)/guardian(s)?

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.....

31. a) Have there been things that your parent(s)/guardian(s) did that you have vowed not to do with your child/ren? If so what are they?

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.....
.....

b) On a percentage rating, how successful do you think you've been in doing things differently to your parents, where '0%' is finding you self repeating the same patterns and '100%' is where you have made absolute positive changes.

- 0% 20% 40% 60% 80% 100%
10% 30% 50% 70% 90%

33. a) What are your ideals as far as parenting goes. That is, how would you describe the ideal or perfect parent?

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.....
.....
.....
.....

Appendix G: Parental Empathy Measure (PEM) (continued)

b) On a percentage basis, how well do you feel you measure up to your ideal?

- 0% 20% 40% 60% 80% 100%
- 10% 30% 50% 70% 90%

Prompt: If the participant responds in any way that suggests that the ideal is not met, ask - "What do you think it is that is stopping you being the type of parent you wish to be?"

.....

.....

34. Have there been times that you felt badly about your parenting strategies/practices?

.....

.....

35. Has there been any times when the way your child/ren reacted to something that you did made you think twice about what you did and/or your parenting strategies/practices in general? If so, please give an example.

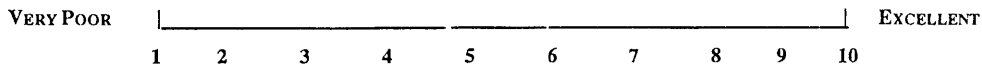
.....

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.....

.....

36. On a scale of one to ten, where '1' is very poor and '10' is excellent, where would you rate your relationship(s) between yourself and your child/ren right now?



37. a) How are things between yourself and your child/ren right now compared to other times in your lives? Would you say you were getting on better or worse than normal?

Note: Each child needs to be rated individually.

- Much worse than before
- Worse than before
- About the same
- Better than before
- Much better than before

b) If things are worse than before, what is it that you think may be getting in the way of them becoming better

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.....

.....

.....

.....

Appendix G: Parental Empathy Measure (PEM) (continued)

c) If things are better than before, what is that you think may be making them better?

.....

.....

.....

38. a) In the past, have there been times when things have been difficult between you and your child/ren?
Please give examples.

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.....

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.....

b) If so, how did you all overcome these difficulties? That is, what are the strategies that you found most effective in overcoming these difficulties?

.....

.....

.....

.....

39. What prescription and non-prescription drugs do you currently use:

DRUG TYPE	NUMBER PER DAY	NUMBER PER WEEK	NUMBER PER MONTH
CIGARETTES			
ALCOHOL ¹			
MARIJUANA			
AMPHETAMINES (SPEED/PILLS)			
COCAINE			
ECSTASY			
HEROIN			
OTHER DRUG(S) (PLEASE NAME)			
PRESCRIPTION DRUG(S) (PLEASE NAME)			

1. One drink constitutes *one* of the following: 1 middy of regular beer; 1 nip of spirits; 1 glass of wine; 1 can of light beer or; 1 small glass of port or sherry.

Appendix G: Parental Empathy Measure (PEM) (continued)

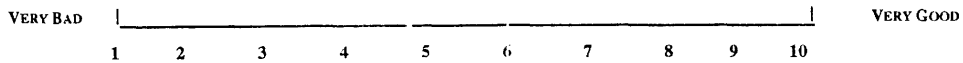
40. a) Do you have any particular worries that are bothering you right now?

.....
.....

b) How long have you had these worries?

.....

41. a) How would you rate how good you have been feeling about yourself recently on a scale from very bad to very good?



b) What do you think is influencing how good you have been feeling about yourself recently?

.....
.....
.....

42. a) Generally, how would you rate how stressed you've been feeling recently?

- Very Low Low Average High Very High

b) How does your recent stress level compare to how stressed you normally feel?

- Much less than average Less than average About average More than average Much more than average

c) What do you think is contributing to your recent level of stress (including a low stress level)?

.....
.....
.....

43. Have you ever been diagnosed with a psychiatric illness (including depression and/or anxiety)? If so, what was it, when did occur and how long did it last? *(In addition, please indicate which, if any, of the drugs listed in the previous table were prescribed for a current illness.)*

.....
.....

44. Have you ever felt the need to see a counsellor? Yes No

a) If you have, when was that, and what problems were you seeking help for?

.....
.....

b) If you have seen a counsellor, how helpful would you rate the experience?

.....

Appendix G: Parental Empathy Measure (PEM) (continued)

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Reply Paid 41AU
Kym Kilpatrick
Psychology Department
University of New England
ARMIDALE NSW 2351

Appendix H PEM Scoring Guide

Primary Variables

Attention to Signals

3. Describe your Children's Personality

Total positive descriptors - number of descriptors made that indicate likeable, admirable or positive qualities or characteristics (note some participants may describe negative descriptors in a positive way - this needs further exploration with participant).

Total negative descriptors - number of undesirable

Total number of 'internal' versus 'relational' descriptors

5. What do you particularly like about your child/ren?

Total positive descriptors - number of descriptors made that indicate likeable, admirable or positive qualities or characteristics (note some participants may describe negative descriptors in a positive way - this needs further exploration with participant).

Total negative descriptors - number of undesirable

Total number of 'internal' versus 'relational' descriptors

6. What are your child/ren's good qualities?

Total positive descriptors - number of descriptors made that indicate likeable, admirable or positive qualities or characteristics (note some participants may describe negative descriptors in a positive way - this needs further exploration with participant).

Total negative descriptors - number of undesirable

9. What would your child/ren describe as his/her/their good and bad points?

Total positive descriptors - number of descriptors made that indicate likeable, admirable or positive qualities or characteristics (note some participants may describe negative descriptors in a positive way - this needs further exploration with participant).

Total negative descriptors - number of undesirable

Total number of 'internal' versus 'relational' descriptors

Appendix H: PEM Scoring Guide (continued)

11. What do you see as the things in the past that have most influenced the way your child/ren feel/s about him/herself? What are the things that influence the way your child/ren feel/s about him/herself now?

List total number of influences named.

12. What are the things that your child/ren find/s challenging or stressful about his/her life?

List total number of influences named.

15. a) i. How does/ do your child/ren communicate his/ her feelings; for example, how do you know when your child/ren is/ are happy?

Total number of unique descriptors (ie uniquely different descriptors in this response and unique in relation to other two items in this question.

- 15 b) i. How do you know when your child/ren is/ are upset or sad?

Total number of unique descriptors (ie uniquely different descriptors in this response and unique in relation to other two items in this question.

- 15 c) i. How do you know when your child/ren is/ are angry?

Total number of unique descriptors (ie uniquely different descriptors in this response and unique in relation to other two items in this question.

19. a) Do you think your child/ren has/ have any worries? If so, what are they?

List total number of worries named.

35. Have there been any times when the way your child/ren reacted to something that you did made you think twice about what you did and/or your parenting strategies/ practices in general? If so, please give an example.

Attention to child's signals, Faking good

Response is negative - score 0 point for attention to child's signals.
Response is positive - score 1 point for attention to child's signals.

Appendix H: PEM Scoring Guide (continued)

Attributions

Scenarios Section (e)

1. A four-month-old baby has recently woken from a daytime sleep and has been fed and changed but is crying and unsettled. When picked up the crying stops but starts again as soon as the baby is put down again.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: child needs stimulation, closeness/nurture from parent, attention when seen as a reasonable thing - (Score 5)

Appropriate: Child may be sick or teething or need physical attention (e.g., changing nappy, feeding only - (Score 4).

Neutral: an attribution while not hostile is not focussed on the child's needs (e.g., 'because I'm stressed and the baby's picking up on it' or 'because that's what baby's do' without an awareness that this is an expression of need or explanation includes combination of appropriate and inappropriate attributions (Score 3)

Inappropriate: baby is spoilt, seeking attention when seeking attention is seen as a negative thing, is testing the limits, child is 'spoilt' i.e. over-indulged. (Score 2)

Very Inappropriate - hostile attributions, e.g., child is being manipulative, 'trying to get at parent' is demanding attention when demanding attention is seen as a conscious manipulation, implied belief that child is consciously making choices - (Score 1).

No Response or 'I don't know' - (Score 0)

2. A pre-school-aged child has been difficult since the birth of a new baby in the family. She or he has been acting like a baby again and refusing to do the things that she/he has been able to do for some time now, eg. Drinking from a cup instead of a bottle, feeding him/herself, etc.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: child is feeling left out, displaced, rejected, insecure, no longer loved, is needing extra attention (Score 5).

Appropriate: Child is seeking attention, where seeking attention is seen as reasonable, is jealous where jealous is seen as a reasonable thing - (Score 4).

Neutral: Child's behaviour is seen as 'normal' for toddlers of this age (e.g., 'terrible threes' with no suggestion that child behaviour is 'normal' given child's feelings of displacement); or suggestion is unrelated to this, (e.g., child is sick) or explanation includes combination of appropriate & inappropriate attributions (Score 3)

Inappropriate: child is seeking attention or is jealous where this is seen as unreasonable, or child is testing the limits, child is spoilt. (Score 2)

Very inappropriate: Child is deliberately manipulating, is 'trying to get at parent' is demanding attention when demanding attention is seen as a conscious manipulation, implied belief is that child is being deliberately 'bad'. (Score 1)

No response or 'I don't know' (Score 0)

Appendix H: PEM Scoring Guide (continued)

3. Despite many attempts at toilet-training, a child around three years old is still having 'accidents' on a regular basis.
- e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates that 'accidents' are a normal part of child's development at this age, may include comments that child was distracted & forgot to go to toilet, where this is also seen as a normal developmental stage - (score 5)

Appropriate: Response provides an explanation that is sympathetic to child, i.e. concerned with child's welfare (eg child may be emotionally uptight, toilets are scary for kids, possible medical problems) - (score 4)

Neutral: participant blames self for not knowing how to train child properly or explanation includes combination of appropriate & inappropriate attributions (score 3)

Inappropriate: child is perceived as 'lazy', not trying hard enough (score 2)

Very Inappropriate: Response implies that child is deliberately (ie consciously choosing) to have accidents as attempt to 'get at parent' or 'to get attention' (score 1)

No response or 'I don't know' (score 0)

4. A two year old child has a new and expensive toy but is having difficulty making it work. Eventually he/ she throws the toy on the floor and sits crying.
- e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that child is feeling frustrated, eg she's frustrated or toy is too difficult or complex for her - (score 5)

Appropriate: Response implies awareness that the child is frustrated but also carries a negative judgement eg 'temper' because he can't get it to work' or (score 4).

Neutral: Response indicates lack of awareness of the child's frustration but sees the behaviour as normal for this age e.g., 'terrible twos' or participant sees child's behaviour as attention seeking where attention seeking is not seen as inappropriate or explanation includes combination of appropriate & inappropriate attributions (score 3)

Inappropriate: Response indicates lack of sensitivity to child's frustration and is generally condemnatory, eg child is unappreciative or 'spoilt'. is throwing a temper tantrum etc - (score 2).

Very Inappropriate: Response indicates child is being wilfully bad, is choosing to behave badly, is choosing to behave this way to get at the parent, global statements to the point that the child has a bad character or personality characteristic (e.g., has an evil-temper, is spoilt rotten) is a bad child, or is being deliberately manipulative (score 1)

No response or 'I don't know' (score 0).

Appendix H: PEM Scoring Guide (continued)

5. A kindergarten aged child says she/ he doesn't like her/ his meal even though she/ he hasn't tried it yet.
- e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that children are often wary of new foods, or children have extra sensitive taste buds and frequently don't like some foods, or a generalised understanding that all individuals sometimes 'go off' or don't like a particular food, (score 5)

Appropriate: child friendly explanations of specific state-based reasons why the child may not want to eat - e.g., the child isn't hungry, may be off-colour, may not like the look of the food, (score 4)

Neutral: Response indicates that some children are 'fussy' but without understanding of why this may be or explanation includes combination of appropriate and inappropriate attributions. (score 3)

Inappropriate: Response does not indicate sensitivity to normal child reluctance with food, and includes condemnatory note - (e.g., child is spoilt, too fussy, doesn't appreciate what is given to her or him; child is testing the limits, or child just wants particular type of food with no awareness of why child may be behaving this way (Score 2)

Very Inappropriate: Response indicates perception that child is deliberately behaving in this manner, being manipulative, global statements of child's negative characteristics e.g., 'he always wants his own way', behaving this way to punish, 'get at' or otherwise upset the parent, suggests child is consciously difficult eg, just doing it to annoy me, attention getting device etc - (score 1).

No response or 'I don't know' (score 0).

6. A toddler is at a coffee shop/ café with his/ her parent and the parent's friend. The adults are in the middle of an important conversation and despite having already had some of his/ her favourite food, the child is becoming very unsettled and demanding.
- e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that young children cannot sit still, unstimulated for any considerable time, recognises that child needs attention/ stimulation, that coffee shops are rarely 'child friendly' places- (score 5)

Appropriate: Response indicates some awareness that the child is bored, is sick of sitting still, needs attention where needing attention is seen as OK (Score 4)

Neutral: global statement without obvious positive or negative evaluation e.g., 'because that's what kids are like' or explanation includes comment that indicates this is perceived as a normal behaviour for the age range but still 'bad' e.g., 'terrible twos', or explanation includes combination of appropriate and inappropriate attributions (Score 3)

Inappropriate: Response indicates child is being naughty, demanding attention where demanding attention is seen as a negative. (Score 2)

Very Inappropriate: Response indicates child is deliberately choosing to behave badly to upset parent, or for some other reason or child is characterised as 'spoilt' or 'selfish' (with an expectation that child is inappropriately choosing to be selfish). (score 1)

No response or 'I don't know' (score 0).

Appendix H: PEM Scoring Guide (continued)

7. A five year old yells 'I hate you' to his/ her parent when the parent refuses to give into his/ her demands.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that this a normal response to frustration in children of this age (eg frustrated and angry at not getting what he wants, kid doesn't like parents power over him, they don't know how else to express their anger - (score 5)

Appropriate: Response indicates awareness of child's frustration although not specifically commenting that this is a developmentally normal response (score 4).

Neutral: Participant doesn't know, or response indicates awareness that kids do this without any other awareness of why this may be so from participant or explanation includes combination of appropriate and inappropriate attributions (score 3).

Inappropriate: Response does not indicate awareness that this is a normal response to frustration in children of this age instead suggests child is throwing a temper-tantrum, is testing the boundaries, has a bad temper, is spoilt, child wants own way with this perceived as inappropriate (score 2).

Very inappropriate: Child is deliberately hurtful, attempting to punish parents, child does hate parent, child is bad, - (score 1)

No response or 'I don't know' (score 0).

8. A five year old child rushes in and interrupts his/ her parent's conversation with a visitor.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that this is normal behaviour in children of this age and names the likely emotion that child is feeling (eg excited, impatient, could have something important to say) - (score 5)

Appropriate: Response includes awareness of child's likely emotional state, e.g., excited, impatient, something has just happened (score 4).

Neutral: recognition that children often don't wait, or want things straight away but no demonstrable awareness of why this may be, or explanation includes combination of appropriate and inappropriate attributions (score 3).

Inappropriate: Response does not indicate awareness that this is normal behaviour in children of this age instead suggests child needs to be taught manners, is testing the boundaries, is demanding attention where this is perceived badly or is spoilt.

Very Inappropriate: Response suggests child is deliberately (or consciously choosing) to behave badly, or global attributions of negative personality characteristics (e.g., child is selfish (where this is seen as inappropriate for child's age and development) or child is attempting to somehow get at the parent (e.g., trying to spoil my fun) etc - (score 1)

No response or 'I don't know' (score 0).

Appendix H: PEN Scoring Guide (continued)

9. A primary school- aged child whose parents have recently split up under very angry and stressful conditions has become very hard to manage. Each time the child is handed over for access there is a fight between the parents. The child's behaviour becomes even worse in the days leading up to the access hand- over time.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that this is highly stressful situation for child and that child's behaviour is stress related and may name the likely emotion that child is feeling (e.g. stressed, confused, child blaming self for parents break- up,) - (score 5)

Appropriate: Response does not clearly indicate awareness that this is stress- related behaviour, but indicates some awareness of child's distress at hostile separation e.g., the child is behaving this way as an attempt to distract parents, or get parents back together (score 4).

Neutral: No awareness of distress for child caused by the hostility between parents but does not actively blame child (e.g., other partner was making the child behave badly) or simplifies the child's distress to a focus on the attribution that child does not want to go on access or explanation includes combination of appropriate and inappropriate attributions. (score 3).

Inappropriate: Response indicates blaming of child with some excuse e.g., other parent lets child play- up, or coaches/ brainwashes child to behave badly (score 2).

Very Inappropriate: Response does not indicate awareness that this is stress related behaviour in children in these circumstances instead explanation is offered that indicates negative characteristics of child (e.g., child is bad, spoilt, manipulative) or child is deliberately choosing to behave this way (testing boundaries, demanding attention, or is behaving this way in order to punish or 'get at' parent. - (score 1).

No response or 'I don't know' - (score 0).

10. A young primary school- aged child has been told to get ready for school quickly as his or her parent has an early appointment. However, the child keeps getting distracted and is still not ready.

e) If this was your child, what would be your explanation as to why the child is behaving this way?

Very Appropriate: Response indicates awareness that children of this age are easily distracted and that such behaviour is normal, may also include indication that child may be reacting to parent's level of frustration or stress (score 5).

Appropriate: response does not indicate awareness of the normality of this behaviour but does incorporate other child sensitive & focussed attributions (e.g., child may not want to go to school because has some problem there, child may be feeling tired or sick, - (score 4).

Neutral: Response does not indicate awareness that this is normal behaviour for this age group or sensitivity towards possibility of some other problem but does provide non- blaming explanation (e.g., child wants to stay home this day, or child wants to go with parent) or explanation includes combination of appropriate and **Inappropriate** attributions- (score - 3)

Inappropriate: response does not indicate awareness that this is normal behaviour in children of this age instead suggests child is being badly behaved or testing the limits, or being bad, or inappropriately demanding attention, etc - (score 2).

Very Inappropriate: attribution that child is deliberately behaving this way in order to 'get at' parent, or attributions include global negative statement about child, e.g., child is bad, spoilt, selfish, etc.

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

20 b) How would you rate your child/ren's behaviour compared to other children the same age?

c) Why do you think this is the case?

Very Appropriate - explanation includes awareness of child's age and developmental capabilities, and impact of external influences that may impact upon child's behaviour (e.g., child was abused, or alternatively, positive external events e.g., child has been raised with stability and unconditional love or been appropriately taught right from wrong etc)

Appropriate - Explanation does not include awareness of child's developmental capabilities but does cite at least one external factor that may influence child's behaviour (e.g., child most often misbehaves when tired or sick, child was raised with clear guidelines, or parent is not consistent with setting guidelines).

Neutral: Response does not indicate awareness of child's age or developmental consequences, or outside factors that may influence child's behaviour but also is not condemnatory or critical of child. e.g., 'that's just the way he is', or response is a combination of appropriate and inappropriate explanations

Inappropriate: explanation suggests child is choosing to behave badly e.g., child is being manipulative, pushing boundaries. Explanation stops short of attributing global negative personality traits or suggesting that child is choosing to behave badly as way to punish or 'get at' parent (score 2)

Very Inappropriate: Explanation suggesting child is 'bad' or 'evil' or that child is deliberately attempting to 'get at' parent. (score 1)

No response or 'I don't know' - (score 0)

21. When your child/ren does misbehave, what do you believe are the most likely reasons?

Very Appropriate: s. Explanation suggests awareness and acceptance that children misbehave for multitude of reasons - e.g., emotional reasons such as child is feeling frustrated, upset, tired, need for attention, love, & nurturance, developmental stage and age reasons - - how children learn, contextual reasons, impact of parent's behaviour, emotional state, child abuse issues, had a bad day at school etc. (score 5).

Appropriate: explanation suggests awareness of one realistic, possible cause of child's misbehaviour (score 4).

Neutral: explanation indicates awareness that children misbehave but without suggestion of why this may be, or equal combination of appropriate and inappropriate responses

Inappropriate: Response is critical of child but criticism does not attribute negative global personality characteristics e.g., child is demanding attention, pushing limits, can't get his or her own way where this is perceived as inappropriate.

Very Inappropriate: Explanation suggests child is 'bad' or 'evil' or child misbehaves deliberately to 'get at' parent - (score 1)

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

22. Has your child/ren ever done anything to punish you or get back at you even when your child/ren was very little? **Prompt: Inquire about earliest incidences and note ages and details.**

Yes - (score 0) No - (score 1).

23. a) Have you ever tried to have fun with your child/ren and had it end up badly?

Yes - (score 0) No - (score 1).

- c) Why do you think it happened that way?

Very Appropriate: Explanation does not blame child, or if explanation includes comment on child's misbehaviour, awareness and acceptance of reasons child may have misbehaved e.g., she got over-excited and at that age they don't know how to stop, or he got overtired and miserable, is included in explanation (score 5).

Appropriate: explanation does not blame child (score 4).

Neutral: explanation indicates awareness that children misbehave in these circumstances but without suggestion of why this may be, or combination of appropriate and inappropriate responses

Inappropriate: Response provided blames child with some indication of factors that may have influenced child's behaviour e.g., child pushed limits because she didn't want to stop yet's demanding attention, pushing limits, can't get his or her own way where this is perceived as unacceptable behaviour.

Very Inappropriate: Explanation provided blames child only without awareness of factors that may have realistically influenced child's behaviour e.g., because child always spoils any fun or explanation indicates global negative child characteristics (e.g., child always wants his own way, because child is bad or evil or attributes malicious intent on behalf of child e.g., child didn't want to see me have any fun (score 1).

No response or 'I don't know' - (score 0)

24. a) Have there ever been times that you have felt rejected by your child/ren?

Yes - (score 0) No - (score 1).

Appendix H: PEM Scoring Guide (continued)

37. How are things between your self and your child right now compared to other times in your life. Would you say you were getting on better or worse than normal?
37. b) If things are worse than before, what is it that you think may be getting in the way of them becoming better?

Very Appropriate: Explanation does not blame child and response indicates awareness of parent's own contribution to relationship (score 5).

Appropriate: explanation includes comment on child's misbehaviour but response clearly includes awareness and acceptance of reasons child may be misbehaving e.g., child is stressed about some issue (score 4).

Neutral: explanation includes blaming comment on child's misbehaviour without awareness of reasons child may be misbehaving but also includes comment on participant's contribution to problem or response indicates third factor separate to child and parent (e.g., both under stress because of parent's increased workload.) (score 3).

Inappropriate: Response provided blames child without labelling of child with negative, global characteristics or attributions of hostile intent (e.g., He's been really playing up lately) some indication of factors that may have influenced child's behaviour e.g., child pushed limits because she didn't want to stop yet's demanding attention, pushing limits, can't get his or her own way where this is perceived as unacceptable behaviour (score 2).

Very Inappropriate: Explanation provided blames child including global negative characteristics or attributions of hostile intent (score 1).

No response or 'I don't know' - (score 0)

37. c) If things are better than before, what is that you think may be making them better?

Very Appropriate: Response does not indicate the child is responsible for change or response indicates change is due to child with clear awareness of other factors that may influence child's behaviour and clear ownership of the parent's role and responsibility in maintaining good relationship with child - (score 5)

Appropriate: explanation includes comment on child's improvement of child's behaviour and some ownership of parent's responsibility to maintain good relationship with child. (score 4).

Neutral: explanation indicates responsibility for improvement is neither parent's or child's but some other external factor (e.g., have got away from abusive other parent, a third person has made life better e.g., mother's new boyfriend.) (score 3).

Inappropriate: Response places responsibility for change solely upon child (score 2).

Very Inappropriate: Explanation provided puts full responsibility of change on child with additional comments indicating a belief that child is able to simply to choose to be well or misbehaved for ulterior reasons (e.g., child is behaving better now because otherwise has been threatened with abandonment or child is behaving better now because she knows she can't beat me - that is response indicates no awareness of child's needs or issues that may be influencing his or her life. (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

Emotional Responsiveness

1. A four-month-old baby has recently woken from a daytime sleep and has been fed and changed but is crying and unsettled. When picked up the crying stops but starts again as soon as the baby is put down again.

b) What would be your emotional reaction? (Normal Day & Bad Day).

<p>Very Appropriate: child-focused emotions such as concern/worry, and/or emotional urge to nurture child, meet child's needs both physically and emotionally, may also include expression of pleasure and/or pride at parent's ability to meet child's needs e.g., "I'd feel good because I could make her happy" - (score 5)</p> <p>Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I'd feel OK, I'd just want to pick her up and play with her" (score 4).</p> <p>Neutral: Response indicates lack of emotion, including emotional urge to nurture child e.g., "it wouldn't bother me" or combination of positive and negative emotional responses e.g., "I'd be feeling a bit frustrated but I'd also be feeling like I had to make sure she was OK." (score 3).</p> <p>Inappropriate: Response indicates frustration or irritability with child or some stress. (score 2).</p> <p>Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated", "pissed off" "mad" "stressed to the max" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).</p> <p>No response or 'I don't know' - (score 0)</p>

2. A pre-school-aged child has been difficult since the birth of a new baby in the family. She or he has been acting like a baby again and refusing to do the things that she/he has been able to do for some time now, eg. Drinking from a cup instead of a bottle, feeding him/herself, etc.

b) What would be your emotional reaction? (Normal Day & Bad Day)

<p>Very Appropriate: child-focused emotions such as concern/worry, and/or emotional urge to nurture child, meet child's needs emotionally, may also include expression of pleasure and/or pride at parent's ability to meet child's needs e.g., "I'd feel good because I could make her happy again" may also include guilt, e.g., "I'd feel bad because I've been neglecting her a bit" - (score 5)</p> <p>Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I'd feel OK, but I'd be feeling like I need to spend some special time with her" (score 4).</p> <p>Neutral: Response indicates lack of emotion, and no indication of emotional urge to nurture child e.g., "it wouldn't bother me" or combination of positive and negative emotional responses e.g., "I'd be feeling a bit frustrated but I'd also be feeling like I had to make sure she was OK." (score 3).</p> <p>Inappropriate: Response indicates frustration or irritability with child or some stress. (score 2).</p> <p>Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated" "pissed off" "mad" "stressed to the max" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).</p> <p>No response or 'I don't know' - (score 0)</p>

Appendix H: PEM Scoring Guide (continued)

3. Despite many attempts at toilet-training, a child over three years old is still having 'accidents' on a regular basis.

b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: child- focussed emotions such as concern for child including concern to not make an issue of it for child's sake, e.g., "I'd be wanting to reassure her it's not a problem, otherwise if you make a big deal of it they get complexes" and/ or concern that there may be a problem that needs checking out e.g., "I'd be worried that there may be a problem, I'd be feeling anxious that she may have a urinary tract infection or may be stressed about something" - (score 5)

Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I'm OK with this, it just happens" (score 4).

