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A CLUSTER ANALYSIS OF THE PARENTAL EFFECTIVENESS  
FACTORS ON THE CUSTODY QUOTIENT TECHNIQUE (CQ)

THESIS

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Subjects comprised four groups including: 73 judges; 90 family law practitioners; 38 psychologists; and 43 psychology graduate students. The subjects completed surveys designating the five most relevant and the five least relevant factors of effective parenting from a list of 85 such factors.

As hypothesized, the family law attorneys and family law judges generated similar clusters of factors while the results of the psychologists and psychology graduate students likewise clustered similarly. These results suggest the possibility of the existence of common cognitive structures used in the custody decision-making process.

Results could be used in the modification and refinement of the Custody Quotient (CQ) Technique. Future study could focus more specifically on the cognitive structures particular subjects use in making custody decisions.

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A CLUSTER ANALYSIS OF THE PARENTAL EFFECTIVENESS  
FACTORS ON THE CUSTODY QUOTIENT TECHNIQUE (CQ)

Statistics suggesting that the United States divorce rate has leveled off since 1976 at approximately 5 divorces per 1,000 total population per year seem ironically deceiving since it remains the highest rate worldwide (Hetherington, 1981). It has been estimated that by 1990, approximately one-third of the United States children will experience their parents' divorce before they reach age 18 (Glick, 1979).

Child placement becomes a critical issue with marital dissolutions occurring at such an alarming rate (Ollendick, 1984). The decision of custodial care poses a myriad of questions. Is either parent capable of becoming a custodian? Is either willing and/or able to become a managing conservator? Are the parents willing and/or able to become joint conservators in the care of their children? (R. Gordon, personal communication, September 13, 1987). The physical, mental, and emotional welfare of the children involved becomes paramount in answering these questions.

Answers to these types of questions promote further inquiry. Specifically, current and future research should assess the cognitive factors used by family law judges in considering child custody cases. Furthermore, whether or

not these factors differ from those of family law attorneys, psychologists or others of those in the mental health professions might provide useful insight into the custody decision-making process and concomitant ways to continue to improve it.

Prior to the 19th century, according to English common law rule, children were considered to be the property of their fathers (Clingempeel, 1984). Referred to as "patrias potestas," children were for the most part awarded to their fathers following divorce. Near the turn of the century, this precedent began to give way to the "tender years" doctrine. Under this presumption, a maternal preference rule evolved and children were assumed, especially during their younger years to require maternal custodial care (Derdeyn, 1976). At approximately the same time, the best interests of the child became a concern in custody decisions and was customarily invoked in support of the tender years presumption (Derdeyn, 1984).

Sweeping social changes during the late 1960s and early 1970s brought irrevocable changes in all aspects of United States culture. As more and more women entered the workforce, family lifestyles began to undergo radical changes. Parental roles varied from the traditional division of labor models to more nontraditional egalitarian models. Among the sociocultural changes came the notion

that fathers should share with mothers the responsibilities of raising their children (Friedan, 1981; Winborn, 1983). As more equality-based models or "symmetrical families" developed, balances were established by the renegotiation and redistribution of economic and child care functions (Lamb, 1976). These changes have continued into the present while parental roles become increasingly less specialized. Clearly delineated responsibilities based upon gender are fading and more complex systems emerging (Lamb, 1976). Greater complexity in child custody decisions must naturally follow.

Paradoxically, the Women's Movement and its resultant changes weakened the maternal custody advantage (Derdeyn, 1984). The trend toward more equitable custodial rights has provided judges more latitude. This latitude renders the decision-making process more difficult (Derdeyn, 1976). Several courts ruled that the tender years doctrine violated fathers' constitutional rights of equal protection under the law (Bowen v. Bowen, 1974; Watts v. Watts, 1973). By mid-1970s, the "best interest" standard in custody decisions was applied in almost all states. This change was concomitant with the implementation of no-fault divorce and sex-neutral child custody guidelines (Derdeyn, 1976; Frankel, 1985).



In efforts to simplify decision-making regarding child custody, the doctrine of "expressed preference of the child" has emerged. While this model is intuitively appealing, potential conflicts within the law created by this process concern many legal and mental health experts. Indeed, a child may not be a competent witness, and his or her expressed preference may conflict with his or her best interests (Schuman, 1984).

Use of standards and doctrines such as the "expressed preference of the child" is but one of at least three foundational models used in the decision-making process. Custody decisions based upon standards and doctrines are assumed by some in the legal and mental health professions to be potentially biased by the decision-makers' personal values (Derdeyn, 1976; Leavell, 1968; Zuckman, 1973). Often historically-evolved, these standards often leave little room for equity by allowing for individual differences in cases. Professionals consider decisions made in such a manner to be subjectively derived, with little attention to essential factual information (Foster, 1979).

Another model is purported to render decisions founded upon the judges' value systems and not upon specific standards and doctrines or objective data (Derdeyn, 1976). A judge's own background and experiences heavily influence

the decision-making process in this model. While some value judgments are made based upon objective data, the primary problem appears to be that many such determinations are made with no basis on any data at all.

Custody decisions necessarily involve establishing whether either party can become a custodial parent. The next issue is that of whether either parent should become sole custodian, primarily responsible for child care, or whether custody is more appropriately shared.

Steinman (1983) suggests that joint custody encompasses four criteria. These criteria both define and are necessary antecedents of joint custody arrangements. First, though society and the courts have historically regarded the mother as having the most important role in a child's development, both parents are assumed by researchers to have equally important roles, based both on some empirical criteria and opinion as well. Second, both parents have authoritative power in decision-making regarding their children. Third, they cooperatively share the responsibilities of child-rearing tasks, such as providing for the child's basic needs, discipline of the child, etc. While the granting of authority for the acceptance of responsibilities by the parents may not be entirely equal, they at least cooperate and compromise in

the administration of such. Fourth, the children spend a significant amount of time living with each parent.

According to Derdeyn (1984), when divorce occurs, children appear to benefit from a shared custody as opposed to a sole custody arrangement. Research indicates that they generally gain from maintaining a relationship with both parents (Derdeyn, 1984). Following divorce, noncustodial, and less obviously, even custodial parents are often less physically and emotionally available to the child (Frankel, 1985). Some accessibility to both parents might help restore the emotional balance disrupted by parents as they reorient themselves to their new lifestyles. Several authors consider the continuous availability of one or the other of the parents to be a critical component for normal child development (Frankel, 1985; Furman, 1974; Rochlin, 1965; Schaffer, 1977). Joint custody is likely to be the best arrangement for providing optimal parental availability, since the child is with one or the other of the parents (Frankel, 1985).

Furthermore, if children perceive their parents as cooperatively caring for them, their sense of importance in the family system increases, boosting what may be lagging self-esteems. It may also help children avoid the loyalty conflicts with which they are often confronted following family dissolution (Steinman, 1983).

A comparison of the effects of maternal custody versus joint custody has recently evolved. Since mothers have often historically been sole custodians post divorce and fathers have not, Shiller (1986) specifically compared the effects of such arrangements on latency age boys. Using the Achenbach Behavior Checklist, joint custody mothers reported significantly fewer emotional and behavioral problems in their sons compared to mothers who had sole custody.

