ADLERIAN COUNSELING AND THE EARLY RECOLLECTIONS OF CHILDREN

DISSERTATION

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By

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This investigation used a descriptive approach to explore and evaluate early recollection changes of children in Adlerian counseling. The study addressed seven research questions regarding early recollection change for children in Adlerian counseling as compared with children not in Adlerian counseling.

The treatment group was engaged in Adlerian counseling for 10 weeks. The investigator conducted pre-counseling and post-counseling interviews to collect six total early recollections from 9 subjects.

The comparison group was not engaged in treatment for counseling. The investigator conducted interviews at an interval of 10 weeks to collect six total early recollections from 9 subjects.

The Manaster-Perryman Manifest Content Early Recollection Scoring Manual was used for analysis of early recollection content. Following training sessions, raters scored absence or presence of content variables in early recollections.

Tables were employed to reveal findings of early recollection content change as addressed by the seven
research questions of this study. A descriptive evaluation of the data indicated that the treatment group manifested greater change in early recollection content as compared to the comparison group in six of seven research questions.

On the basis of these findings, this study concluded that early recollections of children are a valid source of potential in measuring therapeutic progress and are a reliable measure of the thematic apperception of children. The data from this study provide a foundation from which to build the clinical utility of the early recollections of children.

In view of these results, this study recommended the routine use of early recollections of children in Adlerian counseling.
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CHAPTER I

INTRODUCTION

The significance of early childhood memories has been a subject of general interest in psychological literature for approximately a century. These "islands in a sea of oblivion" (Salaman, 1972, p. 106) have created much interest in memory research. Since Miles' (1893) first data collection of early memories and the Henris' (1898) empirical study of early memories, two major positions have emerged in the literature: (a) a psychoanalytic viewpoint, and (b) an Adlerian viewpoint.

From a psychoanalytic position, Freud (1950) contended that the manifest content of early memories was an irrelevant screen which served to conceal from awareness the meaningful latent content. A contrasting view of early memories is expressed by Adlerians as early recollections. Adler (1927) believed that the manifest content of early recollections was itself meaningful and served to reveal the individual's life style, or characteristic approach to life problems. Whereas Freud's generalizable approach to the interpretation of early memories was nomothetic, Adler's individualistic approach was idiographic (Rom, 1965). For Adler, the early recollection provided an efficient method
of implementing a humanistic assessment of a person from a subjective, phenomenological perspective (Kopp & Der, 1979).

In emphasizing the significance of early recollections, Adler (1931) noted:

Among all psychic expressions, some of the most revealing are the individual's memories. His memories are the reminders he carries about with him of his own limits and of the meaning of circumstances. There are no "chance memories": out of the incalculable number of impressions which meet an individual, he chooses to remember only those which he feels, however darkly, to have a bearing on his situation. Thus his memories represent his "Story of My Life"; a story he repeats to himself to warn him or comfort him, to keep him concentrated on his goal, to prepare him, by means of past experiences, to meet the future with an already tested style of action...Memories can never run counter to the style of life. (pp. 73-74)

Concomitant with its holistic focus on the self-consistency of the personality, the Adlerian model conceptualizes the early recollection as a purposeful construction illustrating the current fundamental attitude of the individual toward self, others, and life in general (Gushurst, 1971). By exploring the mental, emotional, and attitudinal aspects of early recollections, it is possible to understand the individual's goal-directed movement in
striving toward goals of security and success and away from insecurity and failure (Adler, 1956). Because the unity of the personality is fixed in its every expression, the dynamic movement will be confirmed in all of the individual's thinking, feeling, and acting (Adler, 1964). For the Adlerian counselor, early recollections provide valuable clues to the private logic of the client (Papanek, 1972). For the client, early recollection interpretations provide an opportunity to learn the self-knowledge required to be able to choose a change in the life style or a correction of some of the fundamental basic mistakes (Dreikurs, 1950). Thus, as an essential part of the Adlerian life style assessment, the early recollection represents an unparalleled contribution to a teleanalytic understanding of the individual's present subjective reality.

A crucial corollary of this relationship between early recollections and life style is the idea that during the course of counseling, different early recollections may be recalled or the same recollection may be recalled with different interpretation. Dreikurs (1967) wrote:

The final proof of the patient's satisfactory reorientation is the change in his basic mistakes, indicated by a change in his early recollections. If a significant improvement has taken place, new incidents are recollected, reported recollections show
significant changes or are in some cases completely forgotten. (p. 13)

Because the early recollection is consonant with the individual's frame of reference, the changes in the basic outlook on life are reflected in the set of new early recollections which uncover a more adaptive life style or a modification of maladaptive attitudes evident prior to counseling (Ackerknecht, 1976). In a similar vein, Nikelly and Verger (1971) maintained that "early recollections will often change before and after therapy in the same way the client's attitudes about himself and toward life are altered after treatment or following an unusual phase in his life" (p. 59). Based on the concepts of Individual Psychology, the counseling process is designed to encourage change by helping clients to understand their uniquely created life style and to discover new alternatives (Adler, 1930). Therefore, the Adlerian counselor may gather early recollections to note therapeutic progress, client attitude change, or subtle processes not previously evident in counseling (Mosak, 1958).

Although Adlerians have long advocated the use of early recollections in Adlerian counseling, there is a paucity of evidence that Adlerian practitioners have utilized early recollections specifically in counseling with children. In speculating a reason for the limited clinical utility of the early recollections of children, it has been suggested that
preconceptions regarding the nature of children's memories may have precluded their use (Lord, 1982). Some have thought that a child's memories were too premature and, therefore, an unreliable tool (Borden, 1982). Other practitioners have concluded that a child's early memories were invalid because of an assumed continuous character, that is, the memories did not selectively fragment until adolescence when a selection of personally significant memories was thought to occur (Bruhn, 1981).

Adler, however, did not restrict the use of early recollections exclusively to those of adolescents and adults. Based on his belief that the use of early recollections was one of the most important findings of Individual Psychology, Adler (1931) professed that he would "never investigate a personality without asking for the first memory" (p. 75). Adler (1929) believed that "if we want to find out the style of life of a person—child or adult—we should...ask him for old remembrances" (p. 117). He demonstrated the utility of early recollections of children in his lectures at his child guidance clinics and in his writings of the interpretation of early recollections of children (Adler, 1927, 1929, 1931, 1937).

Consistent with the Adlerian theoretical position that the life style is established by the time a child is approximately five years old, the childhood years are likely a propitious age period in which the Adlerian counselor
may help a child to redirect mistaken beliefs regarding how to achieve a position of significance in the home, school, and community (Borden, 1973). Thus, the early recollection, as a crystallization of the life style attitude, represents a neglected source of potential for the Adlerian counselor in measuring therapeutic progress with children.

Statement of the Problem

Early recollections are a significant tool in Individual Psychology, and although the available literature suggests that early recollections of adolescents and adults are a clinically valid and reliable tool, the empirical evidence supporting the use of early recollections of children is sparse. There has been no apparent attempt to examine early recollection changes of children.

Therefore, the problem for this study was to descriptively evaluate whether there are changes in the early recollections of children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling. The purpose of the study was to provide a foundation on which to build the clinical utility of the early recollections of children.

Review of the Literature

Mosak's (1958) classification of memory studies delineated three categories of published reports. One group of studies is composed of taxonomic and statistical studies which classified aspects of the memory content, such as age
of the recollection. A second group is concerned with studies which attempted to validate the Freudian theory of screen memories as repression. A third group consists of studies of perception and memory as related to the individual's frame of reference or attitudinal set. For purposes of the present study, the review of the literature emphasizes this third group which is characteristic of the Adlerian theoretical model.

The review of the relevant literature on early recollections, based on the model of Individual Psychology, focuses on three related areas of investigation: (a) early recollections as a projective technique, (b) early recollections as a diagnostic tool, and (c) early recollections of children.

Early Recollections as a Projective Technique

A major area of research on early recollections can be characterized as the use of early recollections as a projective technique. Numerous researchers have attempted to develop quantitative methods for establishing a relationship between early recollections and present life style.

An investigation by Ansbacher (1947) compared the early recollections of 271 university males with their score on the Maslow Security-Insecurity Scale. The findings indicated that subjects with high security scores tended to remember themselves as participating in group activities, as being generally active, and as being treated kindly by
others. In contrast, those subjects with low security scores tended to remember themselves as cut off from the group, as getting or losing prestige, as having done something bad, as observing others receiving kindness and attention, and as suffering or inflicting harm. This experiment offered supportive evidence of a link between security scores and certain types of early recollections.

Lieberman (1957) tested the hypothesis that there is a significant relationship between material that is revealed in early recollections and a test battery including the Wechsler-Bellevue, Rorschach, Bender-Gestalt, and the House-Tree-Person. For each of 11 psychotic and 14 non-psychotic female adolescent and adult subjects, a psychological report based on early recollections was written and compared to a psychological report based on the interpretation of the test battery. A checklist of descriptive content categories was developed and used to assess the degree of agreement relative to the type of material revealed in the two procedures. A significant correlation was found between the type of content obtained from the two procedures. Lieberman concluded that early recollections were capable of serving as a rapid and simple projective technique. Manaster and Perryman (1974), the authors of the instrument used in this study, acknowledged Lieberman for her attempt to define content categories of early recollections.
To establish more objective validity for early recollections, McCarter, Schiffman, and Tomkins (1961) used early recollections to predict the responses of 75 male university students on the Tomkins-Horn Picture Arrangement Test (PAT). Out of 19 test score categories of the PAT, seven significant predictions were made. The researchers stated that these areas of successful prediction largely dealt with the factors of social interest and degree of activity. Evidence from the comparison demonstrated the efficacy of early recollections as a valid technique for appraising these two factors.

Hedvig (1963) conducted an experiment with 360 university students to determine whether early recollections and Thematic Apperception Test (TAT) stories would change as a result of experimentally manipulated experiences of success-failure and hostility-friendliness. Hedvig's study confirmed the hypothesis that the experiences significantly influenced TAT stories but not early recollections. Hedvig maintained that the results provided support for the clinical validity of early recollections as a projective technique in revealing established personality characteristics. Kadis, Greene, and Freedman (1952) found analogous results that early recollections clarify and integrate TAT material.

To test the hypothesis that early recollections reflected the subjective perceptual environment, Pustel,
Sternlicht, and Siegel (1969) obtained the early recollections from 60 institutionalized mentally retarded adolescents and adults. Because the subjects were handicapped, institutionalized, and from lower socioeconomic classes, the authors hypothesized that they would recall negative childhood memories. The findings indicated that the subjects produced more unpleasant early recollections than pleasant ones, verifying the hypothesis that early recollections reveal an individual's perception of the world. Relatedly, other researchers have found that early recollections reflect predominantly negative affect with mentally-ill homeless men (Grunberg, 1989) and Vietnam veterans with posttraumatic stress disorder (Hyer, Woods, & Boudewyns, 1989).

In an attempt to discover life style differences between divergent groups, Plottke (1949) compared the early recollections of 50 adolescent girls in a day school and 50 adolescent girls in an institution for delinquents. In accordance with their life style, delinquent girls revealed early recollections with comparatively more pessimism and punishment. Plottke concluded that early recollections differentiate between groups with different life styles.

Altman (1973/1974) examined the relationship of early recollections to selected aspects of an individual's personality. Social interest variables in early recollections were hypothesized to correlate with selected
counselor variables of empathy, birth order, and sex. The Early Recollection Rating Scale of Social Interest Characteristics was designed to rate six early recollections from each of 48 graduate students in a guidance program for the degree of social interest. Empathy was found to be significantly correlated with social interest dimensions of early recollections. The study provided a measure of the validity of early recollections as a projective technique (K. E. Altman, personal communication, September 30, 1988).

In a single case study by Eckstein (1976), the early recollections of a female university student were critically evaluated to note thematic content changes over the course of nine months of counseling. A set of nine pre-counseling early recollections and five post-counseling early recollections were rated by Quinn's (1973/1974) modified version of Altman's (1973/1974) Early Recollection Rating Scale of Social Interest Characteristics. Based on global ratings of early recollections, mean scores on the posttest indicated higher degrees of social interest as compared to pretest scores. The study provided additional validity to the use of early recollections in assessing the effect of counseling on early recollection changes of an adult.