Neutral: Response indicates combination of positive and negative emotional responses e.g., "I'd be feeling a bit irritated but I'd also be feeling like I had to make sure she knew it was OK." (score 3).

Inappropriate: Response indicates frustration or irritability with child or some stress. (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated", "pissed off" "mad" "stressed to the max" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).

No response or 'I don't know' - (score 0)

4. A two year old child has a new and expensive toy but is having difficulty making it work. Eventually he/ she throws the toy on the floor and sits crying.

b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: child- focussed emotions such as concern about child's frustration, emotional urge to comfort child and relieve his/ her frustration, - (score 5)

Appropriate: or may also include expression of positive emotion due to parent's confidence in relieving child's frustration e.g., "I'd feel good because I can show her how to play with it" or emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I'd feel OK, I'd just want to distract her onto something else" (score 4).

Neutral: Response indicates lack of emotion without urge to nurture or comfort child e.g., "it wouldn't bother me" or combination of positive and negative emotional responses e.g., "I'd be feeling a bit frustrated but I'd also be feeling like I had to make sure she was OK." (score 3).

Inappropriate: Response indicates frustration or irritability with child. (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated", "pissed off" "mad" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

5. A kinder garden aged child says she/ he doesn't like her/ his meal even though she/ he hasn't tried it yet.

b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: child- focussed emotions such as concern "I'd be wanting to make sure she had something to eat" and concern that the child may be ill, or tired and/ or sympathetic response to child's wariness about the food - (score 5)

Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I probably wouldn't be too worried about it, I'd just want to make sure she wasn't sick" (score 4).

Neutral: Response indicates combination of positive and negative emotional responses e.g., "I'd be feeling a bit frustrated/ stressed but I'd also be feeling like I had to make sure she was OK." (score 3).

Inappropriate: Response indicates frustration or irritability with child. (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated", "pissed off" "mad" "stressed to the max" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).

No response or 'I don't know' - (score 0)

6. A toddler is at a coffee shop/ café with his/ her parent and the parent's friend. The adults are in the middle of an important conversation and despite having already had some of his/ her favourite food, the child is becoming very unsettled and demanding.

b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: child- focussed emotions such as sympathetic concern with child's boredom, frustration, need to run around, may include some guilt or regret - (score 5)

Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I'd feel like I needed to get her out of there, give her some space" (score 4).

Neutral: Response indicates lack of emotion, including lack of emotional urge to nurture child e.g., "it wouldn't bother me" or combination of positive and negative emotional responses e.g., "I'd be feeling frustrated that I couldn't have the time with my friend but I'd also be feeling a bit sorry for him" (score 3).

Inappropriate: Response indicates frustration or irritability with child. (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", "really frustrated", "pissed off" "mad" "stressed to the max", or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "I'd just want to cry" (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

7. A five year old yells 'I hate you' to his/ her parent when the parent refuses to give into his/ her demands.
- b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: Response indicates awareness of need child- focussed emotions such as concern that child was so angry and upset, - (score 5)

Appropriate: emotion expressed is positive towards child but does not indicate high level of arousal e.g., "I wouldn't let it bother me too much, I'd just want to pick her up and play with her" (score 4).

Neutral: Response indicates combination of positive and negative emotional responses e.g., "I'd be feeling a bit frustrated/ stressed but I'd also be feeling like I had to make sure she was OK." (score 3).

Inappropriate: Response indicates frustration or irritability with child or minor level of stress. (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", furious, "pissed off" "mad", "stressed to the max" or "that I hated her back" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "really hurt" (score 1).

No response or 'I don't know' - (score 0)

8. A five year old child rushes in and interrupts his/ her parent's conversation with a visitor.
- b) What would be your emotional reaction (or, how would you feel)? (Normal Day & Bad Day)

Very Appropriate: Emotional focus towards meeting child's needs - e.g., concerned to find out what's wrong, or emotional urge to nurture child (score 5)

Appropriate: Response indicates that the incident would not result in strong emotional reaction in parent eg "wouldn't worry me" or "not really a problem" (score 4).

Neutral: Response indicates a combination of negative emotions (eg irritation, a bit stressed) plus an emotional focus towards child's needs (score 3).

Inappropriate: Response indicates frustration or irritability with child or minor levels of stress (e.g., "a bit stressed") (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", furious, "pissed off" "mad" or "that I hated her back" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "really hurt" (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

9. A primary school- aged child whose parents have recently split up under very angry and stressful conditions has become very hard to manage. Each time the child is handed over for access there is a fight between the parents. The child's behaviour becomes even worse in the days leading up to the access hand- over time.
- b) What would be your emotional reaction? (Normal Day & Bad Day)

Very Appropriate: strong child- focussed emotions such as very concerned/ very worried, strong emotional urge to nurture or protect child, meet child's needs emotionally, in addition may also include expression of guilt - (score 5)

Appropriate: child- focussed emotions may include pity or sympathy although urge to nurture or protect child is not strongly evident (score 4).

Neutral: Response indicates combination of positive & negative emotional responses e.g., "frustrated and upset with child but worried about her too" (score 3).

Inappropriate: Response indicates frustration or irritability with child or some stress (e.g., a bit stressed) (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion directed towards child- e.g., "angry", "really frustrated", "pissed off" "insane" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" "stressed off my face" (score 1).

No response or 'I don't know' - (score 0)

10. A young primary school- aged child has been told to get ready for school quickly as his or her parent has an early appointment. However, the child keeps getting distracted and is still not ready.
- b) What would be your emotional reaction? (Normal Day & Bad Day)

Very Appropriate: Emotional focus towards meeting child's needs - e.g., concerned to not reflect own levels of stress on child, sympathetic with child's impulsivity and vulnerability towards being distracted (score 5)

Appropriate: Response indicates that respondent is attempting to maintain emotional equilibrium e.g., "try not to let it get to me". (score 4).

Neutral: Response indicates a combination of negative emotions (e.g., frustrated, irritated, stressed) plus an emotional focus towards child's needs (score 3).

Inappropriate: Response indicates frustration or irritability with child or some stress (e.g., "I'd feeling pretty frustrated"). (score 2).

Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., "angry", furious, "pissed off" "mad" "stressed to the max" or "that" or combative hostility e.g., "I'd feel determined that he wasn't going to win" or emotions indicating depression, e.g., "I'd feel really depressed", "overwhelmed" or "really hurt" (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

15. a) i. How does/ do your child/ ren communicate his/ her feelings; for example, how do you know when your child/ ren is/ are happy?
 ii. How does this make you react?

Very Appropriate: Strong positive child- focussed emotional response, e.g., “its great, I love to see them happy” (score 5)
Appropriate: Positive child- focussed emotional response e.g. “I feel good” (score 4).
Neutral: Response indicates a combination of negative emotions plus emotional responses e.g., “it’s good, but they can get too hyper” (score 3).
Inappropriate: Response indicates frustration or irritability with child or some stress (score 2).
Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., “I hate it” angry”, furious, “pissed off” “mad”, hostile (e.g., “I don’t see what he’s got to be happy about” or emotions indicating depression, (score 1).
No response or ‘I don’t know’ - (score 0)

15. b) i. How do you know when your child/ ren is/ are upset or sad?
 ii. How does this make you react?

Very Appropriate: Response indicates child- focussed positive emotions such as concern for child and emotional urge to comfort or nurture child- (score 5).
Appropriate: Response indicates concern or worry for child but not urge to nurture or comfort - (score 4)
Neutral: Response indicates combination of positive and negative emotions e.g., concern for child in conjunction with irritation- (score 3)
Inappropriate: Response indicates negative emotions only such as irritation, frustration, upset, “tiredness” or minor levels of stress e.g., “a bit stressed”
Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., “I hate it” angry”, furious, “pissed off” “mad”, hostile (e.g., “I don’t see what he’s got to be happy about” or emotions indicating depression, (score 1).
No response or ‘I don’t know’ - (score 0)

15. c) i. How do you know when your child/ ren is/ are angry?
 15. ii. How does this make you react?

Very Appropriate: Response indicates child- focussed positive emotions such as concern for child and emotional urge to assist the child- (score 5).
Appropriate: Response indicates concern or worry for child but not urge to nurture or comfort - (score 4)
Neutral: Response indicates combination of positive and negative emotions e.g., concern for child in conjunction with irritation- (score 3)
Inappropriate: Response indicates negative emotions only such as irritation, frustration, upset, “tiredness” or minor levels of stress e.g., “a bit stressed”
Very Inappropriate: Response indicates more extreme levels of negative emotion - e.g., “I hate it” angry”, furious, “pissed off” “mad”, hostile (e.g., “I don’t see what he’s got to be happy about” or emotions indicating depression, (score 1).
No response or ‘I don’t know’ - (score 0)

24. Have there been any times you felt rejected by your child?

Yes (score 0), No (score 1).

Appendix H: PEM Scoring Guide (continued)

Behaviour a Responsivness

1. A four - month- old baby has recently woken from a daytime sleep and has been fed and changed but is crying and unsettled. When picked up the crying stops but starts again as soon as the baby is put down again.

a) As the child's parent, what would you most likely do? (normal day and bad day)

Very Appropriate: Behavioural response is designed to meet child's emotional and physical needs (e.g., check that nothing is wrong, nappy, burp etc and then amuse her, play with her). (Score 5)

Appropriate Responses: Is designed to attend to child's physical needs (wet/hungry/sick/in pain) and attend to child's psychological/emotional needs (eg attention, reassurance and stimulation) - (score 4)

Neutral: Response includes combination of appropriate and inappropriate behavioural responses e.g., "check to see if child needed nappy change then put him in his cot and shut the door" (score 3)

Inappropriate: Lack of attention to child's physical and psychological/emotional needs eg., ignore or put child in room alone, put child to bed and shut door (score 2)

Highly Inappropriate: Punish child, eg. yell or smack child (ie abuse child) - (score 1)

No response or I don't know (score 0).

2. A pre-school-aged child has been difficult since the birth of a new baby in the family. She or he has been acting like a baby again and refusing to do the things that she/he has been able to do for some time now, eg. Drinking from a cup instead of a bottle, feeding him/herself, etc.

a) As the child's parent, what would you most likely do?

Very Appropriate: Behavioural response is designed to meet child's emotional and physical needs sensitive to the child's needs to feel loved and special, eg let the child pretend to be baby again and be appropriately nurturing, Or spend extra time with child and reinforce his/her specialness, Or reward the child by making a special focus on child's ability to do 'big kid' things. - (score 5)

Appropriate Responses: Is designed to attend to child's physical needs (wet/hungry/sick/in pain) and attend to child's psychological/emotional needs (eg attention, reassurance and stimulation) - (score 4)

Neutral: Response includes combination of appropriate and inappropriate behavioural responses e.g., "check to see if child needed nappy change then put him in his cot and shut the door" (score 3)

Inappropriate: Lack of attention to child's physical and psychological/emotional needs eg., ignore or put child in room alone, put child to bed and shut door (score 2)

Highly Inappropriate: behavioural response that is punitive and possibly abusive, eg. yell or smack child (ie abuse child) - (score 1)

No response or I don't know (score 0).

Appendix H: PEM Scoring Guide (continued)

3. Despite many attempts at toilet- training, a child over three years old is still having 'accidents' on a regular basis.

a) As the child's parent, what would you most likely do?

Very Appropriate: Response indicates awareness of importance to stay calm about it, eg 'play it down', 'just clean up' 'no great drama' meet the child's physical needs (give her a bath, clean her up) and reassure child e.g., "tell her its OK" May also include some practical responses such as carry extra clothes, rewarding child for using the toilet appropriately, take the child to a doctor for a check-up etc - (score 5).

Appropriate: Response indicates awareness of importance to stay calm about it, eg 'play it down', 'just clean up' and respond to child's physical needs but behavioural response does not extend to reassuring child (score 4).

Neutral: Response includes combination of appropriate and inappropriate behavioural responses (score 3)

Inappropriate: Response does not meet child's physical or emotional needs e.g., ignore her, let her wear it, and is verging on punitive e.g., wash her down with cold water, deprive her of treat, tell her that she's bad (score 2).

Highly Inappropriate: Response is clearly punitive and likely to distress child e.g., make child sit on potty for extended period of time, ridicule child, terrorise child, physically punish child, (score 1)

No response or I don't know (score 0).

4. A two year old child has a new and expensive toy but is having difficulty making it work. Eventually he/ she throws the toy on the floor and sits crying.

a) As the child's parent, what would you most likely do?

Very Appropriate: Response assists child to understand her feelings and also attempts to help her master toy or engage in alternative play e.g., "I'd let him know that I know its made him mad, and I'd show him how to make it work" (score 5).

Appropriate: Response indicates attempt to distract child or alleviate his frustration without but does not include attempt to help child understand his feelings (score 4)

Neutral: Response includes combination of appropriate and inappropriate behavioural responses (score 3)

Inappropriate: Response does not indicate sensitivity to child's frustration and parent's action is either ignore child or remove toy from child without offer of distraction, or punitive within bounds of 'normal' punishment of child (eg tell child off for throwing toy, send child to room, (score 2).

Very Inappropriate: Response does not indicate sensitivity to child's frustration and parent's action and is clearly punitive e.g., smack child, remove all toys, scream at child, give child's toys away.

No response or I don't know (score 0).

Appendix H: PEM Scoring Guide (continued)

5. A kindergarten aged child says she/ he doesn't like her / his meal even though she/ he hasn't tried it yet.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Response indicates acceptance of child's reluctance and may include strategies such as engaging child in game in order to get child to try it, bribe child with dessert, cover meal with favourite sauce (e.g., tomato sauce or 'ketchup') or give child alternative food (score 5).

Appropriate: Response indicates awareness of child's reluctance but response is more direct, e.g., ask child to at least try it, leave child alone for a while to see if he changes his mind, or offer alternative 'plainer' food e.g., sandwich.

Neutral: Response indicates parent would not respond at all ("just ignore it") or includes combination of appropriate and inappropriate behavioural responses "make him sit at the table until everyone else has finished and then he can have a sandwich" (score 3)

Inappropriate: Response does not indicate sensitivity to child's reluctance and parent's response is directed towards forcing the child to eat the meal e.g., "Tell him straight he's not going to get anything else", "send him to bed hungry", "make him stay at the table until he eats it", (score 2).

Very Inappropriate: Response does not indicate sensitivity to child's reluctance and the parental response is highly punitive perhaps abusive e.g., "physically force food in child's mouth", give it to him for breakfast the next day and keep giving it to him until he eats it", or physically punish child - (score 1).

No response or I don't know (score 0).

6. A toddler is at a coffee shop/ café with his/ her parent and the parent's friend. The adults are in the middle of an important conversation and despite having already had some of his/ her favourite food, the child is becoming very unsettled and demanding.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Response addresses child's need for stimulation by either providing stimulation in the situation, distracting child, or moving to a situation more conducive to meet child's needs e.g., "finish the conversation at the park" (score 5).

Appropriate: Response makes partial attempt to address the child's need for stimulation e.g., "attempt to distract her with my keys", "put him on my lap", "give her some extra food"

Neutral: Response indicates combination of appropriate and inappropriate behavioural responses e.g., "tell him to behave but give him my keys to play with" "Tell him we'll go soon and try and continue my conversation" (score 3)

Inappropriate: Response does not indicate sensitivity to child's needs for stimulation e.g., "try to ignore him" or is power assertive "tell him to shut up" (score 2)

Very Inappropriate: Parent's response is power assertive and punitive e.g., "give him a smack" or "put her outside in the car" or "leave and put him in his room and send him to his room without his toys - let him know what it's like to have your fun ruined" - (score 1).

No response or I don't know (score 0).

Appendix H: PEM Scoring Guide (continued)

7. A five year old yells 'I hate you' to his/ her parent when the parent refuses to give into his/ her demands.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Responses include awareness of child's emotional state, most commonly, parents' reply to child with comment to the effect, "that's OK because I love you". May include additionally comment to child naming child's emotion e.g., "I know you're feeling really mad right now because....) Note that giving into the child is not considered an appropriate response in this context (score 5).

Appropriate: Parent ignores child's statement, may involve 'time-out' strategies to allow child to calm down, and having a talk with child afterwards (score 4).

Neutral: Response includes combination of appropriate and inappropriate behavioural responses (score 3).

Inappropriate: Response does not indicate awareness of the normality of the child's response or sensitivity to child's feelings of frustration and strategies named are clearly power assertive and punitive e.g., parent yells at child, threatens child with smack etc (score 2).

Very Inappropriate: Response is highly punitive may include rejection of child e.g., threats of abandonment, physical punishment of child, parent responds that he/ she hates the child back, unreasonably long isolation of child "e.g., sent to his room for the rest of the day, any other acts (score 1).

No response or I don't know (score 0).

8. A five year old child rushes in and interrupts his/ her parent's conversation with a visitor.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Response indicates positive acknowledgment of child, e.g., parent stops conversation with visitor to listen to child - note does not preclude parent admonishing child about appropriate manners (score 5).

Appropriate: Response still includes acknowledgment of child but asks child to wait a minute, or for a break in the conversation (eg tell him to say excuse me, tell the child to wait a minute (score 4).

Neutral: Response does not indicate awareness of the normality of this behaviour in children of this age and response is to ignore the child without provision to allow child to have his/ her say or includes combination of appropriate and inappropriate behavioural responses (score 3).

Inappropriate: Response does not indicate awareness of the normality of the child's behaviour and parental response is punitive e.g., yells at child, sends child to room or outside - (score 2).

Very Inappropriate: Response indicate no awareness of the normality of the child's behaviour and the parental responses named are clearly at more extreme end of punitive possibly abusive e.g., smack child, belittles child, send child to room for long time-frame (score 1).

No response or I don't know (score 0).

Appendix H: PEM Scoring Guide (continued)

9. A primary school- aged child whose parents have recently split up under very angry and stressful conditions has become very hard to manage. Each time the child is handed over for access there is a fight between the parents. The child's behaviour becomes even worse in the days leading up to the access hand- over time.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Response addresses child's stress from the parental conflict, strategies used would include attempting to minimise conflict within child's presence (eg have a referee at handover time, talk to other parent separately), comfort child either personally and/ or through 3rd party (eg counsellor, family friend) (score 5).

Appropriate: Response addresses child's stress from the parental conflict, strategies used include attempting to minimise conflict within child's presence OR comfort child. (score 4).

Neutral: Response indicates parent would not respond at all ('try and ignore it') or includes combination of appropriate & inappropriate responses (score 3)

Inappropriate: Response does not address child's stress from the parental conflict, rather behaviour may be punitive or counter to child's needs e.g., threaten to stop the access visits or try and stop access visits, or attempts to bribe child for better behaviour (score 2)

Very Inappropriate: Strategies used are punitive either physically or psychologically or both e.g., telling the child if she only behaved better than there wouldn't be the fights between parents at handover time, threatening to stop access if child does not behave, threatening the child with abandonment "I'd tell him he can go live with his father and I won't ever have anything to do with him", physically punishing child etc- (score 1).

No response or I don't know (score 0).

10. A young primary school- aged child has been told to get ready for school quickly as his or her parent has an early appointment. However, the child keeps getting distracted and is still not ready.
- a) As the child's parent, what would you most likely do?

Very Appropriate: Response indicates attempt to control problem (ie child not getting ready on time) without becoming punitive towards the child e.g., "get up earlier to make sure we all get ready on time" or "I'd physically take charge of getting him ready", "I'd use bribery and praise her a lot" (score 5).

Appropriate: Response indicates attempt to take control of situation and may involve threats of punishment e.g., "turn TV off", "count to ten with the threat of punishment on 10 (score 4).

Neutral: Response indicates parent would not respond at all ("try and ignore it") or includes combination of appropriate and inappropriate responses (score 3)

Inappropriate: Response does not indicate awareness of the normality of this behaviour in children of this age and response is to become punitive (threaten child with removal of privileges, threaten child that he or she will have to go to school in pyjamas. raise voice & yell at child) (score 2).

Very Inappropriate: Response does not indicate awareness of the normality of the child's behaviour and parental response is clearly punitive e.g., smack child, send child to school in pyjamas, leave child at home alone, belittle child, scream abuse at child etc (score 1)

No response or I don't know (score 0).

Appendix H: PEM Scoring Guide (continued)

15. a) i. How does your child communicate his or her feelings; for example, how do you know when your child is happy?
 ii. How does this make you react?

Very Appropriate: Behavioural response indicate approval of child's happiness, or confirms child's good behaviour (e.g., I'd make sure I praised her for playing so happily with her sister) may involve comment to child about how it's good to see him happy, may involve joining in with child on activity that child is enjoying or ensuring that the events that led to child's happiness are recreated (e.g., it makes me want to make sure we have more picnics). (Score 5)

Appropriate: Behavioural response acknowledges child's happiness to child ("it makes me want to smile", "I tell her how it makes me happy to see her happy" "I'd let him know that I know he's had a good time"). (score 4)

Neutral: Parent does not acknowledge child's happiness ("it's a relief, I just sit back and enjoy the peace" or response includes combination of appropriate and inappropriate behavioural responses (e.g., "I'd tell them it's great they're having such a good game but I'd want them to settle down") (score 3)

Inappropriate: Response does not acknowledge child's happiness, instead behaviour appears to challenge child's happiness: "I'd be asking him what he's got to be happy about" or "I'd want to know what he's been up to, it's a sure sign he's been doing something he shouldn't" (score 2).

Very Inappropriate: Response indicates clear disapproval of child's happiness; "I send him to his room or outside, I can't stand his high-pitched cackle"; "It makes me tired, I just want to go to my room and shut the door, he's so boisterous" (score 1)

No response or 'I don't know' (score 0).

15. b) i. How do you know when your child/ren is/are upset or sad?
 ii. How does this make you react?

Very Appropriate: Response indicates behaviour directed at helping, comforting and nurturing child; identifying and helping child deal with problem - (score 5).

Appropriate: Response indicates behaviour s/he is directed at finding out what problem is but not clearly directed towards comforting child (e.g., "I'd talk to her, find out what the problem is, if it's something to do with the school get onto the teacher" - (score 4)

Neutral: Response indicates no direct approach to child "e.g., I'd wait and see if he came to me" or combination of positive and negative behavioural responses e.g., I'd want to sit down and talk to her, but if it's over nothing I'd be telling her not to be so silly. - (score 3)

Inappropriate: Response is not directed towards addressing the problem or comforting the child. Instead, response may include censor of child e.g., "I'd tell him to pull himself together and stop being such a baby" or "I'd send her to her room until she got over her sulk" or "I wouldn't want to know, I've got enough problems as it is" (score 2)

Very Inappropriate: Response indicates hostility towards child e.g., "he's always in a bad mood, I'd let him know if he doesn't pull himself together he'll get something to cry about" or "I shout at him, I can shout louder than he can" or "I'll give him a good smack and tell him to wake up to himself" or "I tell her she can go live at her father's if she keeps this up" (score 1).

No response or 'I don't know' - (score 0)

Appendix H: PEM Scoring Guide (continued)

15. c) i. How do you know when your child/ren is/are angry?
ii. How does this make you react?

Very Appropriate: Response acknowledges child's emotion and right to be angry (may censure how child expresses anger however), and behaviour offers some kind of help or assistance to child (e.g., "I let her know that I know she's angry and maybe I can help sort it out" or "I tell her it's OK to be angry and try and show her OK ways to let it out like go for a jog" or "I tell him he's allowed to be angry at me and he can tell me he is and why, it may not change anything but he's allowed to feel anger" - (score 5).

Appropriate: Response acknowledges child's right to be angry (may censure how child expresses anger however), but behaviour does not indicate nurture or direct comfort of child e.g., "I let her know it's OK to be angry but not to hit her brother" or, "I tell him if he's angry he should go to his room until he can talk about it without shouting" or "I send him out to chop some wood and when he's calmed down we can talk about it" - (score 4)

Neutral: Response does not indicate urge to help child but is not punitive e.g., "Sometimes I just leave him to it, I'll walk away and he'll try and chase me", "I send him to his room for time-out" (score 3)

Inappropriate: Response is punitive towards child's anger e.g., "I shout back at him", "I tell her to get out of my sight", "She gets a smack and is sent to her room", or "I confiscate her toys" or "She has to stand in the corner for half an hour" or "I send him outside, no videos, no toys until he realises and tells me he's sorry"

Very Inappropriate: Response is strongly punitive either psychologically or psychologically and physically "I tell him if he keeps that up I'll ring the welfare and they can have him", or "I give him a good clip over the ear", or "I smacked him across the face for giving me cheek" or "I see red, I tell him to get out, get out, and don't come back" or "I've told her I'll kill myself and her too if she doesn't stop being such an arsehole". (score 1).

No response or 'I don't know' - (score 0)

24. a) Have there ever been times that you have felt rejected by your child/ren?
b) What was/were your response/s?

Very Appropriate: Response indicates that parent sought help independent of child (friend, counsellor, own mother), attempted to analyse situation including parent's contribution to conflict - (score 5).

Appropriate: Response indicates attempt to not become distressed, discouraged or let the sense of rejection interfere with parenting "e.g., I just tried to shrug it off" - (score 4)

Neutral: Response indicates combination of positive and negative strategies and coping mechanisms" (score 3)

Inappropriate: Response is punitive towards child e.g., "I yelled at him", "I told her to get out of my sight"

Very Inappropriate: Response indicates consequent rejection of child - "I told her she could go and live with her father", "I didn't talk to him for six days" and or emotional blackmail "I got really drunk and took some pills and made sure he knew it was his fault" or "I kicked him out, the welfare can have him" or "I gave him a good belting" (score 1).