Joint custody is apparently advantageous for the parents involved as well. Studies involving custodial fathers and separated mothers reveal that these mothers often find themselves in socioculturally disapproved situations. The corollary is often the case as well-- mothers in socioculturally disapproved situations are often not awarded custody of their children. The stresses of isolation may exacerbate these mothers' vulnerability to psychological distress. Joint custody could alleviate this stressor altogether (Fischer, 1983). Joint custody is therefore apparently good for the mothers involved.

Also evident is the fact that joint custodians share both the responsibilities and the pleasures of raising children. It allows them both a greater degree of freedom for pursuing personal goals as well as the opportunity for active participation in their children's lives (Derdeyn, 1984; Steinman, 1981).

Until very recently, joint custody was generally used as a voluntary arrangement. Indeed, only most effective parents could agree on joint custody. However, already in the statutes of over half the states, joint custody provides a guideline for making this difficult decision. No longer must judges apply nebulous standards in order to mitigate the painful results of divorce (Derdeyn, 1984). A joint custody law was enacted September 1, 1987 for the state of Texas in order to permit court ordered and jury determined joint custody decisions (Gordon & Peek, 1989).

While current options help judges to customize custodial plans for each family, they also create ambiguity. The concept of shared custody is still not clear; therefore, parameters of determination remain undefined and selection methodology is anything but standard.

Though the legal profession has called upon the mental health expertise of psychologists, the nature of the process lent itself toward greater affective and less cognitive involvement on the part of those involved in the decision-making process. Emotions apparently influence even the most conscientious in the adversarial process (Frankel, 1985). Advice has often been based upon subjective opinion of those psychologists and not upon tested methods of more objective selection.

Objective measures used in the past have typically been more appropriate for clinical than for courtroom use. Batteries designed to assess psychological health have not adequately and fairly assessed many of the important factors in parental effectiveness. Psychological stability and mental health are not the only considerations of whether or not parents should become custodians of their children following divorce.

The development of a standardized, objective system for custody selection would greatly enhance the equitability and accuracy of the decision-making process. The Custody Quotient (CQ; Gordon & Peek, 1989) technique was devised to address such a need.

Created by Robert Gordon and Leon Peek, the purposes of the CQ (1989) are to establish a valid and reliable method for assisting in the child custody decision-making process. Based on a health psychology model, the CQ does not focus on situationally-induced pathology, but assesses more stable personality and behavioral strengths and weaknesses, suggesting re-education and remediation in appropriate areas. A set of ratings founded upon clinical procedures and test instruments, administration may consist of interviews, home studies, reviews of documents, objective and projective testing and collateral contacts. The CQ, containing 12 scales and 98 items, focuses on the

attitudes and behaviors of effective parents (Gordon & Peek, 1989).

Containing 12 scales and 98 items, the CQ focuses on the attitudes and behaviors of effective parents. The factors were derived by: (a) reviews of current and relevant research; (b) the legal standards of the Texas Family code; (c) an objective survey of attitudes of parents in the Dallas-Fort Worth area; (d) an objective and projective survey of attitudes of children in the Dallas-Fort Worth Area; (e) a survey of opinions of district judges and legal specialists in Texas regarding the relative importance of CQ items; (f) observation/examination of 950 children from infancy through adolescence following custody disputes; (g) observation/examination of 250 children, school age through adolescence, from clinical populations with at least one of their parents for whom custody was not a clinical or legal issue; (h) a job analysis of 10 home studies videotaped in Dallas county pursuant to contested custody issues; and finally, (i) general systems functional analysis by a panel of experts organized by the authors regarding parent-children dynamics (Gordon & Peek, 1989).

For the present research, one of the foundational studies for the CQ regarding parenting is of particular interest. Ninety-three district judges specializing in

family law and 79 family law attorneys were asked to pick the five least relevant and the five most relevant factors of effective parenting from a list of 85 factors. Because such judges and attorneys have experience in determining custody issues as well as later making necessary revisions of those decisions, their input was deemed valuable in refinement of items to be included in the CQ (Peek & Gordon, 1989).

Research assessing the cognitive factors involved in making custody decisions is a logical outgrowth of the work on the CQ. This study attempts to describe the "cognitive structures" (Neisser, 1976) of family law judges, family law attorneys, psychologists, and psychology graduate students used in the decision-making process, and to describe the differences among them, if any.

Neisser (1976) uses the term "schema," coined by Bartlett (1932), to denote his concept of cognitive structure. According to Neisser (1976)

A schema [cognitive structure] is that portion of the entire perceptual cycle which is internal to the perceiver, modifiable by experience, and somehow specific to what is being perceived. The schema accepts information as it becomes available at sensory surfaces and is changed by that information; it directs movements and exploratory activities that make



more information available, by which it is further modified. (p. 54)

Schemata include ideas, motives and values.

Individuals have many operational schemata, with simple ones embedded within larger, more complex and widely encompassing ones. They are not static entities, but are dynamic assisting, affecting and being affected by the individual's every interaction with his or her environment. Using the field of genetics, the schema is analogous to the genotype. "It offers a possibility for development along certain lines, but the precise nature of that development is determined only by interaction with an environment" (Neisser, 1976).

Since effective parents are the best candidates for custody, those factors which judges and attorneys deem relevant to effective parenting are presumed to help comprise their schema used in this decision-making process. While this is likely only part of a complex cognitive structure used in custody determination, it could provide invaluable information for revision and refinement of the Custody Quotient (Peek & Gordon, 1989).

It is hypothesized that family law practitioners and judges will exhibit similar cognitive structures or schema used in making custody decisions. Particular themes of clusters should be obvious, with similar themes expected

for both groups. Results for both groups are expected also to exhibit a high degree of homogeneity of items within clusters. As the family law attorneys and judges, psychologists and psychology graduate students are likewise presumed to be similar to one another.

Clusters could be conceptualized as extensive, complex schemata used in the custody decision-making process. Themes of such clusters could likewise correspond to and be considered analogous to simpler schemata embedded within clusters.

#### Method

##### Subjects

During the development of the CQ in the summer of 1987, surveys were mailed to district judges with family law responsibility and family law specialists throughout the state of Texas during the summer of 1987. Seventy-three judges and 90 family law practitioners responded within 30 days of the time the survey was mailed.

For the present study, surveys were mailed to 45 psychologists and 45 psychology graduate students with return, postage-paid envelopes enclosed. The psychologists represented both the academic and clinical arenas. Professors of universities in the North Texas area, along with psychologists listed in the Fort Worth Telephone directory were sent questionnaires. The

psychology graduate students were randomly drawn from a card file in the University of North Texas graduate psychology office. Recipients were asked to acknowledge the request with their answers as promptly as possible. Forty-three psychology graduate students and 38 psychologists replied within 30 days from the time the survey was mailed.

### Materials

A questionnaire was developed by the CQ authors based upon: (a) a review of current literature including child psychology, child psychiatry, sociology, child development, anthropology, comparative psychology, American history, and theology; (b) legal standards and interpretive case law; and (c) studies of attitudes of parents and children toward good parenting and related issues (Peek & Gordon, 1989).

### Procedure

The survey, containing 85 factors (or elements, as they are denoted on the survey) of effective parenting, instructs the reader to select and mark the five least relevant factors with the letter L. The five factors he or she considers to be the most relevant are to be marked with the letter R (see Appendix A).

