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The Child-rearing Practices Report (CRPR): A Set of Q items for the Description of
Parental Socialization Attitudes and Values

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1965

The Child-rearing Practices Report (CRPR): A Set of Q items for the Description of
Parental Socialization Attitudes and Values

The Child-rearing Practices Report (CRPR, Block, 1965) was developed in order to provide a self-descriptive instrument tapping both common and uncommon dimensions in the socialization realm using a method that would minimize the response sets that have plagued many self-descriptive measures. The CRPR was derived from empirical observations of mothers interacting with their children in different structured experimental situations. A Q-sort format for administration was selected for four compelling reasons: (1) it minimizes response sets - e.g., acquiescence, social desirability, and differential use of hyperbole; (2) it minimizes the respondent's defensiveness through the use of items stated in relatively neutral terms; (3) it is an ipsative procedure and, as such, is more appropriate for use across different sub-groups or cultures; and (4) it has proven to be a refreshing, and ego-involving method for collecting self-descriptive data because 9 cards can be moved about and degree of endorsement or rejection can be expressed readily.

Constructing the Item Pool

The initial item pool was developed from the behavioral dimensions found to differentiate groups of mothers with different child-handling techniques. Mother-child interactions in standardized situations were observed and quantified using both a behavioral checklist and a set of Q-items tapping interpersonal or interactional behaviors (Block, Jennings, Harvey & Simpson, 1964). The 9 descriptions of the observed mother-child interactions were factored using an inverse principal

components factor analysis with communality entries of unity in order to identify types or patterns of mother-child interactions. In developing the CRPR, the discriminating variables issuing from this cluster analysis of observed mother-child interactions were identified and rephrased in a form suitable for self-administration. In this way, items were written to tap each differentiating dimension of mother-child behaviors included in the factorial study.

To supplement the empirically derived item pool, a thorough review of the socialization literature was conducted and additional items were written to tap dimensions not included originally in the observational study.

The item pool was then further enriched by a third source of input. A series of discussions with colleagues from several European countries undertaken while the author was spending a research year abroad resulted in the identification of still other dimensions not yet represented in the item pool.¹ The contributions of psychologists from other countries were valuable in extending the coverage of the item domain and in reducing the culture boundedness of the item pool.

In its present form, the CRPR consists of 91 socialization-relevant statements

¹ Professor Anni von der Lippe, Dagfinn Ås, Berit Ås, Per Olaf Tiller, Bjorn Christiansen, and Kikkan Christiansen are among those in Norway who contributed importantly to the development of the CRPR. The suggestions of Professors Franz From of the University of Copenhagen, Ingar Johannesson, School of Education, Stockholm, Sweden and Isto Ruoppila of the university of Jyväskylä, Finland further benefitted this CRPR item pool.

that are administered in a Q-sort format with a forced-choice, seven-step distribution. The items are appropriate for the description of both maternal and paternal child-rearing attitudes and values. Two forms of the test have been developed: a first-person form which is appropriate for both mothers and fathers, and a third-person form that can be completed by young people to describe the child-rearing orientations of their mothers and/or fathers. Items comprising each form are listed in Appendices II and III.

The CRPR has been translated into several languages: Norwegian, Swedish, Danish, Finnish, Croatian, Cantonese, and Dutch. It has proven to be a suitable and sensitive instrument for use in cross-cultural investigations (Block and Christiansen, 1966; Block, 1973).

To date the CRPR has been administered to more than 6000 persons representing different age groups (ages 16 to 50), different socio-economic levels (unskilled workers to professionals), different educational levels (sixth grade to advanced degrees), and different national origins (Norwegian, Swedish, English, Finnish, Danish, Dutch, Chinese, Yugoslavian, and American).

Instructions for Administration

The instructions for self-administration of the CRPR were devised and pretested with many different and heterogeneous groups in an attempt to insure their clarity and understandability. The instructions provide a series of steps to be followed in completing the Q sorting and advise the parent to focus upon a specified child in the family while responding to the Q items. To encourage more precise descriptions of child-rearing attitudes and values, the items are phrased, wherever possible, in the

active voice (e.g., I do, I ask, I emphasize, I believe) and emphasize a behavioral orientation. The test has been administered both in group sessions and by mail in cases where group administration was not feasible. Although collection of any research data through the mails is not optimal, the specificity of the *Q*-sort instructions has made this form of administration possible. A copy of the instructions for Form I is included in Appendix I.