No response or 'I don't know' - (score 0)

Appendix I: PEM Scoring Sheet for Open-Ended Questions

PEM: Open-ended Questions	<i>Participant ID:</i> _____
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Question 1

(a)-(c) Pregnancy planned <i>(Ignore all)</i>	No answer 0	Not planned 1	Planned 2
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Question 2

(a) & (c) <i>(Ignore both)</i> (b) Parental Disappointment	No answer 0	<input style="width: 100%; height: 20px;" type="text"/>
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Question 3

Attention to signals	Total positive descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total negative descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total social/interactive relational descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total internal descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total other descriptors	<input style="width: 100%; height: 20px;" type="text"/>

Question 4

Resemblance/ similarity	No Resembl. 0	Physically similar 1	Personality similar 2
Nature of relationship (zero if nothing)	<input style="width: 100%; height: 20px;" type="text"/>		

Question 5 & 6

Attention to signals	Total positive descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total negative descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total social/interactive relational descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total internal descriptors	<input style="width: 100%; height: 20px;" type="text"/>
	Total other descriptors	<input style="width: 100%; height: 20px;" type="text"/>

Question 7 & 8

Attention to signals	Total social/interactive relational descriptors	<input style="width: 100%; height: 20px;" type="text"/>			
	Total internal descriptors	<input style="width: 100%; height: 20px;" type="text"/>			
	Total other descriptors	<input style="width: 100%; height: 20px;" type="text"/>			
	Faking good: Negative descriptors	<table style="margin: 0 auto;"> <tr> <td style="padding: 0 5px;">Yes</td> <td style="padding: 0 5px;">No</td> </tr> <tr> <td style="padding: 0 5px;">0</td> <td style="padding: 0 5px;">1</td> </tr> </table>	Yes	No	0
Yes	No				
0	1				

Question 9

Attention to signals	Total positive descriptors	<input style="width: 100%; height: 20px;" type="text"/>
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Question 10

Attention to signals	Child self-esteem	<input style="width: 100%; height: 20px;" type="text"/>				
	Faking good: Negative descriptors	<table style="margin: 0 auto;"> <tr> <td style="padding: 0 5px;">1-8</td> <td style="padding: 0 5px;">9 or 10</td> </tr> <tr> <td style="padding: 0 5px;">0</td> <td style="padding: 0 5px;">1</td> </tr> </table>	1-8	9 or 10	0	1
1-8	9 or 10					
0	1					

Question 11

Attention to signals	Attention to child's signals (zero if no answer)	<input style="width: 100%; height: 20px;" type="text"/>
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Question 12

Attention to signals	Stresses on child's life (zero if no answer)	<input style="width: 100%; height: 20px;" type="text"/>
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Question 13 & 14 -Ignore

Appendix I: PEM Scoring Sheet for Open-Ended Questions (continued)

Open-ended Questions (cont'd)

Question 15: Attention to signals

(a) i	Total number of descriptors used	
(b) i	Total number of descriptors used	
(c) i	Total number of descriptors used	
	Total number of unique descriptors used (a to c)	

Question 15: Emotional & Behavioural Responses

(a) ii	Emotional response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	Behavioural response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
(b) ii	Emotional response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	Behavioural response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
(c) ii	Emotional response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	Behavioural response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5

Question 16: -Ignore

Question 17

Insight	None/ no answer 0	Some 1	Good 2
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Question 18: -Ignore

Question 19

Faking Good	Yes 0	None/ no answer 1		
(a) Attention to signals - Number of Worries				
(b) Behaviour			No answer 0	No 1

Question 20

(a) Misbehaviour Rating	Rarely 0	Sometimes 1	Often 2	Always 3		
(b) Behaviour rating	V. poorly behaved 0	Poorly behaved 1	About average 2	Better behaved 3	M. better behaved 4	
(c) Attribution	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
Insight	None 0	Some 1	Good 2			

Question 21

Attribution	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
Insight	None 0	Some 1	Good 2			

Appendix I: PEM Scoring Sheet for Open-Ended Questions (continued)

Open-ended Questions (cont'd)

Question 22

	Negative attribution	Yes 0	No 1
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Question 23

(a)	Faking good	Yes 0	No 1	
(c)	Insight	None 0	Some 1	Good 2

Question 24

(a)	Negative attribution	Yes 0	No 1				
(b)	Negative emotion	Yes 0	No 1				
(c)	Behaviour	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5

Question 25

(a)	Parental consistency							
	Faking good	0-70% 0	80% 1	90% 2	100% 3			
	Insight	None 0	Some 1	Good 2				

Question 26

	Faking Good	Yes 0	No 1
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Question 27

(a)	Behavioural response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
(b)	Behavioural response	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5

Question 28

(a)	Childhood memory	Not at all 0	A little 1	Some 2	Pretty good 3
(b)	Happy/unhappy				
(c)	Child abuse - number of abuse types listed				

Question 29

	Count of number of positive experiences ticked	
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Questions 30 & 31

31 (b)	Parenting successes				
30 & 31	Overall insight	Little or none 0	Some 1	Good 2	Very good 3

Question 33

(a)	Insight	Little or none 0	Some 1	Good 2
(b)	% measure of ideal			
(c)	Insight	Little or none 0	Some 1	Good 2

Question 34

	Faking Good	Yes 0	No 1
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Question 35

	Faking Good	Yes 0	No 1
	Attention to signals	No 0	Yes 1

Question 36

	Rating of relationship with child			
	Faking good	(1 to 8) 0	(9) 1	(10) 2

Appendix I: PEM Scoring Sheet for Open-Ended Questions (continued)

Open-ended Questions (cont'd)

Question 37

(a)	Attribution	Much worse 0	Worse 1	The same 2	Better 3	Much better 4
(b or c)	Insight	Little or none 0	Some 1	Good 2		

Question 38

(a)	Faking good	Yes 0	No 1		
	Insight	Little or none 0	Some 1	Good 2	

Question 39

	Daily number of cigarettes					
	Problematic alcohol use	No 0	Moderate 1	Severe 2		
	Problematic heroin use	No 0	Moderate 1	Severe 2		
	Problematic other-drug use	No 0	Moderate 1	Severe 2		

Question 40

	Stress	None 0	Low 1	Medium 2	High 3
	Stress duration	Short 0	Medium 1	Long 2	

Question 41

(a)	Self-esteem rating					
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Question 42

(a)	Stress level	Very low 0	Low 1	Average 2	High 3	Very high 4
(b)	Change in stress level	Much less 0	Less 1	Average 2	More 3	Much more 4

Question 43

	Depression	No 0	Yes 1
	Other psychiatric illness	No 0	Yes 1

Question 44

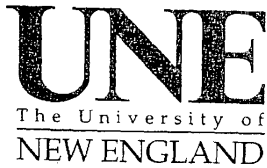
(a)	Professional support	No 0	Yes 1		
(b)	Helpful?	Not at all 0	Some 1	V. helpful 2	Excellent 3

Appendix J: PEM Scenario scoring form

PEM Scenarios		Participant ID:					
1.	(a) Behaviour	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(b) Emotion	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c) Behaviour under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(d) Emotion under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(e) Attributions	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c - a)	Faking good behaviour	Difference 0	No diff 1			
	(d - b)	Faking good emotion	Difference 0	No diff 1			
2.	(a) Behaviour	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(b) Emotion	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c) Behaviour under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(d) Emotion under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(e) Attributions	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c - a)	Faking good behaviour	Difference 0	No diff 1			
	(d - b)	Faking good emotion	Difference 0	No diff 1			
3.	(a) Behaviour	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(b) Emotion	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c) Behaviour under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(d) Emotion under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(e) Attributions	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c - a)	Faking good behaviour	Difference 0	No diff 1			
	(d - b)	Faking good emotion	Difference 0	No diff 1			
4.	(a) Behaviour	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(b) Emotion	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c) Behaviour under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(d) Emotion under stress	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(e) Attributions	No answer 0	V. Inapp 1	Inapp 2	Neutral 3	App 4	V. app 5
	(c - a)	Faking good behaviour	Difference 0	No diff 1			
	(d - b)	Faking good emotion	Difference 0	No diff 1			

NOTE: Scenarios 5 to 10 utilised the same format as shown for Scenarios 1 to 4 (above); for brevity, these scoring forms are not reproduced here.

Appendix K: Information Sheet for Workers



Department of Psychology

Armidale, NSW 2351 Australia
 Telephone (067) 73 2527/73 3012 Fax (067) 73 3820
 Direct dial telephone 73

Dear Agency Co-ordinator,

I am researching different parents (both fathers and mothers) experiences of parenting primary school aged and younger children. In particular, I am interested in developing a greater understanding of how parenting experiences are linked to the explanations that parents hold regarding the reasons their children behave the way they do. I am also interested in understanding the relationship between the explanations that parents hold regarding why children behave the way they do and the parents responses to their children and their behaviours. I am specially interested in examining whether different parenting experiences and explanations of children's behaviours are related to the risk of child abuse/neglect.

To complete this study I need to interview a great number of parents of primary school aged and younger children from a broad variety of different circumstances.

I am writing this letter to request your consideration of informing your clients about the study and ascertaining whether any would be prepared to participate. Participation is of course, voluntary, and any parent who chooses to participate is able to withdraw their participation at any time. Additionally, confidentiality is guaranteed with no identifying information able to be published as part of the research findings. If participants choose, they may also refuse to give their full name or may give a false name.

If you and your workers are interested in knowing more about the study, I am happy to meet with you at a time of your convenience to discuss what would be involved in more detail. Such a meeting would not, of course, commit you in any way. If you and your workers do choose to assist the study I would provide you with plain english information letters to give to your clients in addition to a consent form.

Thank you for taking the time to consider my request,

Yours sincerely,

Kym Kilpatrick.



Appendix L: Plain English Statement

Dear Parent,

Being a parent is one of the most complex and challenging jobs that any one can do. Despite this very little research has been undertaken examining what it's like to be a parent. I am interested in studying different people's experiences of parenting primary school aged and younger children. I am particularly interested in gaining an understanding of the experiences of parents who have been parenting in circumstances that are difficult or challenging.

To complete this study I need to interview several parents of primary and younger aged children. If you agree to do the interview I will be asking you some questions about your personal beliefs about children, your experiences of parenting your child(ren) and how you would likely respond to your child's behaviours in different situations. I will also be asking you some questions about your experiences of being parented as a child and any current stresses you may be under. The questions and answers are expected to take about one hour to two hours to complete. At any time you may choose to not answer a question or refuse to be interviewed further without argument.

If you choose to participate, the information you provide will be kept confidential and secure with the exception of information that suggests that someone (adult or child) is at severe risk of harm. In such a circumstance I would first talk to you about the concern. Otherwise, the information that is used for the research study will not contain any personal identifying information such as your name and address. You may if you choose, give me a false name or alternatively only provide your first name.

If you have any questions or concerns about the study, you can contact me at the Psychology Department, University of New England, phone (02) 67 735197 or contact my supervisor, Dr. Harvey Irwin on (02) 67 732153.

If you think you may be prepared to participate in the study please give your worker permission to give me your phone number and/or address and I will make contact with you. Thank you.

Yours sincerely,

Kym Kilpatrick.

Appendix M: Consent to Make Contact

PARENTAL EXPERIENCES OF CHILDREN

CONSENT TO MAKE CONTACT

I, have read the attached information sheet describing the study entitled '**Parents' Experiences of Children**' and any questions I may have had have been answered to my satisfaction. I agree for the researcher to make contact with me, knowing that this does not obligate me to participate in the study. I understand that participation in the study is completely voluntary and my refusal can in no way be held against me by worker or the agency.

Name:.....

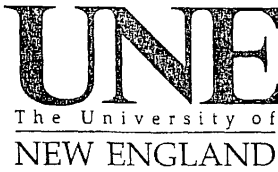
Signature:.....

Where I may be contacted:

Phone Number:..... Good time to call:

Address:

Appendix N: Generic Information Sheet



Department of Psychology

Armidale, NSW 2351 Australia

Telephone (02) 6773 2527 / 3012 Facsimile (02) 6773 3820

Intl Telephone 61 2 6773 2527 Intl Facsimile 61 2 6773 3820

Department Secretary email: clancas2@metz.une.edu.au

**Information Sheet for Research Study Entitled:
Parental Experiences with Children.**

Dear Parent,

Being a parent is one of the most complex and challenging jobs that anyone can do. Despite this very little research has been undertaken examining what it's like to be a parent. I am interested in studying different people's experiences of parenting primary school aged and younger children. I am particularly interested in gaining an understanding of the experiences of parents who have been parenting in circumstances that are difficult or challenging.

If you choose to participate in the study you will be asked some specific questions about your experiences with your children. You will also be asked questions about your experiences with your own parents as a child. The questions and answers are expected to take from one to two hours to complete. To make it easier, and to save time, you will also be asked to give permission for your answers to be taped.

Although your case-worker may ask you to take part in the study, it is important for you to know that your participation is **absolutely voluntary**. In other words, if you choose not to participate, neither your case-worker nor their agency can hold this against you. That is, your refusal will not affect the support you receive from either your case-worker or the agency.

If you choose to participate, and then change your mind, at any time, you can also withdraw (refuse to answer any more questions) without affecting your future support.

If you choose to participate, the information you provide will be kept confidential and secure. Also, the information that is used for the research study will not contain any personal identifying information such as your name and address. Without your permission I will not disclose any of the information you tell me to your case-worker or anyone else. The only exception to this may be if you disclose previously unknown information that strongly suggests that someone (adult or child) is at severe risk of harm. In such a circumstance I would first ask your permission to share this information with your worker, preferably with you there.

If you think you may be prepared to participate in the study please give your worker permission to give me your phone number and/or address and I will make contact with you. I can do the interview with you either in your home or else at a local place to be decided. Please note that if you are able to come to me I am able to reimburse you for your travel costs (\$10).

If you have any questions or concerns about the study, you can contact me at the Psychology Department, University of New England, phone (02) 67 73 5197. You may if you wish also contact my supervisor, Dr. Harvey Irwin, also at the University of New England, phone (02) 67 73 2153.

Additionally, if you find that anything about the questions or your answers has been upsetting for you, please feel free to contact either your case-worker, myself or Dr. Irwin.

Thank you for your consideration.

Yours sincerely,

Kym Kilpatrick.



Appendix O: Case-Worker Information Sheet



Department of Psychology

Armidale, NSW 2351 Australia
 Telephone (067) 73 2527 / 73 3012 Fax (067) 73 3820
 Direct dial telephone 73 5197

**Information Sheet for Research Study Entitled:
 Parental Experiences with Children.**

Dear Parent,

My research study is interested in parents' experiences with their children. I am particularly interested in gaining an understanding of what it has been like for parents who have had stressful or traumatic experiences in parenting children.

If you choose to participate in the study your replies to some of the questions asked of you by the psychologist who interviewed you will be posted on to me. If the interview was taped, a copy of the tape may also be posted onto me. Please note that the information that is posted onto me will be kept confidential and secure. No information that identifies yourself or anyone else in your family will be used or reported as part of the research study. In other words, you are absolutely guaranteed anonymity and confidentiality. All information provided will also be kept securely locked.

If you do choose to participate in the study you need to give permission to psychologist who interviewed you and sign the consent form that is attached to this letter. If you choose to, you can specify that your name and the names of your child/ren will not be included in the information posted onto me.

Although the psychologist who interviewed you may ask your permission to pass on the information from your replies to me, it is important for you to know that your participation is **absolutely voluntary**. In other words, your psychologist cannot make you agree to the posting on of information to me. If you choose not to participate, neither your psychologist nor the Department of Community Services can hold this against you. That is, your refusal will not affect the support you receive or the actions taken.

If you have any questions or concerns about the research study, you can contact me at the Psychology Department, University of New England, phone (067) 73 5197. You may if you wish also contact my supervisor, Dr. Harvey Irwin, also at the University of New England, phone (067) 73 2153.

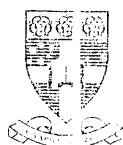
Thank you for your consideration.

Yours sincerely,

Kym Kilpatrick.

Please note also, that if you should have any complaints about the way that this research is conducted you can contact the Ethics Committee at the following address:

**The Secretary
 Human Research Ethics Committee
 Research Services
 University of New England
 Armidale, NSW 2351.
 Telephone: (02) 67 73 2352
 Facsimile: (02) 67 73 3543**



Appendix P: Consent to Participate Form

CONSENT TO PARTICIPATE

I,, have read the attached information sheet describing the study entitled '**Parents' Experiences of Children**' and any questions I may have had have been answered to my satisfaction. I agree to participate in this study, realising that I may withdraw at any time. I understand that confidentiality is guaranteed. I agree that the research data gathered from this study may be published provided my name, or any other identifying information, is not used.

Signature:

Date:

Where I may be contacted:

Phone number :

Good times to call :.....

Address:

Appendix Q: Group and Sample Means for Computed and Other Variables

Table 12: Computed (and other) variable means for risk-status groups and total sample

Variable	Risk Status							
	Control (n = 21)		Distressed (n = 32)		Abusive (n = 50)		Total (N = 103)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
AVBEHAV	3.82	.45	3.41	.44	2.89	.49	3.24	.59
AVBEHST	2.87	.49	2.70	.57	2.36	.71	2.57	.66
BEHAVIOR	6.69	.84	6.11	.85	5.25	1.10	5.81	1.13
AVEMOST	2.05	.35	1.95	.46	1.87	.51	1.93	.47
AVEMOT	3.11	.41	2.85	.42	2.40	.38	2.69	.49
EMOTION	5.16	.67	4.82	.77	4.27	.83	4.62	.85
TOTSIGN	46.29	14.95	33.28	10.47	20.48	8.71	29.72	14.70
AVATT	3.79	.39	3.22	.58	2.76	.59	3.11	.68
TOT_PEM	4.66	3.61	1.28	3.78	-2.78	3.95	.00	4.81
TOTBELIF	10.43	2.04	9.22	2.09	7.62	2.18	8.69	2.39
TOTINSIT	14.14	3.81	12.13	5.08	6.56	4.24	9.83	5.48
CHIST	-.67	1.58	-.10	1.64	.34	1.87	.00	1.77
DRUG_USE	.19	.51	.41	.98	.32	.65	.32	.74
TOTINT	6.57	4.56	4.03	3.00	1.50	1.56	3.32	3.45
TOTREL	9.38	3.93	7.19	2.76	6.54	3.41	7.32	3.48
NEGDES	12.88	12.69	25.00	30.86	44.56	38.29	32.02	34.55
RELDES	53.45	22.34	62.09	31.16	75.84	28.89	67.19	29.60
STRS_42	2.33	1.11	2.39	1.10	2.28	1.05	2.39	1.08
STRS_42B	2.05	1.12	2.34	1.11	1.88	1.15	2.09	1.15
AVFG	.16	.14	.05	.22	.41	.29	.31	.26
ABUSE	169.76	88.32	219.05	117.24	256.36	113.32	227.17	113.98
RIGITY	8.62	9.99	11.50	12.22	31.26	18.63	20.50	18.52
LIE_SCAL	3.48	2.86	4.91	3.09	7.20	4.02	5.73	3.82

Appendix R: Reliability Tables

Table 13: Behaviour-unstressed scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
BO_P15A	49.80	96.98	.11	.18	.85
BO_P15B	49.37	88.74	.39	.35	.84
BO_P15C	49.97	87.32	.52	.49	.83
BO_P24	49.42	88.79	.49	.43	.83
BO_P27A	49.42	90.76	.42	.31	.83
BO_P27B	48.50	93.47	.50	.44	.83
B_SC1A	48.70	94.15	.34	.28	.84
B_SC2A	48.93	88.06	.51	.46	.83
B_SC3A	49.20	88.84	.47	.46	.83
B_SC4A	49.03	91.39	.32	.26	.84
B_SC5A	49.60	86.38	.60	.51	.82
B_SC6A	49.23	86.25	.58	.65	.82
B_SC7A	49.53	86.52	.56	.48	.83
B_SC8A	49.38	86.51	.60	.55	.82
B_SC9A	49.20	84.67	.54	.44	.83
B_SC10A	49.97	92.03	.40	.54	.83

(N = 60; M = 52.62, variance = 100.68; Alpha = .84; Standardized item alpha = .84)

Appendix R: Reliability Tables (continued)

Table 14: Behaviour-stressed scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
B_SC1C	23.03	39.08	.25	.17	.80
B_SC2C	23.71	34.32	.55	.40	.76
B_SC3C	23.67	34.40	.55	.41	.76
B_SC4C	23.46	32.94	.60	.41	.76
B_SC5C	23.95	34.43	.55	.39	.76
B_SC6C	23.87	35.32	.49	.31	.77
B_SC7C	23.85	37.67	.39	.20	.78
B_SC8C	23.88	36.64	.45	.27	.78
B_SC9C	23.74	36.57	.36	.22	.79
B_SC10C	24.31	37.33	.45	.24	.78

(N = 91; $M = 26.38$, variance = 43.28; Alpha = .79; Standardized item alpha = .79)

Table 15: Behaviour scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
AVBEHAV	2.57	.43	.63	.40	–
AVBEHST	3.24	.35	.63	.40	–

(N = 103; Scale $M = 5.81$, variance = 1.28; Alpha = .77; Standardized item alpha = .77)

Appendix R: Reliability Tables (continued)

Table 16: Emotion-unstressed scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
EM_15A	31.40	34.26	.33	.29	.72
EM_15B	32.42	30.40	.46	.41	.71
EM_15C	33.03	29.50	.57	.42	.69
EM_SC1B	32.65	35.28	.21	.23	.74
EM_SC2B	32.77	33.45	.37	.29	.72
EM_SC3B	32.95	33.50	.38	.23	.72
EM_SC4B	32.69	34.06	.32	.27	.72
EM_SC5B	33.13	34.27	.43	.24	.71
EM_SC6B	33.34	36.43	.24	.21	.73
EM_SC7B	33.13	34.23	.41	.24	.72
EM_SC8B	33.21	35.86	.31	.23	.73
EM_SC9B	32.85	32.78	.34	.31	.72
EM_SC10B	33.56	35.50	.30	.26	.73

(N= 91; $M = 35.59$, variance = 38.82; Alpha = .74; Standardized item alpha = .74)

Appendix R: Reliability Tables (continued)

Table 17: Emotion-stressed scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
EM_SC1D	17.77	17.02	.31	.21	.74
EM_SC2D	17.85	16.78	.46	.29	.72
EM_SC3D	17.81	16.49	.45	.29	.72
EM_SC4D	17.67	16.07	.54	.33	.71
EM_SC5D	17.86	16.23	.52	.37	.71
EM_SC6D	18.07	17.66	.38	.22	.73
EM_SC7D	17.80	17.20	.39	.35	.73
EM_SC8D	17.90	17.85	.41	.31	.73
EM_SC9D	17.70	15.99	.32	.32	.75
EM_SC10D	18.29	17.40	.43	.31	.72

(N = 91; M = 19.86, variance = 20.26; Alpha = .75; Standardized item alpha = .76)

Table 18: Emotion scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
AVEMOT	1.93	.22	.57	.33	--
AVEMOST	2.69	.24	.57	.33	--

(N = 103; M = 4.62, variance = .73; Alpha = .73; Standardized item alpha = .73)

Appendix R: Reliability Tables (continued)

Table 19: Signals scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item- total correlation	Squared multiple correlation	Alpha if item deleted
SG_3PS	26.51	155.00	.76	.79	.80
SG_3RL	26.89	190.02	.37	.54	.83
SG_3INT	28.08	180.48	.60	.67	.82
SG_3OTH	29.60	211.85	.08	.13	.84
SG_56PS	25.93	158.53	.67	.92	.81
SG_56RL	27.19	186.82	.48	.85	.82
SG_56INT	28.62	187.43	.51	.85	.82
SG_56OTH	29.63	211.59	.04	.38	.84
SG_9	28.04	183.80	.60	.44	.82
SG_11	27.48	186.98	.50	.39	.82
SG_12	28.05	193.13	.57	.48	.82
SG_15T	24.01	155.87	.57	.44	.83
SG_19A	28.42	195.72	.51	.36	.83
SG_35	29.15	208.11	.35	.22	.84

(N = 103; M = 29.82, variance = 213.13; Alpha = .84; Standardized item alpha = .83)

Appendix R: Reliability Tables (continued)

Table 20: Attributions scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
ATT_SC1	34.71	54.14	.45	.27	.78
ATT_SC2	34.57	53.72	.54	.35	.77
ATT_SC3	34.91	53.57	.39	.30	.78
ATT_SC4	34.73	54.73	.42	.30	.78
ATT_SC5	35.62	57.51	.25	.28	.80
ATT_SC6	35.12	53.12	.41	.22	.78
ATT_SC7	35.29	55.08	.35	.17	.79
ATT_SC8	35.12	52.06	.51	.36	.77
ATT_SC9	34.67	51.85	.54	.34	.77
ATT_SC10	35.58	50.25	.55	.44	.77
ATT_20B	34.99	55.20	.36	.29	.78
ATT_21	35.22	52.70	.45	.33	.78

(N = 92; M = 38.22; variance = 62.68; Alpha = .79; Standardized item alpha = .79)

Table 21: PEM Total scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
TOTSIGN	.00	17.29	.59	.67	.89
AVATT	.00	16.16	.75	.64	.86
AVBEHAV	.00	15.50	.85	.79	.85
AVBEHST	.00	16.59	.68	.75	.87
AVEMOT	.00	15.58	.83	.73	.85
AVEMOST	.00	17.52	.55	.71	.89

(N = 103; M = .00; variance = 3.14; Alpha = .89; Standardized item alpha = .89)

Appendix R: Reliability Tables (continued)

Table 22: Belief scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item- total correlation	Squared multiple correlation	Alpha if item deleted
BELIEF1	7.90	5.44	.05	.04	.64
BELIEF2	8.04	5.066	.19	.18	.62
BELIEF3	8.17	4.66	.37	.25	.59
BELIEF4	7.79	5.35	.20	.12	.62
BELIEF5	8.35	4.62	.42	.33	.58
BELIEF6	7.93	4.69	.44	.28	.58
BELIEF7	7.80	5.54	.05	.10	.64
BELIEF8	8.17	4.30	.56	.44	.54
BELIEF9	8.23	4.61	.39	.29	.58
BELIEF10	7.75	5.62	.03	.03	.64
BELIEF11	8.00	5.10	.19	.16	.62
BELIEF12	7.85	5.64	-.04	.12	.65
BELIEF13	8.29	4.56	.43	.23	.57

(N = 103; M = 8.69, variance = 5.71; Alpha = .63; Standardized item alpha = .58)

Appendix R: Reliability Tables (continued)

Table 23: Insight scale reliabilities

Variable code	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
INS_17	8.87	25.46	.55	.34	.85
INS_20C	8.95	25.48	.53	.34	.86
INS_21	9.01	26.01	.45	.30	.86
INS_23C	9.27	27.16	.30	.18	.87
INS_25	8.82	25.26	.64	.47	.85
INS_30	8.51	23.19	.63	.47	.85
INS_33	8.55	23.23	.62	.47	.85
INS_33B	9.10	23.99	.69	.56	.84
INS_37BC	8.78	22.98	.69	.63	.84
INS_38B	8.73	23.20	.68	.57	.84

(N = 103; M = 8.86; variance = 21.73; Alpha = .86; Standardized item alpha = .86)

Table 24: Childhood Abuse scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
CHIS_28B	.00	1.00	.57	.32	—
CHIS_28C	.00	1.00	.57	.32	—

(N = 103; M = .00, variance = 3.14; Alpha = .73; Standardized item alpha = .73)

Table 25: Drug & Alcohol Use scale reliabilities

Variable	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Alpha if item deleted
DRUG_39B	.17	.20	.30	.09	.09
DRUG_39C	.27	.38	.13	.02	.43
DRUG_39D	.17	.24	.24	.07	.23