Responses for each group of subjects (i.e., judges, attorneys, psychologists, and psychology graduate students)

were recorded in spreadsheet format using Lotus 1-2-3 software. ASCII files were created and the raw data for each group was then transferred into SPSS-X (Statistical program for the Social Sciences) files for analysis.

### Results

In assessing the cognitive factors involved in making custody decisions, the survey is a logical starting point. Classification of the 85 factors on the survey into a systematic scheme or arrangement is primary. In order to classify the factors, the data had to first be clustered into groups (Mezzich & Solomon, 1980). Cluster analysis was chosen as the procedure for this study since it is used for exploratory data analysis. This type of exploration was essential in determining naturally occurring clusters of items or factors on the survey.

Producing a taxonomy for unclassified data (Lorr, 1983), with this procedure, entities are grouped together on the basis of their differences or similarities (Tryon, 1970). When the entities in question are variables, the cluster analysis is called V-analysis. O-analysis is the term used when objects with similar characteristics are grouped together. Both types of analysis along with the more widely used statistic, factor analysis, are subsumed under and are types of cluster analysis (Tryon, 1970). Present research is concerned with V-analysis, or cluster

analysis of the factors. This endeavor could spawn future research assessing demographic clusters of survey respondents, to be addressed by O-analytic cluster methods.

Regardless of differences in goals, data, and methods used, five basic steps are characteristic of cluster analytic studies. These include: (1) selection of the sample to be clustered; (2) definition of a set of variables on which to measure the members of the sample; (3) computation of the similarities or distances/differences among members; (4) use of a method of cluster analysis in order to create homogeneous clusters; and, (5) validation of the cluster solution (Aldenderfer & Blashfield, 1984).

Raw data, L's and R's marked by respondents of each group on the survey, was transformed as a first step. For purposes of statistical analysis, L ("least relevant") responses were assigned the number 1. R ("most relevant") responses were given the number 3. Responses not marked were assumed to fall in the middle of the two extremes for the respondent, and were thus represented with the number 2.

SPSS-X was used to calculate the Euclidean distances and produce coefficients for each of the four groups (see Appendix B). While with many similarity measures, the higher the coefficient the more similar the variables, the inverse is true when Euclidean distance is employed. With

this statistic, the higher the coefficient, the more dissimilar or distant the variables from one another (Aldenderfer & Blashfield, 1984). Clustering can be performed on data sets of  $n = 3$  (Aldenderfer, 1984). Since the subject groups for the present study contain many more subjects, the statistic may be appropriately performed.

Of the seven families of methods of cluster analysis, the one chosen for this study is a hierarchical agglomerative statistic. Hierarchical classification can be viewed as "a family of partitions, each with a different number of clusters" (Mezzich & Solomon, 1980).

Analogous to a tree, a divisive hierarchical method begins with the trunk and works outward to the branches. The agglomerative method works inversely. According to Tryon (1970), divisive methods may be more arbitrary than agglomerative methods. Further, he contends that naturally occurring clusters may be sliced by those which have been defined divisively. Since the object of the present study was to explore the data for naturally occurring clusters, a divisive method would thus be inappropriate. Hence, a hierarchical agglomerative was the method chosen for this research, represented graphically as a dendogram (see Appendix C, C-1, C-2, C-3, and C-4).

Clusters derived from this type of technique are by definition nonoverlapping. They are in fact nested, in that

one cluster can be subsumed under another until they are all part of the initial data set. Conceptually simple, this method is founded upon a merger rule of how to combine a similarity matrix and when to combine clusters (Aldenderfer & Blashfield, 1984). Reasons for selection of a hierarchical clustering method include: (1) generally poor performance has been obtained when nonhierarchical methods are employed (which have typically been chosen for use by social scientists); (2) criteria have been developed for determining the level in a hierarchy at which there is an optimum number of clusters present; and, (3) a developmental arrangement is expected (Lorr, 1983).

The specific type of agglomerative method used is complete linkage, which defines distance between an entity and a cluster as the distance between their farthest members (Aldenderfer & Blashfield, 1984). As extreme as its logical opposite, single linkage, complete linkage is a more stringent statistic, requiring that any candidate for inclusion in a cluster bear similarity to every other member of that cluster (Sokal & Michener, 1958). Historically, complete linkage has consistently ranked highest among the hierarchical clustering techniques (Bartko, Strauss, & Carpenter, 1971; Cunningham & Ogilvie, 1972; Sneath, 1966). Because of its stringency, complete linkage was selected as the specific clustering method of choice.

Determination of optimum number of clusters present in the results of the study is the next step. A formidable task, this remains one of the problems of cluster analysis (Everitt, 1979). As Dubes and Jain (1980) state

A rejection of the null hypothesis [e.g., no structure/clusters in a data set] is not particularly significant because meaningful alternative hypotheses have not been developed; a practical and mathematically useful definition of "clustering structure" does not yet exist. (p. 150)

Furthermore, formal tests of clustering tendency are unlikely to be developed since no body of distributional or statistical theory exists which could help untangle the complex multivariate data sets from which clusters are often sought (Aldenderfer & Blashfield, 1984).

Heuristic procedures are the most commonly used methods of determining optimum number of clusters. Perhaps the most basic is that of visual inspection of the results. The cut-off or stopping rule for the number of clusters is made subjectively by the researcher. As different levels of the tree are considered, different clustering solutions may be generated (Aldenderfer & Blashfield, 1984). This was the preliminary approach used in determining the ideal number of clusters of factors for each of the four groups--attorneys, judges, psychologists,



and psychology graduate students (see Tables A-1, A-2, A-3, and A-4). Clusters with a Euclidean distance coefficient of 10 were first counted as part of the solution. Included then were some clusters with a distance coefficients of less than 10. Visual inspection suggested the inclusion of approximately 7 to 10 clusters for each group of subjects.

A second procedure used is that of examining the fusion coefficients to discover a significant change or "jump" in the value of the coefficient. A jump suggests that two relatively dissimilar clusters have been combined; thus the number of clusters before the merger is the most probable and therefore optimum solution (Aldenderfer & Blashfield, 1984). Tables B-1, B-2, B-3, and B-4 show the coefficients and the jumps.

Through the use of both of the above procedures, a seven cluster solution was derived for the group of attorneys, with nine clusters determined to be ideal for the judges. Psychologists were determined to have an optimal solution of eight clusters with nine clusters appropriate for the psychology graduate students.

Clusters for each group were examined for obvious patterns. With closely occurring clusters which overlapped, common factors were subjectively placed in the group which seemed the most logical fit. Elements of clusters appeared to exhibit common themes or ideas. These

themes or main ideas are assumed to comprise the cognitive structures used in the custody decision-making process for each group. Descriptions of clusters for each of the four subject groups follows.

### Clusters

Family Law Attorneys. The first cluster examined contained only factors designated by subjects of this group as least relevant to effective parenting. Included were: evidence of past and plans for future cultural enrichment opportunities for the child; parents' health and energy; support for parent by his or her friends, romantic steady, employer and institutional affiliations; and, belief in a democratic way of life.

Cluster Two contained items concerning parental psychological health. Because of psychological well-being, the parent is presumed able to provide an appropriate role model. Important factors are the parent's respect for the child's individuality and potential, free of his or her goals and attempts to live vicariously through the child. The parent is thus responsive to the child's special needs and abilities, within a loving relationship.