Reliability of the CRPR

Reliability of the CRPR has been assessed in two test-retest studies. In the first study, 90 young people enrolled in a child psychology course described their child-rearing philosophies using the CRPR at the beginning of the course and again, at its completion, eight months later. The average correlation between the two tests was .707 (range = .38 to .85; sigma = .10). In the second study, 66 Peace Corps volunteers used the CRPR to describe the child-rearing orientations of both their parents. Three years later, upon completion of their Peace Corps duty, they were asked to describe again their perceptions of their mothers' and fathers' child-rearing attitudes. The table below indicates the average cross-time correlations for males and females.²

² I am grateful to Norma Haan for making available to me the retest data

Table 1. Average Cross-time Correlations of CRPR Responses

	Females ($N = 27$)	Males ($N = 39$)	Combined ($N = 66$)
Description of Mother	$r = .69$	$r = .61$	$r = .64$
			$\tau = .26$
Description of Father	$r = .66$	$r = .64$	$r = .65$
			$\tau = .23$

The range of cross-time correlations in the student-descriptions-of-parents study was .04 to .85 for maternal descriptions and .13 to .85 for paternal descriptions. It will be noted that the cross-time correlations in both studies are high, suggesting considerable stability for both the first and third person forms of the CRPR. It is to be expected, perhaps, that self-described child-rearing orientations are more stable than the descriptions of parental socialization practices by young adults still engaged in the process of establishing their own identities. The time intervals for both studies (one and three years) are considerable and it is probable that the correlations obtained in these two studies represent the lower limit of test-retest reliability because of the intensity of the intervening experiences and the self-confrontation typical of this life stage.

Although test-retest data have not been obtained from samples of parents, it is expected that their self-descriptions would show even greater stability over time since many of the identity issues facing young adults that might affect their perceptions of self and parents would, hopefully, have been resolved.

Construct Validity of the CRPR

In assessing construct validity of the CRPR, we are concerned with the degree to

which parental self-descriptions of child-rearing behaviors reflect, in fact, actual parental behaviors vis-a-vis their children. Accordingly, the relationship was sought between self-report as indexed by CRPR responses and actual maternal behaviors toward the child as observed in three structured situations designed to tap achievement emphasis, modes and degree of control, and independence training (Block *et al.*, 1964). In this study, 112 mothers were observed interacting with their children in three situation and these interactions were quantified by means of observer-provided Q-sort data and subjected to an inverse principal components factor analysis. Eight types or clusters of mothers were identified on the basis of the nature of their interactions vis-a-vis their children. Four years later, following the development of the CRPR, the mothers participating in the observation study were contacted and asked to respond to the CRPR. It proved possible to contact 76 of the original sample and all mothers who were successfully contacted completed the Q-sort descriptions of their child-rearing orientations.

To evaluate the congruence of the data obtained from the two different situations, the mothers defining each cluster emerging from the typological analysis were compared with the complement group in terms of their CRPR descriptions. Reliability of the differences between groups was assessed by *t*-tests. The CRPR items significantly associated with membership in each of the eight mother-child interaction clusters are presented in Table 2 below. It should be noted that the left-hand column in the table lists the observer-specified variables defining each cluster while the right-hand column presents the self-described CRPR items differentiating mothers in a particular cluster from all other mothers in the group.

Table 2. Comparison of Observational and CRPR Items as a Function of Interactional Type.

Observational Data	Self-report Data
Q-items significantly	CRPR responses obtained four years
differentiating mothers in	later and associated significantly with mothers
Interaction Type 1 ($N = 12$)	in Interaction Type 1 ($N = 8$)
<i>Characteristic Items</i>	
Is firm with C	I don't think young children of different sexes
Deprives C	should be allowed to see each other naked.
Critical of C	I do not allow my C to say bad things
Distant with C	about his teacher.
Rejects C	I do not allow my C to get angry with me.
	I expect my C to be grateful and appreciate all
	the advantages he has.
	I believe in toilet training a C as soon as
	possible.
	I believe children should not have secrets from
	their parents.
	I teach my C to keep control of his feelings at
	all times.
	I punish my C by taking away a privilege
	he otherwise would have had.
	I believe that too much affection and
	tenderness can harm or weaken a C.

I believe my child should be aware of how much I sacrifice for him.

I sometimes tease and make fun of my C.

I worry about the health of my C.

I don't think C should be given sexual information before they can understand everything.

Uncharacteristic Items

Finds satisfaction in C

I respect my C's opinions and encourage him to express them.

Encourages C

Affectionate with C

I put the wishes of my mate before the wishes of my C.