(N = 103; M = .31; variance = .47; Alpha = .38; Standardized item alpha = .36)

Appendix S: Variable Coding and Computation Tables

Table 26: Demographic variable labels, names and codes

Variable code	Question	Variable label and/or description	Data range and/or codes (missing values: all = 99)
subject:		Subject number	1 to 103
rsk_st:		Risk status group	0 = control; 1 = distressed; 2 = abusive
male_fm:		Gender	0 = female; 1 = male
age:	1	Age of parent	years
singlepa:	2	Parenting status	1 = single parent; 2 = with partner
support:	5	Perceived level of parenting support	from 1 = "not supportive" to 10 = "very supportive"
nokids:	6	Number of children in family	
subchsex:	7	Child's gender	0 = female; 1 = male
subchage:	7	Child's age	years
subchpos:	7	Child's birth order	
income:	11	Parent's income bracket	1 = social security payments; 2 = < \$30,000; 3 = > \$30,000
school:	12	Parent's level of schooling	1 = left before year 10; 2 = left before year 12; 3 = finished year 12; 4 = tertiary qualification

Table 27: Belief and Scenario section variable labels, names and codes

Variable code	Question	Variable label	Data codes (missing values: all = 99)
<u>Belief Questions</u>			
belief1 to belief3	1 to 13	Beliefs (about children)	0 = disagree; 1 = agree
<u>Scenario Questions</u>			
b_scl1a to b_scl10a:	1a to 10a	Behaviour-unstressed	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
em_scl1b to em_scl10b:	1b to 10b	Emotion-unstressed	As for previous variable
b_scl1c to b_scl10c:	1c to 10c	Behaviour-stressed	As for previous variable
em_scl1d to em_scl10d:	1d to 10d	Emotion-stressed	As for previous variable
att_scl1 to att_scl10:	1e to 10e	Attributions	As for previous variable
fg_scl1ac to fg_scl10ac:	1a&c to 10a&c	Faking good (behaviour)	0 = no; 1 = faking good
fg_scl1bd to fg_scl10bd:	1b&d to 10b&d	Faking good (emotion)	0 = no; 1 = faking good

Appendix S: Variable Coding and Computation Tables (continued)

Table 28: Variable codes and labels, and data codes (OEQs 1 to 12)

Variable code	Question	Variable label and/or description	Data range and/or codes (missing values: all = 99)
prgy_1a:	1	Pregnancy planned	0 = "No"; 1 = "Yes"
dspt_2b:	2b	Parental disappointment	from 1 = "no hopes met" to 10 = "hopes fully met"
sg_3ps:	3	Total positive descriptors	
sg_3ng:	3	Total negative descriptors	
sg_3rl:	3	Total social/ interactive descriptors	
sg_3int:	3	Total internal descriptors	
sg_3oth:	3	Total other descriptors	
sim_4b:	4	Resemblance/ similarity	0 = no resemblance; 1 = physical similarity; 2 = personality similarity
sim_4c:	4	Nature of relationship	0 = none; from 1 = "difficult relationship" to 10 = "positive relationship"
sg_56ps:	5 & 6	Total positive descriptors	
sg_56ng:	5 & 6	Total negative descriptors	
sg_56rl:	5 & 6	Total social/interactive descriptors	
sg_56int:	5 & 6	Total internal descriptors	
sg_56oth:	5 & 6	Total other descriptors	
sg_78rl:	7 & 8	Total social/interactive descriptors	
sg_78int:	7 & 8	Total internal descriptors	
sg_78oth:	7 & 8	Total other descriptors	
fg_op7:	7 & 8	Faking good – negative descriptors	0 = no; 1 = faking good
sg_9:	9	Total positive descriptors	
ch_est10:	10	Child self-esteem	from 1 = "feels very bad" to 10 = "feels very good"
fg_op10:	10	Faking good – negative descriptors	0 = no; 1 = faking good
sg_11:	11	Attention to child's signals	no. of signals identified
sg_12:	12	Stresses on child's life	no of stresses identified

Appendix S: Variable Coding and Computation Tables (continued)

Table 29: Variable codes and labels and data codes (OEQs 15 to 23)

Variable code	Question	Variable label and/or description	Data range and/or codes (missing values: all = 99)
sg_15a:	15a	Total number of descriptors used	
sg_15b:	15b	Total number of descriptors used	
sg_15c:	15c	Total number of descriptors used	
sg_15t:	15a-c	Total number of unique descriptors used	
em_15a:	15a	Emotional response	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
b_op15a:	15a	Behavioural response	As for previous
em_15b:	15b	Emotional response	As for previous
b_op15b:	15b	Behavioural response	As for previous
em_15c:	15c	Emotional response	As for previous
b_op15c:	15c	Behavioural response	As for previous
ins_17:	17	Insight	0 = none or no answer; 1 = some; 2 = good
fg_op19:	19	Faking good	0 = no; 1 = faking good
sg_19a:	19a	Attention to signals - total number of worries	
b_op19b:	19b	Behaviour	0 = no answer; 1 = no; 2 = yes; 3 = tried unsuccessfully
ch_msba:	20a	Misbehaviour rating	0 = rarely; 1 = sometimes; 2 = often; 3 = always
ch_msbb:	20b	Behaviour rating	0 = very poorly behaved; 1 = poorly behaved; 2 = about average; 3 = better behaved; 4 = much better behaved
att_20b:	20b	Attribution	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
ins_20c:	20c	Insight	0 = none; 1 = some; 2 = good
att_21:	21	Attribution	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
ins_21:	21	Insight	0 = none; 1 = some; 2 = good
att_22:	22	Negative attribution	0 = yes; 1 = no
fg_op23:	23a	Faking good	0 = no; 1 = faking good
ins_23c:	23c	Insight	0 = none; 1 = some; 2 = good

Appendix S: Variable Coding and Computation Tables (continued)

Table 30: Variable codes and labels, and data codes (OEQs 24 to 36)

Variable code	Question	Variable label and or description	Data range and/or codes (missing values: all = 99)
att_24a:	24a	Negative attributions	0 = yes; 1 = no
em_24:	24b	Negative emotions	0 = yes; 1 = no
b_op24:	24c	Behaviour	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
cons_25a:	25a	Parental consistency	from 0% to 100%
fg_op25:	25a	Faking good about parenting consistency	0 = 0-70%; 1 = 80%; 2 = 90%; 3 = 100%
ins_25:	25b	Insight	0 = none; 1 = some; 2 = good
fg_op26:	26	Faking good	0 = no; 1 = faking good
b_op27a:	27a	Behavioural response	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
b_op27b:	27b	Behavioural response	0 = no answer; 1 = very inappropriate; 2 = inappropriate; 3 = neutral; 4 = appropriate; 5 = very appropriate
chis_28a:	28a	Childhood memory	0 = not at all; 1 = a little; 2 = some; 3 = pretty good
chis_28b:	28b	Happy/ unhappy childhood	from 1 = "very unhappy" to 10 = "very happy"
chis_28c:	28c	Childhood abuse - number of types of abuse described	
chis_29:	29	Number of positive experiences of parenting	
pass_31b:	31b	Parent's success at altering their parenting pattern	from 0% = "repeating the same patterns" to 100% = "absolute positive changes"
ins_301:	30 & 31	Overall insight	0 = none; 1 = some; 2 = good
ins_33:	33a	Insight	0 = none; 1 = some; 2 = good
pcnt_33b:	33b	Percentage measure of parenting ideal achieved	0 to 100%
ins_33b:	33b	Insight	0 = none; 1 = some; 2 = good
fg_op34:	34	Faking good	0 = no; 1 = faking good
fg_op35:	35	Faking good	0 = no; 1 = faking good
sg_35:	35	Attention to signals	0 = no; 1 = yes
rlnch_36:	36	Rating of relationship with child	from 1 = "very poor" to 10 = "excellent"
fg_op36:	36	Faking good - from relationship with child	0 = 1 to 8; 1 = 9; 2 = 10

Appendix S: Variable Coding and Computation Tables (continued)

Table 31: Variable codes and labels, and data codes (OEQs 37 to 44)

Variable code	Question	Variable label and/or description	Data range and/or codes (missing values: all = 99)
att_37b:	37a	Attribution – comparative rating of relationship with child	0 = “much worse than before”; 1 = “worse than before”; 2 = “about the same as before”; 3 = “better than before”; 4 = “much better than before”
ins_37bc:	33b or c	Insight	0 = none; 1 = some; 2 = good
fg_op38:	38	Faking good	0 = no; 1 = faking good
ins_38b:	38b	Insight	0 = none; 1 = some; 2 = good
drug_39a:	39	Cigarette use	No. of cigarettes smoked daily
drug_39b:	39	Problematic alcohol use	0 = no; 1 = moderate; 2 = severe
drug_39c:	39	Problematic heroin use	0 = no; 1 = moderate; 2 = severe
drug_39d:	39	Problematic other-drug use	0 = no; 1 = moderate; 2 = severe
strs_42:	42a	Stress rating	0 = very low; 1 = low; 2 = average; 3 = high; 4 = very high
strs_42b:	42b	Change in stress level	0 = much less; 1 = less; 2 = average; 3 = more; 4 = much more
depn_43:	43	Depression	0 = no; 1 = yes
opsyc_43:	43	Other psychiatric illness	0 = no; 1 = yes
prfl_44a:	44a	Professional support sought	0 = no; 1 = yes
prfl_44b:	44a	Level of help from professional support	0 = not at all; 1 = some; 2 = very helpful; 3 = excellent

Table 32: CAPI variable codes and labels

Variable code	Variable label	Data range (possible)
lie_scal	Lie scale	0 to 18
abuse	Abuse scale	0 to 486
rigidity	Rigidity scale	0 to 64

Appendix S: Variable Coding and Computation Tables (continued)

Table 33: Primary PEM computed variable codes and names and computations

Variable code	Variable label	Computation equation with constituent variables	Pre-computation re-coding
avbehav:	Behaviour-unstressed	$(b_op15a + b_op15b + b_op15c + b_op24 + bop27a + b_op27b + b_sc1a + b_sc2a + b_sc3a + b_sc4a + b_sc5a + b_sc6a + b_sc7a + b_sc8a + b_sc9a + b_sc10a) / (\text{total no. questions scored})$	0 (unanswered) re-coded into 2 (inappropriate)
avemot:	Emotion-unstressed	$(em_15a + em_15b + em_15c + em_sc1b + em_sc2b + em_sc3b + em_sc4b + em_sc5b + em_sc6b + em_sc7b + esc8b + esc9b + em_sc10b) / (\text{total no. questions scored})$	As for previous variable
avbehst:	Behaviour-stressed	$(b_sc1c + b_sc2c + b_sc3c + b_sc4c + b_sc5c + b_sc6c + b_sc7c + b_sc8c + b_sc9c + b_sc10c) / (\text{total no. questions scored})$	As for previous variable
avemost:	Emotion-stressed	$(em_sc1d + em_sc2d + em_sc3d + em_sc4d + em_sc5d + em_sc6d + em_sc7d + em_sc8d + em_sc9d + em_sc10d) / (\text{total no. questions scored})$	As for previous variable
behavior:	Behaviour (overall)	avbehav + avbehst	Standardised scores used
emotion:	Emotion (overall)	avemot + avemost	Standardised scores used
avatt:	Attributions	$(att_sc1 + att_sc2 + att_sc3 + att_sc4 + att_sc5 + att_sc6 + att_sc7 + att_sc8 + att_sc9 + att_sc10 + att_20b + att_20c) / (\text{total no. questions scored})$	None
totsign:	Signals	$sg_3ps + sg_3r + sg_3int + sg_3oth + sg_56ps + sg_56rl + sg_56int + sg_56oth + sg_9 + sg_11 + sg_12 + sg_15t + sg_19a + sg_35$	None
tot_pem:	Total PEM	totsign + avatt + avbehav + avbehst + avemot + avemost	Standardised scores used

Appendix S: Variable Coding and Computation Tables (continued)

Table 34: Codes, labels and computation formula for secondary PEM and other variables

Variable code	Variable label	Computation equation with constituent variables	Pre-computation re-coding
avg:	Average Faking Good	$(fg_op10 + fg_op19 + fg_op23 + fg_op25 + fg_op26 + fg_op34 + fg_op35 + fg_op36 + fg_op38 + fg_op7 + fg_sclac + fg_sclbd + fg_sc2ac + fg_sc2bd + fg_sc3ac + fg_sc3bd + fg_sc4ac + fg_sc4bd + fg_sc5ac + fg_sc5bd + fg_sc6ac + fg_sc6bd + fg_sc7ac + fg_sc7bd + fg_sc8ac + fg_sc8bd + fg_sc9ac + fg_sc9bd + fg_s10ac + fg_s10bd) / (\text{total no. questions scored})$	None
totint:	Internal	$sg_3int + sg_56int + sg_78int$	None
totrel:	Relational	$sg_3rl + sg_56rl + sg_78rl$	None
totinsit:	Insight	$ins_17 + ins_20c + ins_21 + ins_23c + ins_25 + ins_30l + ins_33 + ins_33b + ins_37bc + ins_38b$	None
totbelief:	Beliefs	$belief1 + belie2 + belie3 + belie4 + belie5 + belie6 + belie7 + belie8 + belie9 + belie10 + belie11 + belie12 + belie13$	belief1, belie7, belie10 & belie12 reverse coded prior to computation: i.e., (0=1) & (1=0)
chist:	Childhood abuse history	$chis_28b + chis_23c$	Standardised scores used; chis_28b reverse coded
drug_use:	Alcohol & Drug Use	$drug_39b + drug_39c + drug_39d$	None
negdes:	Negative descriptors	$100 * Sg_3ng / (Sg_3ps + Sg_3ng)$	None
reldes:	Relational descriptors	$100 * Sg_3rl / (Sg_3rl + Sg_3int)$	None
similar:	Relationship rating	Sim_4c dichotomised	(1 thru 5=1; difficult) (6 thru 10 = 2; positive)

Appendix 1: Raw Data Tables

SUBJECT	RSK_ST	MALE_FEM	AGE	SINGLEPA	SUPPORT	NOKIDS	SUBCHSEX	SUBCHAGE	SUBCHPOS	INCOME
1	2	0	37	1	5	1	0	5	1	1
2	1	0	34	1	8	2	1	11	1	1
3	1	0	31	2	4	3	0	12	1	1
4	2	0	40	1	1	3	1	12	3	1
5	2	0	42	2	7	4	0	4	4	1
6	2	0	44	2	10	3	0	4	2	1
7	1	0	31	1	2	2	1	12	1	1
8	1	0	34	1	1	1	1	2	1	2
9	2	0	33	1	8	3	1	11	1	1
10	0	0	33	1	7	3	1	7	1	1
11	1	0	29	1	7	2	1	4	1	1
12	1	0	44	1	7	2	0	10	1	1
13	1	0	27	2	7	4	0	9	1	1
14	1	0	42	1	5	1	1	7.5	1	1
15	2	0	32	2	5	3	1	6	1	1
16	2	0	39	1	5	10	1	12	4	1
17	0	0	42	1	2	2	0	5	2	1
18	0	0	47	1	2	1	1	12	1	1
19	2	0	32	2	5	4	1	11	2	1
20	2	0	32	1	9	4	1	8	2	1
21	2	0	38	2	5	5	1	11	4	1
22	2	0	24	2	99	3	1	2	1	1
23	2	0	36	2	8	3	0	10	2	1
24	2	0	38	2	3	5	0	11	3	1
25	0	0	40	1	6	2	0	12	2	1
26	2	0	34	2	10	5	0	12	4	1
27	2	0	34	1	10	4	0	12	2	1
28	2	0	41	2	5	6	1	10	6	1
29	2	0	31	2	10	5	1	5	2	1
30	2	0	38	1	6	8	1	10	5	1
31	2	0	40	1	10	3	1	9	3	1
32	2	0	57	1	4	3	1	12	3	1
33	1	1	37	1	1	3	1	8	2	1
34	0	0	33	2	5	3	0	10	2	1
35	0	0	33	1	7	2	0	11	1	1
36	0	0	41	1	6	4	1	12	2	1
37	1	0	33	1	8	1	0	4	1	1
38	0	0	38	1	8	2	1	7	2	1
39	0	0	41	2	2	4	0	7	1	1
40	2	1	29	1	5	3	1	9	1	1
41	2	0	41	2	6	3	1	12	1	1
42	1	0	40	2	5	6	0	12	3	1
43	2	0	40	1	4	3	1	12	2	1
44	1	0	38	1	3	6	0	11	4	1
45	2	0	54	2	5	6	1	12	4	2
46	2	0	43	1	6	2	0	7	2	1
47	0	0	33	1	3	2	1	11	1	1
48	2	0	30	1	6	2	1	10	1	1
49	2	0	47	1	6	5	1	9	2	1
50	2	1	34	2	8	5	0	11	3	1
51	0	1	36	2	8	3	1	9	1	1
52	2	1	36	2	10	5	0	3	3	1
53	0	1	37	1	7	1	1	8	1	1
54	1	0	37	2	2	3	1	6	3	1
55	2	0	39	2	2	3	1	12	2	1
56	1	1	33	2	2	4	0	11	1	1
57	1	0	41	2	5	2	1	8	1	1
58	2	0	25	2	2	3	1	2	2	1
59	2	0	42	1	2	3	1	8	2	1
60	0	1	45	1	5	4	1	12	4	1
61	2	0	30	2	7	3	0	11	2	1
62	2	0	35	2	9	5	1	11	3	1
63	1	0	26	2	8	2	0	4	1	1

Appendix T: Raw Data Tables (continued)

SUBJECT	SCHOOL	BELIEF1	BELIEF2	BELIEF3	BELIEF4	BELIEF5	BELIEF6	BELIEF7	BELIEF8	BELIEF9
1	2	0	1	0	1	0	1	0	1	0
2	1	0	1	1	1	0	1	0	0	0
3	1	1	0	0	0	0	0	0	0	0
4	2	0	1	1	1	0	1	0	0	0
5	1	0	1	0	0	0	0	0	0	0
6	1	0	1	0	1	0	0	0	0	0
7	1	0	1	1	1	0	1	0	1	1
8	2	1	0	1	1	0	1	0	0	0
9	1	0	1	1	1	0	0	0	0	0
10	1	0	0	0	0	0	1	0	0	1
11	2	1	0	1	0	0	1	0	1	1
12	1	0	1	0	1	0	1	0	1	0
13	1	0	0	0	1	0	1	0	1	0
14	1	0	1	1	1	1	1	0	1	0
15	1	1	0	0	1	0	0	0	0	0
16	1	0	0	0	1	0	0	0	0	0
17	2	0	1	1	1	1	1	0	1	1
18	1	0	0	1	1	1	1	0	0	1
19	1	0	0	0	1	0	0	0	0	0
20	1	0	1	0	0	1	1	0	1	0
21	1	1	1	1	1	0	1	0	0	0
22	2	1	1	1	1	1	1	1	1	1
23	1	1	0	0	1	0	1	0	0	0
24	1	1	1	0	1	0	0	0	0	0
25	2	0	1	1	1	0	1	0	1	1
26	1	0	1	0	1	0	1	1	0	0
27	1	0	1	0	1	0	1	0	0	0
28	2	1	1	0	1	0	1	0	0	0
29	1	0	1	0	1	0	1	0	0	0
30	2	0	1	1	1	1	0	0	0	0
31	1	1	1	0	1	0	0	0	0	0
32	1	0	1	1	1	1	0	1	1	1
33	1	0	0	0	1	1	1	1	1	1
34	1	0	1	1	1	1	1	0	1	1
35	1	0	0	0	0	0	0	0	0	0
36	2	0	1	1	1	1	1	0	1	0
37	2	0	1	1	1	1	1	0	1	0
38	2	0	1	1	0	0	1	0	1	1
39	2	0	0	0	1	1	1	0	1	1
40	1	0	1	0	1	1	1	0	1	0
41	1	1	1	0	1	0	1	1	0	0
42	1	0	1	1	1	0	1	0	0	0
43	2	0	1	0	1	0	0	0	0	1
44	2	0	0	0	1	1	1	0	0	1
45	1	0	1	1	1	0	1	0	1	0
46	1	0	0	0	1	0	1	0	0	1
47	2	0	1	0	1	1	1	0	1	1
48	1	0	1	1	1	0	0	0	0	0
49	1	0	1	0	1	0	1	0	0	0
50	1	0	0	1	1	0	1	1	0	1
51	1	0	0	0	1	0	1	0	1	1
52	1	0	1	0	1	0	1	0	0	0
53	1	0	1	1	1	1	1	0	1	1
54	1	0	1	1	1	1	1	1	1	1
55	1	1	1	0	1	0	0	0	0	0
56	1	0	0	0	1	1	1	0	0	1
57	1	1	1	1	1	1	1	0	1	1
58	1	0	0	0	0	0	0	1	0	0
59	1	0	1	1	1	0	0	0	0	0
60	1	0	1	1	1	1	1	0	1	1
61	1	0	1	1	1	0	1	0	1	0
62	2	0	1	1	1	1	1	0	1	1
63	1	0	1	1	1	0	1	0	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	BELIEF10	BELIEF11	BELIEF12	BELIEF13	B_SC1A	B_SC2A	B_SC3A	B_SC4A	B_SC5A	B_SC6A
1	0	1	0	1	4	2	2	4	2	2
2	0	1	1	1	1	99	5	5	2	3
3	1	1	0	0	4	2	4	1	1	2
4	0	1	0	1	1	4	5	5	4	4
5	0	0	0	0	4	4	3	5	2	4
6	0	0	0	0	4	4	4	4	3	1
7	0	1	0	0	5	2	4	4	3	4
8	0	1	0	0	4	5	4	4	5	4
9	0	1	1	0	4	5	5	4	3	2
10	0	1	0	0	5	4	4	5	5	4
11	0	1	0	0	2	2	1	3	2	4
12	0	1	0	0	5	4	5	4	2	3
13	0	0	0	1	4	2	4	5	5	4
14	0	1	0	1	4	4	3	5	4	2
15	0	0	0	0	2	4	3	4	3	3
16	0	0	0	0	4	2	4	2	3	3
17	0	1	0	1	5	5	5	4	5	5
18	0	1	0	1	5	5	5	5	4	5
19	0	0	0	0	4	1	4	1	2	4
20	0	1	0	0	4	4	4	4	4	1
21	0	0	1	0	4	4	1	5	2	2
22	0	1	0	1	4	4	4	4	4	4
23	0	1	0	1	2	2	4	4	1	3
24	0	1	1	0	4	3	4	4	4	2
25	1	1	0	1	5	5	5	4	5	3
26	0	0	1	0	4	2	2	1	2	2
27	1	0	1	0	4	1	2	3	2	3
28	0	1	0	0	2	3	4	3	4	99
29	0	1	0	0	4	4	4	2	2	3
30	0	1	0	0	4	3	3	4	3	4
31	0	1	0	0	2	4	2	2	2	3
32	0	0	0	0	2	5	4	4	5	2
33	0	1	0	0	4	5	1	4	2	4
34	0	1	1	1	4	4	4	4	2	3
35	0	1	0	0	4	3	4	4	2	5
36	0	1	0	0	5	4	4	4	4	4
37	0	1	0	1	4	4	4	2	4	5
38	0	1	0	1	5	4	3	4	3	4
39	0	0	0	1	4	4	3	4	3	3
40	1	0	0	0	4	4	3	2	2	2
41	0	0	0	0	3	4	2	1	3	4
42	0	1	0	0	4	1	4	1	4	4
43	0	1	1	0	5	3	3	1	3	2
44	0	1	0	0	4	4	0	3	4	4
45	0	0	1	0	2	4	4	4	2	2
46	0	1	1	0	2	1	1	2	3	4
47	0	1	0	1	5	5	4	5	4	4
48	0	0	0	0	1	4	2	4	4	3
49	0	1	0	0	4	2	2	4	2	3
50	0	1	0	0	3	3	4	4	3	3
51	0	1	0	0	4	5	4	2	4	2
52	0	1	0	0	4	4	4	1	1	4
53	0	0	0	1	4	4	5	4	4	4
54	0	0	0	1	4	4	5	2	4	4
55	0	1	0	0	3	4	4	2	3	99
56	0	0	0	1	4	5	4	2	3	4
57	0	0	0	1	5	3	4	4	4	4
58	0	1	0	1	2	2	1	4	1	1
59	0	1	0	1	4	4	2	2	1	1
60	0	1	0	1	4	5	4	5	4	4
61	0	1	0	0	4	3	4	4	3	4
62	0	1	0	0	5	5	5	5	5	5
63	0	1	0	1	4	4	4	2	2	2

Appendix T: Raw Data Tables (continued)

SUBJECT	EM_SC7B	EM_SC8B	EM_SC9B	EM_S10B	B_SC1C	B_SC2C	B_SC3C	B_SC4C	B_SC5C	B_SC6C
1	1	2	2	1	4	1	2	1	1	2
2	0	2	2	2	2	99	3	5	1	1
3	2	2	99	1	2	1	2	2	1	2
4	3	3	5	1	4	4	5	5	4	4
5	3	3	2	2	4	4	3	5	2	4
6	3	2	2	2	4	2	2	5	3	2
7	1	1	5	1	4	4	4	2	2	2
8	2	3	1	1	4	5	5	4	5	4
9	3	2	4	2	4	2	5	1	2	2
10	3	3	5	1	4	4	3	3	2	1
11	3	3	2	2	2	2	2	3	2	5
12	1	3	5	2	4	4	2	3	2	4
13	4	3	4	2	4	2	3	5	5	4
14	3	2	3	3	4	1	4	4	2	1
15	2	2	3	2	4	2	2	4	2	1
16	2	1	2	3	3	2	2	2	3	2
17	4	3	1	4	4	2	3	2	1	4
18	3	4	3	2	4	4	4	4	4	5
19	2	2	4	2	4	1	1	3	2	1
20	2	3	0	2	4	3	0	2	1	1
21	3	2	2	1	4	4	1	3	2	2
22	2	2	0	2	4	4	4	4	4	4
23	3	1	2	2	0	2	2	1	1	2
24	2	2	99	2	4	3	2	2	4	2
25	3	2	4	2	5	5	2	4	5	2
26	2	2	2	2	2	1	1	1	1	2
27	1	2	2	2	0	1	1	2	1	2
28	3	3	2	2	0	0	0	0	0	99
29	2	2	2	2	3	2	4	2	2	3
30	2	2	2	3	4	3	3	4	3	4
31	3	3	4	99	2	4	2	2	2	3
32	3	2	4	2	4	4	3	4	5	2
33	3	2	4	2	2	2	3	3	2	2
34	3	3	4	1	4	2	2	3	3	2
35	3	3	1	1	4	1	2	3	2	2
36	3	2	2	2	4	4	4	3	3	4
37	3	2	2	2	4	4	4	3	3	2
38	4	3	0	2	2	2	2	4	3	4
39	3	2	5	2	2	2	4	4	2	2
40	2	1	99	2	2	1	3	1	1	2
41	2	1	99	2	3	0	0	1	1	1
42	2	2	99	2	2	1	4	3	2	1
43	1	3	2	2	4	2	2	1	3	1
44	2	3	2	2	2	2	2	1	2	2
45	3	2	4	2	2	4	4	4	2	2
46	2	3	3	3	1	1	1	1	2	3
47	3	3	5	2	5	2	2	3	2	2
48	2	2	99	2	4	2	2	1	1	2
49	2	2	1	3	4	2	1	3	2	2
50	2	3	0	2	3	3	4	4	3	1
51	3	2	2	1	3	3	1	1	1	3
52	2	2	1	0	4	4	4	1	1	4
53	3	3	2	3	3	4	2	4	4	4
54	4	2	4	4	3	3	4	2	2	4
55	1	2	99	2	3	0	3	3	2	99
56	2	2	2	2	4	4	3	2	2	2
57	2	3	2	3	5	2	2	4	4	4
58	1	2	2	1	1	1	1	0	1	1
59	2	1	1	1	0	2	2	1	1	1
60	5	2	2	4	4	4	3	5	4	3
61	3	2	2	3	2	3	3	2	1	1
62	2	3	2	2	4	4	4	4	4	4
63	1	2	2	2	3	4	4	2	2	2