Several studies have investigated the relationship between early recollections and life style as depicted in educational-occupational choice. To test the hypothesis
that the manifest content of early recollections was related to vocational choice, Holmes & Watson (1965) compared the early recollections of 45 students in nurse training, 55 students in teacher training, and 40 control group subjects. The proportion of early recollections with educational thematic content given by the teacher group was greater than the proportion of educationally related early recollections given by the nurses and the control group. The proportion of early recollections with medical thematic content given by the nurse group was greater than the proportion of medically related early recollections given by the teachers and the control group. The study supported the prediction that the manifest content of early recollections is significantly related to the subject's life style. Other researchers (Elliott, Amerikaner, & Swank, 1987) support the Adlerian concept that early recollections contain information regarding vocational preference.

To analyze the manifest content of early recollections of 81 graduate students, Manaster and Perryman (1974) developed the Manaster-Perryman Manifest Content Early Recollection Scoring Manual and investigated the hypothesis that the manifest content of early recollections would differentiate between persons in different occupational areas. The manual divided variables among seven categories: Characters, Themes, Concern with Detail, Setting, Active-Passive, Internal-External Control, and Affect. The
significant frequency of mentioning the "mother" character type by the nursing group was interpreted as a manifestation of the image of their profession. The significant frequency of the "neutral affect" by biologists, accountants, and teachers was interpreted as consistent with the expected affective differences for people in these occupations. Other studies have used Manaster and Perryman's scoring manual to find significant differences in the early recollections of students in psychology, dentistry, and law (Hafner & Fakouri, 1984), of students in chemical, electrical, and mechanical engineering (Hafner, Fakouri, & Etzler, 1986), and of women engaged in two different occupations, medical technology and nursing (McFarland, 1988).

Using the Manaster-Perryman scoring manual to investigate lifestyle differences of birth order positions, Fakouri & Hafner (1984) explored the proposition that personality differences of people with different birth order positions would be manifested in early recollections. The significant frequency with which laterborns mentioned nonfamily members reflected the marked impact that other children had on them in their competitive world. The absence of mentioning family members by firstborns was interpreted as a reaction to dethronement in the family by the birth of siblings and a consequently closer relationship with the outside world. The authors concluded that the
presence or absence of early recollection content was indicative of the degree of its impact on life style convictions.

To demonstrate the usefulness of early recollections as a projective technique, other studies used case illustration and a general clinical approach. In a comparative account of two early recollections of two individuals, Orgler (1952) offered support to Adler's contention that people recalled similar events in various ways. Although two people may remember a similar experience, the early recollections will reflect different emotional content and attitude corresponding to the life style. The author emphasized the importance of the life style in molding the experiences that will be selectively recalled through early recollections.

Using the early recollections of a 24-year-old male delinquent, Opedal (1935) discussed the basic principles of early recollection theory. The client's early recollections were a reflection of his degree of cooperativeness, social interest, self-concept, and independence. Opedal demonstrated that early recollections may be used to reveal a person's style of dealing with difficulties in life.

The value of early recollections in predicting probable attitudes of a client toward the counselor was illustrated through a review of two cases by Mosak (1965). For example, the early recollections of a male client with a history of poor interpersonal relationships revealed a picture of a
A hypercritical individual who found fault with all of life. Confirming Mosak's hypothesis, the client's characteristic attitudes and behaviors in the early recollections were acted out in the counseling interaction by his critical attitude toward counseling, the counselor, and his progress.

Through case examples of neurotic disturbances, Feichtinger (1943) noted the use of early recollections to reveal one's "inner experiences" (p. 44). One example provided was that of a female suicidal client who was diagnosed as psychoneurotic with mild depression. The client recalled being a sickly child who always wanted more than she had. The client's early recollections uncovered her life style that was characterized by a lack of courage and social interest. Ten other cases were provided to prove her assertion that the use of early recollections was a timesaving device for the counselor to detect a client's patterns in life.

In an application to the assessment of a marriage, Belove (1980) used the recollection of a couple's first interaction. According to Belove, this selected story defined in metaphor the nature of the couple's current relationship. Examples of interpretation were included to pinpoint how partners characterized the main themes of their marriage. Belove concluded that his ideas were consistent with the Adlerian concept that all behavior, including marital behavior, was an expression of the life style.
By using a visual representation of an early recollection, McAbee & McAbee (1979) found that the most cogent part of the early recollection was evident. The authors noted that the technique of drawing an early recollection encouraged the client to be a more active participant because the client was involved in recalling in memory as well as in seeing the early recollection as it developed on paper. Both the client’s and counselor’s perceptions of the drawing were purported to reflect current attitudes that might otherwise have taken greater time to reveal.

**Early Recollections as a Diagnostic Tool**

Various researchers have been concerned with the manner in which early recollections may be differentiated across psychiatric diagnostic categories. These studies have attempted to establish that early recollections confirm characteristic diagnostic features.

To assess the relationship between early recollections and diagnostic features, Friedman (1952) evaluated the early recollections of 100 neurotic and psychotic adults. Two major differences observed were that the early recollections of the neurotics reflected social interaction more frequently and positively as compared to the psychotics whose early recollections reflected fear of loss of identity. The situation of sickness was remembered by the neurotic as a scene of overprotection whereas the psychotic
described it as an occasion of neglect. For the neurotic, memories of death represented a picture of despair and sorrow over loss of love. However, the schizophrenics' early recollections of death lacked this feeling for human values. The study concluded that early recollections confirmed characteristic neurotic and psychotic features and could be used as a diagnostic aid to distinguish neurotic and psychotic categories.

In an investigation by Jackson and Sechrest (1962), the early recollections of four neurotic diagnostic categories were elicited from 20 anxiety neurotics, 20 depressives, 20 obsessive-compulsives, 17 gastrointestinal sufferers, and 40 psychologically healthy adults. The early recollections were categorized by judges for each of four themes of fear, abandonment, prohibition, and gastrointestinal distress. The results reported that the frequency of the theme of fear among anxiety neurotics was consistent with the Adlerian notion that anxiety neurotics attempted to justify current anxiety by recalling past dangers. Depressives were characterized more frequently for themes of abandonment, obsessive-compulsives by themes of sex, and gastrointestinal sufferers by themes of gastrointestinal distress. In accordance with a negative view of life, the combined neurotic group had significantly fewer pleasant early recollections than the psychologically healthy group.

In a study by Friedman and Schiffman (1962), early
recollections from 20 psychotic depressives and 10 paranoid schizophrenics were rated by untrained judges using nine hypothesized guidelines for early recollection content. Early recollections of psychotic depressives were found to be concerned with physical illness, positive affect, and a desire to be emotionally close to others. The early recollections of paranoid schizophrenics were concerned with bodily harm, an absence of positive affect, and negative interpersonal relationships. The results showed that untrained persons were able to distinguish paranoid depressives from paranoid schizophrenics on the basis of guidelines for early recollection content.

Ferguson (1964) examined the use of early recollections for assessing life style and diagnosing psychopathology. Life style summaries were written on the basis of early recollections from 10 psychotics, 10 neurotics, and 10 psychologically healthy adults. Due to significant matching accuracy of life style summaries and early recollections by clinicians, life style summaries based on early recollection data were shown to be reliably communicative to clinicians. However, clinicians were unable to diagnose psychopathology reliably from early recollections exclusively. Ferguson explained that these results were attributed to the Adlerian theoretical notion that knowledge of the life style did not unequivocally lead to predictions of pathology but only suggested a possible degree of vulnerability.
To investigate the hypothesis that manifest content of early recollections differentiated among diagnostic categories, Hafner, Corotto, and Fakouri (1980) elicited the early recollections of three categories of schizophrenic adults: 30 chronic undifferentiated type, 30 paranoid type, and 30 schizoid-affective type. Using the Manaster-Perryman Manifest Content Early Recollection Scoring Manual, judges rated early recollections according to presence or absence of content variables. Differences were significant between groups on the "dealing with new situations" theme. The authors interpreted the data as suggesting that new situations had stronger impact for schizophrenic, paranoid types than for nonparanoid types. The authors concluded that the manifest content of early recollections differentiated between schizophrenic adults within different categories of schizophrenia.

Two studies have examined early recollections of homosexuals. In a case study format, Manaster and King (1973) examined the early recollections of five male homosexuals and found that the early recollections were characterized by themes of distancing from and hostility toward a female. In an experimental format with a control group of heterosexual males, Friedberg (1975) explored the early recollections of 30 male and female homosexuals and 30 male and female heterosexuals. As compared to the heterosexuals' early recollections, the homosexuals' early
recollections were described as reflecting less social interest, weaker sense of identity, and more dependency. The results substantiated the hypothesis that the homosexual life style can be distinguished from the heterosexual life style through an analysis of the content of early recollections.

The early recollections of anorexia nervosa female adults were studied by Barrett (1981). The themes that emerged from the early recollections of three case studies revealed a life style of external control, anger about this control, inferiority, and an emphasis on food and weight. Significant changes in life style theme were evidenced by one client from whom early recollections were collected over long-term counseling. As the life style became healthier over the course of counseling, more positive early recollections were recalled as well as the same early recollections were recalled with different interpretation. The author's discussion of cases supported the observability of specific life styles in the early recollections of anorexia nervosa adults.

In a comparison of the early recollections of 30 male and female alcoholics and 30 male and female nonalcoholics, Hafner, Fakouri, and Labrentz (1982) used the Manaster-Perryman Manifest Content Early Recollection Scoring Manual to determine if the two groups could be differentiated by ratings of early recollection content. Compared to
nonalcoholics, alcoholics were found to have significantly more disturbed interpersonal relationships and were more externally controlled. On the basis of the study, the authors determined that the content of early recollections distinguishes between divergent life styles.

In a study of the early recollections of 27 female alcoholics and 30 control subjects, Hafner, Fakouri, and Chesney (1988) found similar results. The findings indicated that the early recollections of alcoholic women suggested more disturbed interpersonal relations with family and nonfamily members, references to threatening situations, negative affect, and passivity.

Chesney, Fakouri, and Hafner (1986) used the Manaster-Perryman Manifest Content Scoring Manual to compare the content of early recollections of 30 alcoholics willing to continue treatment, 30 alcoholics unwilling to continue treatment, and 30 nonalcoholics. The study found that alcoholics willing to continue treatment offered early recollections that were negative and suggested disturbed interpersonal relationships. In comparison, alcoholics unwilling to continue treatment related early recollections that were positive and suggested less disturbed relationships. The authors interpreted the characteristic negative affective quality of the early recollections of alcoholics willing to continue treatment as their perception of possessing more personal distress than did alcoholics
unwilling to continue treatment or the nonalcoholics.

Early Recollections of Children

The early recollections of children have been researched inconsistently and infrequently as compared to the early recollections of adolescents and adults. However, the few attempts to investigate early recollections of children have suggested their potential usefulness.

Pattie and Cornett (1952) investigated whether unpleasant affective character of early recollections of children was correlated with unfavorable environment and with maladjustment. Representing varying home and school environments, three groups of 36 boys each with an average age of 12 years were asked to state an early recollection and whether each early recollection was perceived as pleasant, unpleasant, or indifferent. Results showed that the mean percentage of unpleasant early recollections was more than twice as great for boys from unfavorable environments as compared to boys from favorable environments. The authors concluded that the boys' early recollections reflected the poverty, violence, and neglect that was characteristic of their environment. A slight tendency was reported for maladjusted boys to remember unpleasant early recollections.

To test the hypothesis that early recollections provide a measure of the individual's present personality, Berman (1959) analyzed the early recollections of 53 children and
62 adolescents and correlated the early recollections with a self-rating measure of adjustment. Early recollections of individuals whose self-ratings were of good adjustment revealed themes of achievement, conventionality, and playing adult roles. Early recollections of individuals whose self-ratings were of poor adjustment revealed themes of resistance of role advancement, overt hostility, and playing infantile roles. The findings supported the hypothesis that early recollections of children and adolescents may serve as a projective test of personality.