Cluster Three items were related primarily to environmental issues. Importance was placed on assuring that a child's surroundings are free from physical dangers, sexual abuse, and inappropriate sexual displays and

visitors. Moral and ethical training is regarded as essential.

The theme of Cluster Four is self-actualization (i.e., belief for realizing self-potential for everyone by parent; belief in independence of self and others by parent). Just as with Maslow's Hierarchy, other needs must be met before this one (Maslow, 1968); many other were designated relatively more relevant than these.

Cluster Five concerns basic survival issues. Of concern is parents' financial standard of living along with adequate provision of food, clothing and shelter for the child. Of note is the inclusion of the item regarding parents' willingness to enforce the child's rights.

The sixth cluster contained factors concerned with communication, both verbal and nonverbal. Spoken and demonstrated affection clustered with listening and communicating with the child.

Cluster Seven contained items related to providing security for the child. Elements of providing this security include parental consistency and a stable lifestyle.

Judges. The theme of Cluster One items is related to issues of providing emotional and psychological security for the child. With parental consistency and lifestyle stability the child can develop realistic expectations with

reasonable assurance that they will be met. Another theme is that of the importance of communication, both verbal and nonverbal. The expression of feelings should be spoken as well as demonstrated.

Environmental issues are the core around which Cluster Two revolves. Important are assurances that the child's surroundings are free from: alcoholism/drug abuse; criminal behavior or sociopaths; domestic violence; sexual abuse; and/or physical dangers.

Cluster Three included many items designated as least important factors of effective parenting. They related to the provision of cultural experiences, friends' support for the parents and the parents' belief in a democratic form of government. Other factors thus designated include parent energy, provision for adequate transportation, and who told the child of his or her parents' misconduct and why.

Relevant factors in this cluster involved issues of time. A lifestyle allowing for quality time and the parent being routine-establishing were noted important.

Cluster Four regards the provision of an unselfish love relationship absent of fear, in which the parent strives to meet the child's every need, including moral and ethical training.

Cluster Five groups items dealing with balance between a parent patiently allowing the child to express

himself or herself while still setting appropriate limits. Standard of living with child support and having adequate budget provisions are also regarded as important for the parent.

Provision for basic physical needs are the thrust of Cluster Six. Included are items concerned with the provision and care of the child's dwelling and clothing, a history of taking the child for medical and dental visits, and for providing an environment that allows for privacy. Noteworthy is the inclusion in this cluster regarding parents' willingness to enforce the child's rights.

In Cluster Seven, the factor of a loving, not fearful parent-child relationship is immediately obvious as central. Clustered with it is the factor which concerns parent desire to meet the child's needs.

Cluster Eight groups factors regarding moral and ethical training. History of providing such training is cited as relevant along with assuring that the child's surroundings are free from inappropriate visits, visitors and/or sexual displays.

The final group of factors, Cluster Nine, deals with educationally-related issues. Included are: a history of involvement with the child's school, teachers and extra activities; provisions made for the child's school with consideration to his or her special needs or abilities;

and, parent-child care skills that include the provision of appropriate and effective discipline for the child.

Psychologists. The first cluster deals primarily with environmental issues. Important are the assurance that the child's surroundings are free from: inappropriate sexual displays; alcoholism or drug abuse; and, criminal behavior or sociopaths.

Cluster Two is concerned with the provision of a stable home environment in which the child is provided discipline, and the parent interacts with all phases of the child's life, including his or her education.

Cluster Three centers around a loving, communicative relationship between parent and child. The child is not fearful of the parent and is free to express himself or herself.

Cluster Four focuses on parental support for the child's individual "actualization" needs. The parent believes in realizing self-potential for everyone, and is active in the child's sports and recreation that are for him or her actualizing.

Cluster Five reiterates the importance of clear, open parent-child communication.

Cluster Six concerns the child's freedom of expression--communication free and independent from parental goals and interference.

Cluster Seven focuses on parental patience and flexibility. These characteristics would seem elemental to teaching the child right/wrong ethics and providing moral training, which are also part of this cluster.

Cluster Eight centers around support for parents. Specifically, important factors regard step-parent and grandparent support for parents. Institutional support for parents is regarded as a least relevant factor to effective parenting. Also important in this cluster are adequate financial provisions for all other family members as well as the child.

Cluster Nine regards some least relevant factors regarding parental misconduct, and the parent's actions in emergencies.

Psychology graduate students. Major themes of Cluster One include those of a balance between autonomy and independence of the child and discipline and limit-setting by the parent.

Cluster Two centers around a family-oriented lifestyle in which the parent provides moral and ethical training for the child. While parent confidence in his or her decisions was regarded least relevant, extended family support was marked important.

Cluster Three is concerned with the child's environment. His or her surroundings are free from

inappropriate visits and visitors and the parent's romantic steady supports the parent-child relationship.

Cluster Four reiterates the importance of autonomy for the child in order to realize his or her own potential without parental interference.

Least relevant factors are included in Cluster Five. Circle of friends in the home and their support for the parent were elemental. Also included are parent's energy, history of preparing meals for the child, and not spoiling the child with things.

The theme of Cluster Six is parental provision for the child's basic human rights along with his or her physical needs.

The thrust of Cluster Seven is again the influence of extended family support of lack of support. Regarded as a least relevant factor is who told the child of parent's misconduct and their motive for doing so.

Cluster Eight centers around the special needs and abilities of the child. The parent should make plans for these highly individual needs, and should have a history of being active in the child's extra activities, which would logically reflect special abilities.

Cluster Nine involves financial issues. Adequate budget priorities and the provision for adequate transportation are included factors.



After clusters were defined by central themes or ideas and factors or issues within clusters were listed, factor clusters for each group were labeled (see Appendix D). The four groups were then subjectively evaluated for commonalties. Similar clusters were expected for the family law attorneys and family law judges, along with a high degree of within cluster homogeneity of factors. Indeed, both groups had common clusters of Least Relevant, Environmental, and Survival (or the meeting of the child's basic physical needs) issues. Clusters unique to the group of family law judges were those of Parent-Child Relationship, Moral/Ethical Training and Education. Clusters exhibited by the family law attorneys, but not by the group of judges included those regarding issues of Parent Psychological Health and Self-Actualization for the child. However, the Self-Actualization cluster for the attorneys and the Balance cluster for the judges appear by observation to be somewhat similar.

Common clusters for the psychologists and psychology graduate students were those of Environment, Self-Actualization and Support. A comparison of clusters for both groups yielded variable themes and therefore content.

#### Discussion

Impetus for this study was the determination and description of cognitive structures or schema used by those

involved in custody disputes to arrive at the optimum solution of conservatorship, whether sole or shared. Based upon better understanding of these structures, modification of the CQ could be considered.

The hypothesis that family law attorneys and family law judges would demonstrate similar clusters was supported by the study. Indeed, many of the clusters contained virtually the same factors grouped together by the statistic along with subjective placement. Psychologists and psychology graduate students showed similarity as well, but not to the degree of the other two groups. Though this may be an important finding in and of itself, it must be regarded with caution, since it is post hoc.

An obvious explanation for why the attorneys and judges share more similar clusters than do the psychologists and psychology graduate students might lie in the compositions of each of the four groups. The judges included in the sample work primarily in the area of family law, presiding over divorce proceedings and mediating custody disputes. The group of attorneys likewise are specialists in the area of custody mitigation. Therefore, these two groups a priori share a high degree of homogeneity with regard to career specificity.