Appendix T: Raw Data Tables (continued)

SUBJECT	B_SC7C	B_SC8C	B_SC9C	B_SC10C	EM_SC1D	EM_SC2D	EM_SC3D	EM_SC4D	EM_SC5D	EM_SC6D
1	4	2	1	2	1	1	1	1	1	2
2	3	2	4	2	1	99	2	2	1	1
3	2	1	99	1	1	1	1	1	1	1
4	3	5	4	3	3	3	3	3	3	2
5	3	3	4	3	1	3	4	3	2	2
6	3	3	4	3	2	2	2	5	2	0
7	3	3	2	1	1	2	3	2	3	0
8	4	3	1	3	2	2	3	2	3	0
9	4	2	2	2	2	2	3	2	1	0
10	3	2	4	1	2	2	2	2	1	0
11	3	5	3	3	2	1	1	4	2	1
12	1	3	1	2	5	2	2	2	2	1
13	5	5	5	4	2	2	3	5	3	2
14	2	2	2	1	2	1	3	2	1	1
15	3	1	3	2	2	2	2	2	1	1
16	2	2	4	0	2	2	2	1	1	2
17	1	4	5	2	2	2	2	2	1	4
18	5	2	5	1	2	2	2	2	2	3
19	2	3	2	3	2	1	1	1	3	1
20	4	2	0	2	1	2	0	2	1	1
21	1	2	2	1	2	2	2	3	2	2
22	0	0	0	3	4	2	4	0	0	2
23	0	2	2	1	2	3	1	1	1	1
24	2	1	99	1	1	1	1	1	2	1
25	2	2	4	2	5	4	2	3	3	2
26	2	2	2	2	2	2	1	1	2	1
27	0	2	1	1	2	1	1	1	2	1
28	0	0	0	0	0	0	0	0	0	99
29	4	2	4	2	2	2	4	3	3	2
30	4	3	1	3	4	3	3	4	3	2
31	4	3	3	99	1	3	2	2	2	2
32	4	2	4	2	2	3	2	3	2	2
33	3	2	4	2	1	1	2	2	2	2
34	2	4	2	1	2	1	1	2	2	2
35	4	2	1	1	1	2	1	2	1	1
36	4	2	2	2	2	3	2	2	2	2
37	4	4	4	2	2	2	4	2	3	4
38	3	3	2	1	2	2	2	2	2	2
39	3	2	3	1	1	2	2	2	1	1
40	2	2	99	1	1	1	2	1	1	1
41	1	1	99	1	2	2	2	2	2	1
42	2	1	99	1	1	1	2	1	1	1
43	1	2	1	1	2	1	1	1	2	1
44	2	2	2	2	2	1	2	2	1	1
45	4	3	5	2	2	4	4	4	3	2
46	2	2	2	2	1	1	1	2	2	1
47	3	2	4	1	2	1	1	2	2	2
48	3	1	99	1	2	1	1	1	1	1
49	2	2	2	2	5	2	1	3	2	1
50	3	4	4	2	2	1	2	3	2	1
51	2	2	2	1	1	1	1	2	2	1
52	2	3	2	2	4	2	4	1	2	2
53	4	5	2	3	2	2	2	3	3	3
54	4	3	4	4	2	2	2	2	2	1
55	2	1	99	1	0	2	2	2	2	99
56	2	1	4	3	1	2	2	2	1	2
57	2	3	2	3	2	2	2	2	3	3
58	2	2	2	1	1	2	0	0	0	1
59	1	1	3	1	2	1	3	2	1	1
60	2	2	3	2	2	2	2	2	2	2
61	2	0	4	2	2	2	1	2	1	2
62	2	2	2	2	2	2	2	2	2	2
63	2	3	2	3	1	1	2	2	2	2

Appendix T: Raw Data Tables (continued)

SUBJECT	EM_SC7D	EM_SC8D	EM_SC9D	EM_S10D	ATT_SC1	ATT_SC2	ATT_SC3	ATT_SC4	ATT_SC5	ATT_SC6
1	1	2	2	1	4	2	4	4	1	3
2	1	2	1	1	4	99	5	4	1	2
3	1	1	99	1	4	2	1	1	1	2
4	3	3	5	1	5	4	5	4	4	4
5	3	3	2	2	4	4	4	4	4	4
6	3	2	2	2	4	4	4	4	2	0
7	1	1	1	2	4	4	4	4	2	5
8	2	2	2	1	2	4	2	4	3	5
9	2	1	2	2	4	5	5	4	3	4
10	1	2	3	2	4	5	4	3	3	2
11	3	3	3	1	2	3	1	4	3	5
12	1	2	1	1	5	4	3	4	4	4
13	3	3	4	2	4	3	4	3	2	5
14	1	2	1	2	4	3	5	4	1	1
15	2	1	1	2	4	4	0	4	2	2
16	1	1	2	1	0	2	1	2	1	2
17	2	2	4	1	4	5	4	4	4	5
18	4	2	4	3	4	4	4	3	4	2
19	2	2	1	2	1	4	1	1	2	4
20	2	2	0	1	5	4	3	4	4	2
21	3	2	1	1	4	2	2	4	2	2
22	2	2	0	2	2	4	4	4	4	4
23	0	1	1	1	4	3	1	4	2	4
24	2	1	99	1	1	2	1	1	2	1
25	2	2	2	2	5	4	5	2	3	2
26	2	2	2	1	2	4	1	4	4	2
27	1	2	1	1	3	0	0	1	0	2
28	0	0	0	0	3	4	2	2	4	99
29	2	2	3	2	3	4	4	4	2	5
30	2	2	2	3	2	4	4	4	4	2
31	3	3	4	99	2	4	4	4	2	2
32	3	2	4	1	1	4	1	4	3	4
33	2	2	2	2	4	1	3	4	2	4
34	1	3	1	1	4	3	4	5	2	4
35	2	2	1	2	3	2	2	4	4	5
36	2	2	2	1	4	3	4	4	3	4
37	2	2	2	2	5	4	4	3	4	5
38	2	2	0	1	3	4	5	4	2	5
39	2	2	5	1	4	4	5	2	1	2
40	1	1	99	1	3	4	4	2	2	2
41	1	1	99	2	4	3	4	4	0	4
42	2	1	99	1	0	2	1	4	4	4
43	1	1	1	1	1	2	4	2	2	1
44	2	2	4	1	4	4	3	2	4	2
45	3	2	4	1	4	2	2	4	3	2
46	2	2	2	2	1	2	1	3	2	2
47	3	2	4	1	4	5	4	5	4	4
48	2	2	99	1	1	4	1	3	2	1
49	1	2	1	1	4	0	0	1	0	2
50	2	3	0	2	3	4	3	4	2	2
51	2	2	1	1	4	4	1	5	5	4
52	2	2	1	0	4	4	4	1	3	4
53	3	3	2	2	4	4	5	5	4	4
54	2	3	1	1	4	5	2	3	2	2
55	1	1	99	1	4	4	3	4	1	99
56	2	1	1	2	4	4	4	2	2	4
57	1	3	1	2	4	4	1	4	4	4
58	1	0	1	2	1	1	1	1	1	1
59	2	1	2	1	4	4	3	2	1	1
60	2	2	2	1	4	4	4	5	4	5
61	2	1	2	1	4	4	2	4	2	2
62	2	0	2	2	5	5	5	4	4	4
63	1	1	1	2	4	4	0	4	4	2

Appendix T: Raw Data Tables (continued)

SUBJECT	ATT_SC7	ATT_SC8	ATT_SC9	ATT_SC10	FG_SC1AC	FG_SC2AC	FG_SC3AC	FG_SC4AC	FG_SC5AC	FG_SC6AC
1	4	2	4	5	0	0	0	0	0	0
2	4	4	4	1	0	0	0	0	0	0
3	1	1	99	1	0	0	0	0	0	0
4	3	4	4	4	1	1	1	1	1	1
5	1	4	4	1	1	1	1	1	1	1
6	2	4	4	4	0	1	0	0	0	0
7	4	3	4	3	1	0	1	0	1	0
8	4	2	4	1	1	0	1	0	1	1
9	4	3	4	1	1	0	1	0	0	0
10	4	5	4	1	0	0	0	0	0	0
11	2	5	4	3	0	0	0	0	1	0
12	2	4	2	4	0	0	0	0	0	0
13	3	5	2	4	1	0	0	1	0	0
14	5	4	3	4	0	0	0	0	0	0
15	2	5	4	2	0	0	0	0	0	0
16	1	2	3	4	0	0	0	0	0	0
17	3	4	4	4	0	0	0	0	0	0
18	4	4	5	1	0	0	0	0	1	1
19	4	2	4	1	1	0	0	0	0	0
20	3	4	4	2	0	0	0	0	0	0
21	2	2	1	2	1	1	1	0	0	0
22	2	0	4	0	1	1	1	1	1	1
23	2	1	4	1	1	1	0	0	0	0
24	5	4	99	1	0	0	0	0	0	0
25	3	4	5	4	1	1	0	1	1	0
26	3	4	4	3	0	0	0	0	0	0
27	4	3	0	0	1	0	0	0	0	0
28	2	3	1	3	1	1	1	1	1	99
29	4	2	1	1	0	0	1	1	1	0
30	4	2	1	2	1	1	1	1	1	1
31	2	4	2	99	1	1	1	1	1	1
32	1	4	4	1	0	0	0	1	1	0
33	3	1	4	2	0	0	0	0	0	0
34	5	5	4	2	0	0	0	0	0	0
35	2	4	3	1	0	0	0	0	0	0
36	4	2	4	4	0	1	0	0	0	0
37	4	5	5	5	0	0	0	0	0	0
38	4	4	5	4	0	0	0	0	0	0
39	4	4	4	5	0	0	0	0	0	0
40	1	2	99	1	0	0	0	0	0	0
41	2	2	99	2	1	1	1	0	0	0
42	3	0	99	1	0	0	0	0	0	0
43	4	1	4	1	0	0	0	0	0	0
44	2	1	4	3	0	0	0	0	0	0
45	1	2	4	1	1	1	1	1	1	1
46	2	3	1	2	0	0	0	0	0	0
47	5	5	5	3	1	0	0	0	0	0
48	3	2	3	1	0	0	0	0	0	0
49	2	2	0	1	0	0	1	0	1	0
50	2	3	3	2	1	0	1	1	1	1
51	5	5	5	5	0	0	0	0	0	0
52	1	1	2	1	1	1	1	1	1	1
53	3	4	5	4	1	1	0	1	1	1
54	4	5	5	5	1	0	0	0	0	0
55	1	1	99	1	1	1	1	1	1	99
56	4	2	4	3	0	0	0	0	0	0
57	4	4	4	2	0	0	0	1	0	1
58	1	1	2	1	0	0	0	0	0	1
59	2	3	3	3	1	1	1	0	1	1
60	4	3	4	4	1	1	0	1	1	0
61	2	3	3	1	0	0	0	0	0	0
62	5	4	4	5	0	0	0	0	0	0
63	0	2	2	0	0	0	1	1	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	FG_SC7AC	FG_SC8AC	FG_SC9AC	FG_S10AC	FC	SC1BD	FG_SC2BD	FG_SC3BD	FG_SC4BD	FG_SC5BD	FG_SC6BD
1	0	0	1	1	0	0	0	0	0	0	0
2	1	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0
4	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	0	0	0	1
7	0	0	0	0	0	0	0	0	0	1	0
8	1	0	0	1	0	0	1	1	1	1	1
9	0	0	0	0	0	1	1	0	0	0	0
10	0	0	0	0	0	0	0	1	0	0	0
11	1	1	1	0	0	0	0	0	0	1	0
12	0	0	0	0	0	0	0	0	0	0	0
13	1	1	1	0	1	0	1	1	1	1	0
14	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	1	1
19	0	1	0	1	0	0	0	0	0	1	0
20	1	0	1	0	0	0	0	0	0	0	0
21	1	0	1	0	1	0	1	1	1	0	0
22	1	1	1	1	1	1	1	1	1	1	1
23	1	0	0	0	1	1	0	0	0	0	0
24	0	0	99	0	0	0	0	0	0	0	0
25	0	0	1	0	0	0	1	1	1	1	0
26	0	0	0	0	0	1	0	0	0	0	0
27	1	0	0	0	0	0	0	0	0	0	0
28	1	1	1	1	1	1	1	1	1	1	99
29	1	1	1	1	0	0	1	1	1	1	0
30	1	0	1	1	1	1	1	1	1	1	1
31	1	1	0	99	0	1	1	1	1	1	1
32	1	1	1	0	0	0	0	0	0	1	0
33	0	0	0	0	0	0	0	0	0	0	0
34	0	1	0	0	0	0	0	0	0	0	0
35	1	0	0	0	0	0	0	0	0	0	0
36	0	0	0	0	0	1	0	0	0	0	0
37	0	0	0	0	0	1	1	0	0	1	0
38	0	0	0	0	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0	0	0	0
40	0	0	99	0	0	0	0	0	0	0	0
41	0	0	99	0	0	0	0	0	0	0	0
42	0	0	99	0	0	0	0	0	0	0	0
43	0	0	0	0	0	0	0	0	0	0	0
44	0	0	0	1	0	0	0	0	0	0	0
45	1	1	1	1	1	1	1	1	1	1	1
46	0	0	0	0	0	0	0	0	0	0	0
47	0	0	0	0	0	0	0	0	0	0	0
48	1	0	0	0	0	0	0	0	0	0	0
49	0	1	1	1	0	0	1	1	1	1	0
50	1	0	1	1	0	0	1	1	0	0	0
51	0	0	0	0	0	0	0	0	0	0	0
52	1	1	1	1	1	1	1	1	1	1	1
53	1	1	1	0	1	0	0	1	0	0	1
54	1	1	0	0	0	0	0	0	0	0	0
55	1	0	99	0	0	0	0	1	0	0	99
56	0	0	0	0	0	0	0	1	0	0	0
57	0	1	0	1	0	0	0	1	0	0	1
58	0	0	0	0	0	0	0	0	0	0	1
59	0	0	0	1	0	0	1	0	1	1	1
60	0	1	0	0	0	0	0	0	0	0	0
61	0	0	1	0	0	0	1	0	0	0	0
62	0	0	0	0	0	0	0	0	0	0	0
63	0	0	0	0	0	0	1	1	0	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	FG_SC7BD	FG_SC8BD	FG_SC9BD	FG_S10BD	PRGY_1A	DSPT_2B	SG_3PS	SG_3NG	SG_3RL	SG_3INT
1	0	0	1	1	1	3	6	1	3	4
2	1	0	0	0	2	5	3	3	2	3
3	0	0	0	0	2	2	1	2	2	1
4	1	1	1	1	2	8	3	0	5	1
5	1	1	1	1	2	5	1	0	3	1
6	1	1	1	1	1	5	0	2	1	2
7	0	0	0	0	2	5	5	0	2	3
8	1	0	0	0	2	5	5	1	2	4
9	0	0	0	0	1	5	0	1	1	0
10	0	0	0	0	1	7	6	1	3	4
11	1	1	1	0	1	5	3	1	1	4
12	1	0	0	0	2	7	5	0	3	1
13	0	1	1	0	1	10	3	0	2	1
14	0	0	0	0	1	1	5	0	1	4
15	1	0	0	0	2	2	1	2	0	2
16	0	1	0	0	2	5	0	2	2	0
17	0	0	0	0	1	5	7	3	3	7
18	0	0	0	0	2	3	6	1	2	5
19	0	0	0	0	2	5	1	3	2	2
20	1	0	1	0	2	0	0	4	4	0
21	1	0	0	0	1	5	1	6	5	1
22	1	1	1	1	2	9	3	0	1	2
23	1	0	0	0	1	6	1	1	1	2
24	0	0	99	0	2	4	1	1	2	0
25	0	0	0	0	2	9	4	0	2	2
26	0	0	0	0	1	2	4	2	6	0
27	0	0	0	0	2	1	3	0	3	0
28	1	1	1	1	1	5	3	0	3	0
29	1	1	1	1	2	10	1	0	0	0
30	1	1	1	1	2	10	1	0	0	0
31	1	1	0	99	1	5	2	1	2	1
32	1	0	1	0	1	1	2	2	4	0
33	0	0	0	1	1	6	5	1	3	2
34	0	1	0	0	1	6	7	0	4	3
35	0	0	1	0	1	1	4	2	5	3
36	0	0	0	0	2	8	4	0	3	0
37	0	0	0	0	2	8	6	0	6	0
38	0	0	0	0	2	5	3	0	3	2
39	0	0	0	0	1	8	6	1	5	7
40	0	0	99	0	0	0	1	2	2	2
41	0	0	99	0	1	3	2	3	5	0
42	0	0	99	0	1	10	2	3	3	1
43	0	0	0	0	2	5	4	2	5	0
44	0	0	0	0	2	5	2	2	2	2
45	1	1	1	1	2	10	1	0	1	0
46	0	0	0	0	2	8	4	1	3	2
47	0	0	0	0	1	5	5	2	1	5
48	0	0	0	0	2	8	3	0	3	0
49	1	1	1	0	2	5	2	2	4	0
50	1	1	1	1	1	8	0	1	1	0
51	0	0	0	0	2	5	3	0	1	2
52	1	1	1	1	0	10	0	2	1	0
53	1	1	1	0	1	7	8	3	5	3
54	0	1	0	0	1	5	3	3	6	0
55	1	0	99	0	2	2	1	1	2	0
56	0	0	0	0	2	7	1	3	4	0
57	0	1	0	0	2	10	10	0	6	4
58	0	0	0	1	1	2	0	3	3	0
59	1	1	1	1	2	5	2	5	0	0
60	0	0	0	0	2	10	8	3	7	4
61	0	0	1	0	1	0	0	2	2	0
62	0	1	0	0	1	5	5	0	2	3
63	0	0	0	0	1	5	0	1	1	1

Appendix T: Raw Data Tables (continued)

SUBJECT	SG_30TH	SIM_4B	SIM_4C	SG_56PS	SG_56NG	SG_56RL	SG_56INT	SG_56OTH	SG_78RL	SG_78INT
1	0	2	6	6	0	4	2	0	4	0
2	0	0	99	5	0	3	2	0	3	2
3	0	0	99	3	0	2	1	0	0	2
4	0	2	4	3	0	2	1	0	1	1
5	0	1	7	3	0	0	2	1	0	1
6	0	2	6	2	0	1	1	0	0	2
7	0	2	10	3	0	3	0	0	0	1
8	0	2	1	5	0	3	2	0	2	1
9	0	2	7	3	0	2	1	0	0	2
10	0	1	3	4	0	2	2	0	2	1
11	0	2	6	5	0	4	1	0	4	0
12	1	0	99	5	0	4	1	0	0	2
13	0	0	99	3	0	2	0	2	1	0
14	0	2	6	3	0	2	1	0	2	1
15	1	2	5	1	1	1	0	0	2	2
16	0	2	1	3	0	3	0	0	3	0
17	0	0	0	10	0	5	5	0	4	1
18	0	1	5	11	0	3	8	0	2	2
19	0	0	0	3	0	1	2	0	3	0
20	0	2	5	1	0	0	1	0	3	0
21	0	0	0	1	0	1	0	0	2	0
22	0	1	6	1	0	1	0	0	1	0
23	0	1	2	1	0	1	0	0	2	0
24	0	0	99	3	2	5	0	0	2	0
25	0	2	8	3	0	2	0	1	1	0
26	0	2	10	2	0	2	0	0	2	0
27	0	2	7	3	1	4	0	0	1	0
28	0	0	0	4	0	4	0	0	2	0
29	0	0	0	4	0	1	3	0	1	0
30	0	1	2	2	0	1	1	0	0	0
31	0	2	1	2	0	2	0	0	2	0
32	0	2	6	2	0	2	0	0	3	0
33	2	2	8	5	0	4	1	0	2	0
34	0	2	7	2	0	2	0	0	2	2
35	1	2	1	2	0	2	0	0	3	1
36	1	2	7	4	0	4	0	0	0	0
37	0	2	8	6	0	6	0	0	2	0
38	1	2	7	4	0	2	2	0	1	1
39	1	0	0	3	0	2	1	0	0	1
40	1	2	5	3	0	2	1	0	2	1
41	0	2	7	2	1	2	1	1	2	0
42	1	0	0	1	0	0	0	0	2	0
43	1	2	6	6	0	2	0	0	2	0
44	0	2	6	8	0	3	3	5	1	0
45	0	2	5	1	0	0	0	0	1	0
46	0	2	7	6	2	6	0	0	1	0
47	1	2	6	14	0	2	7	5	2	2
48	0	1	0	5	0	4	1	0	4	0
49	0	2	1	2	2	4	0	0	1	0
50	0	2	7	2	0	1	0	1	2	0
51	0	2	7	0	0	2	2	0	2	0
52	0	0	0	0	0	0	0	0	2	0
53	0	0	0	6	0	5	1	0	3	2
54	0	2	0	3	0	0	2	0	0	0
55	0	0	0	2	0	2	0	0	1	0
56	0	2	8	5	0	3	2	0	1	0
57	0	0	0	5	0	4	1	0	2	0
58	0	2	1	0	0	0	0	0	3	0
59	1	2	1	1	0	0	1	0	2	0
60	0	1	8	2	3	3	0	0	3	0
61	0	0	0	1	0	1	0	0	3	0
62	0	2	8	3	0	2	1	0	1	0
63	1	0	0	1	0	1	1	0	1	0

Appendix T: Raw Data Tables (continued)

SUBJECT	SG_78OTH	FG_OP7	SG_9	CH_EST10	FG_OP10	SG_11	SG_12	SG_15A	SG_15B	SG_15C
1	4	0	4	8	0	2	2	2	2	1
2	0	0	5	8	0	6	3	3	1	3
3	0	0	2	3	0	3	1	1	1	1
4	1	0	0	99	1	2	2	1	2	1
5	1	0	0	99	1	0	0	4	1	1
6	0	0	1	5	0	3	0	2	2	1
7	0	0	2	2	0	5	3	3	2	1
8	0	0	0	10	1	2	2	3	2	1
9	0	0	0	5	0	6	2	0	3	3
10	0	0	4	7	0	2	4	3	4	3
11	1	0	4	7	0	2	1	3	2	3
12	0	0	1	6	0	4	2	3	2	2
13	0	0	0	10	1	1	2	5	2	5
14	0	0	2	4	0	4	2	5	6	4
15	0	0	2	2	0	3	1	1	4	3
16	0	0	0	5	0	1	3	2	2	2
17	1	0	5	3	0	2	2	3	2	4
18	1	0	5	4	0	4	3	5	4	2
19	0	0	3	5	0	1	1	1	1	0
20	0	0	0	5	0	1	1	2	3	2
21	0	0	0	1	0	1	0	1	1	1
22	0	0	2	10	1	2	1	3	2	1
23	0	0	0	6	0	1	1	1	1	1
24	0	0	1	2	0	1	1	2	2	0
25	0	0	5	9	1	3	2	3	2	3
26	0	0	5	6	0	2	0	2	2	2
27	0	0	1	10	1	0	0	2	0	1
28	0	0	1	4	0	1	2	3	1	1
29	0	0	0	8	0	1	0	2	2	2
30	0	1	1	0	0	0	0	2	1	1
31	0	0	2	2	0	1	1	4	3	3
32	0	0	1	6	0	4	1	3	3	2
33	0	0	4	3	0	1	3	4	2	1
34	0	0	2	3	0	3	2	3	2	1
35	0	0	2	6	0	4	1	2	1	1
36	0	1	3	8	0	6	3	3	2	3
37	0	0	3	9	1	6	3	2	1	2
38	0	0	4	4	0	4	3	4	3	1
39	0	0	3	3	0	7	3	0	1	2
40	1	1	2	4	0	1	1	2	3	3
41	0	0	0	6	0	4	0	0	1	3
42	0	0	0	9	1	1	2	2	2	2
43	0	0	1	4	0	2	4	2	1	2
44	0	0	2	7	0	1	3	1	1	2
45	0	0	2	6	0	2	2	1	1	2
46	1	0	0	10	1	0	1	1	1	1
47	0	0	4	7	0	4	1	1	3	2
48	0	0	2	7	0	1	2	2	2	2
49	0	0	2	3	0	1	1	2	1	2
50	0	0	0	10	1	1	2	1	1	0
51	0	0	1	4	0	2	1	2	3	2
52	0	0	0	8	0	1	2	0	1	1
53	1	0	3	6	0	5	3	5	3	3
54	0	0	0	8	0	3	2	2	3	2
55	0	0	1	7	0	0	0	1	1	2
56	0	0	4	9	1	4	2	2	1	1
57	0	0	2	6	0	2	1	3	4	2
58	0	0	0	99	1	0	0	1	2	2
59	0	0	0	2	0	2	2	1	1	1
60	0	0	6	7	0	7	6	5	6	6
61	0	0	0	2	0	3	1	3	2	1
62	0	0	0	5	0	3	3	2	1	0
63	0	0	3	4	0	3	3	1	1	0

Appendix T: Raw Data Tables (continued)