Emotionally responsive to C

Interacts with C

When my C gets into trouble, I expect him to handle the problems mostly by himself.

I punish my C by putting him off somewhere by himself for a while.

I feel a C should have time to think, daydream, and even loaf sometimes.

I worry about the bad and sad things that can happen to a C as he grows up.

I joke and play with my C.

I encourage my C to be curious, to explore and question things.

When I am angry with my C, I let him know it.

I like to have some time for myself, away from my C.

I encourage my C to be independent of me.

Q-items significantly	CRPR responses significantly associated
differentiating mothers in	four years later with mothers in Interaction
Interaction Type 2 ($N = 25$)	Type 2 ($N = 15$)

Characteristic Items

Finds satisfaction in C.	I find some of my greatest satisfactions in my
Wants C to be independent	C.
Easy going and relaxed with C	I encourage my C to wonder and think about
Respects C	life.
Encourages C	I feel a child should have time to think,
Is proud of C	daydream, and even loaf sometimes.
Enjoys C	I find it interesting and educational to be with
Trusts C	my C for long periods.

Uncharacteristic Items

Is ambivalent about C	I do not allow my C to say bad things about his
	teacher.
Anxious over C	I give up some of my own interests because of
	my C.
Critical of C	I expect my C to be grateful and appreciate all
	the advantages he has.
Angry with C	I believe C should not have secrets from their
	parents.

Rejecting of C	I believe that too much affection and
	tenderness can harm or weaken a C.
Tense with C	I sometimes tease and make fun of my C.
Emotionally involved with C	
Impatient With C	
Feels burdened by C	
Q-items significantly	CRPR responses significantly associated
differentiating mothers in	four years later with mothers in Interaction
Interaction Type 3 (N = 25)	Type 3 (N = 16)
<i>Characteristic Items</i>	
Is competitive with C	I encourage my C always to do his best.
Solicitous with C	I sometimes feel that I am too involved with my
Wants C to respond	C.
Is anxious with C	I find it difficult to punish my C.
Possessive of C	I worry about the health of my C.
Angry with C	I get pleasure from seeing my C eating well and
Dominates C	enjoying his food.
Emotionally involved with C	I believe it is unwise to let C play a lot by
Impatient with C	themselves without supervision from grown-
Interacts with C	ups.
Apologizes for C	
<i>Uncharacteristic Items</i>	
wants C to be independent	I give C a good many duties and family
	responsibilities.

Firm with C	I have strict, well established rules for my C.
passive with C	I give my C extra privileges when he behaves well.
Hides feelings from C	I enjoy a house full of children.
Understands C	My C and I have warm, intimate times together.
Keeps C at a distance	
trusts C	
respects C	
Permissive with C	
Makes C feel comfortable	

Q-items significantly	CRPR responses significantly associated
differentiating mothers in	four years later with mothers in Interaction
Interaction Type 4 ($N = 5$)	Type 4 ($N = 3$)

Characteristic Items

Is afraid of C	I do not blame my C for whatever happens if
Ambivalent about C	others ask for trouble.
passive with C	I put the wishes of my mate before the wishes
Anxious over C	of my C.
Tries to please C	
Handles C with kid gloves	
Shares play and humor with C	

Uncharacteristic Items

Firm with C	I believe that a C should be seen and not heard.
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Dominates C	I expect a great deal of my C.
Expects obedience	I sometimes feel that I am too involved with my C.
Inhibits C	I give my C extra privileges when he behaves well.

Q-items significantly differentiating mothers in Interaction Type 5 (<i>N</i> = 10)	CRPR responses significantly associated four years later with mothers in Interaction Type 5 (<i>N</i> = 8)
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Characteristic Items

Solicitous of C	I respect my c's opinions and encourage him to express them.
Understands C	I talk it over and reason with my C when he misbehaves.
Interested in C	I encourage my C to be curious, to explore and question things.
Wants C to respond	I enjoy having a house full of C.
Teases C	I teach my C that he is responsible for what happens to him.
Finds satisfaction in C	I feel it is good for a C to play competitive games.
Shares play and humor with C	I encourage C to be independent of me.