Hedvig (1965) predicted that the early recollections of children and adolescents may be effectively utilized for diagnostic discrimination of current psychopathology. Two of three Adlerian judges were able to determine from the early recollections of 51 elementary and high school students whether they had been diagnosed by a clinical team as psychoneurotic or adjustment reaction. The author concluded that experienced clinicians may use early recollections as an aid in formulating the life style of children and adolescents.

Several studies utilized early recollections of children as a method of attempting to understand classroom behavior. Marinelli (1976) studied the early recollections of three groups of 180 children whose behavior was categorized by their teachers as assaultive, overdependent, or withdrawn in school. Each early recollection was rated
with three rating scales for degree of assaultiveness, overdependence, and withdrawal. The results indicated that the early recollections of the three groups differed significantly. As predicted, the children categorized as assaultive obtained a significantly higher score on the Assaultiveness scale than did those categorized as overdependent or withdrawn. Overdependent children scored higher on the Overdependence scale as did withdrawn children on the Withdrawal scale. The findings supported Adler's hypothesis regarding the relationship between early recollections and personality.

Building on Marinelli's study, Wells (1976) examined the early recollections of 55 deaf children whose behavior was categorized by their teachers and whose early recollections were rated for degree of assaultiveness, overdependence, or withdrawal. Similar to Marinelli's findings, a significant interaction between the categories and scales was found.

Roth (1977/1978) explored the relationship between the early recollections of 100 fifth-grade and sixth-grade boys and their teachers' categorization of students' behavior according to five behavioral goals: social interest, attention, power, revenge, and inadequacy. There was significant agreement between the judges' categorizations and the teachers' categorization of the subjects, indicating that early recollections could be used as indices of current
behavior of pre-adolescent boys.

Lord (1982) reviewed the clinical utility of children's early recollections as compared to those of adults. The early recollections of 10 children between the ages of 6 and 8 years and the early recollections of 10 graduate students were analyzed for presence of thematic content and communicability. To measure presence or absence of thematic content, a scale was developed to represent 13 antithetical modes of apperception. The scale was derived from Altman's (1973/1974) Early Recollection Rating Scale of Social Interest. Results showed no real differences between adults' and children's early recollections on the frequency of absent ratings for thematic content. No difference was reported in the degree of agreement among raters across dimensions. The overall results supported the use of adults' and children's early recollections as a reliable measure of thematic apperception.

An examination of the psychodiagnostic value of the early recollections of children was conducted by Last and Bruhn (1983). From a modification of Manaster-Perryman Manifest Content Early Recollection Scoring Manual, the Comprehensive Early Memory Scoring System (CEMSS) was developed to assess the early recollections of 94 boys between the ages of 8 and 12 years for degree of adjustment. At a significant level of .01, the CEMSS successfully discriminated between 49% and 59% of the subjects. The
authors reported that early recollections could be used to distinguish well-adjusted boys from mildly maladjusted boys and severely maladjusted boys. The CEMSS classification of early recollections correctly identified more subjects than three clinicians who classified subjects via two early recollections without the CEMSS.

Anecdotal verification has also supported the use of early recollections as a counseling tool with children. The use of early recollections with children between the ages of 5 and 8 years was instituted in children's discussion groups (Borden, 1973, 1978). To illustrate how early recollections may be interpreted to encapsulate a child's current attitude, Borden (1982) discussed specific cases from her experience with children's groups. For example, one child's early recollections reflected a lifestyle of power and control. However, over the course of group counseling, the early recollections reflected a lifestyle of cooperation and respect. The author noted that progress in self-development was verified by the difference between the two early recollections.

In a different application of early recollections with children's groups, Nelson (1986) recommended the use of early recollection drawings in children's group therapy. The sharing of early recollection drawings of girls age 10 to 13 years was described as providing increased awareness into the life style, an opportunity to explore mistaken
beliefs, and a symbol of social interest.

Jance & Jance (1979) detailed some guidelines that evolved from their use of early recollections of children in school counseling. In contrast to the use of early recollections of adults, their use of early recollections of children involved a more gradual development of the early recollection narration before initiating its interpretation. It was suggested that counselors reserve questions and interpretations until after the child had shared all recollections. The authors emphasized the importance of being an interested listener to the child's narration so that the child would be more willing to continue sharing further early recollections.

Emphasizing the diagnostic importance of early recollections, Brodsky (1952) analyzed the main elements of early recollections according to six diagnostic considerations: (a) client's approach to the task of reproducing early recollections, (b) indications of organ inferiorities and emotional tendencies, (c) role of client, (d) locale, (e) role of mother, father, and other family members, and (f) role of others. These criteria were applied to the early recollections of a 12-year-old boy and a 15-year-old girl to stress that early recollections served as a justification for the individual's approach to life at the time of recall. The changes in early recollections were helpful to the counselor in recognizing progress of the two
cases. Manaster and Perryman (1974) credited Brodsky for his contribution to some of the variables used in the Manaster-Perryman Manifest Content Early Recollection Scoring Manual.

In an unpublished research paper, Haschke combined the use of human figure drawings and early recollections of children to assess a child's self-image. She illustrated with three cases that the human figure drawings and early recollections consistently revealed a child's struggles in life and the manner in which a child dealt with the struggles (H. A. Olson, personal communication, August 17, 1988).

From an Adlerian and ego psychological perspective, Watkins and Schatman (1986) presented a case illustration to indicate how early recollections can be used as a diagnostic aid with children. The early recollections of a 7-year-old behaviorally disturbed boy were analyzed for potential therapeutic issues. The themes of the early recollections generated several hypotheses for the counselor to test out in the counseling situation. The authors concluded that early recollections, irregardless of the counselor's theoretical orientation, may be a diagnostically and clinically useful tool in counseling children.

Summary

A survey of the literature reveals that empirical evidence verifying the use of the early recollections of
children is too scarce from which to draw conclusions. Research on the use of early recollections with other populations suggests the clinical utility of early recollections in Adlerian counseling. While there has been no attempt to explore early recollection changes of children in Adlerian counseling, the literature review establishes a foundation to project the potential usefulness of early recollections in counseling children.
CHAPTER II

PROCEDURES

This chapter presents the definition of terms used in the study, the research questions addressed, a discussion of the procedures involved in the selection of subjects, the instruments used, the treatment, and the collection of data.

Definition of Terms

The following definitions apply to operational terms used in this study:

Adlerian counseling. This process is characterized by a collaborative relationship between counselor and client to explore, interpret, and guide the client to a new understanding of the convictions that influence current functioning (Dreikurs, 1967). Operationally, Adlerian counseling was 10 weekly 50-minute sessions of an Adlerian counselor and a child client.

Adlerian counselor. For this study, an Adlerian counselor was a doctoral student in a counselor education program who used Adlerian counseling with the subjects in this study.

Children. For this study, children were the subjects between the ages of 5 and 12, inclusively.

Early recollections. Remembered as single incidents,
early recollections are selections, distortions, or creations of past events by the individual to fit one’s current underlying attitude, purpose, and interests (Ansbacher & Ansbacher, 1956). Operationally, early recollections were the subjects’ responses in two interviews by the investigator requesting three early recollections per interview.

Change in early recollections. For this study, change in early recollections was operationally the difference between pre-interviews and post-interviews as evidenced by presence or absence of variables in early recollection content.

Research Questions

Due to the exploratory nature of this study, the following questions were addressed:

1. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the characters mentioned in the early recollections?

2. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the themes of the early recollections?

3. Do early recollections change for children in Adlerian counseling when compared to the early recollections
of children not in Adlerian counseling as indicated by a change in the attention children give to describing visual, auditory, motor, gustatory, olfactory, or kinesthetic detail in the early recollections?

4. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the setting described in the early recollections?

5. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the degree of activity or passivity that is initiated by children in the early recollections?

6. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the degree of internal or external control displayed by children in the early recollections?

7. Do early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the affect that children felt about what happened in the early recollections?

Subjects

The subjects in the treatment group were 9 children who had recently engaged in counseling services of a diagnostic
and remedial clinic in the North Texas area. The treatment
group consisted of 3 males and 6 females, in grade ranges
from kindergarten through fifth grade, and between the ages
5 and 12 years, inclusively. Subject availability and age
were the only criteria for selection.

The subjects in the comparison group were 9 children
who were enrolled in an elementary school in the North Texas
area and who were not currently in treatment for counseling.
The comparison group consisted of 4 males and 5 females, in
grade ranges from kindergarten through fifth grade, and
between the ages 5 and 12 years, inclusively. The
elementary school counselor from this elementary school
ominated the children in the comparison group who were
precisely matched with the treatment group for age and sex
variables, with one exception. Precise matching with the
treatment group for sex variables was not possible due to
the attrition of one 7-year-old female subject in the
comparison group. A 7-year-old male subject was substituted
rather than reducing the number of subjects in the study to
8.

Parental informed consent was obtained for each of the
subjects in the treatment group (Appendix A) and comparison
group (Appendix B). It was explained to parents that this
was a study designed to better understand the role of memory
in counseling with children. Parents were informed that
data would be kept confidential.
Instrumentation

The Manaster-Perryman Manifest Content Early Recollection Scoring Manual (Manaster & Perryman, 1974) was used for analysis of the content of early recollections. This instrument was derived from the suggestions in the research literature dealing with the analysis of early recollections contributed in part by Berman (1958), Brodsky (1952), Holmes and Watson (1965), Lieberman (1957), Mosak (1958), and Verger and Camp (1970).

A scoring protocol (Appendix C) was utilized by the raters. Permission to use the instrument (Appendix D) was obtained.

The Manaster-Perryman Manual contains 42 variables divided among seven categories: (a) Characters (persons mentioned in the early recollection), (b) Themes (topic or motif of the early recollection), (c) Concern with Detail (attention given to visual, auditory, and motor detail), (d) Setting (location of the early recollection), (e) Active-Passive (subject either initiates action or is acted upon), (e) Internal-External Control (subject either accepts or does not accept responsibility for what happened in the early recollection), and (f) Affect (overall feeling tone of the early recollection). For this study, the Manaster-Perryman Manual was revised to include three additional variables in the Concern with Detail category. These included the gustatory, olfactory, and kinesthetic
variables. This revision allowed for a measure of the sensitivity of a child’s phenomenological world.

The Manaster-Perryman Manual yields a score on each variable that is dichotomous, indicating its presence or absence in the early recollection. A numerical value of 1 is assigned to variables present in the early recollection and a numerical value of 0 is assigned to variables that are absent in the early recollection.

The Manaster-Perryman Manual was normed on a sample of 40 male and 41 female graduate students, ranging in age from 19 years to 46 years (Manaster & Perryman, 1974). The subjects were grouped by the following occupational choices: 28 in teaching, 16 in counseling, 16 in medicine, 8 in biology, and 13 in business. A one-way analysis of variance for total score on each variable revealed statistically significant differences ($p < .05$) between groups on four variables of the Manaster-Perryman Manual. The authors indicated the value of using this standardized scoring manual for counseling and research purposes.

Reliability data for the instrument was demonstrated through interrater reliability tests in several studies. In each study that used the Manaster-Perryman Manual, the interrater reliability test on early recollections of 10 randomly selected subjects resulted in levels of agreement ranging from a correlation coefficient of .90 (Hafner, Fakouri, & Labrentz, 1982) to .95 (Hafner & Fakouri, 1984).
The Manaster-Perryman Manual has been used extensively by Hafner & colleagues at Indiana State University. Hafner attested to the consensual validation of the Manaster-Perryman Manual across various clinical populations based on his studies using the Manaster-Perryman Manual (J. L. Hafner, personal communication, October 6, 1988). Each of seven studies found statistically significant differences between groups.

Using four categories from the Manaster-Perryman Manual, Hafner, Corotto, and Fakouri (1980) studied the early recollections of three schizophrenic groups. The data analysis revealed a significant difference in the Theme category ($p < .05$), enabling the authors to differentiate between schizophrenic categories.