SUBJECT	SG 15T	EM 15A	B_OP15A	EM 15B	B_OP15B	EM 15C	B_OP15C	INS 17	FG_OP19	SG 19A
1	5	5	0	4	4	1	2	1	0	3
2	7	5	4	4	5	4	5	2	0	3
3	3	4	4	2	2	2	2	1	0	0
4	3	4	3	4	4	3	2	1	0	1
5	6	4	4	4	4	2	2	1	0	0
6	5	4	4	2	4	2	3	0	0	1
7	6	5	4	5	5	1	2	1	0	2
8	5	5	4	2	2	1	4	1	0	2
9	6	0	0	1	3	1	1	0	1	1
10	10	4	4	4	3	2	2	2	0	1
11	7	5	5	3	4	5	2	0	0	2
12	7	5	5	5	5	5	5	2	0	0
13	12	4	4	4	4	4	5	0	1	0
14	15	5	5	5	5	5	5	2	0	5
15	8	2	2	1	2	2	2	0	0	1
16	6	5	2	2	4	4	3	1	0	0
17	9	5	5	4	5	3	5	2	0	1
18	11	4	4	4	5	5	5	2	0	2
19	2	4	0	2	0	2	2	1	0	1
20	5	4	4	2	2	1	2	1	0	1
21	2	4	2	2	1	1	1	0	0	0
22	6	4	0	0	4	0	2	0	0	2
23	3	0	0	0	4	0	4	1	0	0
24	4	5	0	1	0	1	0	1	1	0
25	8	5	0	5	0	5	0	2	0	1
26	6	5	4	5	4	2	3	2	1	0
27	3	4	0	3	4	1	1	1	0	1
28	5	5	0	4	3	0	0	1	0	1
29	4	0	0	0	0	2	0	1	1	0
30	4	5	0	2	0	2	0	0	1	0
31	7	5	0	2	0	2	0	1	0	2
32	6	4	0	3	0	2	2	0	0	1
33	7	5	0	4	5	4	5	1	0	1
34	6	5	0	5	5	4	5	2	0	3
35	4	4	5	4	5	1	2	0	1	0
36	8	5	0	5	4	4	4	1	0	3
37	5	4	0	2	0	3	4	1	0	1
38	6	5	4	2	4	3	4	2	1	2
39	3	0	0	4	4	2	2	1	0	1
40	5	1	1	1	1	1	1	1	0	2
41	4	0	3	0	0	1	1	0	1	0
42	6	5	0	4	2	2	2	1	1	0
43	5	4	5	1	1	2	2	1	0	1
44	4	4	4	3	4	4	2	1	0	2
45	4	4	4	4	0	5	0	2	0	2
46	2	4	4	2	0	2	0	0	0	1
47	4	5	0	5	4	2	4	2	0	1
48	5	5	0	2	0	1	0	1	1	0
49	5	4	0	4	4	1	0	1	0	1
50	2	4	0	1	0	0	0	1	1	0
51	7	5	0	4	5	2	2	1	1	0
52	2	0	4	0	3	2	2	0	1	1
53	11	4	4	5	4	4	5	1	0	3
54	7	4	0	2	0	2	0	1	0	1
55	4	4	0	4	4	2	2	0	1	0
56	3	5	0	1	1	1	1	1	0	1
57	9	4	0	4	4	4	4	2	0	2
58	0	0	1	0	0	1	0	1	1	0
59	2	4	3	3	4	2	2	0	1	1
60	17	5	0	5	5	4	4	2	0	3
61	6	4	0	1	0	1	2	1	0	2
62	3	4	0	2	0	2	0	2	0	5
63	2	4	0	4	4	3	4	0	0	2

Appendix T: Raw Data Tables (continued)

SUBJECT	B_OP19B	CH_MSBA	CH_MSBB	ATT_20B	INS_20C	ATT_21	INS_21	ATT_22	FG_OP23	INS_23C
1	2	3	2	0	0	4	1	0	0	2
2	3	2	0	0	2	1	0	0	1	99
3	0	3	2	0	0	0	0	0	0	0
4	0	1	3	0	0	1	0	0	0	99
5	1	2	2	0	0	0	0	0	1	99
6	1	1	3	1	1	1	0	0	1	99
7	2	1	2	0	1	1	0	0	1	99
8	1	3	1	1	1	1	1	0	0	2
9	3	3	2	0	0	0	0	0	1	0
10	2	3	2	0	1	0	1	0	1	2
11	1	2	1	0	0	4	1	0	1	99
12	3	0	3	4	1	4	1	0	1	99
13	0	2	2	4	1	2	0	0	1	99
14	2	3	1	4	1	4	1	0	0	2
15	3	3	0	2	1	2	0	0	0	0
16	1	3	2	0	0	1	1	0	0	0
17	2	3	2	5	2	5	2	0	0	2
18	2	3	1	4	2	2	0	0	0	1
19	2	3	2	2	0	2	0	0	0	1
20	1	3	0	3	1	3	1	1	0	1
21	3	1	3	1	0	4	1	1	0	1
22	1	3	2	2	0	1	0	1	0	0
23	0	2	1	1	0	2	1	1	0	0
24	3	3	1	4	2	2	0	0	0	0
25	2	1	3	5	2	5	2	1	0	1
26	0	1	3	3	0	3	1	0	1	99
27	1	0	3	3	0	4	1	1	1	99
28	2	1	2	0	0	2	0	1	0	1
29	2	3	2	2	0	1	0	1	0	0
30	0	1	1	0	0	0	0	1	0	1
31	2	3	1	4	1	4	2	1	0	0
32	3	1	0	4	1	4	1	0	1	99
33	3	3	2	4	2	1	1	0	0	2
34	2	1	3	4	1	4	2	1	0	2
35	2	1	3	3	1	5	1	0	0	0
36	3	0	4	4	1	4	1	1	0	1
37	2	0	4	4	2	4	2	1	1	99
38	1	2	2	4	2	4	2	0	1	99
39	1	1	4	3	1	4	2	0	0	0
40	2	3	1	2	1	4	2	0	0	0
41	1	3	2	0	0	2	0	0	1	99
42	0	2	4	4	1	3	1	1	1	99
43	3	2	1	3	1	1	0	1	0	0
44	2	1	3	4	1	4	1	1	0	2
45	2	1	2	4	1	4	1	1	0	1
46	2	3	2	4	1	1	0	1	1	99
47	1	1	2	4	2	4	2	0	1	99
48	2	2	2	4	1	2	1	1	1	99
49	1	3	2	4	1	2	1	0	0	0
50	1	0	3	0	0	4	1	0	0	2
51	0	3	3	3	1	3	1	1	0	1
52	0	0	3	1	1	0	0	1	1	99
53	2	1	2	2	0	2	0	0	1	99
54	1	3	3	4	2	4	2	0	0	1
55	1	2	2	2	0	2	0	0	0	1
56	2	3	1	5	2	5	2	1	0	2
57	2	1	4	4	1	4	2	1	0	0
58	0	3	0	1	0	1	0	0	0	0
59	2	3	2	3	0	3	0	1	1	99
60	2	1	2	4	1	4	1	0	0	2
61	2	2	2	2	0	2	0	0	0	0
62	2	3	3	5	2	4	2	2	0	99
63	3	3	2	4	1	2	0	1	0	2

Appendix T: Rav' Data Tables (continued)

SUBJECT	ATT_24A	EM_24	B_OP24	CONS_25A	FG_OP25	INS_25	FG_OP26	B_OP27A	B_OP27B	CHIS_28A
1	0	0	2	7	0	1	0	4	4	1
2	0	0	0	5	0	1	0	2	4	1
3	0	0	2	4	0	1	0	2	4	1
4	1	1	99	9	0	1	0	3	4	3
5	0	0	3	8	0	1	0	3	4	2
6	1	1	99	9	1	1	1	2	5	3
7	1	1	4	4	0	1	0	2	4	1
8	1	1	4	9	1	0	1	2	4	1
9	0	0	4	5	0	0	0	2	3	1
10	1	1	99	4	0	1	0	2	5	3
11	0	0	2	7	0	1	0	0	5	3
12	0	0	0	8	1	1	0	3	4	3
13	1	1	99	10	3	1	0	3	4	3
14	0	0	5	7	0	2	0	5	5	3
15	0	0	2	9	2	0	0	2	4	1
16	0	0	0	10	2	1	1	3	4	2
17	0	0	4	5	0	1	0	4	5	3
18	1	1	99	7	0	1	0	2	5	3
19	0	0	2	6	0	0	0	3	4	3
20	0	0	4	7	0	1	0	2	4	1
21	0	0	0	9	2	0	0	0	0	0
22	0	0	4	9	2	1	1	4	4	2
23	1	1	99	7	0	1	1	2	2	1
24	0	0	2	7	0	1	0	3	4	1
25	1	1	99	8	1	0	1	4	4	3
26	0	0	4	5	0	1	0	2	4	3
27	1	1	99	6	0	0	0	2	4	3
28	1	1	99	9	2	1	0	2	4	1
29	1	1	99	8	1	1	1	4	4	3
30	1	1	99	10	3	0	1	1	4	3
31	0	0	2	2	0	1	0	2	4	2
32	1	1	99	9	2	1	1	2	4	2
33	0	0	4	8	1	2	0	4	4	1
34	0	0	4	8	1	1	0	4	4	3
35	1	1	99	5	0	1	0	4	4	3
36	1	1	99	8	1	2	0	4	4	2
37	0	0	4	8	1	2	0	4	5	3
38	0	0	4	6	0	1	0	4	4	3
39	0	0	2	9	2	0	0	2	4	3
40	0	0	2	4	0	1	0	4	4	3
41	0	0	2	8	1	0	0	3	4	1
42	1	1	99	8	1	1	0	2	4	1
43	0	0	0	6	0	2	0	2	4	2
44	0	0	4	6	0	1	0	2	4	2
45	0	0	2	7	0	1	0	4	5	3
46	0	0	4	0	0	1	0	4	4	3
47	0	0	2	8	1	2	0	4	5	3
48	0	0	3	5	0	0	0	4	4	2
49	0	0	3	7	0	1	0	4	4	3
50	0	0	4	9	2	1	0	4	4	3
51	0	0	4	5	0	1	0	4	4	3
52	0	0	1	8	1	2	1	4	4	3
53	1	1	99	8	1	1	0	4	4	3
54	0	0	3	5	0	2	0	3	4	3
55	1	1	99	9	1	1	1	2	4	3
56	0	0	1	9	2	2	0	2	4	3
57	1	1	99	9	2	2	0	4	4	3
58	1	1	99	6	0	0	0	2	4	3
59	0	0	4	8	1	0	0	2	4	2
60	0	0	3	6	0	2	0	4	4	3
61	1	1	99	10	3	0	0	4	4	3
62	0	0	5	7	0	2	0	4	5	3
63	0	0	5	6	0	0	0	3	4	2

Appendix T: Raw Data Tables (continued)

SUBJECT	CHIS_28B	CHIS_28C	CHIS_29	PASS_31B	INS_301	INS_33	PCNT_33B	INS_33B	FG_OP34	FG_OP35
1	6	3	4	8	2	2	7	2	0	0
2	8	0	10	5	0	1	4	1	0	1
3	2	1	0	3	1	2	1	1	0	0
4	9	4	4	9	1	2	9	1	1	0
5	9	0	5	99	0	0	6	0	0	0
6	1	3	1	5	2	1	6	0	0	1
7	1	4	3	10	2	1	9	1	0	0
8	2	2	0	8	0	2	9	0	0	0
9	8	1	4	99	2	1	5	0	0	0
10	7	0	6	8	2	2	7	2	0	0
11	1	2	3	7	2	2	7	0	0	0
12	8	3	5	8	2	2	8	2	0	0
13	5	2	6	7	2	1	7	0	0	0
14	1	4	6	8	2	1	5	2	0	0
15	4	3	6	7	1	2	6	1	0	1
16	1	3	1	8	1	1	8	1	0	1
17	1	4	2	7	2	2	6	1	0	0
18	8	0	3	7	2	2	5	1	0	0
19	5	3	5	10	1	1	5	0	0	0
20	6	3	12	0	1	0	4	0	0	1
21	5	0	3	99	0	1	8	0	0	0
22	1	3	2	99	0	0	7	0	1	1
23	2	3	2	99	0	0	7	0	1	1
24	2	2	2	6	1	1	2	1	0	0
25	6	3	3	9	1	1	9	0	0	0
26	5	3	4	5	0	0	1	0	0	1
27	5	3	2	7	1	0	6	0	0	0
28	10	0	2	99	0	0	99	0	0	1
29	5	0	2	7	1	0	8	0	1	1
30	5	2	5	10	1	1	10	0	1	1
31	6	2	0	5	1	0	99	0	0	0
32	9	0	8	99	1	2	8	1	0	1
33	1	4	1	7	2	2	5	1	0	0
34	4	5	7	7	2	2	7	0	0	0
35	1	2	4	9	1	1	8	1	0	0
36	4	2	4	9	1	2	9	1	0	1
37	8	4	9	10	2	2	8	1	0	0
38	7	2	4	7	1	2	6	2	0	0
39	5	3	1	5	1	2	6	0	0	0
40	3	4	2	5	1	1	7	1	0	0
41	4	0	3	9	1	0	8	0	0	0
42	8	0	7	99	2	2	9	0	0	0
43	5	4	2	5	2	2	4	2	0	1
44	5	0	1	6	1	2	7	1	0	0
45	10	0	2	7	1	1	7	1	1	1
46	2	3	5	0	1	1	5	1	0	1
47	4	2	4	6	2	2	4	2	0	0
48	9	1	9	0	0	1	9	0	0	1
49	1	5	1	3	0	1	4	1	0	0
50	1	3	0	8	1	1	4	1	0	0
51	8	1	4	5	1	2	4	2	0	0
52	5	3	2	10	1	0	7	0	0	0
53	10	0	9	0	2	2	7	2	0	0
54	4	2	7	6	1	2	6	1	0	0
55	7	3	11	0	1	0	9	0	1	1
56	8	0	4	5	2	2	6	2	0	0
57	5	3	3	9	2	2	9	1	0	1
58	2	6	3	6	1	0	0	0	1	1
59	1	3	7	8	1	1	9	0	0	1
60	6	3	6	7	2	2	7	1	0	0
61	5	5	6	8	1	0	0	0	0	0
62	4	3	2	7	2	2	7	2	0	0
63	5	5	9	0	0	0	7	0	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	SG 35	RLNCH 36	FG OP36	ATT 37B	NS 37BC	FG OP38	INS 38B	DRUG 39A	DRUG 39B	DRUG 39C
1	1	9	1	3	2	0	2	10	0	0
2	0	7	0	99	0	0	2	50	2	1
3	1	5	0	99	99	0	1	35	0	0
4	1	7	0	4	1	1	99	0	0	0
5	1	8	0	99	0	0	1	20	0	0
6	0	8	0	99	99	0	99	0	0	0
7	1	10	2	99	1	0	1	3	0	1
8	1	10	2	3	0	0	0	30	0	0
9	1	5	0	1	0	0	0	0	0	0
10	1	7	0	2	1	0	1	0	0	0
11	1	7	0	4	2	0	2	25	0	0
12	1	10	2	3	2	0	2	5	1	0
13	1	10	2	3	1	0	1	0	0	0
14	1	7	0	3	2	0	2	0	0	0
15	0	6	0	1	1	0	1	20	0	0
16	0	10	2	4	1	0	1	40	0	0
17	1	8	0	4	2	0	2	0	0	0
18	1	6	0	2	0	0	1	0	0	0
19	1	8	0	3	1	0	1	0	0	0
20	0	6	0	2	0	0	1	0	0	0
21	0	8	0	2	99	1	99	0	0	0
22	0	9	1	4	0	0	0	0	0	0
23	0	9	1	3	1	0	1	0	0	0
24	1	3	0	2	1	0	1	0	0	0
25	1	9	1	3	1	1	99	30	0	0
26	0	8	0	3	2	0	2	0	0	0
27	1	10	2	3	0	0	0	0	0	0
28	0	9	1	3	1	0	1	0	0	0
29	0	8	0	2	0	0	1	18	1	0
30	0	10	2	2	0	1	99	3	0	0
31	1	9	1	3	1	0	2	25	0	0
32	0	8	0	2	0	0	0	40	1	0
33	1	8	0	3	2	0	2	0	0	0
34	1	8	0	2	99	0	2	0	0	0
35	1	8	0	4	2	0	1	20	0	0
36	0	7	0	2	99	0	1	0	0	0
37	1	9	1	3	1	0	1	10	0	0
38	1	7	0	3	2	0	2	0	0	0
39	1	7	0	2	99	0	1	0	0	0
40	1	6	0	4	1	0	0	0	0	0
41	1	5	0	2	0	1	99	0	0	0
42	1	10	2	4	2	0	2	0	0	0
43	0	7	0	3	2	0	2	30	0	0
44	1	7	0	4	1	0	2	0	0	0
45	0	5	0	3	0	1	99	0	0	0
46	0	8	0	4	1	0	0	60	0	0
47	1	7	0	4	2	0	2	0	0	0
48	0	9	1	2	1	1	99	0	0	0
49	1	7	0	2	1	0	1	0	0	0
50	1	5	0	1	1	0	1	60	0	0
51	1	7	0	2	99	0	2	20	0	0
52	1	4	0	2	99	0	0	20	0	0
53	1	9	1	4	2	0	2	6	0	0
54	1	8	0	3	2	0	2	50	0	0
55	0	9	1	2	99	0	0	0	0	0
56	1	6	0	3	2	0	2	50	0	0
57	0	10	2	4	1	0	1	25	1	0
58	0	6	0	2	0	1	99	30	1	0
59	0	10	2	4	1	0	1	30	0	0
60	1	7	0	3	2	0	2	4	0	0
61	1	5	0	3	0	0	2	25	0	0
62	1	6	0	4	2	0	2	25	0	0
63	1	7	0	2	99	0	1	15	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	DRUG_39D	STRS_42	STRS_42B	DEPN_43	OPSYC_43	PRFL_44A	PRFL_44B	LIE_SCAL	ABUSE	RIGIDITY
1	1	1	1	1	1	1	2	2	250	15
2	1	2	1	0	0	0	0	4	112	10
3	0	0	2	1	0	1	1	4	382	22
4	0	2	1	0	0	1	2	5	92	20
5	0	2	2	0	0	0	0	8	165	6
6	0	1	1	0	0	0	0	5	203	19
7	0	4	3	0	0	1	2	3	354	12
8	0	4	3	0	0	1	0	5	212	4
9	0	4	3	1	0	1	1	3	353	30
10	0	2	4	1	1	1	0	1	133	0
11	0	4	3	1	1	1	2	5	363	12
12	0	4	4	0	1	1	2	7	247	28
13	0	3	2	0	0	0	99	7	120	7
14	1	3	2	1	0	1	2	2	260	17
15	0	3	1	1	0	1	2	11	245	44
16	0	2	4	1	1	0	0	8	418	45
17	0	2	0	1	0	1	2	5	283	8
18	0	2	1	0	0	1	2	3	193	12
19	0	2	2	0	0	1	2	11	271	25
20	0	2	2	1	1	0	0	4	306	50
21	0	4	2	1	0	1	0	0	359	18
22	0	2	2	1	0	0	0	9	375	24
23	0	2	1	1	0	1	2	8	100	37
24	0	4	4	1	0	1	1	6	410	13
25	0	3	2	0	0	0	0	5	121	18
26	0	0	0	1	0	1	1	8	188	30
27	0	2	2	0	0	1	2	15	132	54
28	0	3	2	0	0	0	0	8	100	13
29	0	2	2	0	0	0	0	7	258	46
30	0	2	1	0	0	0	0	10	134	41
31	0	3	4	0	1	1	2	5	300	32
32	0	3	2	0	0	0	0	4	82	15
33	0	1	3	1	1	1	1	6	235	13
34	0	4	2	0	0	1	2	4	226	6
35	0	2	0	1	1	1	3	0	323	19
36	0	2	1	0	1	1	1	8	57	0
37	0	1	2	0	0	1	2	7	21	1
38	1	3	1	1	0	1	3	2	208	0
39	0	4	3	1	1	1	1	4	315	17
40	0	4	2	1	0	1	1	2	344	10
41	0	2	2	1	1	1	1	9	145	44
42	0	2	2	1	0	0	0	6	143	5
43	0	2	0	1	1	1	2	3	290	27
44	1	3	3	0	0	1	1	3	262	4
45	0	3	3	0	0	0	0	12	81	26
46	0	1	0	0	0	1	1	6	411	63
47	0	3	3	0	0	1	2	3	261	12
48	0	2	2	0	0	0	0	12	165	51
49	0	3	2	1	0	1	2	11	437	56
50	0	3	2	0	1	1	1	1	171	12
51	0	2	2	0	0	1	1	1	102	5
52	0	2	3	0	1	0	0	8	328	54
53	0	1	2	0	0	0	1	3	43	13
54	0	1	2	0	1	1	2	8	333	25
55	0	3	2	1	1	0	0	8	155	55
56	1	4	3	0	1	1	0	3	384	5
57	1	3	4	1	1	1	2	4	134	4
58	0	2	1	1	1	1	1	5	342	64
59	0	1	1	1	0	1	1	8	255	30
60	0	1	3	0	0	1	2	3	74	0
61	0	2	0	0	0	1	2	6	294	34
62	0	2	2	0	0	1	2	1	204	8
63	0	3	2	0	1	1	2	6	204	8

Appendix T: Raw Data Tables (continued)

SUBJECT	AVATT	AVFG	AVBEHAV	AVEMOT	AVBEHST	AVEMOST	TOTINT	TOTREL	TOTINSIT	TOTBELIF
1	3.3	0.2	2.7	2.0	2.0	1.3	6	11	15	10
2	2.9	0.1	3.3	2.9	2.6	1.3	7	8	9	9
3	1.6	0.0	2.5	1.8	1.6	1.0	4	4	8	3
4	3.7	0.8	3.6	3.1	4.1	2.9	3	8	8	10
5	3.2	0.7	3.4	2.8	3.5	2.5	4	3	3	5
6	3.0	0.5	3.4	2.5	3.1	2.4	5	2	5	6
7	3.3	0.2	3.3	2.7	2.7	1.8	4	5	9	11
8	2.8	0.5	3.7	2.7	3.8	2.1	7	7	8	7
9	3.4	0.2	3.2	2.4	2.6	1.9	3	3	3	7
10	3.3	0.1	3.7	3.2	2.7	1.9	7	7	16	7
11	3.2	0.3	3.1	2.8	3.0	2.1	5	9	12	8
12	3.7	0.2	3.8	3.5	2.6	1.9	4	7	15	9
13	3.4	0.6	4.2	3.2	4.2	2.9	1	5	7	8
14	3.5	0.0	4.0	3.1	2.3	1.6	6	5	17	12
15	2.9	0.1	2.8	2.5	2.4	1.6	4	3	7	4
16	1.9	0.2	3.1	2.6	2.4	1.5	0	8	8	5
17	4.3	0.0	4.7	3.5	2.8	2.2	13	12	20	13
18	3.4	0.1	4.5	3.4	3.8	2.6	15	7	12	11
19	2.3	0.1	2.8	2.3	2.2	1.6	4	6	6	5
20	3.4	0.2	3.2	2.2	2.3	1.6	1	7	7	9
21	2.3	0.4	2.1	2.2	2.2	2.0	1	8	3	6
22	2.9	0.9	3.5	2.5	3.3	2.4	2	3	1	11
23	2.4	0.3	2.6	2.1	1.7	1.4	2	4	5	7
24	2.2	0.0	2.9	2.0	2.3	1.2	0	9	9	5
25	3.9	0.4	3.5	3.3	3.3	2.7	2	5	10	11
26	3.1	0.1	2.9	2.4	1.6	1.6	0	10	8	5
27	2.5	0.2	2.5	2.1	1.5	1.3	0	8	3	5
28	2.5	0.8	2.9	2.9	2.0	2.0	0	9	5	7
29	2.8	0.6	3.0	2.5	2.8	2.5	3	2	4	8
30	2.8	1.0	2.9	2.8	3.2	2.8	1	1	3	9
31	3.1	0.6	2.5	2.8	2.8	2.4	1	6	9	6
32	2.9	0.4	3.1	2.8	3.4	2.4	0	9	7	9
33	2.8	0.1	3.4	3.1	2.5	1.8	3	9	18	9
34	3.8	0.1	3.8	3.2	2.5	1.6	5	8	15	12
35	3.2	0.1	3.5	2.2	2.2	1.5	4	10	9	5
36	3.7	0.2	3.8	3.1	3.2	2.0	0	7	11	11
37	4.3	0.2	3.8	2.6	3.4	2.5	0	14	15	12
38	4.0	0.1	3.9	2.9	2.6	1.9	5	6	16	11
39	3.5	0.1	3.1	2.8	2.5	1.9	9	7	8	10
40	2.5	0.0	2.7	1.6	1.7	1.1	4	6	9	8
41	2.8	0.3	2.6	1.9	1.4	1.7	1	9	1	5
42	2.7	0.2	2.7	2.8	1.9	1.2	1	5	12	9
43	2.2	0.0	2.7	2.2	1.8	1.2	0	9	15	7
44	3.1	0.0	3.3	2.8	1.9	1.8	5	6	14	9
45	2.8	0.8	3.2	3.3	3.2	2.9	0	2	9	8
46	2.0	0.1	2.8	2.3	1.7	1.6	2	10	6	7
47	4.3	0.1	4.0	3.4	2.6	2.0	14	5	21	12
48	2.3	0.2	2.9	2.3	1.9	1.3	1	11	5	7
49	2.2	0.4	2.9	2.5	2.2	1.9	0	9	8	8
50	2.8	0.6	3.2	2.3	3.1	2.0	0	4	10	8
51	4.1	0.0	3.4	2.5	1.9	1.4	4	5	12	9
52	2.3	0.8	2.9	2.2	2.7	2.2	0	3	4	8
53	3.8	0.6	4.3	3.2	3.5	2.5	6	13	14	12
54	3.8	0.1	3.4	2.9	3.3	1.8	2	6	16	11
55	2.3	0.5	2.8	2.5	2.1	1.6	0	5	3	6
56	3.6	0.1	2.9	2.4	2.7	1.6	2	8	20	9
57	3.6	0.4	3.7	3.1	3.1	2.1	5	12	14	11
58	1.1	0.3	1.9	1.6	1.4	1.6	0	6	1	5
59	2.7	0.6	2.4	2.2	1.5	1.6	1	2	4	9
60	4.1	0.2	3.9	4.1	3.2	1.9	4	13	19	13
61	2.6	0.2	3.3	2.5	2.2	1.6	0	6	4	10
62	4.5	0.0	4.3	2.8	3.2	2.0	4	5	22	12
63	2.8	0.1	3.3	2.5	2.7	1.5	2	3	4	10

Appendix T: Raw Data Tables (continued)