Uncharacteristic Items

Is condescending with C	I wish C did not have to grow up so fast
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Critical of C	I teach my C to keep control of his feelings at all times.
Ambivalent with C	I believe scolding and criticism make my C improve.
Hides feelings from C	I let my C know how ashamed and disappointed I am when he misbehaves.
Rejects C	I instruct my C not to get dirty while he is playing.
Confuses C	I get pleasure from seeing my C eating well and enjoying his food.
Passive with C	
Deprives C	
Keeps C distant	

Q-items significantly	CRPR responses significantly associated
differentiating mothers in	four years later with mothers in Interaction
Interaction Type 6 ($N = 7$)	Type 6 ($N = 6$)

Characteristic Items

Is proud of C	I punish C by putting him off by himself for a while.
Firm with C	I do not blame my C for whatever happens if others ask for trouble.
Passive with C	I let my C know how ashamed and disappointed I am when he misbehaves.
Easy going with C	I control my C by warning him about the bad things that can happen to him.

Straightforward with C	I don't think C should be given sexual
Understands C	information before they can understand
Keeps C at a distance	everything.
Trusts C	
Compliments C	

Uncharacteristic Items

Afraid of C	I let my C make many decisions for himself.
Wants C to respond	I teach my C that in one way or another
Affectionate with C	punishment will find him when he is bad.
Interested in C	I have strict, well-established rules for C.
Anxious about C	I encourage C to be curious, to explore and
Solicitous of C	question things.
Interacts with C	I believe C should not have secrets from their
Tries to please C	parents.
Concerned about impression C	I worry about the health of my C.
makes	I feel that it is good for a C to play competitive
Emotionally involved with C	games.
Possessive of C	I make sure I know where my C is and what he
	is doing.

Q-items significantly differentiating mothers in Interaction Type 7 ($N = 9$)	CRPR responses significantly associated four years later with mothers in Interaction Type 7 ($N = 7$)
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Characteristic Items

Encourages guilt	I give my C a good many duties and family responsibilities.
Condescending with C	
Sarcastic with C	I do not allow my C to question my decisions.
Inhibits C	I want my C to make a good impression on others.
Ambivalent about C	
Critical of C	I instruct my C not to get dirty while he is playing.
Keeps C distant	
Dominates C	
Sets high standards for C	
Deprives C	
Angry with C	

Uncharacteristic Items

Proud of C	I help my C when he is being teased by his friends.
Encourages C	I find it difficult to punish my C.
Interacts with C	I tend to spoil my C.
Affectionate with C	
Finds satisfaction in C	
Understands C	
Respects C	

Enjoys C

Emotionally responsive to C

Q-items significantly differentiating mothers in Interaction Type 8 ($N = 6$)	CRPR responses significantly associated four years later with mothers in Interaction Type 8 ($N = 3$)
<i>Characteristic Items</i>	
Talks over disagreements with C	I put the wishes of my mate before the wishes
Insists C make decisions	of my C.
Passive with C	I joke and play with my C.
Tries to please C	I expect my C to be grateful and appreciate all
Emotionally responsive to C	the advantages he has.
Interested in C	I believe that scolding and criticism make my C
Permissive with C	improve.
Encourages C	
Hides feelings from C	
<i>Uncharacteristic Items</i>	
Defends C	I give up some of my own interests because of
Sarcastic with C	my C.
Angry with C	I find it difficult to punish my C.
Firm with C	I let my C make many decisions for himself.
Straightforward with C	
Interrupts C	
Dominates C	

It will be observed from Table 2 that there is appreciable psychological coherence in the findings derived from the two data bases -- observational and self-descriptive data. Unfortunately, the small numbers of mothers in some of the clusters have attenuated the relationships. However, when it is remembered that a four-year interval separated the collection of the observational and self-descriptive data and that the CRPR was administered after the mothers had been earlier assessed in interaction with their children, these results do provide indication of the behavioral relevance of the CRPR.

Scoring and Analysis of the CRPR

Depending upon the nature of the questions being asked, different approaches to data analysis of the CRPR can be undertaken.

1) *Item-analysis*: For many purposes, comparisons of the means of each of the 91 items for different samples may be evaluated directly via *t*-test of analysis of variance. Generally, the item analysis approach to the CRPR does not require non-parametric methods such as the Mann-Whitney test. The several or many items significantly characterizing samples of individuals can, in their own right, be extremely informative about the values or person qualities of the individuals being compared. Studies using this item analysis approach include Block, 1972; Block, 1973; Block & Block, 1973; Block & Christiansen, 1966; Haley, 1974; Hesselbart, 1968; Haan, Smith, & Block, 1968; and Smith, Haan, & Block, 1970.

