



Organization of Parent Knowledge

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Evaluative Organization of Knowledge

- **Compartmentalization:** the tendency to segregate positively and negatively valenced attributes (or beliefs) into separate aspects
- **Integration:** the tendency for attributes (or beliefs) of opposite valence to appear in the same aspects

Compartmentalized Card Sort

Around his friends	Around me	At work	In a bad mood	General attitude	When I go out without him
Happy	Happy	Mature	- Disagreeing	Happy	- Self-centered
Friendly	Friendly	Intelligent	- Irritable	Independent	- Disagreeing
Outgoing	Comfortable	Friendly	- Self-centered	- Self-centered	- Irritable
Energetic	Organized	Comfortable	- Tense	Confident	- Tense
Fun and entertaining	- Lazy	Organized	- Isolated	Interested	- Uncomfortable
	Communicative	Communicative		Organized	- Insecure
	Independent	Independent		Communicative	- Immature
	Giving	Interested		Comfortable	
	Interested	Needed		Friendly	
	Lovable	Confident			
		Capable			
		Hardworking			

From Showers & Kevlyn, 1999; Phi = .91; Neg = .29

Integrative Card Sort

Love life	Social	School	Family	Friends	Work	Athletics
Lovable Giving Needed Fun and entertaining Communicative Happy Mature - Irritable Friendly	Outgoing Confident Energetic Fun and entertaining - Indecisive - Disorganized Lovable Friendly	- Irritable Successful Hardworking Intelligent - Tense Capable	- Unloved - Hopeless Needed - Irritable - Sad and blue - Insecure - Tense Communicative Friendly	Outgoing Friendly Lovable Confident Energetic Fun and entertaining Happy	Confident - Irritable Successful Hardworking Capable Mature	- Like a failure Hardworking Capable Energetic

From Showers & Kevlyn, 1999; Phi = .48; Neg = .26

Basic Model

- Depending on the overall content and importance of self-knowledge, different types of organization are adaptive ways of maintaining positive self-evaluations and mood
 - If positive aspects or attributes are most important, **compartmentalized** structures are best
 - If negative aspects or attributes are most important, **integrative** structures are best

History of the Model

- Self
- Romantic Relationships (possibility that individuals can end bad relationships)
- Parent-Child Relationships
 - Cannot really “break-up” with parent, so provides a range of relationship outcomes, which can be combined
 - Examine association of structure to specific TYPES of relationships

Types of Relationships

Relationship Characteristics

Relationship Type	Liking	Contact	Ideal Contact	Closeness	Potential Conflict	Experienced Conflict	Attributions	Control
Denying	Hi	Hi	Hi	Hi	Mod	Low	Positive	N/A
Distancing	Low	Hi/Low	Low	Low	High	Low	Negative	Hi/Lo*
Dealing	Mod	Mod/Hi	Mod/Hi	Mod/Hi	Mod/Hi	Mod/ High	Negative	N/A

Note: *Amount of contact reflects emotional versus emotional and physical distancing. It is likely directly related to the amount of control the individual has over the relationship.

Goals/Hypotheses

- **Study 1:** For all children, replicate findings of liking
- **Study 2:** For children who describe their parents with relatively high numbers of negative characteristics
 - Negative compartmentalization = DISTANCING
 - Positive compartmentalization = DENYING
 - Integration = DEALING
- **Study 3:** Examine potential moderators (e.g., self-esteem) and association between relationship type and attachment style

Materials

- Parent structure (card sort; Showers, 1992)
- Liking (Rubin's Loving/Liking scales; Rubin, 1970)
- Contact (actual and ideal; Belsky et al., 2001; Belsky et al., 2003)
- Closeness
 - Inclusion of Other in Self (Aron, Aron, & Smollan, 1992)
 - Adult Attachment Scale (Cicirelli, 1995)
 - Relationship Closeness Inventory (Strength; Berscheid, Snyder, & Omoto, 1989)
 - Miller Social Intimacy Scale (Miller & Lefcourt, 1982)
- Conflict (potential and experienced)
 - Quality of Relationships Inventory (Conflict; Pierce, Sarason, & Sarason, 1991)
- Attributions
 - Relationship Attribution Scale (Fincham & Bradbury, 1992)
- Control
 - Interpersonal Sense of Control Scale (Cook, 1993)



Participants/Procedure

- 300 Participants will volunteer via Experimetrix
- Attend two laboratory sessions (order counterbalanced)
 - Father session
 - Mother session
- Small groups (up to 12) for 90 minutes each

Results

- Factor Analysis (Principle Components with Varimax Rotation)
 - Compartmentalization x Negativity x Importance = Relationship Characteristic (e.g., liking, closeness)
- Cluster Analysis (Expectation Maximization)
 - Compartmentalization x Negativity x Importance = Probability of Assignment to Cluster

Contributions

- Examines the link between the way children organize knowledge about their parents and the types of relationships they have with them
 - Negative compartmentalization = low emotional closeness (and contact); low liking; negative attributional style
 - Positive compartmentalization = high emotional closeness and contact; high liking; positive attributional style
 - Integration = moderate emotional closeness and contact; moderate liking; negative (realistic) attributional style