SUBJECT	TOTSIGN	BEHAVIOR	EMOTION	TOT PEM	CHIST	DRUG_USE	NEGDES	RELDDES	SIMILAR
1	42	4.7	3.3	-3.5	0.1	1	14.3	42.9	2
2	42	5.9	4.3	-0.1	-2.5	4	50.0	40.0	99
3	20	4.0	2.8	-9.4	0.2	0	66.7	66.7	99
4	24	7.7	6.0	6.2	-0.3	0	0.0	83.3	1
5	18	6.9	5.3	2.6	-2.9	0	0.0	75.0	2
6	17	6.5	4.9	0.7	1.8	0	100.0	33.3	2
7	35	6.0	4.5	0.6	2.5	1	0.0	40.0	2
8	33	7.5	4.8	2.7	0.8	0	16.7	33.3	1
9	23	5.8	4.3	-0.7	-1.9	0	100.0	100.0	2
10	43	6.4	5.1	3.1	-2.2	0	14.3	42.9	1
11	35	6.1	4.9	1.3	1.2	0	25.0	20.0	2
12	35	6.4	5.4	3.8	-0.6	1	0.0	75.0	99
13	29	8.4	6.1	7.7	-0.2	0	0.0	66.7	99
14	45	6.3	4.7	2.6	2.5	1	0.0	20.0	2
15	21	5.2	4.1	-3.0	0.8	0	66.7	0.0	1
16	18	5.5	4.1	-4.1	1.8	0	100.0	100.0	1
17	57	7.5	5.7	8.6	2.5	0	30.0	30.0	0
18	61	8.3	6.0	9.4	-2.5	0	14.3	28.6	1
19	20	5.0	3.9	-4.6	0.4	0	75.0	50.0	0
20	14	5.5	3.8	-2.9	0.1	0	100.0	100.0	1
21	12	4.3	4.2	-5.7	-1.5	0	85.7	83.3	0
22	21	6.8	4.9	1.2	1.8	0	0.0	33.3	2
23	11	4.3	3.5	-7.1	1.5	0	50.0	33.3	1
24	19	5.3	3.2	-5.9	0.8	0	50.0	100.0	99
25	34	6.8	6.0	6.0	0.1	0	0.0	50.0	2
26	27	4.5	4.0	-3.6	0.4	0	33.3	100.0	2
27	19	4.0	3.4	-7.2	0.4	0	0.0	100.0	2
28	24	4.9	4.9	-2.1	-3.2	0	0.0	100.0	0
29	14	5.8	5.0	-0.8	-1.5	1	0.0		0
30	10	6.1	5.6	0.6	-0.2	0	0.0		1
31	23	5.3	5.2	-0.1	-0.6	0	33.3	66.7	1
32	23	6.5	5.2	1.4	-2.9	1	50.0	100.0	2
33	39	5.9	4.9	0.7	2.5	0	16.7	60.0	2
34	35	6.3	4.8	2.4	2.1	0	0.0	57.1	2
35	29	5.7	3.7	-2.0	1.2	0	33.3	62.5	1
36	39	7.0	5.1	4.3	0.1	0	0.0	100.0	2
37	43	7.2	5.1	5.9	0.0	0	0.0	100.0	2
38	37	6.5	4.8	3.4	-0.9	1	0.0	60.0	2
39	43	5.6	4.7	1.2	0.4	0	14.3	41.7	0
40	24	4.3	2.7	-7.7	1.8	0	66.7	50.0	1
41	22	4.0	3.6	-5.9	-1.1	0	60.0	100.0	2
42	18	4.6	4.0	-4.7	-2.5	0	60.0	75.0	0
43	31	4.5	3.4	-5.9	1.1	0	33.3	100.0	2
44	38	5.2	4.6	-0.3	-1.5	1	50.0	50.0	2
45	15	6.4	6.2	2.7	-3.2	0	0.0	100.0	1
46	25	4.5	3.9	-5.6	1.5	0	20.0	60.0	2
47	55	6.6	5.4	6.4	0.1	0	28.6	16.7	2
48	26	4.8	3.6	-5.4	-2.2	0	0.0	100.0	0
49	23	5.1	4.4	-3.3	3.1	0	50.0	100.0	1
50	11	6.3	4.3	-1.6	1.8	0	100.0	100.0	2
51	22	5.3	3.9	-1.5	-1.9	0	0.0	33.3	2
52	8	5.6	4.4	-3.5	0.4	0	100.0	100.0	0
53	54	7.8	5.7	8.0	-3.2	0	27.3	62.5	0
54	28	6.7	4.7	2.4	0.1	0	50.0	100.0	0
55	12	4.9	4.1	-5.0	-0.3	0	50.0	100.0	0
56	30	5.6	4.0	-1.0	-2.5	1	75.0	100.0	2
57	46	6.8	5.2	4.6	0.4	2	0.0	60.0	0
58	3	3.3	3.2	-11.7	3.4	1	100.0	100.0	1
59	12	3.9	3.8	-6.6	1.8	0	71.4		1
60	64	7.1	6.0	8.5	0.1	0	27.3	63.6	2
61	17	5.5	4.1	-3.2	1.7	0	100.0	100.0	0
62	31	7.5	4.8	5.1	0.8	0	0.0	40.0	2
63	20	6.0	4.0	-2.2	1.7	0	100.0	50.0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	RSK_ST	MALE_FEM	AGE	SINGLEPA	SU	PPORT	NOKIDS	SUBCHSEX	SUBCHAGE	SUBCHPOS	INCOME
64	2	0	53	1		2	2	1	11	2	1
65	2	1	37	2		5	3	1	2	1	1
66	2	0	42	1		1	6	1	11	4	1
67	2	0	34	1		4	3	1	11	1	1
68	2	0	36	1		7	2	0	12	2	1
69	1	0	35	2		5	2	1	11	2	1
70	1	1	25	2		8	2	1	4	1	1
71	0	0	27	2		5	1	0	2	1	2
72	0	0	35	2		9	5	0	10	1	2
73	0	0	30	1		10	1	1	3	1	1
74	1	0	29	2		8	3	0	8	1	1
75	0	0	37	1		1	3	1	3	2	1
76	1	0	48	1		1	1	0	11	1	1
77	1	0	33	1		5	3	0	8	1	1
78	1	0	40	1		3	2	0	6	1	1
79	1	1	57	1		10	5	1	12	5	1
80	2	0	39	2		10	3	1	12	3	1
81	2	0	37	1		1	3	0	7	3	1
82	1	0	41	2		7	4	0	9	1	2
83	1	0	33	1		7	2	1	5	1	1
84	1	0	25	1		4	1	1	4	1	1
85	1	0	34	2		5	4	0	12	2	1
86	1	0	27	2		9	3	1	7	1	1
87	2	0	23	1		2	2	1	4	1	1
88	1	0	32	1		8	3	0	4	1	2
89	2	0	36	1		1	4	1	8	3	1
90	2	0	19	1		10	2	0	2	1	1
91	2	0	43	1		10	4	1	11	3	1
92	2	0	38	1		2	2	0	9	1	1
93	2	0	27	1		6	3	1	8	1	1
94	2	1	33	2		7	3	0	12	1	1
95	1	1	30	2		5	4	1	12	1	1
96	1	0	34	1		3	3	1	7	1	1
97	1	0	38	2		9	4	1	11	1	1
98	2	0	26	1		3	3	0	9	1	1
99	0	0	39	2		10	5	1	11	4	1
100	2	0	34	1		3	3	1	10	1	1
101	0	1	30	1		5	1	1	5	1	1
102	0	0	41	2		8	2	1	12	1	1
103	0	1	27	1		8	1	0	5	1	1

Appendix T: Raw Data Tables (continued)

SUBJECT	SCHOOL	BELIEF1	BELIEF2	BELIEF3	BELIEF4	BELIEF5	BELIEF6	BELIEF7	BELIEF8	BELIEF9
64	1	0	0	0	1	0	0	0	0	0
65	2	0	1	1	1	1	1	0	1	1
66	1	0	1	0	1	0	1	0	0	0
67	1	0	0	0	0	0	0	0	0	0
68	1	0	0	1	1	0	0	1	0	0
69	1	0	0	1	1	0	1	0	1	0
70	1	0	1	1	1	1	1	0	1	0
71	1	0	1	1	1	1	1	0	1	1
72	1	0	1	1	1	1	1	0	1	1
73	1	0	1	0	1	0	1	0	1	0
74	1	0	1	0	1	0	1	0	1	1
75	1	0	0	0	1	1	1	1	1	1
76	1	1	1	1	1	1	1	0	1	1
77	1	0	0	0	1	0	1	0	1	0
78	1	0	1	1	1	0	1	0	1	1
79	1	0	1	1	1	0	1	0	1	0
80	1	0	1	1	1	1	1	0	1	0
81	1	0	0	0	1	0	1	0	1	0
82	1	0	1	1	1	0	1	0	0	1
83	2	1	1	1	0	0	1	0	0	0
84	1	1	0	1	1	0	1	0	1	0
85	1	0	1	0	1	0	0	0	0	1
86	2	0	0	1	1	0	1	0	1	1
87	1	0	1	0	1	0	1	0	1	1
88	2	0	1	1	1	1	1	0	1	1
89	1	0	0	0	1	0	1	0	0	0
90	1	1	1	0	1	1	1	0	1	1
91	1	0	0	0	1	1	1	0	1	1
92	1	0	0	0	1	1	1	0	0	1
93	1	0	0	1	1	1	1	0	1	1
94	2	1	1	0	1	0	1	0	1	1
95	1	1	0	1	1	1	0	1	1	0
96	1	0	0	0	1	0	0	0	0	0
97	1	0	1	1	1	0	0	0	1	1
98	1	0	0	0	1	0	1	0	0	1
99	1	0	1	1	1	0	1	0	0	0
100	1	1	1	1	1	0	1	0	0	1
101	1	1	1	1	1	0	1	0	1	1
102	1	0	0	1	1	0	1	0	1	1
103	1	1	1	1	1	1	0	0	1	1

Appendix T: Raw Data Tables (continued)

SUBJECT	BELIEF10	BELIEF11	BELIEF12	BELIEF13	B_SC1A	B_SC2A	B_SC3A	B_SC4A	B_SC5A	B_SC6A
64	0	0	1	0	4	2	3	4	2	2
65	0	1	0	1	4	4	4	5	2	2
66	0	1	0	0	1	2	3	1	1	4
67	0	0	0	0	2	2	2	1	2	2
68	0	0	0	0	5	5	4	4	2	0
69	0	1	0	1	4	4	4	4	3	5
70	0	1	0	0	2	4	2	5	4	2
71	0	1	1	1	5	4	4	5	5	5
72	0	1	1	1	4	4	4	4	1	5
73	0	1	0	1	4	4	4	5	4	4
74	0	0	0	1	5	4	4	4	4	4
75	1	1	0	0	4	4	5	4	3	2
76	0	1	0	1	4	4	2	2	3	5
77	0	1	0	1	4	5	4	2	3	5
78	0	1	1	1	2	4	4	5	3	4
79	0	0	0	0	4	4	4	5	1	4
80	0	0	0	0	2	2	4	4	4	4
81	0	1	0	0	4	2	1	4	2	4
82	0	1	1	0	5	4	4	4	2	2
83	0	1	0	0	4	5	2	2	2	2
84	0	0	0	1	4	99	4	5	2	2
85	0	0	0	0	4	2	4	5	4	2
86	1	1	0	1	2	4	4	5	4	5
87	0	1	0	0	4	2	2	4	1	2
88	0	1	0	1	4	5	5	5	5	4
89	0	1	0	0	2	1	3	2	2	1
90	0	0	0	0	4	2	4	5	3	4
91	0	0	0	0	5	4	5	4	4	5
92	0	1	0	1	4	5	5	4	4	2
93	0	1	1	0	4	4	2	5	2	2
94	0	1	0	1	4	2	3	4	1	2
95	0	0	0	0	5	5	3	4	4	2
96	0	0	0	1	4	4	4	5	2	4
97	0	1	0	0	4	4	4	5	2	4
98	0	1	0	0	4	4	4	4	4	4
99	0	1	1	0	4	3	4	2	2	3
100	0	1	0	0	4	5	2	4	4	4
101	0	1	0	1	5	4	4	4	3	2
102	0	0	0	1	4	4	4	5	5	4
103	0	1	0	1	5	4	5	5	4	5

Appendix T: Raw Data Tables (continued)

SUBJECT	B_SC7A	B_SC8A	B_SC9A	B_SC10A	EM_SC1B	EM_SC2B	EM_SC3B	EM_SC4B	EM_SC5B	EM_SC6B
64	2	2	1	1	2	2	2	2	3	2
65	3	2	4	3	2	3	2	3	4	2
66	4	3	4	2	2	3	2	0	1	2
67	1	1	1	2	0	0	0	1	1	0
68	2	2	1	2	3	5	3	4	2	0
69	2	5	5	4	4	2	3	5	2	3
70	3	4	0	2	2	3	2	4	3	2
71	4	5	5	3	4	2	3	3	3	2
72	4	3	4	5	4	2	2	3	3	2
73	5	4	5	5	2	4	4	4	2	2
74	4	4	4	2	5	4	4	4	3	2
75	2	3	2	2	3	4	3	3	2	2
76	3	2	4	4	4	4	2	3	3	4
77	5	4	5	3	2	2	4	1	2	3
78	2	5	2	3	3	3	3	4	2	2
79	4	4	0	1	5	3	3	3	3	4
80	2	2	4	3	4	2	4	2	2	2
81	2	2	5	3	4	2	1	3	2	2
82	3	2	4	5	4	2	4	3	4	1
83	2	3	2	2	2	2	2	2	2	2
84	3	2	2	4	1	99	2	4	2	2
85	2	4	1	2	4	2	1	2	2	2
86	2	4	4	3	2	3	2	0	2	2
87	1	1	1	1	3	1	2	3	2	1
88	3	5	5	3	4	3	3	4	4	2
89	1	1	2	2	2	1	1	1	2	1
90	3	2	4	3	4	3	3	4	3	4
91	2	4	4	2	2	4	4	0	3	2
92	4	4	5	2	3	2	4	4	3	1
93	3	3	2	3	3	3	2	4	2	2
94	2	2	4	1	2	4	2	4	3	2
95	4	2	99	3	3	3	1	3	3	1
96	3	2	4	2	2	4	4	4	2	2
97	5	5	4	4	3	3	3	4	2	2
98	1	2	2	2	2	2	1	4	2	3
99	4	2	4	3	2	2	4	2	2	2
100	4	2	4	3	3	3	2	3	2	3
101	3	3	4	2	3	4	2	3	4	3
102	4	4	5	3	3	2	3	3	2	2
103	3	2	3	4	4	3	3	2	4	4

Appendix T: Raw Data Tables (continued)

SUBJECT	EM_SC7B	EM_SC8B	EM_SC9B	EM_S10B	B_SC1C	B_SC2C	B_SC3C	B_SC4C	B_SC5C	B_SC6C
64	3	2	2	2	4	2	3	3	2	2
65	2	2	3	0	4	4	4	5	2	2
66	3	0	1	2	0	2	3	0	1	4
67	1	1	1	2	0	0	2	0	1	1
68	2	2	2	2	4	5	4	4	2	0
69	2	3	4	2	4	2	2	3	4	1
70	2	0	0	1	2	4	2	2	4	2
71	2	3	2	2	4	5	4	5	5	3
72	2	3	4	2	3	3	3	3	1	4
73	2	3	4	2	3	4	4	2	2	4
74	3	2	4	2	2	2	2	2	3	2
75	2	3	4	1	4	2	4	4	2	1
76	4	2	4	2	4	2	2	2	4	4
77	3	2	4	2	4	2	1	1	2	2
78	2	4	3	3	2	3	4	4	2	3
79	2	3	0	2	4	4	4	5	2	3
80	2	2	2	2	2	2	4	4	4	3
81	3	4	0	2	4	1	1	3	2	2
82	3	3	4	3	5	4	4	4	2	2
83	3	3	5	2	4	2	1	1	2	1
84	3	2	2	2	4	99	2	4	1	1
85	2	2	2	2	2	2	3	2	3	3
86	2	3	4	2	2	2	3	5	3	4
87	1	2	1	1	4	1	1	2	1	1
88	3	4	4	2	4	2	2	2	5	2
89	2	1	2	2	2	1	0	1	0	0
90	2	2	2	4	4	2	4	5	3	4
91	2	2	2	2	4	5	5	4	4	5
92	4	2	3	1	4	1	1	1	1	2
93	2	3	4	2	2	2	2	2	1	1
94	2	3	2	1	4	1	2	2	1	2
95	2	1	99	1	3	0	3	2	4	1
96	2	2	3	2	2	2	4	3	3	2
97	4	2	4	4	4	4	3	3	2	3
98	2	2	2	1	0	2	2	4	4	2
99	3	3	2	2	3	4	3	2	1	1
100	2	2	2	1	4	2	1	2	2	2
101	3	2	4	1	5	2	3	4	3	3
102	3	3	5	2	2	3	1	3	2	4
103	2	2	3	4	4	2	2	5	2	2

Appendix T: Raw Data Tables (continued)

SUBJECT	B_SC7C	B_SC8C	B_SC9C	B_SC10C	EM_SC1D	EM_SC2D	EM_SC3D	EM_SC4D	EM_SC5D	EM_SC6D
64	0	2	1	1	2	2	2	2	2	2
65	3	2	4	3	2	3	2	3	4	2
66	4	2	2	1	0	2	2	0	1	2
67	1	1	1	1	0	0	1	0	1	1
68	2	2	1	2	2	5	3	4	2	0
69	2	5	2	2	3	2	2	2	2	2
70	4	4	0	2	2	2	2	2	3	2
71	2	5	0	2	2	2	2	3	2	2
72	2	3	3	4	2	2	3	2	4	2
73	2	4	4	4	2	2	2	2	2	2
74	3	2	4	2	2	2	2	2	2	2
75	2	2	1	2	2	2	3	2	3	1
76	3	2	4	4	2	2	1	2	3	2
77	3	2	2	2	2	2	1	1	1	1
78	2	2	2	3	2	2	3	3	1	2
79	2	4	0	1	5	3	2	2	3	2
80	3	2	4	3	2	2	2	2	2	2
81	2	2	0	1	2	1	1	2	2	2
82	3	2	4	5	4	2	4	3	4	1
83	2	3	3	2	2	2	1	1	1	2
84	2	0	2	1	1	99	2	2	2	1
85	1	4	2	2	0	0	1	0	0	2
86	3	4	4	2	2	2	2	0	2	1
87	1	1	1	0	1	1	2	2	1	2
88	2	3	2	2	2	2	2	2	4	2
89	1	1	2	2	1	0	0	0	0	0
90	2	2	4	3	4	3	3	4	3	4
91	2	4	3	2	3	4	0	0	2	3
92	1	1	1	1	2	1	1	1	1	2
93	2	2	1	1	1	1	2	2	1	1
94	2	2	4	1	1	2	2	1	2	1
95	3	1	99	3	3	0	1	2	3	1
96	2	2	2	2	1	2	2	2	1	1
97	3	2	1	2	2	4	2	2	2	2
98	2	1	2	1	2	2	1	2	1	0
99	3	2	4	2	1	2	2	2	2	1
100	2	2	1	2	3	2	2	2	2	2
101	2	2	4	2	2	2	2	2	2	2
102	4	2	4	2	2	2	1	2	2	2
103	2	2	3	5	2	2	2	2	2	2

Appendix T: Raw Data Tables (continued)

SUBJECT	EM_SC7D	EM_SC8D	EM_SC9D	EM_S10D	ATT_SC1	ATT_SC2	ATT_SC3	ATT_SC4	ATT_SC5	ATT_SC6
64	0	2	2	1	3	2	4	2	1	1
65	2	2	3	0	0	4	5	2	2	4
66	3	2	0	2	3	1	3	4	2	4
67	1	1	1	1	4	0	0	0	1	1
68	1	2	2	2	4	2	4	2	3	0
69	2	3	1	2	4	4	4	5	2	2
70	2	0	0	1	4	4	4	4	0	2
71	2	2	0	2	4	4	4	4	3	4
72	2	2	2	2	5	4	4	4	0	5
73	2	2	4	2	4	5	4	4	2	5
74	4	1	4	1	5	4	4	4	2	4
75	2	2	2	1	5	4	5	5	4	1
76	4	2	4	2	4	4	2	4	4	4
77	2	2	2	1	3	4	4	1	1	4
78	2	2	2	2	2	4	4	5	2	3
79	2	3	0	2	4	4	4	2	4	2
80	2	2	2	2	1	0	4	4	0	0
81	0	2	0	1	4	4	1	4	4	4
82	3	3	4	3	4	4	4	4	2	2
83	2	2	5	2	4	4	3	2	1	5
84	2	0	2	1	4	99	1	4	3	1
85	2	2	2	1	4	4	4	4	4	2
86	2	3	5	1	4	4	4	4	2	4
87	1	1	1	1	3	2	4	3	2	2
88	2	3	2	2	4	5	5	5	2	5
89	0	1	2	2	2	3	2	2	3	1
90	2	2	2	4	4	5	5	4	1	4
91	0	2	2	2	4	5	3	4	3	4
92	1	1	1	1	4	5	5	4	2	2
93	2	2	1	1	4	4	1	4	1	0
94	2	2	1	1	2	4	3	4	2	4
95	1	1	99	1	1	3	2	2	0	2
96	2	1	2	1	4	4	4	4	2	3
97	2	2	3	2	4	4	4	4	3	4
98	2	1	1	1	4	4	4	4	0	4
99	3	2	1	1	1	5	4	4	2	4
100	1	1	1	1	4	4	2	2	4	2
101	2	2	2	1	3	4	4	4	2	2
102	3	2	5	1	5	5	4	4	4	4
103	5	2	2	4	4	4	5	5	3	2

Appendix T: Raw Data Tables (continued)

SUBJECT	ATT_SC7	ATT_SC8	ATT_SC9	ATT_SC10	FG_SC1AC	FG_SC2AC	FG_SC3AC	FG_SC4AC	FG_SC5AC	FG_SC6AC
64	2	1	1	2	1	1	1	0	0	1
65	2	0	5	3	1	1	1	1	1	1
66	4	4	2	2	1	0	1	1	1	1
67	0	1	1	1	1	0	0	1	0	0
68	3	3	3	1	0	1	1	1	1	1
69	4	4	4	4	1	0	0	0	0	0
70	4	0	4	3	1	0	1	0	1	1
71	4	4	5	3	0	0	0	0	1	0
72	2	4	5	5	0	0	1	0	1	0
73	2	5	5	5	0	0	0	0	0	0
74	3	4	4	4	0	0	0	0	0	0
75	1	3	4	1	1	0	0	0	0	0
76	3	2	4	2	1	0	1	1	0	0
77	4	2	4	5	0	0	0	0	0	0
78	2	4	2	2	1	0	1	1	0	0
79	3	3	0	3	1	1	1	1	0	0
80	0	4	4	4	1	1	1	1	1	1
81	1	4	2	2	1	0	0	0	1	0
82	1	2	4	2	1	1	1	1	1	1
83	3	3	5	4	1	0	0	0	0	0
84	1	2	5	1	0	99	0	0	0	0
85	2	2	1	1	0	0	0	0	0	0
86	4	4	5	0	0	0	1	1	0	0
87	2	2	4	2	1	0	0	0	1	1
88	5	4	5	4	0	0	0	0	1	0
89	3	2	1	1	1	0	1	1	1	1
90	2	1	4	3	1	1	1	1	1	1
91	2	2	4	4	0	1	1	1	0	1
92	3	2	5	4	0	0	0	0	0	0
93	4	4	5	0	0	0	0	0	0	0
94	2	2	2	0	0	0	0	0	0	0
95	0	1	99	0	1	1	1	0	1	0
96	2	4	4	2	0	0	1	0	1	0
97	5	2	4	2	1	0	0	0	0	0
98	5	4	3	2	1	0	0	0	1	0
99	2	4	4	2	0	0	0	0	0	0
100	2	2	4	1	0	0	0	0	0	0
101	4	4	2	3	1	0	0	0	0	0
102	4	4	5	5	0	0	0	0	0	1
103	0	5	4	4	0	0	0	0	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	FG_SC7BD	FG_SC8BD	FG_SC9BD	FG_S10BD	PLGY_1A	DSPT_2B	SG_3PS	SG_3NG	SG_3RL	SG_3INT
64	1	1	1	1	1	10	2	1	1	3
65	1	1	1	1	2	10	1	0	2	0
66	1	0	0	0	1	5	2	0	1	1
67	0	0	0	0	1	1	0	2	1	1
68	0	1	1	1	1	9	2	0	2	1
69	0	0	0	0	2	8	4	1	3	3
70	0	1	1	1	2	8	4	0	3	1
71	0	0	1	0	1	4	6	2	5	3
72	1	0	1	0	2	5	3	1	3	1
73	0	0	0	0	1	3	16	0	11	5
74	0	0	0	0	2	6	6	0	0	6
75	0	0	0	1	1	10	5	0	1	4
76	0	1	1	1	1	1	0	2	5	1
77	0	0	0	0	2	5	9	4	6	7
78	1	0	0	0	2	9	5	0	1	4
79	1	1	0	1	1	10	5	0	3	2
80	0	1	1	1	2	2	2	0	1	1
81	1	0	1	0	2	10	4	0	3	1
82	1	1	1	1	1	99	1	0	1	0
83	1	0	0	1	1	8	1	0	1	0
84	0	1	0	0	1	5	2	2	3	1
85	1	1	0	0	2	7	2	0	2	0
86	0	1	0	0	2	8	5	0	2	3
87	0	1	1	0	1	5	0	2	1	1
88	0	0	0	0	2	8	3	1	0	4
89	1	1	1	1	1	3	0	1	1	0
90	1	1	1	1	1	8	4	1	4	2
91	0	1	1	1	2	7	2	2	3	0
92	0	0	0	0	1	3	7	3	9	1
93	0	0	0	0	2	8	3	1	4	0
94	0	0	0	1	1	8	2	3	4	1
95	0	0	99	1	2	6	1	1	2	0
96	1	0	0	0	2	1	5	0	5	0
97	0	0	0	0	2	9	6	1	5	0
98	0	0	1	0	1	5	2	2	3	1
99	1	0	0	0	1	10	4	0	4	0
100	0	0	0	0	1	7	2	2	4	0
101	0	0	0	1	1	8	7	0	3	4
102	1	0	0	0	2	9	8	2	6	4
103	0	1	0	0	1	7	8	1	4	5

Appendix T: Raw Data Tables (continued)