The psychologists, on the other hand, were not a group of specialists in family law per se. They were instead

selected on the basis of possessing a doctoral degree and having a clinical practice, or of being an academician at a college or university. It was presumed that as psychological professionals they would have the background in human behavior and interpersonal dynamics to qualify them as experts with regard to the custody decision-making process.

However, educational requirements--with the exception of predetermined core courses--may vary considerably for various specialties in the field of psychology. Further, clinicians may indeed be specialists, seeing a very select clientele, or they may be generalists, working with the entire gamut of psychological, interpersonal or familial problems.

The psychology students included those pursuing Masters' and Doctoral degrees in the programs of Health Psychology/Behavioral Medicine, Clinical Psychology, Counseling Psychology, Industrial/Organizational Psychology, and School Psychology. The heterogeneity of this group increases as a function of the varied program requirements and interests of individual students.

Therefore, these demographics may relate to the presence of like clusters between groups of attorneys and judges. The more heterogeneous composites of the groups of psychologists and psychology graduate students may be a

contributor as well in different sets of clusters for these two groups.

The very nature of this type of research is purely exploratory. In attempting to describe the cognitive structures of the subject groups, one must first ascertain the existence of such structures. While cognitive structures as conceptualized by Neisser appear evident from the study, reliability of the clusters for each subject group has not been determined. By design, those elements of the survey not designated most or least relevant factors could cluster together creating meaningless groups. Though such elements or factors cluster, they are likely not part of the cognitive structure used in a subject's custody decision-making process. Similarly-designed research using another clustering method could address this very issue. This is considered by experts in cluster analysis as a technique for validating the results (Aldenderfer, 1984; Lorr, 1983; Tryon, 1970).

A replication of this study using a group of psychologists in clinical practice specializing in mediation or other family issues is indicated. The psychology graduate students could be selected from those pursuing degrees which specialize in marriage and family practice. Research might also consider the differences or similarities between mental health experts and judicial experts.

Further study could focus on specific content areas or themes of clusters for the four groups. Particular factor themes emerging as relevant for each group should be assessed. Perhaps, then based upon input from each of the differing subject groups, important elements of effective parenting could be determined along with a better idea of just exactly what the cognitive structures of the groups look like. This knowledge could be used in revising the CQ in order to determine custody in the best interests of the child. With our current rate of divorce and concomitant fallout on the children, such an instrument, with appropriate improvements and revisions is sorely needed.

Appendix A  
Raw Frequency Tables

Table A-1

Raw Frequencies of Most Relevant and Least Relevant  
Responses for Attorneys

Element	Most Relevant	Least Relevant
Parent-child relationship: close, affection demonstrated and spoken	52	
Parent-child relationship: loving, not fearful	23	
Parent desire for child is NOT frivolous	4	2
Parent desire is to meet child needs	10	
Parent goals are free from living through the child	3	4
Parent goals are free from spite	9	
Parent willing to make the all necessary sacrifice	10	3
Parent admits mistakes	3	4
Physical environment provides for hygiene	4	
Physical environment provides for adequate transportation		8
Physical environment provides for cleanliness	1	
Physical environment provides for privacy		5
Physical environment provides for diet	1	1
Standard of living with child support	1	13
Child's surroundings are free from physical dangers	18	1
Child's surroundings are free from domestic violence	12	

Element	Most Relevant	Least Relevant
Child's surroundings are free from sexual abuse	26	
Child's surroundings are free from alcoholism/drug abuse	11	
Child's surroundings are free from criminal behavior or sociopaths	11	
Child's surroundings are free from inappropriate visits or visitors in home	2	3
Child's surroundings are free from inappropriate sexual displays	6	1
Parent consistency	28	
Parent flexibility	7	
Parent insight	1	
Parent energy		7
Parent patience	6	
Parent routine establishing	4	1
Parent limit setting	5	1
Parent allows child to express emotions	2	1
Parent allows child to explore limits	24	
Appropriate role modeling		4
Teaches child social skills		5
Parent action in emergencies	8	2
Parent child care skills	10	
Responds to social needs and abilities of child	1	9
Parent physical health	9	



Element	Most Relevant	Least Relevant
Parent psychological health	1	9
Parent confidence in their decisions	10	
Step-parents support for parent		3
Grandparents support for parent	1	5
Extended family support for parent	2	7
Romantic steady supports parent-child relationship	6	4
Friends support for parent		21
Employer support for parent (willing to be flexible)		19
Institutional support for parent (knowledge of use)		25
Adequate provisions made for child's school	3	
Plans made for child's geographic stability	12	
Realistic plans for the child's future	5	1
Disposable income in addition to child support	1	15
Having adequate budget priorities	2	8
History of living within means	1	4
Financial ability to care for ALL children of the marriage	5	5
Plans for child's special needs or abilities	2	1
Plans made for cultural enrichment of child		11
Parent willingness to enforce child's rights	2	9
Stable life style	26	
Child--family oriented life style	9	1

Element	Most Relevant	Least Relevant
Life style allows for quality time	8	
Not spoiling the child with things		5
NOT workaholic life style		4
Circle of friends in home	1	9
Recreation as family unit	4	2
Parent misconduct	2	5
Reasons or excuses for parent misconduct		7
Child's awareness of parent misconduct	2	7
Who told child of parent misconduct and why		8
History of providing care of child's dwelling		9
History of preparing meals for child	2	11
History of providing care for child's clothing	1	14
History of interacting with child's school and teachers	7	2
History of taking child to see physician and dentist	1	5
History of providing for child's moral/ethical training	5	
History of providing discipline for child	5	
History of providing cultural opportunities to child		13
History of being active in child's extra activities	2	3
History of being active in recreation/sports with child		7

Element	Most Relevant	Least Relevant
History of listening to child and communicating with child	26	
Right/wrong, ethics of parent	5	
Consider rights of others by parent	1	2
Cooperation by parent with others	2	3
Supports child's right to privacy		5
Belief in freedom from tyranny by parent	1	11
Belief in realizing self potential for everyone by parent	2	7
Belief in a democratic form of government		41
Belief in independence of self and others by parent	3	9

Table A-2

Raw Frequencies of Most Relevant and Least RelevantResponses for Judges

Element	Most Relevant	Least Relevant
Parent-child relationship: close, affection demonstrated and spoken	48	
Parent-child relationship: loving, not fearful	20	
Parent desire for child is NOT frivolous	2	
Parent desire is to meet child needs	9	
Parent goals are free from living through the child	3	2
Parent goals are free from spite	3	1
Parent willing to make the all necessary sacrifice	4	2
Parent admits mistakes	1	2
Physical environment provides for hygiene	2	1
Physical environment provides for adequate transportation		11
Physical environment provides for cleanliness		2
Physical environment provides for privacy		5
Physical environment provides for diet		1
Standard of living with child support	1	6
Child's surroundings are free from physical dangers	15	
Child's surroundings are free from domestic violence	17	1