In two studies (Hafner, Fakouri, & Labrentz, 1982; Hafner, Fakouri, & Chesney, 1988) using the full seven categories of the Manaster-Perryman Manual, the early recollections of alcoholics were examined. Hafner, Fakouri, and Labrentz (1982) found that two of the seven categories of the Manaster-Perryman Manual reached significance on chi-square tests. The early recollections of alcoholics and nonalcoholics were found to be different at a significant level on the Theme category ($p < .05$) and the Internal-External Control category ($p < .05$). In a comparison of the manifest content of early recollections of alcoholic and nonalcoholic women, Hafner, Fakouri, and Chesney (1988)
found that the Manaster-Perryman Manual did significantly distinguish between groups in five of the seven categories, ranging from .05 to .01 level of significance.

Statistical analysis of data from two studies (Hafner & Fakouri, 1984; Hafner, Fakouri, & Etzler, 1986) revealed that the Manaster-Perryman Manual had value for distinguishing among occupational groups. Hafner & Fakouri (1984) found that the manifest content of early recollections of students preparing for careers in clinical psychology, dentistry, and law was significantly different in five out of seven categories of variables ($p < .05$). A comparison of variables between groups of engineering students in the Hafner, Fakouri, and Etzler (1986) study produced differences that were statistically significant or showed trends toward significance on 13 variables.

On the basis of the data from a study of the early recollections of firstborns and laterborns, Fakouri and Hafner (1984) obtained significant differences with respect to certain variables in the Manaster-Perryman Manual. An analysis of the content of early recollections of laterborns revealed that "sibling" characters were mentioned more frequently than were mentioned by firstborns ($p < .01$). The first borns mentioned significantly more "nonfamily member" characters, "illness/injury" themes, and "hospital/doctor's office" settings in their early recollections ($p < .05$).

Although the Manaster-Perryman Manual has not been used
with a population of children, it has been demonstrated to be a reliable and valid tool with other populations. Because of its substantiated utility in the analysis of the manifest content of early recollections, the Manaster-Perryman Manual was the most appropriate instrument for the purposes of this study.

Treatment

The subjects in the treatment group met with an Adlerian counselor for 10 weekly 50-minute sessions. On a consultative basis, the counselors met with the parents of the subjects in a 10-minute session following each session with the child during the 10-week counseling process.

The counselors were three doctoral intern students in a counselor education program. All counselors had a minimum of three years experience in counseling with children. The counselors were assigned subjects randomly based on space availability in their caseload.

Each counselor conceptualized the subject in terms of Adlerian personality theory in the context of a play therapy setting. Incorporated in the Adlerian counseling approach were four primary aims: (a) establishing and maintaining an egalitarian relationship, (b) uncovering the client's life goals and life style, (c) interpreting these life goals to help the client gain insight into their thoughts, emotions, and behavior, and (d) reorienting and reeducating the client so that mistaken goals of behavior are redirected and
confidence is developed to cope successfully with problems (Mosak, 1984). The Adlerian counselor/play therapist modeled the role of an active guide and teacher who creatively chose techniques designed to help the children catch themselves at self-defeating, useless behaviors (Kottman & Warlick, 1986).

Collection of Data

Written consent was obtained from the director of the clinic where the subjects were to receive counseling for the investigator to conduct interviews with the treatment group on the premises of the clinic (Appendix E). Written consent was obtained from the administrative director of a school district in the North Texas area for the investigator to conduct interviews with the comparison group at an elementary school (Appendix F).

To correct for possible attrition of subjects in the treatment group, the investigator obtained early recollections from 14 children in a first interview scheduled at the beginning of treatment. The treatment group was comprised of the first 9 children to complete the 10-week counseling process. A second interview with these 9 subjects was scheduled at the end of treatment. The interviews were conducted by the investigator at the end of the counseling sessions and were not a substitute for any of the 10 scheduled sessions with an Adlerian counselor.

In an attempt to correct for possible attrition of
subjects in the comparison group and to allow for appropriate matching of subjects in the comparison group with subjects in the treatment group, the investigator obtained early recollections from 18 children in a first interview. The comparison group was comprised of the 9 children matched with the treatment group subjects who completed the 10-week counseling process. A second interview with these 9 subjects was conducted by the investigator at an interval of 10 weeks after the first interview.

As recommended by Kopp and Dinkmeyer (1975) to ensure accuracy in assessment, the investigator obtained three early recollections in each interview. Using other interviewers to gather early recollections could have introduced variations in skill and motivation. Other researchers (Hedvig, 1963; Marinelli, 1976; Roth, 1978; Wells, 1976) have employed a similar method for obtaining early recollections and appear to support the collection of early recollections by one person. Prior to the initial interview, the investigator informed each subject that data would be kept confidential.

A standardized procedure developed by Kopp and Dinkmeyer (1975) was used to collect the early recollections. The written format they developed for the verbal procedure (Appendix G) was utilized in each interview.
Each early recollection interview was recorded on a cassette tape. To ensure accuracy and completeness of data, each early recollection was transcribed verbatim in a written transcript by the investigator.

Each subject was assigned a number 1 through 18, with odd numbers assigned to the treatment group and even numbers assigned to the comparison group. Each early recollection was assigned a number 1 through 6, with odd numbers assigned to pre-interviews and even numbers assigned to post-interviews. A coding system for the subject and the early recollection included both numbers (e.g., 1-1, 1-3, 1-5, 1-2, 1-4, 1-6, 2-1, 2-3, 2-5, 2-2, 2-4, 2-6, etc.).

To reduce possible investigator bias, three doctoral students in a counselor education program were asked to independently rate the content of the early recollections following training sessions conducted by the investigator. The raters were Adlerian counselors but were not the counselors of any of the subjects in the study.

period, levels of agreement were calculated by the investigator after each practice session to estimate the degree to which raters developed a reliable frame of reference. Training continued until a 90% level of interrater agreement was attained.

To avoid contamination of data and to ensure accuracy of ratings, the investigator randomly presented to raters 36 early recollections at three meetings with weekly intervals. The 108 total early recollections consisted of three pre- and three post-counseling early recollections from 18 subjects. Although the raters knew that they were rating early recollections of children, they were unaware of any other information regarding the subjects.
CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the results of the instruments administered and discusses the research questions which the study addressed. The data collected are analyzed with respect to the exploratory nature of the research into a descriptive evaluation of early recollections changes of children in Adlerian counseling. Comparisons are drawn between the results of this study and previously published research data. Illustrations of sample early recollections are included for discussion. From the analysis of data and examination of the subjects' early recollections, several conclusions are drawn and recommendations are made for further study.

Results

Research Question 1 asked if early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the characters mentioned in the early recollections. Table 1 presents the data collected from each of the three early recollections from the pre-interviews and the three early recollections from the post-interviews as scored by the three raters for the type of
characters recalled by the subjects. The frequency and percent of response are included as well as the overall percent of response for each "character" category. Actual frequencies are computed by division by three to account for three raters.

Table 1

**Characters Mentioned in Early Recollection Interviews:**

**Frequency and Percent of Response (N = 324)**

<table>
<thead>
<tr>
<th>Characters</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F  P</td>
<td>F  P</td>
<td></td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>Treatment</td>
<td>48  59%</td>
<td>32  40%</td>
<td>-16</td>
</tr>
<tr>
<td>(48%)</td>
<td>Comparison</td>
<td>39  48%</td>
<td>38  47%</td>
<td>-1</td>
</tr>
<tr>
<td>Father</td>
<td>Treatment</td>
<td>26  32%</td>
<td>26  32%</td>
<td>0</td>
</tr>
<tr>
<td>(29%)</td>
<td>Comparison</td>
<td>18  22%</td>
<td>24  30%</td>
<td>+6</td>
</tr>
<tr>
<td>Siblings</td>
<td>Treatment</td>
<td>36  44%</td>
<td>22  27%</td>
<td>-14</td>
</tr>
<tr>
<td>(33%)</td>
<td>Comparison</td>
<td>24  30%</td>
<td>24  30%</td>
<td>0</td>
</tr>
<tr>
<td>Other Family</td>
<td>Treatment</td>
<td>27  33%</td>
<td>24  30%</td>
<td>-3</td>
</tr>
<tr>
<td>(27%)</td>
<td>Comparison</td>
<td>15  19%</td>
<td>23  28%</td>
<td>+5</td>
</tr>
<tr>
<td>Nonfamily</td>
<td>Treatment</td>
<td>19  23%</td>
<td>16  20%</td>
<td>-3</td>
</tr>
<tr>
<td>(24%)</td>
<td>Comparison</td>
<td>19  23%</td>
<td>24  30%</td>
<td>+5</td>
</tr>
<tr>
<td>Group</td>
<td>Treatment</td>
<td>0  0%</td>
<td>4  5%</td>
<td>+4</td>
</tr>
<tr>
<td>(2%)</td>
<td>Comparison</td>
<td>0  0%</td>
<td>1  1%</td>
<td>+1</td>
</tr>
</tbody>
</table>

*(table continues)*
### In the "characters" category, changes did occur in both

The changes were both

<table>
<thead>
<tr>
<th>Characters</th>
<th>Group</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td>Treatment</td>
<td>1 1%</td>
<td>23 28%</td>
<td>+22</td>
</tr>
<tr>
<td>(15%)</td>
<td>Comparison</td>
<td>13 16%</td>
<td>11 14%</td>
<td>-2</td>
</tr>
<tr>
<td>Total Types</td>
<td>Treatment</td>
<td>157 . . .</td>
<td>147 . . .</td>
<td>-10</td>
</tr>
<tr>
<td>Recalled</td>
<td>Comparison</td>
<td>128 . . .</td>
<td>145 . . .</td>
<td>+17</td>
</tr>
</tbody>
</table>

* n = 81 treatment, n = 81 comparison.

The changes in reference to "mother" (-15), "siblings" (-14), and "animals" (+22) were greater for the treatment group as compared to the comparison group for changes in reference to "mother" (-1), "siblings" (0), and "animals" (-2). The absolute value of change for these three variables for treatment group versus comparison group responses further supports the difference between groups (treatment group = 52, comparison group = 3). The comparison group demonstrated greater change than the treatment group in reference to mentioning "father" (+6) where the treatment group demonstrated no change (0). Only slightly greater change was evidenced by the comparison group for "other
family" (+5) and "nonfamily" (+5) as compared to the treatment group for "other family" (-3) and "nonfamily" (-3).

With regard to the frequency of characters mentioned in pre-interviews and post-interviews, the preponderance of characters clustered in the variables of "mother" (48%), "siblings" (33%), and "father" (29%) for both treatment group and comparison group responses. Relatively few (2%) of the early recollections of children in the treatment group and the comparison group included the "group" variable in pre-interviews and post-interviews.

Overall, in the "characters" category, the treatment group manifested greater change in early recollection content than the comparison group. Research Question 1 is answered affirmatively when the absolute value of changes in frequency is summed for all treatment group versus all comparison group responses: (treatment group = 72, comparison group = 37).

Research Question 2 asked if early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the themes of the early recollections. Table 2 presents the data collected from each of the three early recollections from pre-interviews and the three early recollections from post-interviews as scored by the three raters for the themes recalled by the
subjects. The frequency and percent of response are included as well as the overall percent of response for each "theme" category.