SUBJECT	SG_30TH	SIM_4B	SIM_4C	SG_56PS	SG_56NG	SG_56RL	SG_56INT	SG_56OTH	SG_78RL	SG_78INT
64	1	2	0	3	0	2	1	0	2	0
65	1	0	0	3	0	3	0	0	1	1
66	0	2	8	3	0	3	0	0	2	0
67	0	2	1	1	1	2	0	1	2	0
68	0	2	1	3	0	3	0	0	2	0
69	0	0	0	6	0	4	2	0	3	2
70	0	2	7	1	0	1	0	0	1	0
71	0	2	9	3	0	1	2	0	1	1
72	0	0	0	6	0	6	0	0	3	0
73	0	2	7	5	0	1	4	0	2	0
74	0	2	6	6	0	4	2	0	1	0
75	0	0	0	5	0	3	2	0	1	0
76	0	0	0	8	1	5	1	0	1	1
77	0	0	0	7	1	3	5	0	2	1
78	2	0	0	6	0	3	3	0	0	1
79	0	2	10	5	0	4	1	0	1	0
80	0	2	10	2	0	1	1	0	1	0
81	0	2	4	3	0	2	1	0	4	0
82	1	0	0	4	0	4	0	0	0	0
83	0	0	0	6	0	3	3	0	2	0
84	0	2	10	5	0	4	2	0	1	1
85	0	2	4	5	0	2	2	1	1	0
86	0	2	2	3	0	1	2	0	2	0
87	0	2	1	4	0	4	0	0	5	1
88	0	2	4	9	0	6	3	0	5	1
89	0	2	6	2	0	1	1	0	0	0
90	0	1	9	1	0	1	0	0	0	0
91	1	0	0	1	0	1	0	0	2	0
92	0	2	2	6	1	7	0	0	4	0
93	0	2	5	4	0	3	1	0	2	0
94	0	2	8	4	0	3	1	0	3	0
95	0	2	4	0	1	1	0	0	1	0
96	0	2	2	3	0	3	0	0	2	0
97	1	2	10	8	0	3	5	0	1	1
98	0	1	1	3	0	2	0	1	4	0
99	0	0	0	5	0	5	0	0	2	0
100	0	2	1	2	0	2	0	0	2	0
101	0	0	0	8	0	5	3	0	2	0
102	1	0	0	15	0	11	2	0	3	0
103	0	2	9	11	0	3	8	0	6	2

Appendix T: Raw Data Tables (continued)

SUBJECT	SG_78OTH	FG_OP7	SG_9	CH_EST10	FG_OP10	SG_11	SG_12	SG_15A	SG_15B	SG_15C
64	0	0	2	5	0	2	2	2	1	2
65	0	0	0	5	0	2	1	2	2	2
66	0	0	1	10	1	1	1	2	2	2
67	0	0	0	4	0	0	1	2	2	3
68	0	0	1	3	0	0	1	1	2	0
69	0	0	4	7	0	4	2	3	5	6
70	0	0	0	10	1	3	0	2	2	1
71	0	0	2	10	1	3	1	4	2	2
72	0	0	0	8	0	4	3	3	3	2
73	0	0	1	7	0	3	3	7	8	4
74	0	0	2	9	1	2	2	2	1	1
75	0	0	2	7	0	3	2	2	1	1
76	0	0	3	5	0	1	2	2	2	2
77	0	0	4	8	0	3	2	4	1	1
78	0	0	2	6	0	1	2	3	3	3
79	0	0	1	8	0	1	1	2	1	1
80	0	0	0	2	0	4	4	2	2	1
81	0	0	1	7	0	2	1	2	3	4
82	0	1	1	8	0	1	1	4	0	3
83	0	0	1	8	0	0	1	1	2	1
84	0	0	1	8	0	3	3	3	2	2
85	1	0	0	7	0	3	2	2	2	3
86	0	0	1	6	0	2	2	2	2	2
87	0	0	1	10	1	2	1	1	0	2
88	0	0	5	6	0	6	3	4	2	0
89	0	1	0	6	0	0	0	1	1	1
90	0	1	1	8	0	1	1	3	3	2
91	0	0	1	8	0	0	4	1	2	2
92	0	0	5	3	0	4	2	4	4	5
93	0	0	0	7	0	1	1	1	2	2
94	0	0	2	2	0	1	1	2	3	3
95	0	0	1	3	0	1	0	1	1	1
96	0	0	3	8	0	2	2	1	3	1
97	0	0	2	5	0	4	3	3	2	2
98	0	0	1	0	0	0	1	2	2	1
99	0	0	5	6	0	4	2	3	2	2
100	0	0	1	2	0	2	2	0	1	1
101	0	0	4	10	1	3	1	3	1	1
102	0	0	4	8	0	3	4	4	5	4
103	0	0	2	8	0	4	5	7	2	3

Appendix T: Ray' Data Tables (continued)

SUBJECT	SG_15T	EM_15A	B_OP15A	EM_15B	B_OP15B	EM_15C	B_OP15C	INS_17	FG_OP19	SG_19A
64	4	5	0	1	1	1	0	1	0	1
65	5	4	0	2	4	0	4	2	0	1
66	4	5	0	4	0	0	4	1	0	2
67	7	4	0	3	4	1	2	0	0	1
68	3	5	0	2	0	0	0	0	0	1
69	14	5	0	5	5	2	2	2	0	2
70	5	4	0	4	0	2	0	1	1	0
71	8	5	0	5	5	4	4	2	0	1
72	8	4	3	4	4	4	4	2	0	1
73	18	5	0	4	4	4	4	2	0	3
74	3	5	5	4	4	3	3	1	0	1
75	4	5	0	5	4	4	4	1	0	1
76	6	5	4	0	0	4	5	2	0	4
77	5	5	0	4	0	4	4	2	0	2
78	6	5	4	4	4	4	1	1	0	1
79	4	5	4	4	5	3	2	0	1	0
80	5	4	0	4	4	0	4	0	0	2
81	9	4	4	4	1	5	0	1	0	1
82	7	4	0	4	0	2	0	1	0	2
83	4	5	0	2	3	2	2	1	0	2
84	5	5	4	2	2	1	1	1	0	3
85	7	4	0	3	4	2	2	2	0	3
86	4	5	0	5	0	2	0	1	0	1
87	3	4	0	1	1	1	2	0	0	1
88	6	5	0	4	5	2	1	1	0	2
89	3	5	0	3	3	3	0	1	1	0
90	8	5	5	2	3	2	3	0	1	0
91	4	4	0	3	3	2	3	0	0	1
92	13	3	2	4	4	2	2	1	0	3
93	3	1	2	1	4	1	1	1	0	1
94	5	4	0	2	1	1	1	0	0	2
95	2	4	0	1	0	1	4	0	0	1
96	4	4	0	4	4	4	4	1	0	2
97	7	4	4	4	5	4	4	2	0	3
98	5	0	0	2	0	1	0	0	0	2
99	5	5	3	1	2	1	2	1	0	3
100	1	0	0	1	0	2	0	0	0	2
101	5	5	0	4	5	4	5	1	0	1
102	13	5	0	4	4	3	4	1	0	3
103	12	5	5	5	5	4	4	1	0	4

Appendix T: Raw Data Tables (continued)

SUBJECT	B OP19B	CH MSBA	CH MSBB	ATT 20B	INS 20C	ATT 21	INS 21	ATT 22	FG OP23	INS 23C
64	2	3	4	4	1	0	0	0	0	1
65	1	3	3	4	2	2	1	1	0	1
66	2	1	2	4	1	2	0	1	1	99
67	1	3	0	0	0	0	0	0	1	99
68	2	0	2	3	0	2	0	1	0	0
69	2	3	3	2	1	4	1	0	0	1
70	0	3	2	0	0	3	1	1	0	1
71	2	2	2	4	1	4	1	1	0	1
72	2	3	3	4	1	4	2	1	0	2
73	2	1	4	5	2	4	1	0	0	1
74	2	1	3	4	1	1	0	1	0	0
75	2	3	3	5	2	3	1	1	1	99
76	2	0	4	4	0	3	1	0	0	0
77	2	3	1	4	2	4	1	0	0	1
78	2	2	4	4	1	2	0	0	0	0
79	3	1	2	3	0	5	1	1	0	0
80	1	1	4	4	1	5	2	1	0	1
81	2	0	4	4	1	5	2	1	0	1
82	2	2	4	2	1	4	2	1	1	99
83	3	3	3	4	1	3	0	1	0	1
84	2	3	2	4	1	4	1	0	0	1
85	2	3	2	3	0	3	1	1	0	0
86	2	3	2	0	0	4	1	1	1	99
87	2	3	0	4	1	2	0	0	0	0
88	2	1	3	5	2	5	2	1	0	2
89	0	3	2	3	1	1	0	1	0	0
90	0	0	2	4	1	4	1	1	1	99
91	3	2	0	4	1	4	1	0	0	1
92	2	2	2	4	2	4	1	0	1	99
93	1	3	2	0	0	3	0	0	0	1
94	1	3	1	4	1	4	2	0	0	1
95	3	3	0	0	0	1	1	0	0	1
96	2	3	1	2	1	2	1	1	0	0
97	2	3	3	4	1	5	2	0	0	1
98	3	2	2	0	0	2	0	1	1	99
99	2	1	4	3	1	4	1	0	0	1
100	2	3	1	5	2	3	1	0	0	1
101	2	1	4	4	2	2	1	0	0	0
102	2	1	2	5	2	4	1	0	0	1
103	2	1	2	4	2	4	1	0	1	99

Appendix T: Raw Data Tables (continued)

SUBJECT	ATT_24A	EM_24	B_OP24	CONS_25A	FG_OP25	INS_25	FG_OP26	B_OP27A	B_OP27B	CHIS_28A
64	1	0	0	8	1	1	0	4	4	3
65	1	1	99	8	1	1	1	5	4	3
66	1	1	99	8	1	0	0	2	4	3
67	0	0	1	5	0	0	1	1	4	2
68	0	0	1	9	2	0	1	3	4	1
69	0	0	4	7	0	2	0	3	5	3
70	1	1	99	5	0	1	0	4	4	3
71	0	0	4	5	0	1	0	2	5	3
72	0	0	4	8	1	2	0	4	4	3
73	0	0	4	6	0	2	0	4	5	3
74	0	0	4	6	0	1	0	4	4	3
75	1	1	99	6	0	1	0	3	4	3
76	0	0	4	9	2	1	0	4	3	2
77	0	0	5	7	0	2	0	5	4	3
78	0	0	4	6	0	2	0	4	4	1
79	1	1	99	6	0	0	0	4	3	3
80	1	1	99	7	0	0	0	4	4	1
81	0	0	4	6	0	2	0	4	5	3
82	1	1	99	10	3	1	0	4	2	3
83	1	1	99	7	0	1	0	4	4	3
84	1	1	99	5	0	2	0	4	4	1
85	1	1	99	7	0	1	0	2	4	3
86	0	0	4	6	0	1	0	4	4	3
87	0	0	2	4	0	1	0	2	4	3
88	0	0	2	7	0	2	0	5	5	2
89	0	0	2	5	0	1	0	3	2	1
90	1	1	99	9	2	1	1	4	0	1
91	0	0	4	3	0	1	0	2	4	2
92	0	0	4	1	0	2	0	1	4	2
93	0	0	4	3	0	1	0	4	2	3
94	0	0	2	4	0	1	0	1	4	2
95	1	1	99	5	0	0	0	1	4	3
96	1	1	99	2	0	2	0	2	4	3
97	1	1	99	9	2	1	0	4	4	3
98	0	0	2	7	0	1	0	2	4	3
99	1	1	99	7	0	1	0	2	4	1
100	0	0	2	9	2	1	0	4	5	3
101	1	1	99	9	2	1	0	5	5	2
102	0	0	4	7	0	2	0	5	5	3
103	0	0	4	7	0	1	0	4	5	3

Appendix T: Raw Data Tables (continued)

SUBJECT	CHIS_28B	CHIS_28C	CHIS_29	PASS_31B	INS_301	INS_33	PCNT_33B	INS_33B	FG_OP34	FG_OP35
64	10	3	3	10	0	2	9	0	0	1
65	7	0	0	2	0	2	7	0	0	1
66	9	1	10	8	2	0	8	0	0	1
67	1	5	5	0	0	1	4	0	0	1
68	10	0	5	0	0	0	0	0	0	0
69	5	2	3	9	2	2	8	1	0	0
70	5	2	7	10	1	1	5	1	1	1
71	5	3	1	3	2	2	6	1	0	1
72	9	0	12	5	2	2	6	1	0	0
73	8	2	5	4	2	2	6	2	0	0
74	7	0	3	3	2	1	7	1	0	0
75	6	1	2	5	2	1	5	1	0	0
76	8	1	1	7	2	1	8	1	0	0
77	6	2	3	5	2	2	6	2	0	0
78	3	4	0	10	2	2	6	2	0	0
79	1	3	6	10	2	2	8	1	0	0
80	1	3	3	8	0	1	6	0	0	1
81	1	4	0	8	1	1	6	0	0	0
82	4	3	2	10	1	0	99	0	1	1
83	8	0	8	0	0	0	7	0	0	0
84	1	2	5	10	1	2	5	2	0	0
85	6	4	4	10	1	0	8	1	0	1
86	8	0	4	10	1	1	9	1	0	0
87	1	4	4	10	1	1	2	0	0	0
88	2	3	4	5	2	2	8	2	0	0
89	4	2	0	6	0	0	3	0	0	1
90	5	2	8	10	1	0	99	0	1	1
91	5	3	6	8	0	1	6	0	0	0
92	1	5	3	8	2	1	5	1	0	0
93	1	3	3	9	2	1	3	1	0	0
94	1	3	5	9	1	1	4	1	0	0
95	8	3	2	7	1	0	6	0	0	0
96	2	1	1	8	1	2	2	1	0	0
97	7	0	8	8	1	1	8	1	0	0
98	1	5	3	99	0	0	8	0	0	0
99	7	4	4	8	2	2	8	1	0	1
100	2	2	3	5	1	0	3	0	0	0
101	7	1	4	9	2	2	9	1	0	0
102	8	1	4	9	2	1	8	1	0	0
103	8	1	3	0	1	2	6	1	0	0

Appendix T: Raw Data Tables (continued)

SUBJECT	SG_35	RLNCH_36	FG_OP36	ATT_37B	INS_37BC	FG_OP38	INS_38B	DRUG_39A	DRUG_39B	DRUG_39C
64	0	10	2	3	1	0	1	0	0	0
65	0	9	1	4	2	0	2	15	1	0
66	0	8	0	4	1	1	99	15	0	0
67	0	2	0	2	99	1	99	35	1	0
68	1	10	2	4	0	0	0	30	0	0
69	1	9	1	4	2	0	2	0	0	0
70	0	10	2	2	99	1	0	20	0	0
71	0	10	2	3	2	0	2	0	0	0
72	1	8	0	3	2	0	2	0	0	0
73	1	8	0	3	2	0	1	0	0	0
74	1	9	1	3	2	0	2	5	0	0
75	1	6	0	1	2	1	99	0	0	0
76	1	9	1	3	1	1	99	15	0	0
77	1	7	0	3	2	0	2	0	0	0
78	1	9	1	4	2	0	2	25	0	0
79	1	8	0	3	2	0	2	20	0	0
80	0	2	0	1	0	1	99	0	0	0
81	1	7	0	3	1	0	1	50	0	0
82	0	9	1	3	0	1	99	0	0	0
83	1	9	1	4	1	0	1	0	0	0
84	1	7	0	3	1	0	2	20	0	0
85	0	10	2	3	1	0	1	10	0	0
86	1	9	1	4	2	0	1	0	0	0
87	1	8	0	4	1	0	2	15	0	0
88	1	9	1	4	2	0	2	0	0	0
89	0	6	0	4	1	0	0	30	0	0
90	0	10	2	4	1	1	99	8	0	2
91	1	7	0	3	1	0	1	0	0	0
92	1	7	0	3	2	0	1	25	1	0
93	1	8	0	3	1	0	1	35	0	0
94	1	4	0	3	1	0	2	15	0	0
95	1	4	0	3	0	0	0	20	0	0
96	1	7	0	3	2	0	2	10	0	0
97	1	8	0	3	2	0	2	0	0	0
98	1	9	1	4	0	0	0	0	2	0
99	0	10	2	2	99	0	0	13	0	0
100	1	3	0	4	1	0	1	35	0	0
101	1	10	2	4	1	0	1	20	1	0
102	1	9	1	3	2	0	2	10	0	0
103	1	8	0	4	1	0	2	20	1	0

Appendix T: Raw Data Tables (continued)

SUBJECT	DRUG_39D	STRS_42	STRS_42B	DEPN_43	OPSYC_43	PRFL_44A	PRFL_44B	LIE_SCAL	ABUSE	RIGIDITY
64	1	3	3	0	1	1	0	10	202	38
65	0	1	3	0	0	0	0	11	71	12
66	0	0	0	0	0	0	0	11	213	26
67	0	4	2	0	0	1	1	10	456	63
68	0	2	3	0	0	0	0	9	337	59
69	0	3	2	1	1	1	0	1	279	12
70	0	2	3	0	1	1	2	7	53	10
71	0	1	2	0	0	0	0	11	42	3
72	0	1	2	0	0	0	0	2	76	0
73	0	4	3	1	1	1	2	1	241	1
74	0	2	3	0	0	0	0	2	150	10
75	0	3	4	0	0	1	1	1	158	21
76	0	3	0	0	1	1	1	2	114	9
77	0	1	1	0	0	1	2	2	185	5
78	0	3	4	0	0	1	3	6	125	1
79	0	4	3	1	1	1	1	10	172	0
80	0	3	3	1	1	1	1	16	393	39
81	1	3	3	1	0	1	0	6	209	6
82	0	3	3	0	0	0	0	15	69	5
83	0	3	3	0	1	1	2	6	58	1
84	0	4	4	0	0	1	2	1	348	6
85	1	1	3	1	0	1	2	8	353	25
86	0	2	2	0	0	1	2	3	74	4
87	0	4	4	0	0	1	0	3	368	6
88	0	2	0	1	0	1	3	1	145	0
89	0	2	2	0	0	0	0	9	280	45
90	0	2	2	0	1	0	0	11	10	3
91	0	2	3	0	1	1	1	10	300	19
92	0	2	0	1	1	1	1	0	239	0
93	2	0	0	0	1	1	2	3	398	38
94	0	3	2	1	0	1	1	1	221	0
95	0	3	4	1	0	0	1	6	391	55
96	0	3	1	1	1	1	2	0	371	7
97	0	2	1	0	0	1	3	7	363	41
98	1	4	3	1	1	0	1	16	338	49
99	0	0	2	0	0	0	0	9	254	39
100	0	1	0	1	0	1	1	5	420	49
101	1	3	2	0	0	1	1	4	168	1
102	0	3	1	0	0	1	2	2	147	1
103	0	3	3	0	0	1	1	1	140	5

Appendix T: Raw Data Tables (continued)

SUBJECT	AVATT	AVFG	AVBEHAV	AVEMOT	AVBEHST	AVEMOST	TOTINT	TOTREL	TOTINSIT	TOTBELIF
64	2.1	0.7	2.4	2.2	2.2	1.9	4	5	8	4
65	3.1	0.8	3.5	2.5	3.3	2.5	1	6	13	13
66	2.9	0.6	2.6	2.4	2.3	2.0	1	6	5	8
67	1.8	0.3	1.9	1.8	1.4	1.3	1	5	1	4
68	2.7	0.7	2.7	2.8	2.8	2.5	1	7	0	5
69	3.6	0.1	3.8	3.2	2.7	2.1	7	10	20	10
70	3.2	0.6	2.9	2.5	2.8	2.0	1	5	7	11
71	3.9	0.3	4.2	3.1	3.7	2.1	6	7	16	12
72	4.0	0.2	3.8	3.0	2.9	2.3	1	12	18	12
73	4.2	0.0	4.2	3.2	3.3	2.2	9	14	18	10
74	3.6	0.1	3.9	3.5	2.4	2.2	8	5	11	10
75	3.4	0.2	3.2	3.2	2.4	2.0	6	5	11	8
76	3.3	0.5	3.4	3.3	3.1	2.4	3	11	9	12
77	3.3	0.0	3.9	2.9	2.1	1.5	13	11	22	9
78	3.0	0.3	3.4	3.2	2.7	2.1	8	4	15	11
79	3.3	0.4	3.4	3.2	3.1	2.6	3	8	11	9
80	3.2	0.6	3.3	2.6	3.1	2.0	2	3	5	10
81	3.3	0.3	3.1	2.9	2.0	1.7	2	9	11	8
82	2.9	1.0	3.1	3.2	3.5	3.1	0	5	6	9
83	3.4	0.3	2.7	2.6	2.1	2.0	3	6	6	7
84	2.7	0.1	3.1	2.3	2.1	1.7	4	8	14	8
85	2.8	0.4	2.9	2.3	2.4	1.8	2	5	8	7
86	3.6	0.2	3.4	2.8	3.2	2.2	5	5	9	10
87	2.7	0.3	2.0	1.8	1.5	1.3	2	10	7	10
88	4.5	0.1	4.0	3.4	2.6	2.3	8	11	22	13
89	2.0	0.7	1.9	2.0	1.6	1.8	1	2	4	7
90	3.4	1.0	3.4	3.1	3.3	3.1	2	5	5	9
91	3.6	0.5	3.6	2.6	3.8	2.4	0	6	7	9
92	3.7	0.0	3.5	2.8	1.4	1.2	1	20	13	10
93	3.0	0.0	2.9	2.3	1.6	1.4	1	9	9	10
94	2.9	0.1	2.3	2.5	2.1	1.5	2	10	11	10
95	1.8	0.4	3.2	2.0	2.4	1.7	0	4	3	6
96	3.1	0.1	3.3	3.0	2.4	1.5	0	10	13	6
97	3.8	0.1	4.1	3.3	2.7	2.3	6	9	14	10
98	3.3	0.3	2.8	2.0	2.2	1.5	1	9	1	8
99	3.3	0.2	2.9	2.4	2.5	1.7	0	11	10	8
100	2.9	0.1	3.3	2.2	2.0	1.7	0	8	8	9
101	3.2	0.3	3.7	3.2	3.0	1.9	7	10	12	11
102	4.4	0.2	4.1	3.1	2.7	2.2	6	20	17	10
103	3.8	0.1	4.2	3.5	2.9	2.5	15	13	12	11

Appendix T: Raw Data Tables (continued)

SUBJECT	TOTSIGN	BEHAVIOR	EMOTION	TOT PEM	CHIST	DRUG USE	NEGDES	RELDDES	SIMILAR
64	24	4.6	4.1	-4.9	-1.3	1	33.3	25.0	0
65	19	6.8	5.0	1.6	-2.2	1	0.0	100.0	0
66	19	4.9	4.4	-3.0	-2.2	0	0.0	50.0	2
67	15	3.3	3.1	-10.3	3.1	1	100.0	50.0	1
68	18	5.5	5.3	-0.7	-3.2	0	0.0	66.7	1
69	49	6.5	5.3	4.6	-0.2	0	20.0	50.0	0
70	18	5.7	4.5	-1.0	-0.2	0	0.0	75.0	2
71	35	7.9	5.2	6.0	0.4	0	25.0	62.5	2
72	36	6.7	5.3	4.6	-2.9	0	25.0	75.0	0
73	71	7.5	5.4	8.7	-1.3	0	0.0	68.8	2
74	35	6.3	5.7	4.1	-2.2	0	0.0	0.0	2
75	33	5.6	5.2	1.4	-1.2	0	0.0	20.0	0
76	37	6.5	5.7	4.2	-1.9	0	100.0	83.3	0
77	54	6.0	4.4	1.9	-0.6	0	30.8	46.2	0
78	37	6.1	5.3	2.3	1.8	0	0.0	20.0	0
79	28	6.5	5.8	3.7	1.8	0	0.0	60.0	2
80	23	6.4	4.6	0.5	1.8	0	0.0	50.0	2
81	29	5.1	4.6	-1.0	2.5	1	0.0	75.0	1
82	23	6.6	6.3	3.9	0.8	0	0.0	100.0	0
83	23	4.8	4.6	-1.6	-2.5	0	0.0	100.0	0
84	33	5.2	4.0	-2.6	1.2	0	50.0	75.0	2
85	29	5.3	4.1	-2.3	0.7	1	0.0	100.0	1
86	27	6.6	5.0	2.5	-2.5	0	0.0	40.0	1
87	19	3.5	3.1	-8.3	2.5	0	100.0	50.0	1
88	48	6.6	5.7	6.8	1.5	0	25.0	0.0	1
89	8	3.5	3.8	-8.5	0.1	0	100.0	100.0	2
90	23	6.7	6.2	4.7	-0.2	2	20.0	66.7	2
91	19	7.4	5.0	3.2	0.4	0	50.0	100.0	0
92	58	4.9	4.0	0.0	3.1	1	30.0	90.0	1
93	22	4.5	3.7	-4.6	1.8	2	25.0	100.0	1
94	27	4.4	4.0	-4.2	1.8	0	60.0	80.0	2
95	10	5.7	3.7	-5.5	-0.6	0	50.0	100.0	1
96	30	5.7	4.5	-0.4	0.2	0	0.0	100.0	1
97	48	6.8	5.6	5.9	-2.2	0	14.3	100.0	2
98	22	5.0	3.5	-3.8	3.1	3	50.0	75.0	1
99	37	5.4	4.1	-1.0	0.4	0	0.0	100.0	0
100	19	5.3	3.9	-3.3	0.8	0	50.0	100.0	1
101	45	6.7	5.1	3.6	-1.5	2	0.0	42.9	0
102	75	6.8	5.3	8.1	-1.9	0	20.0	60.0	0
103	67	7.1	6.0	8.5	-1.9	1	11.1	44.4	2

Appendix U: PEM Sub-scale Intercorrelation Matrix

Table 35: PEM sub-scale inter-correlations

Scale variables	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1. Attention to Signals	-												
2. Attributions	.68***	-											
3. Behaviour- Unstressed	.71***	.77***	-										
4. Behaviour- Stressed	.25*	.50***	.63***	-									
5. Behaviour- Overall	.52***	.69***	.89***	.91***	-								
6. Emotion- Unstressed	.66***	.68***	.77***	.60***	.76***	-							
7. Emotion- Stressed	.13	.38***	.44***	.80***	.69***	.57***	-						
8. Emotion- Overall	.45***	.60***	.69***	.79***	.82***	.89***	.88***	-					
9. Insight	.74***	.66***	.63***	.20*	.45***	.57***	.01	.34**	-				
10. Beliefs	.55***	.72***	.65***	.44***	.59***	.59***	.32**	.52***	.59***	-			
11. Childhood Abuse	-.14	-.21*	-.18	-.28**	-.26**	-.30**	-.35***	-.36***	-.05	-.01	-		
12. Alcohol & Drug Use	.10	.00	-.02	-.07	-.05	-.01	-.12	-.07	-.03	.08	.00	-	
13. Faking Good	-.47***	-.23*	-.21*	.40***	.12	-.02	.62***	.33**	-.52***	-.10	-.17	-.03	-

(N = 103; * $p < .05$; ** $p < .01$; *** $p < .001$)