2) *The use of criterion Q-sorts*. For certain forms of research questions, we may wish to know whether individuals in one group exemplify a concept or a criterion more than do individuals in a second group. For example, are the mothers of

activist college students more "autonomy-inducing" than the mothers of non-activist college students? Do Scandinavian parents foster "communal" values as opposed to "agentic" values to a greater extent than do American parents?; and so on. In such inquiries, the emphasis is on an over-all summarizing comparison of Q-sorts rather than the aggregation of significantly but often diverse in meaning items. What is required is a formulation of the concept or criterion proposed by the investigator to integrate or encompass the basis for the difference between the comparison samples. This can be readily accomplished by having several "criterion-definers" (psychologists or other individuals acknowledged as competent to define the criterion) each independently Q-sort the CRPR items so as to express the ultimate or idealized "autonomy-inducing" or "communal" or "agentic" or "whatever" individual, using either the First Person Form or Third Person Form, as appropriate for the actual data to be analyzed. These "criterion-definitions" are then averaged, this average or composite being taken as a consensual definition of the concept. Subsequently, the actual CRPR Q-sorts of the individuals being studied can be correlated with this criterion-definition. If the correlation is high, then that individual is similar to the criterion; if the correlation is low or negative, that individual is not like the criterion. These correlations, used as scores, express for each individual his overall closeness or distance to the construct being evaluated. These scores then can be compared, for the groups being contrasted, via *t*-test or analysis of variance. In addition or alternatively, these (correlations used as) scores can be further correlated with other variables. This approach has proven useful in a number of settings.

3) *The discernment of types or clusters of people.* CRPR data can readily be

submitted to inverse factor analysis or related techniques so as to cluster individuals into homogeneous groups, then analyzing independent sources of information for the correlates of group membership. For exploratory studies especially, when we do not already possess a schema with which to organize the world, this approach is valuable.

The preceding three methods of analysis are described in greater detail, with particular reference to logical and statistical problems and solutions in Block (1961).

4) *Scale construction.* Another method that researchers may wish to employ involves the summing of scores on a number of CRPR items so as to generate a scale score. Such scores have proven useful in several studies where they have been used as a basis for group comparisons (Arnell, 1968; Block, Haan, & Smith, 1969; Block, 1969; Feshbach, 1973; Haley, 1974). Generally, such scores have been based on the results of factor analyses of the CRPR items *within the particular sample being studied and are valid within the studies for which they were developed.* However, because CRPR item intercorrelations vary appreciably as a function of the sample being studied, and because the CRPR was specifically developed to minimize the kind of redundancy that factor analysis defines as communal variance, no generalized or widely applicable factor scales for the CRPR can be offered here.

Typically, when factor analysis is applied to the CRPR, something between 28 and 33 factors are found (eigenvalues greater than unity when the communality entry is unity), for both the First Person and Third Person Forms of the CRPR. In eight factor analyses of the First Person CRPR Form, the first varimax factor has accounted for only about 11 per cent of the variance (range from 10.4% to 11.7%), an impressively small figure for a first factor. In ten different factor analyses of the Third

Person CRPR Form, involving samples of students from six different countries, only about 16 per cent of the variance has been accounted for by the first varimax factor (range from 13.2% to 18.6%), again an unusually small figure. The very many factors that underlie the CRPR and the entailed result that even the largest CRPR factor is still small means that factor analysis is not able to simplify or usefully reduce the many kinds of information contained within the CRPR.

Appended Materials

The instructions for administering the CRPR are included in Appendix I. The item listing for Form I (the First Person Form) and Form II (the Third Person Form) are to be found in Appendices II and III, respectively.

Appendix I

Instructions for the Q-Sort Cards

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In trying to gain more understanding of young children, we would like to know what is important to you as a parent and what kinds of methods you have used in raising your child-- in particular, your child who is now in preschool or day care. You are asked to indicate your opinions by sorting through a special set of cards that contain statements about bringing up children.

The WHITE cards are to be used by MOTHERS; the BLUE cards are to be used by FATHERS.

Please do the task separately and do not discuss the card placements with your spouse. After you have each completed the task on your own, then you may find it interesting to discuss the sorts, but please don't change your sorts after this discussion. It is very important that we find out the real differences, as well as the similarities, between mothers and fathers in their child rearing attitudes and behavior.

The Cards and Envelopes

Each set or deck contains 91 cards. Each card contains a sentence having to do with child rearing. Some of these sentences will be true or descriptive of your attitudes and behavior in relation to your child. Some sentences will be untrue or

undescriptive of your feelings and behavior toward your child. By sorting these cards according to the instructions below, you will be able to show how descriptive or undescriptive each of these sentences is for you.