Table 2
Themes Mentioned in Early Recollection Interviews:
Frequency and Percent of Response (N = 324)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Pre-Interview</th>
<th>Post-Interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group*</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth-Sibling</td>
<td>Treatment</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>(1%)</td>
<td>Comparison</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Death</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>(3%)</td>
<td>Comparison</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Illness/Injury</td>
<td>Treatment</td>
<td>19</td>
<td>23%</td>
</tr>
<tr>
<td>(23%)</td>
<td>Comparison</td>
<td>24</td>
<td>30%</td>
</tr>
<tr>
<td>Punishment</td>
<td>Treatment</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>(9%)</td>
<td>Comparison</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td>Misdeeds</td>
<td>Treatment</td>
<td>15</td>
<td>19%</td>
</tr>
<tr>
<td>(13%)</td>
<td>Comparison</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td>Givingness</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>(4%)</td>
<td>Comparison</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Mastery</td>
<td>Treatment</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>(7%)</td>
<td>Comparison</td>
<td>6</td>
<td>7%</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Themes</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mutuality</td>
<td>Treatment</td>
<td>8</td>
<td>10%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(14%) Comparison</td>
<td>12</td>
<td>15%</td>
<td>17</td>
</tr>
<tr>
<td>Attention</td>
<td>Treatment</td>
<td>8</td>
<td>10%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(5%) Comparison</td>
<td>3</td>
<td>4%</td>
<td>3</td>
</tr>
<tr>
<td>New Situation</td>
<td>Treatment</td>
<td>4</td>
<td>5%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(7%) Comparison</td>
<td>8</td>
<td>10%</td>
<td>9</td>
</tr>
<tr>
<td>Fearfulness</td>
<td>Treatment</td>
<td>11</td>
<td>14%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(13%) Comparison</td>
<td>6</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>Hostility</td>
<td>Treatment</td>
<td>5</td>
<td>6%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(6%) Comparison</td>
<td>4</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td>Other Themes</td>
<td>Treatment</td>
<td>26</td>
<td>32%</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>(33%) Comparison</td>
<td>18</td>
<td>22%</td>
<td>20</td>
</tr>
<tr>
<td>Total Types</td>
<td>Treatment</td>
<td>115</td>
<td>...</td>
<td>108</td>
</tr>
<tr>
<td>Recalled</td>
<td>Comparison</td>
<td>107</td>
<td>...</td>
<td>115</td>
</tr>
</tbody>
</table>

* n = 81 treatment group, n = 81 comparison group.

In the "themes" category, changes did occur in both the treatment group early recollections and the comparison group early recollections. The changes were both increases (+) in frequency and decreases (-) in frequency. The changes in reference to "punishment" (-11), "misdeeds" (-13), "death" (+5), and "attention" (-6) were greater for the treatment
group as compared to the comparison group for changes in reference to "punishment" (-1), "misdeeds" (+1), "death" (-2), and "attention" (0). The absolute value of change for these four variables for treatment group versus comparison group responses further supports the difference between groups (treatment group = 35, comparison group = 4). The comparison group demonstrated greater change in reference to mentioning themes of "illness/injury" (-10) and "fearfulness" (+8) as compared to the treatment group for changes in reference to "illness/injury" (-1) and "fearfulness" (0). Only slightly greater change was demonstrated by the comparison group responses to the "mutuality" theme (+5) where the treatment group demonstrated no change (0).

With regard to the frequency of characters mentioned in pre-interviews and post-interviews, "illness/injury" was the most predominant theme in early recollections with 23% of all responses for the treatment group and comparison group. A large percentage (33%) of early recollections was reported in the "other themes" category.

Overall, in the "themes" category, the treatment group manifested greater change in early recollection content that the comparison group. Research Question 2 is answered affirmatively when the absolute value of changes in frequency is summed for all treatment group versus all comparison group responses: (treatment group = 68,
Research Question 3 asked if early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the attention children give to describing visual, auditory, motor, gustatory, olfactory, or kinesthetic detail in the early recollections. Table 3 presents the data collected from each of the three early recollections from pre-interviews and the three early recollections from post-interviews as scored by the three raters for the concern with detail recalled by the subjects. The frequency and percent of response are included as well as the overall percent of response for each "concern with detail" category.

Table 3

Concern with Detail Mentioned in Early Recollection

Interviews: Frequency and Percent of Response (N = 324)

<table>
<thead>
<tr>
<th>Detail</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Overall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>Treatment</td>
<td>10  12%</td>
<td>8  10%</td>
</tr>
<tr>
<td>(16%)</td>
<td>Comparison</td>
<td>16  20%</td>
<td>18  22%</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Detail</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td>Treatment</td>
<td>1</td>
<td>1%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>3</td>
<td>4%</td>
<td>4</td>
</tr>
<tr>
<td>Motor</td>
<td>Treatment</td>
<td>7</td>
<td>9%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>7</td>
<td>9%</td>
<td>7</td>
</tr>
<tr>
<td>Gustatory</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>Olfactory</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>Treatment</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>3</td>
<td>4%</td>
<td>0</td>
</tr>
</tbody>
</table>

* n = 81 treatment group, n = 81 comparison group.

In the "concern with detail" category, changes did occur in both the treatment group early recollections and in the comparison group early recollections. The changes were both increases (+) and decreases (-) in frequency. The changes in reference to attention given to "auditory" detail (+4) and "motor" detail (+2) were slightly greater for the treatment group as compared to the comparison group for changes in reference to "auditory" detail (+1) and "motor" detail (0). Slightly greater change was evidenced by the
comparison group in reference to attention given to "kinesthetic" detail (-3) as compared to the treatment group (-1).

With regard to the frequency of "concern with detail" variables mentioned in pre-interviews and post-interviews, the largest frequency for both treatment group and comparison group responses was represented in the "visual" detail variable (16%). Within the "visual" detail variable, the comparison group mentioned more visual content (21%) in early recollections than did the treatment group (11%). In other variables related to sensory detail, only 6% of both treatment group and comparison group responses mentioned "auditory," "gustatory," "olfactory," and "kinesthetic" detail variables. In the three variables added to the study, only 1% of all treatment group and comparison group responses mentioned "gustatory," "olfactory," and "kinesthetic" detail variables.

Overall, in the "concern with detail" category, the treatment group manifested greater change in early recollection content that the comparison group. Research Question 3 is answered affirmatively when the absolute value of changes in frequency is summed for all treatment group versus all comparison group responses: \( |\text{treatment group} - \text{comparison group}|\) (treatment group = 10, comparison group = 8).

Research Question 4 asked if early recollections change for children in Adlerian counseling when compared to the
early recollections of children not in Adlerian counseling as indicated by a change in the setting described in the early recollections. Table 4 presents the data collected from each of the three early recollections from pre-interviews and the three early recollections from post-interviews as scored by the three raters for the settings recalled by the subjects. The frequency and percent of response are included as well as the overall percent of response for each "setting" category.

Table 4
Settings Mentioned in Early Recollection Interviews:
Frequency and Percent of Response (N = 324)

<table>
<thead>
<tr>
<th>Settings</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F  P</td>
<td>F  P</td>
<td></td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Treatment</td>
<td>0  0%</td>
<td>4  5%</td>
<td>+ 4</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>0  0%</td>
<td>6  7%</td>
<td>+ 6</td>
</tr>
<tr>
<td>(3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td>Treatment</td>
<td>6  7%</td>
<td>5  6%</td>
<td>- 1</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>9  11%</td>
<td>8  10%</td>
<td>- 1</td>
</tr>
<tr>
<td>(9%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inside home</td>
<td>Treatment</td>
<td>27 33%</td>
<td>20 25%</td>
<td>- 7</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>25 31%</td>
<td>16 20%</td>
<td>- 9</td>
</tr>
<tr>
<td>(27%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside home</td>
<td>Treatment</td>
<td>5  6%</td>
<td>17 21%</td>
<td>+12</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>9  11%</td>
<td>11 14%</td>
<td>+ 5</td>
</tr>
<tr>
<td>(13%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Settings</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>P%</td>
<td>F</td>
<td>P%</td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traveling</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>Others homes</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>1</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>Away from home</td>
<td>Treatment</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Unclear</td>
<td>Treatment</td>
<td>43</td>
<td>53%</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>51</td>
<td>63%</td>
<td>43</td>
</tr>
<tr>
<td>Other settings</td>
<td>Treatment</td>
<td>6</td>
<td>7%</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>15</td>
<td>19%</td>
<td>20</td>
</tr>
<tr>
<td>Total Types</td>
<td>Treatment</td>
<td>87</td>
<td>...</td>
<td>103</td>
</tr>
<tr>
<td>Recalled</td>
<td>Comparison</td>
<td>111</td>
<td>...</td>
<td>108</td>
</tr>
</tbody>
</table>

* n = 81 treatment group, n = 81 comparison group.

In the "settings" category, changes did occur in both the treatment group early recollections and in the comparison group early recollections. The changes were both increases (+) and decreases (-) in frequency. The changes in reference to settings "outside home" were greater for the treatment group (+12) as compared to the comparison group (+5). In variables where the comparison group demonstrated greater change than the treatment group, the difference
between groups was only marginal (absolute value of change < 3).

With regard to the frequency of settings mentioned in pre-interviews and post-interviews, the preponderance of settings focused "inside home" (27%) for both treatment group and comparison group responses. When combining the frequencies of two variables mentioning home environments, "inside home" and "outside home" from post-interviews, the treatment group (20 + 17 = 37) mentioned these variables more frequently as compared to the comparison group (16 + 11 = 27). In additional consideration of these two combinations from pre-interview to post-interview, the treatment group (32 to 37) increased the frequency of mentioning home environments while the comparison group (34 to 27) decreased in frequency. A large percentage of "unclear" ratings was evident from the data.

Overall, in the "settings" category, the treatment group manifested greater change in early recollection content than the comparison group. Research Question 4 is answered affirmatively when the absolute value of changes in frequency is summed for all treatment group versus all comparison group responses: (treatment group = 52, comparison group = 41).

Research Question 5 asked if early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling
as indicated by a change in the degree of activity that is initiated by children in early recollections. Table 5 presents the data collected from each of the three early recollections from pre-interviews and the three early recollections from post-interviews as scored by the three raters for the degree of active versus passive involvement recalled by the subjects. The frequency and percent of response are included as well as the overall percent of response for the "active-passive" category.

Table 5
Active Versus Passive Involvement in Early Recollection Interviews: Frequency and Percent of Response (N = 324)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F  P</td>
<td>F  P</td>
<td></td>
</tr>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td>Treatment</td>
<td>42 52%</td>
<td>53 65%</td>
<td>+11</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>65 80%</td>
<td>60 74%</td>
<td>- 5</td>
</tr>
<tr>
<td>Passive</td>
<td>Treatment</td>
<td>39 48%</td>
<td>28 35%</td>
<td>-11</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>16 20%</td>
<td>21 26%</td>
<td>+ 5</td>
</tr>
</tbody>
</table>

* n = 81 treatment group, n = 81 comparison group.

In the "active-passive" category, changes did occur in both the treatment group early recollections and in the comparison group early recollections. The changes were both
increases (+) and decreases (−) in frequency. The changes in reference to "active" involvement were greater for the treatment group (+11) as compared to the comparison group (−5).

With regard to the frequency of active or passive involvement mentioned in pre-interviews and post-interviews, the early recollection interviews revealed more active involvement (68%) than passive involvement (32%) for both treatment group and comparison group responses.

Overall, in the "active-passive" category, the treatment group manifested greater change in early recollection content than the comparison group. Research Question 5 is answered affirmatively when the absolute value of change in frequency is summed for all treatment group versus all comparison group responses: (treatment group = 22, comparison group = 10).

Research Question 6 asked if early recollections change for children in Adlerian counseling when compared to the early recollections of children not in Adlerian counseling as indicated by a change in the degree of internal or external control displayed by children in early recollections. Table 6 presents the data collected from each of the three early recollections from pre-interviews and the three early recollections from post-interviews as scored by the three raters for the locus of control recalled by the subjects. The frequency and percent of response are
included as well as the overall percent of response for the "internal-external" category.

Table 6

Locus of Control in Early Recollection Interviews:
Frequency and Percent of Response \( (N = 324) \)

<table>
<thead>
<tr>
<th>Control (Overall)</th>
<th>Group*</th>
<th>Pre-interview</th>
<th>Post-interview</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
</tr>
<tr>
<td>Internal</td>
<td>Treatment</td>
<td>42</td>
<td>52%</td>
<td>51</td>
</tr>
<tr>
<td>(66%)</td>
<td>Comparison</td>
<td>63</td>
<td>78%</td>
<td>59</td>
</tr>
<tr>
<td>External</td>
<td>Treatment</td>
<td>39</td>
<td>48%</td>
<td>30</td>
</tr>
<tr>
<td>(34%)</td>
<td>Comparison</td>
<td>18</td>
<td>22%</td>
<td>22</td>
</tr>
</tbody>
</table>

* \( n = 81 \) treatment group, \( n = 81 \) comparison group.