Element	Most Relevant	Least Relevant
Child's surroundings are free from sexual abuse	23	
Child's surroundings are free from alcoholism/drug abuse	15	
Child's surroundings are free from criminal behavior or sociopaths	11	1
Child's surroundings are free from inappropriate visits or visitors in home	6	4
Child's surroundings are free from inappropriate sexual displays	6	
Parent consistency	26	
Parent flexibility	1	
Parent insight		1
Parent energy		4
Parent patience	5	
Parent routine establishing	1	5
Parent limit setting	3	1
Parent allows child to express emotions	3	2
Parent allows child to explore limits	1	4
Appropriate role modeling	23	
Teaches child social skills	2	2
Parent action in emergencies		3
Parent child care skills	7	2
Responds to social needs and abilities of child	6	
Parent physical health	1	1

Element	Most Relevant	Least Relevant
Parent psychological health	5	
Parent confidence in their decisions	1	2
Step-parents support for parent		6
Grandparents support for parent		6
Extended family support for parent	8	
Romantic steady supports parent-child relationship		11
Friends support for parent		21
Employer support for parent (willing to be flexible)		19
Institutional support for parent (knowledge of use)		12
Adequate provisions made for child's school	7	1
Plans made for child's geographic stability	1	12
Realistic plans for the child's future	6	2
Disposable income in addition to child support		16
Having adequate budget priorities	1	3
History of living within means		2
Financial ability to care for ALL children of the marriage	4	2
Plans for child's special needs or abilities	1	2
Plans made for cultural enrichment of child	1	13
Parent willingness to enforce child's rights	1	7
Stable life style	21	
Child--family oriented life style	3	

Element	Most Relevant	Least Relevant
Life style allows for quality time	5	1
Not spoiling the child with things		3
NOT workaholic life style		6
Circle of friends in home		4
Recreation as family unit	1	4
Parent misconduct	3	2
Reasons or excuses for parent misconduct		9
Child's awareness of parent misconduct	1	3
Who told child of parent misconduct and why		15
History of providing care of child's dwelling		4
History of preparing meals for child	1	4
History of providing care for child's clothing		8
History of interacting with child's school and teachers	2	2
History of taking child to see physician and dentist	1	4
History of providing for child's moral/ethical training	15	1
History of providing discipline for child	11	
History of providing cultural opportunities to child		11
History of being active in child's extra activities	2	3
History of being active in recreation/sports with child		9

Element	Most Relevant	Least Relevant
History of listening to child and communicating with child	19	
Right/wrong, ethics of parent	7	
Consider rights of others by parent	--	
Cooperation by parent with others		7
Supports child's right to privacy		6
Belief in freedom from tyranny by parent	1	7
Belief in realizing self potential for everyone by parent	2	3
Belief in a democratic form of government		31
Belief in independence of self and others by parent		4



Table A-3

Raw Frequencies of Most Relevant and Least RelevantResponses for Psychologists

Element	Most Relevant	Least Relevant
Parent-child relationship: close, affection demonstrated and spoken	19	
Parent-child relationship: loving, not fearful	17	
Parent desire for child is NOT frivolous	1	1
Parent desire is to meet child needs	2	
Parent goals are free from living through the child	7	2
Parent goals are free from spite	1	2
Parent willing to make the all necessary sacrifice		4
Parent admits mistakes	3	2
Physical environment provides for hygiene	--	--
Physical environment provides for adequate transportation		6
Physical environment provides for cleanliness	--	--
Physical environment provides for privacy	--	--
Physical environment provides for diet	2	
Standard of living with child support		3
Child's surroundings are free from physical dangers	4	
Child's surroundings are free from domestic violence	7	

Element	Most Relevant	Least Relevant
Child's surroundings are free from sexual abuse	13	
Child's surroundings are free from alcoholism/drug abuse	4	
Child's surroundings are free from criminal behavior or sociopaths	2	
Child's surroundings are free from inappropriate visits or visitors in home	1	
Child's surroundings are free from inappropriate sexual displays	3	
Parent consistency	15	
Parent flexibility	3	
Parent insight		1
Parent energy		1
Parent patience	2	
Parent routine establishing	--	--
Parent limit setting	12	
Parent allows child to express emotions	7	
Parent allows child to explore limits	--	--
Appropriate role modeling	9	
Teaches child social skills	1	
Parent action in emergencies		2
Parent child care skills	3	1
Responds to social needs and abilities of child	--	--
Parent physical health		2

Element	Most Relevant	Least Relevant
Parent psychological health	9	1
Parent confidence in their decisions	--	--
Step-parents support for parent		5
Grandparents support for parent		2
Extended family support for parent	1	4
Romantic steady supports parent-child relationship		3
Friends support for parent		5
Employer support for parent (willing to be flexible)		5
Institutional support for parent (knowledge of use)		2
Adequate provisions made for child's school	--	--
Plans made for child's geographic stability		9
Realistic plans for the child's future	1	5
Disposable income in addition to child support		9
Having adequate budget priorities	--	--
History of living within means	--	--
Financial ability to care for ALL children of the marriage	3	1
Plans for child's special needs or abilities		1
Plans made for cultural enrichment of child		7
Parent willingness to enforce child's rights		1
Stable life style	4	
Child--family oriented life style	1	3

Element	Most Relevant	Least Relevant
Life style allows for quality time	12	
Not spoiling the child with things	1	2
NOT workaholic life style		5
Circle of friends in home	--	--
Recreation as family unit	--	--
Parent misconduct		4
Reasons or excuses for parent misconduct		2
Child's awareness of parent misconduct	1	6
Who told child of parent misconduct and why	1	1
History of providing care of child's dwelling	1	11
History of preparing meals for child	1	10
History of providing care for child's clothing		3
History of interacting with child's school and teachers		1
History of taking child to see physician and dentist	2	1
History of providing for child's moral/ethical training	4	1
History of providing discipline for child	4	1
History of providing cultural opportunities to child		10
History of being active in child's extra activities		2
History of being active in recreation/sports with child		8

Element	Most Relevant	Least Relevant
History of listening to child and communicating with child	9	
Right/wrong, ethics of parent	3	
Consider rights of others by parent		1
Cooperation by parent with others		1
Supports child's right to privacy	--	--
Belief in freedom from tyranny by parent		2
Belief in realizing self potential for everyone by parent	4	4
Belief in a democratic form of government		25
Belief in independence of self and others by parent	3	2

Table A-4

Raw Frequencies of Most Relevant and Least Relevant  
Responses for Psychology Graduate Students

Element	Most Relevant	Least Relevant
Parent-child relationship: close, affection demonstrated and spoken	29	
Parent-child relationship: loving, not fearful	15	
Parent desire for child is NOT frivolous	3	3
Parent desire is to meet child needs	7	2
Parent goals are free from living through the child	7	1
Parent goals are free from spite	1	
Parent willing to make the all necessary sacrifice	4	7
Parent admits mistakes	5	
Physical environment provides for hygiene	1	1
Physical environment provides for adequate transportation		4
Physical environment provides for cleanliness	--	--
Physical environment provides for privacy		1
Physical environment provides for diet	2	1
Standard of living with child support		7
Child's surroundings are free from physical dangers	5	
Child's surroundings are free from domestic violence	4	