Together with the cards you have received 7 envelopes, with the following labels:

7. These cards are most descriptive.
6. These cards are quite descriptive.
5. These cards are fairly descriptive.
4. These cards are neutral, neither descriptive nor undescriptive.
3. These cards are fairly undescriptive.
2. These cards are quite undescriptive.
1. These cards are most undescriptive.

Your task is to choose 13 cards that fit into each of these categories and to put them into their proper envelopes.

How to Sort the Cards (You may wish to check off each step as completed.)

- ___1. Mothers take the WHITE cards and shuffle them a bit first. Fathers take the BLUE cards and shuffle them a bit first.
- ___2. Find a large cleared surface, like a kitchen table or desk, and spread out the envelopes in a row, going from 7 to 1 (Most Descriptive to Most Undescriptive):

7654321
- ___3. Now take the shuffled deck of cards, and read each sentence carefully. Then make three piles of cards: one pile containing cards that are generally true or descriptive of you; one pile that you're not certain about; and one pile of cards

that are generally not true or descriptive.

It doesn't make any difference how many cards you put in each of the three piles at this time, since you'll probably have to do some switching around later. But you may find it helpful if each pile contains about the same number of cards. Now your cards and envelopes look like this:

7	6	5	4	3	2	1
"Descriptive" Cards			"Not Sure"	"Undescriptive" Cards		
Cards						

- ___4. Now, take the pile of descriptive cards and pick out the 13 cards that are *most* descriptive of your behavior with your child. Put these cards on top of envelope #7. Don't put them inside yet, because you might want to shift some of them later.
- ___5. Next, from the cards that remain, pick out 13 cards that you think are *quite* descriptive of your behavior and put these on top of envelope # 6. (If you run out of cards from your "descriptive" pile, you'll have to add some of the more descriptive cards from your "Not Sure" pile.)
- ___6. Now, begin at the other end. Take the pile of "undescriptive" cards and pick out the 13 cards that are *most undescriptive* of you. Put these on envelope #1.
- ___7. Then pick out the 13 cards which are *quite undescriptive* and put them on top of envelope #2. (Again, you may have to "borrow" from your "Not Sure" pile to make the necessary 13 cards for envelope #2.)
- ___8. You should now have 39 cards left over. These are now to be sorted into three

new piles with 13 cards in each: 13 cards that are *fairly descriptive* of you (to be put on envelope #5); 13 cards that are *neither descriptive nor undescriptive* (to be put on envelope #4); and 13 cards that are *fairly undescriptive* (to be put on envelope #3).

You may find it hard, as others have, to put the same number of cards in each pile but we must ask you to follow these directions exactly, even if you feel limited by them.

- ___9. Now, as a last step, look over your sort to see if there are any changes you want to make. When the cards seem to belong where you have put them, double-check to be sure that you have 13 cards in each pile. Then put each pile in the proper envelope and tuck in the flaps. The small envelopes go into the large envelop for return to the nursery school.

Thank you for your cooperation!

Appendix II.

The Child-rearing Practices Report (CRPR): A Set of Q items for the Description of
Parental Socialization Attitudes and Values

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1. I respect my child's opinions and encourage him/her to express them.
2. I encourage my child always to do his/her best.
3. I put the wishes of my mate before the wishes of my child.
4. I help my child when s/he is being teased by his/her friends.
5. I often feel angry with my child.
6. If my child gets into trouble, I expect him/her to handle the problem mostly by himself/herself.
7. I punish my child by putting him/her off somewhere by himself/herself for a while.
8. I watch closely what my child eats and when s/he eats.
9. I don't think young children of different sexes should be allowed to see each other naked.
10. I wish my spouse were more interested in our children.
11. I feel a child should be given comfort and understanding when s/he is scared or upset.

12. I try to keep my child away from children or families who have different ideas or values from our own.
13. I try to stop my child from playing rough games or doing things where s/he might get hurt.
14. I believe physical punishment to be the best way of disciplining.
15. I believe that a child should be seen and not heard.
16. I sometimes forget the promises I have made to my child.
17. I think it is good practice for a child to perform in front of others.
18. I express affection by hugging, kissing, and holding my child.
19. I find some of my greatest satisfactions in my child.
20. I prefer that my child not try things if there is a chance s/he will fail.
21. I encourage my child to wonder and think about life.
22. I usually take into account my child's preferences in making plans for the family.
23. I wish my child did not have to grow up so fast.
24. I feel a child should have time to think, daydream, and even loaf sometimes.
25. I find it difficult to punish my child.
26. I let my child make many decisions for him/herself.
27. I do not allow my child to say bad things about his/her teachers.
28. I worry about the bad and sad things that can happen to a child as s/he grows up.
29. I teach my child that in one way or another punishment will find him/her when s/he is bad.