Changes did occur in both the treatment group early recollections and in the comparison group early recollections. The changes were both increases (+) and decreases (-) in frequency. The changes in reference to internal locus of control were greater for the treatment group (+9) as compared to the comparison group (-4).

With regard to the frequency of internal or external control mentioned in post-interviews, the early recollection interviews revealed more internal locus of control (66%) than external locus of control (34%) for both treatment
group and comparison group responses.

Overall, in the "active-passive" category, the
treatment group manifested greater change in early
recollection content than the comparison group. Research
Question 6 is answered affirmatively when the absolute value
of change in frequency is summed for all treatment group
versus all comparison group responses: (treatment group =
18, comparison group = 8).

Research Question 7 asked if early recollections change
for children in Adlerian counseling when compared to the
early recollections of children not in Adlerian counseling
as indicated by a change in the affect that children felt
about what happened in the early recollections. Table 7
presents the data collected from each of three early
recollections from pre-interviews and the three early
recollections from post-interviews as scored by the three
raters for the affect recalled by the subjects. The
frequency and percent of responses are included as well
as the overall percent of response for each "affect"
category.

Table 7
Subject Affect in Early Recollection Interviews: Frequency
and Percent of Response (N = 324)
<table>
<thead>
<tr>
<th>Affect</th>
<th>Group</th>
<th>F</th>
<th>P</th>
<th>F</th>
<th>P</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Overall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Treatment</td>
<td>28</td>
<td>35%</td>
<td>33</td>
<td>41%</td>
<td>+5</td>
</tr>
<tr>
<td>(42%)</td>
<td>Comparison</td>
<td>31</td>
<td>38%</td>
<td>43</td>
<td>53%</td>
<td>+12</td>
</tr>
<tr>
<td>Negative</td>
<td>Treatment</td>
<td>50</td>
<td>62%</td>
<td>46</td>
<td>57%</td>
<td>-4</td>
</tr>
<tr>
<td>(56%)</td>
<td>Comparison</td>
<td>50</td>
<td>62%</td>
<td>36</td>
<td>44%</td>
<td>-14</td>
</tr>
<tr>
<td>Neutral</td>
<td>Treatment</td>
<td>2</td>
<td>2%</td>
<td>2</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>(2%)</td>
<td>Comparison</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>+1</td>
</tr>
</tbody>
</table>

* n = 81 treatment group, n = 81 comparison group

Changes did occur in both the treatment group early recollections and in the comparison group early recollections. The changes were both increases (+) and decreases (-) in frequency. The changes in reference to positive affect were greater for the comparison group (+12) as compared to the treatment group (+5). In post-interviews, the treatment group early recollections revealed more positive affect than in pre-interviews.

With regard to the frequency of "positive-negative-neutral" affect mentioned in pre-interviews and post-interviews, the early recollection interviews revealed more negative affect (56%) for both treatment group and comparison group responses than positive (42%). Neutral affect was negligible (2%).
manifested greater change in early recollection content than the comparison group. Research Question 7 is not answered affirmatively when the absolute value of change in frequency is summed for all treatment group versus all comparison group responses: (treatment group = 9, comparison group = 27).

Discussion

The data from this study provide a descriptive evaluation of early recollection changes of children in Adlerian counseling. Overall, the treatment group manifests greater change in early recollection content when compared to the comparison group in six of seven research questions addressed. Therefore, the nature of this change as well as the overall content analysis of early recollections of children is the focus of this section. As a part of the descriptive content analysis of the early recollections, examples are included to demonstrate that early recollections can provide a rich source of potential in revealing valuable clues to a child's private logic and present subjective reality.

In the category of "characters," the content changes for the treatment group with regard to mentioning "mother" (-16), "siblings" (-14), and "animals" (+22) were greater than the content changes for the comparison group for changes with regard to "mother" (-1), "siblings" (0), and "animals" (-2). It can be inferred from Dinkmeyer,
Dinkmeyer, and Sperry (1979) that one of the goals of counseling is to develop the power of individuals to make new decisions and redirect mistaken beliefs. On the basis of this data, perhaps an increased frequency of mentioning "animals" represents for children a shift to greater autonomy and self-sufficiency. In the pre-interview, Subject 17 focuses on a memory of her mother:

When I was in the playpen when I was a baby, I was pulling my mommy's plant that was hanging up. My mommy said, "No, no!" and I stopped pulling on it. I felt sad because I was afraid it might drop on my head.

In the post-interview, Subject 17 shifts to a memory of animals:

When I was 4 [years old], I remember there was a baby bird nest in the tree. Me and my brother saw the baby bird fall out of the nest and it died. I felt sad.

In the pre-interview, Subject 1 recalls a memory of his mother:

One time I was little. My mom was busy with me and then my sister started to run away from our house. My mom came running outside to her and started telling her why she had to be so busy with me. I was crying a little while she was outside with her. Then my sister came back. I felt scared when she tried to run away.

The post-interview recollection focused on his dog:

Once I was about 3 or 2 [years old], I had a dog. His
name was Duke. One day when I came home from preschool, I was going to play with Duke but when I got home, he was gone. He wasn't at my house. He ran away. I kept thinking about him. I felt sad.

With regard to frequency of characters mentioned in pre-interviews and post-interviews, the treatment group and comparison group mentioned "mother" significantly more than any other character (48%). This finding seems to support Adler's (1956) focus on the connection between mother and child as influencing all the child's potentialities. The finding in this study is also consistent with Plottke's (1949) study of delinquent and nondelinquent girls that revealed that "mother" was mentioned in 60% of the early recollections. Relatively, Saunders and Norcross (1988) found that a sample of college students mentioned "mother" in 58% of the early recollections. These results are consistent with the observation by Manaster and Perryman (1979) in their scoring manual that the frequency with which the variable is mentioned is indicative of the salience that variable had for the individual. To demonstrate the salience of a child's mother, the words of Subject 1 from a pre-interview follow:

When I was in my cradle and my mom was in her room and I was in another room, I was crying a lot. I didn't feel very good because I wanted to be with my mom because I love my mom a lot.
Subject 1 remembers in a post-interview:

One time me and my mom gets in a fight when I don't want to do my work. Then she made me do it. I felt kind of happy because if I do my work, I might get to play.

In pre-interviews and post-interviews, the second largest percentage in the "characters" category for the treatment group and comparison group was for "siblings" (29%). Other researchers (Plottke, 1949; Saunders and Norcross, 1988) have similarly reported siblings as the second most prevalent character present in early recollections. One reason siblings are salient features of early recollections is that siblings live comparatively and often competitively. Mosak (1972) noted, "Each child keeps his eye on the other; each watches how well the other child or children in the family are doing and then compares himself with them" (p. 239). Similarly, Dreikurs (1963) asserted that "children in our democratic, competitive society live comparatively; ... children influence each other more than parents influence them" (p. 252). The importance of siblings in the lives of two subjects is evidenced in the following descriptive examples. Subject 12 in a pre-interview described:

It was a spring day. Me and my brother were planting. We got ten packs of seeds. We didn't have a rake so we used sticks. The gutter started to smell and leak out.
My brother thought it was a pool so he took off his shirt and put his feet in. He caught the smell and jumped back out. I was laughing...

As seen in the transcription of Subject 12 in a post-interview:

We were taking a picture. It was me and my little brother. He had a bee by his neck. My dad pushed the button and I went over and was trying to hit the bee out. He took the picture of me and my brother. Afterwards...he and me were laughing...I was glad...

With 29% of pre-interviews and post-interviews containing "father" character, the significance of a father in subjects' lives reflects in early recollections of children. The studies by Plottke (1949) and Saunders and Norcross (1988) support the findings of this study that the "father" character followed "mother" and "siblings" as the most frequent character mentioned. The importance of father in the life of Subject 14 is evident in a pre-interview:

One day when it was almost time for Christmas and I was a little girl, my dad went away to work. I was sad because I thought he wasn't going to come back. He came back. I thought he was going to go for a long time but he went for a very short time. I was real happy when he came back. I jumped and gave him a hug.

Subject 14 recalls in a post-interview:

It was when my dad took us all to the circus. We'd go
to see all of the animals. He bought us ice cream and drinks...I was happy.

In contrast to the comparison group (+1), the treatment group (+4) mentioned "group" characters with slightly greater frequency following counseling. This finding seems to support Ansbacher's (1947) data that subjects with high security scores, in contrast to insecure subjects, reported more early recollections of group participation. It appears that as counseling increases social interest, self-esteem, and security, it is not surprising to find an increase in memories of group participation.

With regard to the instrument used in the study, the "characters" category do not make provision for the inclusion of "imaginary or storybook characters."

Especially for children, Adler (1956) emphasized the necessity to "see his world through his eyes, heart through his ears, and feel it with his heart" (p. 135). Adler (1927) maintained, "Nowhere does the uniqueness of an individual show more clearly than in the products of his fantasy and of his imagination...The fantasies of children are always concerned with the future, the 'castles in the air' are the goal of their activity, built up in fictional form as models for real activity" (p. 56). As Adler (1956) expressed, "What is altered or imagined is also expressive of the patient's goal" (p. 352). The part imagination plays in the memories of children is apparent with Subject 3's
memory in a pre-interview:

I got excited because Santa Claus came. Do you know what he brought me? He brought me a crown with a stick and he brought me a punching bag...I was a little bit sad because I only got three things.

Subject 3's vivid imagination continues in a post-interview:

One time I was 3 years old and I got a punching bag and it had Mickey Mouse on it and he was kissing Minnie Mouse. I went over there and helped them kiss. Then I kissed Mickey and Minnie. I felt happy.

Additionally, the instrument did not make provision for the inclusion of more internal early recollections in which only the subject was mentioned in contrast to more complex early recollections in which several characters were mentioned. As addressed by Smithells (1983), "Solitary play...has social significance, in terms of a child's movement towards or away from others" (p. 119). By adding a "self only" variable within the "characters" category, a child's movement could be assessed. This solitude is evident with Subject 1 in a post-interview:

When I was 3 years old, right before I went to daycare, I always went by this little store and got some white doughnuts. I had to eat the rest of them at daycare. I felt happy.

In the category of "themes," the content changes for the treatment group with regard to mentioning "punishment"
"misdeeds" (-13), and "attention" (-6) were greater than the content changes for the comparison group for changes with regard to "punishment" (-1), "misdeeds" (+1), and "attention" (0). These results are in agreement with Plottke (1949) who similarly found that early recollection themes of punishment played a significant role in the memories of delinquent girls. Adler (1956) explained that recollections of punishments disclosed the tendency to focus on the hostile side of life. It could be concluded from this data that with a higher development of social interest as a result of counseling, a child's early recollections will reflect less hostile and self-centered themes. In the pre-interview, Subject 3 illustrates a theme of punishment:

When my dad gave me a whipping, he told me to shut up and I shutted up. Then I went in my room and went to bed. I felt sad.

A post-interview early recollection from Subject 3 reveals a theme of "mastery" rather than "punishment":

When I was 4 [years old], I tried to swim. I went under water...Then I came up and cleaned my eyes so I could see again...

From pre-interview to post-interview, themes of "fearfulness" reflected no change for the treatment group. As many early recollections in pre-interview for the treatment group (frequency of 11) were evident in treatment group post-interviews (frequency of 11). The percentage of
early recollection themes of "fearfulness" for the treatment group (28%) was slightly greater than the percentage for the comparison group (24%). These findings are compatible with Hafner's et al. (1982) study that found that the treatment group reported more memories of threatening situations characterized by fear or anxiety than did the control group. This finding seems to support Adler's (1956) stressing that the child with problems is "filled by a continuous hostility which they also assume in others" (p. 385). Adler also noted that "in individuals with an attitude of hostility toward their environment we often find traits of anxiety" (p. 277). In a pre-interview, Subject 7 offers this illustration of a theme of "fearfulness":

One time when I was 2 [years old], my grandma was babysitting me. I went outside to play on my tricycle. This guy came up to me and said, Want some medicine little girl?" And I said, "No" and I ran into my grandma's house. I felt scared.