Element	Most Relevant	Least Relevant
Child's surroundings are free from sexual abuse	8	
Child's surroundings are free from alcoholism/drug abuse	4	
Child's surroundings are free from criminal behavior or sociopaths	5	
Child's surroundings are free from inappropriate visits or visitors in home		1
Child's surroundings are free from inappropriate sexual displays	2	
Parent consistency	12	
Parent flexibility	2	
Parent insight	1	
Parent energy		5
Parent patience	2	
Parent routine establishing		5
Parent limit setting	2	2
Parent allows child to express emotions	7	3
Parent allows child to explore limits	2	1
Appropriate role modeling	13	
Teaches child social skills	--	--
Parent action in emergencies		2
Parent child care skills	--	--
Responds to social needs and abilities of child	1	
Parent physical health		3

Element	Most Relevant	Least Relevant
Parent psychological health	3	
Parent confidence in their decisions		2
Step-parents support for parent		3
Grandparents support for parent		5
Extended family support for parent		4
Romantic steady supports parent-child relationship		6
Friends support for parent		9
Employer support for parent (willing to be flexible)	1	10
Institutional support for parent (knowledge of use)		13
Adequate provisions made for child's school	3	1
Plans made for child's geographic stability	1	19
Realistic plans for the child's future		4
Disposable income in addition to child support		11
Having adequate budget priorities		2
History of living within means	5	
Financial ability to care for ALL children of the marriage	3	
Plans for child's special needs or abilities	2	2
Plans made for cultural enrichment of child	1	6
Parent willingness to enforce child's rights	1	2
Stable life style	12	
Child--family oriented life style	5	



Element	Most Relevant	Least Relevant
Life style allows for quality time	4	1
Not spoiling the child with things		11
NOT workaholic life style		1
Circle of friends in home		9
Recreation as family unit	3	1
Parent misconduct		2
Reasons or excuses for parent misconduct		4
Child's awareness of parent misconduct		1
Who told child of parent misconduct and why		5
History of providing care of child's dwelling		1
History of preparing meals for child		7
History of providing care for child's clothing		1
History of interacting with child's school and teachers	4	3
History of taking child to see physician and dentist	2	
History of providing for child's moral/ethical training	2	1
History of providing discipline for child	2	
History of providing cultural opportunities to child	3	2
History of being active in child's extra activities	1	2
History of being active in recreation/sports with child	--	--

Element	Most Relevant	Least Relevant
History of listening to child and communicating with child	7	
Right/wrong, ethics of parent	3	
Consider rights of others by parent		1
Cooperation by parent with others	1	1
Supports child's right to privacy		3
Belief in freedom from tyranny by parent		1
Belief in realizing self potential for everyone by parent	3	
Belief in a democratic form of government		11
Belief in independence of self and others by parent	4	1

Appendix B

Agglomeration Schedule and Euclidean Distance Tables

Table B-1

Complete Linkage Agglomeration Schedule and Euclidean Distance  
Coefficients for Family Law Attorneys

Stage	Clusters Cluster 1	Combined Cluster 2	Coefficient	Stage Cluster Cluster 1	1st Appears Cluster 2	Next Stage
1	24	48	1.414213	0	0	7
2	13	79	1.732050	0	0	8
3	11	53	1.999999	0	0	7
4	30	38	1.999999	0	0	8
5	29	62	2.449490	0	0	25
6	30	59	2.449490	4	0	20
7	11	24	2.449490	3	1	8
8	11	13	2.449490	7	2	9
9	11	80	2.645751	8	0	19
10	32	33	2.645751	0	0	26
11	27	28	2.645751	0	0	27
12	9	81	2.828426	0	0	18
13	12	80	2.828426	0	0	23
14	73	75	2.828426	0	0	19
15	67	69	2.828426	0	0	49
16	3	48	2.828426	0	0	37
17	18	19	2.828426	0	0	32
18	9	78	2.999999	12	0	26
19	11	73	2.999999	9	14	27
20	30	71	2.999999	6	0	31
21	39	40	2.999999	0	0	43
22	20	26	2.999999	0	0	29
23	51	78	3.162277	0	0	34
24	8	64	3.162277	0	0	38
25	29	58	3.162277	5	0	42
26	9	32	3.162277	18	10	34
27	11	27	3.162277	19	11	28
28	11	12	3.162277	27	13	31
29	20	72	3.316625	22	0	39
30	25	36	3.316625	0	0	58
31	11	30	3.316625	28	20	37
32	16	18	3.316625	0	17	54
33	63	65	3.464101	0	0	46
34	9	51	3.464101	26	23	45
35	8	37	3.464101	0	0	51
36	5	23	3.464101	0	0	44
37	3	11	3.464101	18	31	45
38	8	66	3.605551	24	0	46
39	20	21	3.605551	29	0	44
40	83	85	3.741657	0	0	61
41	10	61	3.741657	0	0	56
42	29	52	3.741657	25	0	63
43	39	41	3.741657	21	0	61
44	5	20	3.741657	38	39	51
45	3	9	3.741657	37	34	48
46	8	63	3.872983	38	33	52
47	54	74	3.999999	0	0	58
48	3	70	3.999999	45	0	56
49	67	88	3.999999	15	0	68
50	4	57	3.999999	0	0	59
51	5	6	3.999999	44	35	53
52	8	50	4.123105	46	0	57
53	5	35	4.123105	51	0	59
54	16	17	4.123105	32	0	72
55	47	82	4.242640	0	0	65
56	3	10	4.242640	48	41	60
57	8	55	4.358898	52	0	63
58	25	54	4.358898	30	47	65
59	4	5	4.358898	50	53	66
60	3	34	4.472136	56	0	64
61	39	83	4.582575	43	40	67
62	14	49	4.582575	0	0	74
63	8	29	4.582575	57	42	64
64	3	8	4.690415	60	83	68
65	25	47	4.795831	58	55	67
66	4	7	4.795831	59	0	76
67	25	39	4.898979	65	61	70
68	3	67	5.089019	64	49	74
69	43	44	5.089019	0	0	73
70	25	12	5.385184	67	0	77
71	31	56	5.477225	0	0	75
72	15	16	5.567784	0	54	79
73	43	45	5.656854	69	0	80
74	3	14	5.656854	68	62	77
75	31	77	5.830952	71	0	78
76	2	4	5.830952	0	66	79
77	3	25	5.916080	74	70	80
78	22	31	6.164413	0	75	81
79	2	15	6.244998	78	72	82
80	3	43	6.403124	77	73	83
81	1	22	7.211102	0	78	82
82	1	2	7.681146	81	79	84
83	3	84	7.745966	80	0	84
84	1	3	11.789825	82	83	0

Table B-2

Complete Linkage Agglomeration Schedule and Euclidean Distance  
for Family Law Judges