30. I do not blame my child for whatever happens if others ask for trouble.
31. I do not allow my child to get angry with me.
32. I feel my child is a bit of a disappointment to me.
33. I expect a great deal of my child.
34. I am easy going and relaxed with my child.
35. I give up some of my own interests because of my child.
36. I tend to spoil my child.
37. I have never caught my child lying.
38. I talk it over and reason with my child when s/he misbehaves.
39. I trust my child to behave as s/he should, even when I am not with him/her.
40. I joke and play with my child.
41. I give my child a good many duties and family responsibilities.
42. My child and I have warm, intimate times together.
43. I have strict, well-established rules for my child.
44. I think one has to let a child take many chances as s/he grows up and tries new things.
45. I encourage my child to be curious, to explore and question things.
46. I sometimes talk about God and religious ideas in explaining things to my child.
47. I expect my child to be grateful and appreciate all the advantages s/he has.
48. I sometimes feel that I am too involved with my child.
49. I believe in toilet training a child as soon as possible.
50. I threaten punishment more often than I actually give it.

51. I believe in praising a child when s/he is good and think it gets better results than punishing him/her when s/he is bad.
52. I make sure my child knows that I appreciate what s/he tries or accomplishes.
53. I encourage my child to talk about his/her troubles.
54. I believe children should not have secrets from their parents.
55. I teach my child to keep control of his/her feelings at all times.
56. I try to keep my child from fighting.
57. I dread answering my child's questions about sex.
58. When I am angry with my child, I let him/her know it.
59. I think a child should be encouraged to do things better than others.
60. I punish my child by taking away a privilege s/he otherwise would have had.
61. I give my child extra privileges when s/he behaves well.
62. I enjoy having the house full of children.
63. I believe that too much affection and tenderness can harm or weaken a child.
64. I believe that scolding and criticism makes my child improve.
65. I believe my child should be aware of how much I sacrifice for him/her.
66. I sometimes tease and make fun of my child.
67. I teach my child that s/he is responsible for what happens to him/her.
68. I worry about the health of my child.
69. There is a good deal of conflict between my child and me.
70. I do not allow my child to question my decisions.
71. I feel that it is good for a child to play competitive games.
72. I like to have some time for myself, away from my child.

73. I let my child know how ashamed and disappointed I am when s/he misbehaves.
74. I want my child to make a good impression on others.
75. I encourage my child to be independent of me.
76. I make sure I know where my child is and what s/he is doing.
77. I find it interesting and educational to be with my child for long periods.
78. I think a child should be weaned from the breast or bottle as soon as possible.
79. I instruct my child not to get dirty while s/he is playing.
80. I don't go out if I have to leave my child with a stranger.
81. I think jealousy and quarrelling between brothers and sisters should be punished.
82. I think children must learn early not to cry.
83. I control my child by warning him/her about the bad things that can happen to him/her.
84. I think it is best if the mother, rather than the father, is the one with the most authority over the children.
85. I don't want my child to be looked upon as different from others.
86. I don't think children should be given sexual information before they can understand everything.
87. I believe it is very important for a child to play outside and get plenty of fresh air.
88. I get pleasure from seeing my child eating well and enjoying his/her food.
89. I don't allow my child to tease or play tricks on others.

90. I think it is wrong to insist that young boys and girls have different kinds of toys and play different sorts of games.
91. I believe it is unwise to let children play a lot by themselves without supervision from grown-ups.

Appendix III.

The Child-rearing Practices Report

Form II

(Third Person; Mother Form³)

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1. My mother respected my opinions and encourage me to express them.
2. My mother encouraged me always to do my best.
3. My mother placed my father's wishes ahead of those of her children.
4. My mother helped me when I was being teased by my friends.
5. My mother often felt angry with me.
6. When I got into trouble, I was expected to handle the problem mostly by myself.
7. My mother used to punish me by putting me off somewhere by myself for a while.
8. My mother watched closely what I ate and when I ate.
9. My mother did not believe that young children of different sexes should be allowed to see each other naked.
10. My mother wish my father had been more interested in his children.

³ For use with fathers, the items are changed to read "My father ..."