The following example shows Subject 7's perception of a fearful episode remembered:

One day when I was 3 [years old], I had a picture of myself and my cat named Teddy. My daddy put the cat's tail inside the oven and set it on fire. It accidentally caught on fire and she almost died. I was afraid he was mad at me. I felt so sad and I cried.

With regard to the frequency of themes mentioned in
pre-interviews and post-interviews, the treatment group and comparison group mentioned themes of "illness/injury" more frequently than any other theme (23%). This finding is not surprising in light of Pattie and Cornett's (1952) study of the early recollections of maladjusted and well-adjusted children that revealed analogous results with 25% of all early recollections dealing with themes of illness or injury. Saunders and Norcross (1988) discerned that the early recollections of college students were rated with 34% as involving some injury. Likewise, in Kilstrom and Harackiewicz's (1982) study of high school and college students, 27% of the memories were rated as traumatic in content. With a population of Vietnam veterans, Hyer et al. (1989) found that 30% of the early recollections mentioned themes of illness or injury. Clinically, these results support the idea that traumatic early recollections are neither uncommon or pathognomonic. To demonstrate the focus of themes of illness or injury in a pre-interview, Subject 17 recounts:

I can remember when I was 6 or 4 years old, I had a key and I put it in a plug hole and I burned my finger. It electrocuted my finger. My daddy put some medicine on this finger. I cried because it hurt.

In a post-interview, Subject 17 shares this experience:

When I was 3 [years old] and my mommy was potty training me, there were these scissors on the wall.
They fell down and I got a scratch and I had to have stitches. I felt sad.

A large percentage (33%) of "other themes" category was scored. A review of those themes written by the raters on the scoring protocols revealed that raters frequently created a category when the early recollection reflected a theme already existing in the protocol. Categories that appeared to lack clarity for the raters included themes of "mutuality" and "attention." Perhaps the raters did not rule out themes before including as "other themes."

Other difficulties with the instrument within the "other themes" category are apparent. Rater 1 included emotions, such as "sadness," "anger," and "fear," within the "other themes" category. This observation appeared to be rater-specific rather than instrument-specific. This problem affected measurable change because variables that could have been rated were lost in the "other themes" variable.

Because themes such as "loss" were rated as "other themes" in pre-interviews and post-interviews, the data indicated the need for an additional theme category of "loss" which could perhaps be added with the "death" variable. Thomas and Marchant (1983) stressed the dramatic effect of losses in personality development within the family. These losses may be experienced through death, divorce, abandonment, or even the loss of a loved pet as
described in this transcription of Subject 5 follows:

Once when I was 3 [years old] and I was at my grandparent's house. One of our cows got out and ran away. I was walking around in our pasture with our dog and I was looking for the cow and I couldn't find him. I didn't feel good.

In the category of "concern with detail," the content changes for the treatment group with regard to mentioning "motor" detail were slightly greater for the treatment group (+2) than the comparison group (0) from pre-interview to post-interview. These results concur with the findings of other researchers (Chesney et al., 1986; Hafner, Fakouri, & Chesney, 1988; Hafner et al., 1982) who found that the treatment group exhibited more "motor" detail than the comparison group. As suggested by Hafner et al. (1982), the treatment group may feel more emotional stress and, therefore, express more vigorous physical movement in order to cope with the stress.

With regard to the frequency of the "concern with detail" category mentioned in pre-interviews and post-interviews, the largest frequency for both treatment group and comparison group responses was represented in the "visual" detail variable (16%). These findings are similar to Kihlstrom and Harackiewicz's (1982) and Saunders and Norcross' (1988) finding that visual imagery was the predominant sensory modality in the "concern with
detail" category. Both findings seem to support Adler's (1927) assertion:

Above all...it is the eye which approaches the environment, it is the visual world predominantly which forces itself upon the attention of every human being...The visual picture of the world in which we live has an incomparable significance in that it deals with unchanging, lasting bases, in contrast to the other sense organs, the ear, the nose, the tongue, and the skin, which are sensitive solely to temporary stimuli" (p. 48).

In pre-interviews and post-interviews, the comparison group described more visual content (21%) in their early recollections that did the treatment group (11%). This finding is consistent with the finding of several studies (Chesney et al., 1986; Dudycha & Dudycha, 1941; Hafner et al., 1982; Kihlstrom & Harackiewicz, 1982) that reported that visual imagery dominated the early recollections of nonclinical populations. Perhaps an increased focus on visual detail for clinical populations could indicate a shift in therapeutic movement.

In other variables related to sensory detail, only 6% of both treatment group and comparison group responses mentioned "auditory," "gustatory," "olfactory," and kinesthetic" detail variables. These findings are analogous to results from Saunders and Norcross (1988) who
found that less than 6% of all early recollections were concerned with sensory detail.

Although infrequently mentioned in the early recollections of children in pre-interviews and post-interviews, the importance of recognizing sensory detail should not be overlooked when it is apparent in early recollections. Adler (1927) noted: "Of all the organs with which a child attempts the conquest of the world the sense organs are the most important in the determination of the essential relationships to the world in which he lives" (p. 48). Adler (1956) stressed the importance of sensory detail in early recollections for vocational guidance:

For example, when a child mentions impressions of someone talking to him, of the sound of the wind or of a bell ringing, we know that he is an acoustic type and can guess that he might be suited for some profession connected with music. In other recollections we can see impressions of movement. These are individuals who demand more activity; perhaps they would be interested in occupations which require outdoor work or travel" (p. 431).

Others (Manaster & Perryman, 1974; Mosak, 1958) have pointed out that early recollections concerned with visual, auditory, or motor activity have vocational implications.

With only 36% of all early recollections rated in the
"concern with detail" category, this category may present untapped value. Perhaps the instrument should allow for inferences rather than its strict interpretation of recording only specific mention of the sensory modality. Subject 18 in a post-interview illustrates the contrast between a strict interpretation and a less strict interpretation:

I had to go to my grandma's because my mom was having a baby. I couldn't wait to see it. When I got there, I got to hold it, kiss it, and feed it. I felt happy.

With a strict interpretation, the "concern with detail" category would be scored with the absence of all variables. However, inferences could be made related to visual content ("see it"), gustatory content ("feed it"), and kinesthetic content ("to hold it, to kiss it").

In the "setting" category, the changes in reference to settings "inside home" and "outside home" were greater for the treatment group (absolute of 19) than for the comparison group (absolute of 14). This finding appears to concur with the finding of Chesney et al. (1986) that a nonclinical population reported more early recollections with settings occurring "inside home" than did alcoholics with disturbed family relationships. It appears that there is a trend in the data that settings mentioning home environments had greater salience for children after counseling as previously disturbed interpersonal relationships with family members.
improved over the course of counseling.

With regard to the frequency of settings mentioned in pre-interviews and post-interviews, the most prevalent setting was "inside home" (27%) for both treatment group and comparison group responses. Similar results were found by Saunders and Norcross (1988) whose study indicated that settings mentioned in early recollections were predominantly home environments. This finding seems to be supported by Sweeney's (1983) assertion that the primary influence on personality development is the family, the child's "first social reality, a reality from which we interpret, perceive, conclude, and generalize to the rest of the world" (p. 15). A child's position in the family constellation and how a child responds to the family atmosphere exert a strong influence on the development of a child's personality (Dinkmeyer et al., 1979). It is not then surprising to find the home as representative of a child's social milieu.

Because the data revealed a disproportionate amount of "unclear" settings, a close examination of responses was made. The scoring protocols disclosed that Rater 1 scored 72%, Rater 2 scored 47%, and Rater 3 scored 49% of all early recollections as containing "unclear" indications of the setting. Several factors appear to contribute to the preponderance of rating as "unclear." Raters frequently marked "unclear" and one or more variables to indicate that
the rater was not sure of the variable scored. Manaster and Ferryman (1979) defined "unclear" as a score when "no clear indication is made in content of early recollection" (p. 349). Perhaps "unclear" should be scored only when no other setting is appropriate. Inferences may also be suggested for raters to consider. Although the setting is not clearly defined in the following post-interview early recollection of Subject 6, inferences could be made or the interviewer might probe the subject's response for more clarity:

When I was 4 years old, I was learning to ride a bike. When I tried to ride it, I kept on falling down and down. One time I finally tried to ride it on the street and then I got it. My mom felt good and I felt good.

It could be inferred that this setting was "outside in subject's neighborhood" or the interviewer might inquire as to whether the setting was near or away from the subject's home.

The variable for "other settings" revealed settings that did not appropriately fit in existing variable settings of the scoring protocol. These settings included "daycare," "parks," "amusement parks," "circus," "toy store," and "church." In a modification of the Manaster-Perryman Manual, perhaps "daycare" could be added with "school" to categorize a child's world of work. A new category could be
created to reflect a child's perception of entertainment rather than the category of "traveling." The data from this study found 0% of all early recollections containing the "traveling" variable. Additional variables for future research might address the need for a "community facilities" and "play areas" as an addition to the protocol. Again the need for the interviewer to probe the subject's responses is apparent to seek clarity.

In the "active-passive" category, the changes in reference to "active" involvement were greater for the treatment group (+11) as compared to the comparison group (-5). This finding is comparable to Eckstein's (1976) case study that found that early recollections reflected more activity following counseling. Perhaps the activity mirrors more initiative in pursuing goals after successful counseling. In a pre-interview, Subject 9 recounts an early recollection indicative of passivity:

My uncle and dad took me fishing. They were fishing and my uncle got his line hung on a tree stump in the water. He yanked on the pole and the hook came back and hooked me in the head...I waited for them to pull it out of my head...

In a post-interview, the same early recollection is recalled by Subject 9 with a different interpretation of greater activity:

I went fishing when I was about 5 [years old]...I
caught a fish...and my uncle threw his line out and he got it hung on a tree stump and he yanked it back and the hook came back and got me in the head...I pulled it out...

With regard to the frequency of active or passive involvement mentioned in pre-interviews and post-interviews, the majority of all early recollections contained more activity (68%) than passivity (32%). However, the treatment group responses reflecting "passivity" (frequency of 67) were greater than the comparison group responses (frequency of 37). This finding seems to support the work of Hafner et al. (1988) that revealed that the treatment group early recollections contained more passivity than those of the comparison group. On the basis of these data, it might be suggested that children in counseling, because of a trend towards passivity, are likely to place the burden of responsibility for progress of counseling upon the counselor or their parents. It appears that it would be necessary for the counselor to encourage children and parents to take active responsibility for what happens in counseling.

In the category of "internal-external control," the changes in reference to internal locus of control were greater for the treatment group (+9) as compared to the comparison group (-4). This finding is consistent with the results of Borden's (1982) anecdotal study utilizing specific early recollections of children to note increased
self-responsibility after counseling. Perhaps a trend exists in the data from this study suggesting that counseling encourages increased self-responsibility. In the pre-interview, Subject 7 dissociates himself from any consequences in the early recollection:

   I was walking up my driveway from school. I bent over and a dog came and pushed me right over. It hurt me. My brother came and all he did was drag me by my hands up the driveway...I didn't like it.

In the post-interview, Subject 7 accepts responsibility for what happens in the early recollection:

   I was in second grade at my first day of school. I didn't know anybody...Everybody was talking with their friends and I was wishing I had a friend. I went up to this girl to play with her. Now we're best friends.

With regard to the frequency of internal or external control mentioned in post-interviews, the early recollection interviews revealed more internal locus of control (66%) than external locus of control (34%) for both treatment group and comparison group responses. However, the treatment group responses reflecting "external control" (frequency of 69) were greater than the comparison group responses reflecting "external control" (frequency of 40). This finding is similar to Hafner's et al. (1982) report that a treatment group reported a higher proportion of early recollections that were characteristic of external control.
in contrast to a control group. This finding appears to support Goss and Morosko’s (1970) study that found that the more externally controlled the subjects, the more likely maladjustment was evident in the subjects. This result is not surprising when accounting for the adjustment problems that likely brought the subjects into treatment initially.