11. My mother gave me comfort and understanding when I was scared or upset.
12. My mother tried to keep me away from children or families who had different ideas or values from our own.
13. My mother did not want me to play rough games or doing things where I might get hurt.
14. My mother believed physical punishment was the best method of discipline.
15. My mother thought a child should be seen and not heard.
16. My mother sometimes forget the promises she made to me.
17. My mother thought it was good practice for me to perform in front of others.
18. My mother expressed affection by hugging, kissing, and holding me.
19. Some of my mother's greatest satisfactions were gotten from her children.
20. My mother did not want me to try things if she thought I might fail.
21. My mother encouraged me to wonder and think about life.
22. My preferences were usually taken into account in making plans for the family.
23. My mother was reluctant to see me grow up.
24. My mother felt I should have time to think, daydream, and even loaf sometimes.
25. My mother find it difficult to punish me.
26. My mother let me make many decisions for myself.
27. My mother did not allow me to say bad things about my teachers.
28. My mother worried about the bad and sad things that could happen to me as I grew up.

29. My mother taught me that in one way or another punishment would find me when I was bad.
30. My mother did not blame me for whatever happened if others asked for trouble.
31. My mother did not allow me to get angry with her.
32. My mother felt I was a bit of a disappointment to her.
33. My mother expected a great deal of me.
34. My mother was easy going and relaxed with me.
35. My mother gave up some of her own interests because of her children.
36. My mother tended to spoil me.
37. My mother believed that I always told the truth.
38. My mother talked it over and reasoned with me when I misbehaved.
39. My mother trusted me to behave as I should, even when she was not around.
40. My mother joked and played with me.
41. My mother gave me a good many family duties and responsibilities.
42. My mother and I shared many warm, intimate times together.
43. My mother had strict, well-established rules for me.
44. My mother realized that she had to let me take some chances as I grew up and tried new things.
45. My mother encouraged me to be curious, to explore and question things.
46. My mother sometimes explained things to me by talking about supernatural forces and beings.
47. My mother expected me to be grateful and appreciate all the advantages I had.
48. My mother was too wrapped up in her children.

49. My mother believed in starting toilet training as soon as possible.
50. My mother threatened punishment more often than she actually give it.
51. My mother emphasized praising me when I was good more than punishing me when I was bad.
52. My mother let me know she appreciated what I tried or accomplished.
53. My mother encouraged me to talk about my troubles.
54. My mother did not believe children should have secrets from their parents.
55. My mother encouraged me to keep control of my feelings at all times.
56. My mother discouraged me from fighting.
57. My mother dreaded answering my questions about sex.
58. My mother let me know when she was angry.
59. My mother encouraged me to do things better than others.
60. My mother deprived me of privileges to punish me.
61. My mother gave me extra privileges when I was good.
62. My mother enjoyed having the house full of children.
63. My mother felt that too much affection and tenderness could harm or weaken a child.
64. My mother thought that scolding and criticism would make me improve.
65. My mother let me know how much she sacrificed for me.
66. My mother sometimes used to tease and make fun of me.
67. My mother taught me that I was responsible for what happened to me.
68. My mother worried about the state of my health.
69. There was a good deal of conflict between my mother and me.

70. My mother do not allow me to question her decisions.
71. My mother believed that it was good for me to play competitive games.
72. My mother liked to have some time for herself – away from her children.
73. My mother used to tell me how ashamed and disappointed she felt when I misbehaved.
74. My mother wanted me to make a good impression on others.
75. My mother encouraged me to be independent of her.
76. My mother always made sure she knew where I was and what I was doing.
77. My mother found being with her children interesting and educational – even for long periods of time.
78. My mother believed a child should be weaned from the breast or bottle as soon as possible.
79. My mother expected me not to get dirty while I was playing.
80. My mother preferred to stay home when I was young rather than leave me with a stranger.
81. My mother punished me if I expressed jealousy or resentment towards my brothers and sisters.
82. My mother taught me at an early age not to cry.
83. My mother used to control me by warning me of all the bad things that could happen to me.
84. My mother was the one with the most authority over the children.
85. My mother didn't want me looked upon as different from others.

86. My mother didn't believe I should be given sexual information until I could understand everything.
87. My mother felt it was very important for me to play outside and get lots of fresh air.
88. My mother enjoyed seeing me eat well and enjoying my food.
89. My mother didn't allow me to tease or play tricks on others.
90. My mother didn't insist that young boys and girls have different kinds of toys and play different sorts of games.
91. My mother thought it unwise to let children play a lot by themselves without supervision from grown-ups.