In the category of "affect," the changes in reference to positive affect were greater for the comparison group (+12) as compared to the treatment group (+5). However, the treatment group revealed more positive affect in post-interviews (53%) than in the pre-interviews (41%). This data is in agreement with Eckstein’s (1976) finding that the most significant growth occurring after counseling was reflected on the Depressed-Cheerful scale ($p < .001$) with an overall improvement in the total affect score ($p < .01$). An example of affect change in early recollections from pre-interview to post-interview is illustrated in Subject 3’s memories. In the pre-interview, Subject 3 recalls:

I had a bad dream when I was only 1 year old. My mommy was there in the dream. I ran into a table and I hit my head. Before I got to my head, I hit my knee first. I got a bruise there...I felt bad.

In the post-interview, Subject 3 remembers:

When I was a baby, I was running through my house going wild. My mommy heard a big crash and she knew I fell on my head. She took me to the emergency room and I
got a lot of stitches in my head. I was happy because it looked so funny and I felt better.

With regard to the frequency of affect mentioned in pre-interviews and post-interviews, the early recollection interviews revealed more negative affect (56%) for both treatment group and comparison group than positive (42%) or neutral (2%) affect. Comparable results were secured by Cowan and Davidson (1984) who discerned that over 90% of early recollections with a strong emotional impact were primarily negative in affect. Relatedly, in Kihlstrom and Harackiewicz's (1982) study of 150 high school and 164 college students, 27% of memories were rated as unpleasant in affect. As suggested by Saunders and Norcross (1988), who found 31% of early recollections of 184 college students were rated as unpleasant, clinically these results should reinforce the fact the unpleasant early recollections are not uncommon.

In pre-interviews and post-interviews, the treatment group (57%) reported overall more early recollections with negative affect than did the comparison group (44%). The results of several studies (Chesney et al., 1986; Hafner et al., 1988; Plottke, 1949) matched the findings of this study. Other researchers (Hyer et al., 1989; Pattie & Cornett, 1952; Pustel et al., 1969) have found that negative early recollections are a reflection of negative emotional experiences. Likewise, Saunders and Norcross (1988)
asserted that the more unpleasant the early recollection, the greater the current behavioral distress. The negative affect is apparent in the recollection of Subject 15 in a pre-interview:

I had to dig in the garbage with my daddy for food. I didn't like it. We had to dig in the garbage and eat in the garbage. My mom did, too. Then I had to go live with my brother. I was sad.

In a post-interview, Subject 13 recalls a memory of negative affect as described in an early recollection of sexual abuse:

One time my mom went to work. My dad was in the house. We were at my grandma's and grandpa's house with my sister, brother, and my dad. I slept with daddy. The way it started was my sister, me and daddy were on the king-size bed and my brother was on his own bed. That's when it started. My daddy rolled over and hit me and put his arms around me and that's how it started. I felt sad because my daddy did it to me.

Following the recollection of this event, Subject 13 cried for several minutes. This recollection was the third in the collection of three in the post-interview. The interviewer stopped the tape recorder and processed with the subject for several minutes before concluding the interview. The interviewer must be sensitive to the pain that some early recollections reactivate in children. Clearly, the needs of the subject must be prioritized over the needs of the
The interviewer to conclude the interview.

The data from this study found little utility in the "neutral" variable, with only 2% of all early recollections rated as neutral in affect. Perhaps the "neutral" variable could be deleted, particularly if interviewers probe for the subject's feeling. It is unlikely that neutral affect would be scored. Saunders and Norcross (1988) suggested that the "neutral" variable be defined as "balancing pleasant and unpleasant aspects" (p. 100). The following early recollection in a post-interview from Subject 9 contained both positive and negative affect and could be rated "neutral" if balanced:

I was throwing rocks at my dad's tire on the back of his truck. One of these rocks hit the tire and the tire blew up. I went inside yelling and screaming. I was only a little kid. My dad ran outside and looked around and looked over at his truck and saw he had a flat. I was screaming, "Daddy! Daddy! I was throwing rocks and your tire blew up." It was funny and scary. It made me feel weird and I turned around and ran inside laughing but right when the tire blew up, I got real scared.

Summary

The purpose of this investigation was to descriptively evaluate whether there are changes in the early recollections of children in Adlerian counseling when
compared to the early recollections of children not in Adlerian counseling. The study addressed seven research questions regarding early recollection change for children in Adlerian counseling as compared to children not in Adlerian counseling.

The treatment group was engaged in Adlerian counseling for 10 weeks. The investigator conducted pre-counseling and post-counseling interviews to collect early recollections from subjects.

The comparison group was not engaged in treatment for counseling. The investigator conducted interviews at an interval of 10 weeks to collect early recollections from subjects.

The Manaster-Perryman Manifest Content Early Recollection Scoring Manual was used for analysis of early recollection content. Following training sessions, raters scored absence or presence of content variables in early recollections.

Tables were employed to reveal findings of early recollection content changes as addressed by the seven research questions of this study. A descriptive evaluation of the data indicated that the treatment group manifested greater change overall in early recollection content as compared to the comparison group in six of seven research questions.

The data provide a foundation from which to build the
clinical utility of the early recollections of children.

Conclusions

As a result of this study, the following conclusions are presented:

1. The early recollections of children do change when compared to the early recollections of children not in Adlerian counseling as indicated by changes in early recollection content. Early recollections of children are, therefore, a valid source of potential in measuring the therapeutic progress of children.

2. Raters were able to analyze and score early recollections of children for presence or absence of thematic content with high interrater reliability. Early recollections of children are, therefore, a reliable measure of the thematic apperception of children.

Recommendations

In view of the results of this investigation, the following recommendations are presented:

1. It is recommended that similar studies be conducted employing improved instrumentation addressing the unique world of children.

2. Investigations should be conducted leading to the development of established norms for interpreting the Manaster-Perryman Scoring Manual with a population of children.

3. The treatment should be replicated using larger and
varied samples to provide additional supporting evidence for
the utility of early recollections of children.

4. Early recollections of children should be used
routinely in counseling as an adjunctive tool in confirming
the current life style attitudes of children.

5. Early recollections of children should be used
routinely in counseling as an adjunctive tool in noting the
therapeutic progress of children in Adlerian counseling.
Dear Parents,

I am conducting a study to better understand the role of memory in counseling with children. I am hopeful that the results of this study will be useful to other counselors in helping children improve their relationships with family, friends, and others in the community.

I am requesting your permission for your child to participate. With your consent, I plan to conduct two ten-minute, tape-recorded interviews with your child. This would be coordinated with your child's counselor during a regularly scheduled appointment at the Pupil Appraisal Center.

Your child's responses will remain anonymous and confidential. At the conclusion of the study, the results will be made available upon request.

If you have any questions, you may call me at (817) 275-3207. Please return this signed form to your child's counselor at the Pupil Appraisal Center.

Thank you in advance for your cooperation and support.

Sincerely,

Jane Ellis Porter Statton
Doctoral Candidate in Counseling
University of North Texas

I do give permission for my child, ____________________________, to participate in this study.

________________________________________
parent's signature
Dear Parents,

I am conducting a study to better understand the role of memory in counseling with children. I am hopeful that the results of this study will be useful to other counselors in helping children improve their relationships with family, friends, and others in the community.

I am requesting your permission for your child to participate. With your consent, I plan to conduct two ten-minute, tape-recorded interviews with your child. This would be coordinated with your child's teacher and the school counselor without interruption in your child's academic day.

Your child's responses will remain anonymous and confidential. At the conclusion of the study, the results will be made available upon request.

If you have any questions, you may call me at (817) 275-3207. Please return this signed form to your child's teacher or counselor.

Thank you in advance for your cooperation and support.

Sincerely,

Jane Ellis Porter Statton
Doctoral Candidate in Counseling
University of North Texas

************************************************************

I do give permission for my child, ____________________________, to participate in this study.

___________________________
parent's signature
APPENDIX C
Scoring Protocol for Early Recollection Manifest Content

**CHARACTERS**
1. MOTHER
2. FATHER
3. SIBLINGS
4. OTHER FAMILY MEMBERS
5. NONFAMILY MEMBERS
6. GROUP
7. ANIMAL
8. Number of character types

**THEMES**
9. BIRTH OF SIBLING
10. DEATH
11. ILLNESS/INJURY
12. PUNISHMENT
13. MISDEEDS
14. GIVINGNESS
15. MASTERY
16. MUTUALITY
17. ATTENTION-GETTING
18. NEW OR UNFAMILIAR SITUATION
19. FEARFUL OR THREATENING SITUATION
20. OPEN HOSTILITY
21. Other themes
22. Number of themes

**CONCERN WITH DETAIL**
23. VISUAL
24. AUDITORY
25. MOTOR
26. GUSTATORY
27. OLFATORY
28. KINESTHETIC

**SETTING**
29. SCHOOL
30. HOSPITAL/DOCTOR’S OFFICE
31. INSIDE HOME OF FAMILY/RELATIVES
32. OUTSIDE HOME OF FAMILY OR IN NEIGHBORHOOD
33. TRAVELING
34. INSIDE HOME OF NONFAMILY MEMBER
35. OUTSIDE, AWAY FROM HOME OR NEIGHBORHOOD
36. UNCLEAR
37. Other settings
38. Number of settings

**ACTIVE-PASSIVE**
39. ACTIVE
40. PASSIVE

**CONTROL**
41. INTERNAL
42. EXTERNAL

**AFFECT**
43. POSITIVE
44. NEGATIVE
45. NEUTRAL
To Whom It May Concern:

Jane Ellis Porter Statton is granted permission to use the Manaster-Perryman Manifest Content Early Recollection Scoring Manual for the purposes of her dissertation research.

/s/ Guy J. Manaster, Ph.D.

Guy J. Manaster, Ph.D.
Department of Education Psychology
University of Texas
Austin, Texas 78712
APPENDIX E
To Whom It May Concern:

Jane Ellis Porter Statton is granted permission to use the Pupil Appraisal Center at the University of North Texas in order to conduct interviews on the premises for her dissertation research.

/s/ Terry Kottman, Ph.D.

Terry Kottman, Ph.D.
Director, Pupil Appraisal Center
University of North Texas
Denton, TX
To Whom It May Concern:

Jane Ellis Porter Statton is granted permission to conduct interviews with children at an elementary school in Arlington for the purposes of her dissertation research.

Tom Dabbert
Executive Director for Administration
Arlington I.S.D.
Arlington, Texas
APPENDIX G
Think back as far as you can to the first thing you can remember...something that happened when you were very young (it should be before you were seven or eight years old). It can be anything at all—good or bad, important or unimportant—but it should be something you can describe as a one-time incident (something that happened only once), and it should be something you can remember very clearly or picture in your mind, like a scene.

Now tell me about an incident or something that happened to you. Make sure that it is something you can picture, something specific, and something where you can remember a single time it happened.

As the child begins to tell the memory, listen for the visual and specific part of the memory. Some background details may be appropriate. Do not, however, spend too much time setting the stage with facts leading up to or surrounding the incident itself. Instead, concentrate on what actually happened.

Phrases such as "we were always...," "would always...," "used to...," or "would happen" suggest incidents that occurred repeatedly. Ask the child to choose one specific time which stands out more clearly than the others and tell what happened that one time. If one particular incident does not stand out over others, eliminate this event and choose a different early memory which can be described as a single incident.

Before moving on to the next memory, ask the following questions and write down the child's response:

Do you remember how you felt at the time or what reaction you had to what was going on? (If so), please describe it. Why did you feel that way (or have that reaction)?

Which part of the memory stands out most clearly from the rest—like if you had a snapshot of the memory, it would be the very instant that is most vivid and clear in your mind? How did you feel (what was your reaction) at that instant?
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