Stage	Clusters Cluster 1	Combined Cluster 2	Coefficient	Stage Cluster Cluster 1	1st Appears Cluster 2	Next Stage
1	24	79	1.000000	0	0	2
2	13	24	1.414213	0	1	3
3	13	23	1.414213	2	0	4
4	13	51	1.732050	3	0	6
5	9	57	1.999999	0	0	17
6	3	13	1.999999	0	4	7
7	3	11	1.999999	6	0	14
8	59	85	2.236068	0	0	14
9	67	71	2.236068	0	0	22
10	53	70	2.236068	0	0	17
11	8	65	2.236068	0	0	29
12	33	61	2.236068	0	0	18
13	38	50	2.236068	0	0	19
14	3	59	2.449490	7	8	27
15	25	83	2.645751	0	0	30
16	60	62	2.645751	0	0	25
17	9	53	2.645751	5	10	21
18	33	39	2.645751	12	0	37
19	5	38	2.645751	0	13	34
20	28	29	2.645751	0	0	34
21	9	75	2.828426	17	0	40
22	67	69	2.828426	9	0	46
23	30	64	2.828426	0	0	56
24	37	63	2.828426	0	0	39
25	12	60	2.828426	0	16	47
26	6	58	2.828426	0	0	43
27	3	32	2.828426	14	0	29
28	20	21	2.828426	0	0	38
29	3	8	2.828426	27	11	32
30	25	81	2.999999	15	0	43
31	52	78	2.999999	0	0	51
32	3	68	2.999999	29	0	39
33	7	40	2.999999	0	0	45
34	5	28	2.999999	19	20	42
35	26	27	2.999999	0	0	42
36	18	19	2.999999	0	0	44
37	33	82	3.162277	18	0	49
38	20	41	3.162277	28	0	61
39	3	37	3.162277	32	24	41
40	9	46	3.316625	21	0	59
41	3	35	3.316625	39	0	55
42	5	26	3.316625	34	35	48
43	6	25	3.316625	26	30	48
44	16	18	3.316625	0	36	58
45	7	14	3.316625	33	0	52
46	67	76	3.464101	22	0	54
47	12	36	3.464101	25	0	54
48	5	6	3.464101	42	43	52
49	33	80	3.605551	37	0	57
50	54	74	3.605551	0	0	65
51	48	52	3.605551	0	31	55
52	5	7	3.605551	48	45	57
53	34	73	3.741657	0	0	64
54	12	67	3.741657	47	46	60
55	3	48	3.741657	41	51	59
56	30	55	3.872983	23	0	60
57	5	33	3.872983	52	49	62
58	16	17	3.872983	44	0	68
59	3	9	3.872983	55	40	64
60	12	30	4.123105	54	56	66
61	4	20	4.123105	0	38	70
62	5	42	4.242640	57	0	66
63	44	45	4.358898	0	0	67
64	3	34	4.358898	59	53	70
65	10	54	4.472136	0	50	72
66	5	12	4.472136	62	60	69
67	44	49	4.582575	63	0	75
68	15	16	4.582575	0	58	76
69	5	47	4.690415	68	0	74
70	3	4	4.795831	64	61	71
71	3	72	4.999999	70	0	78
72	10	66	4.999999	65	0	74
73	22	56	5.099019	0	0	77
74	5	10	5.099019	69	72	75
75	5	44	5.385164	74	67	79
76	15	77	5.477225	68	0	80
77	22	31	5.477225	73	0	81
78	2	3	5.477225	0	71	80
79	5	43	5.830952	75	0	82
80	2	15	5.999999	78	76	81
81	2	22	6.244998	80	77	83
82	5	84	6.557438	79	0	84
83	1	2	7.745966	0	81	84
84	1	5	10.908711	83	82	0

Table B-3

Complete Linkage Agglomeration Schedule and Euclidean Distance  
Coefficients for Psychologists

Stage	Clusters Cluster 1	Combined Cluster 2	Coefficient	Stage Cluster Cluster 1	1st Appears Cluster 2	Next Stage
1	81	87	.000000	0	0	2
2	9	81	.000000	0	1	5
3	79	80	.000000	0	0	20
4	82	63	.000000	0	0	5
5	9	82	.000000	2	4	7
6	50	51	.000000	0	0	7
7	9	50	.000000	5	6	9
8	38	46	.000000	0	0	9
9	9	38	.000000	7	8	11
10	30	35	.000000	0	0	11
11	9	30	.000000	9	10	13
12	12	27	.000000	0	0	13
13	9	12	.000000	11	12	14
14	9	11	.000000	13	0	15
15	9	86	1.000000	14	0	20
16	53	75	1.000000	0	0	38
17	65	71	1.000000	0	0	31
18	3	24	1.000000	0	0	34
19	13	20	1.000000	0	0	41
20	9	79	1.414213	15	3	23
21	23	72	1.414213	0	0	48
22	6	70	1.414213	0	0	45
23	9	60	1.414213	20	0	24
24	9	55	1.414213	23	0	26
25	7	40	1.414213	0	0	35
26	9	32	1.414213	24	0	27
27	9	25	1.414213	26	0	29
28	18	19	1.414213	0	0	57
29	9	82	1.732050	27	0	48
30	26	78	1.732050	0	0	47
31	65	67	1.732050	17	0	37
32	42	84	1.732050	0	0	39
33	45	59	1.732050	0	0	46
34	3	58	1.732050	18	0	37
35	7	39	1.732050	25	0	54
36	21	34	1.732050	0	0	52
37	3	65	1.999999	34	31	40
38	4	53	1.999999	0	16	47
39	33	42	1.999999	0	32	55
40	3	36	1.999999	37	0	41
41	3	13	1.999999	40	19	46
42	56	73	2.238068	0	0	59
43	54	61	2.238068	0	0	66
44	14	52	2.238068	0	0	53
45	6	48	2.238068	22	0	59
46	3	45	2.238068	41	33	52
47	4	26	2.238068	38	30	50
48	9	23	2.238068	29	21	50
49	15	57	2.449490	0	0	60
50	4	9	2.449490	47	48	58
51	10	43	2.645751	0	0	68
52	3	21	2.645751	46	36	53
53	3	14	2.645751	52	11	57
54	7	85	2.828426	35	0	61
55	33	66	2.828426	39	0	60
56	41	44	2.828426	0	0	68
57	3	18	2.828426	53	28	61
58	4	8	2.828426	50	0	71
59	6	56	2.999999	45	42	70
60	15	33	2.999999	49	55	70
61	3	7	2.999999	57	54	73
62	76	83	3.162277	0	0	65
63	16	77	3.162277	0	0	75
64	5	29	3.162277	0	0	80
65	49	76	3.316625	0	62	79
66	54	74	3.316625	43	0	72
67	68	69	3.316625	0	0	79
68	10	41	3.316625	51	56	71
69	31	37	3.316625	0	0	75
70	6	15	3.316625	59	60	73
71	4	10	3.464101	58	68	74
72	47	54	3.605551	0	66	74
73	3	6	3.741657	61	70	81
74	4	47	3.872983	71	72	81
75	18	31	3.999999	63	69	78
76	17	22	3.999999	0	0	80
77	1	28	4.123105	0	0	84
78	2	16	4.358898	0	75	83
79	49	68	4.472136	65	67	82
80	5	17	4.472136	64	76	83
81	3	4	4.582575	73	74	82
82	3	49	4.795831	81	79	85
83	2	5	4.795831	78	80	84
84	1	2	5.099019	77	83	86
85	3	34	5.916080	82	0	86
86	1	3	8.246211	84	85	0

Table B-4

Complete Linkage Agglomeration Schedule and Euclidean Distance  
Coefficients for Psychology Graduate Students

Stage	Clusters Cluster 1	Combined Cluster 2	Coefficient	Stage Cluster Cluster 1	1st Appears Cluster 2	Next Stage
1	76	86	.000000	0	0	3
2	67	82	.000000	0	0	16
3	11	78	.000000	0	1	5
4	32	34	.000000	0	0	5
5	11	32	.000000	3	4	6
6	11	79	1.000000	5	0	21
7	63	65	1.000000	0	0	28
8	13	52	1.000000	0	0	37
9	26	30	1.000000	0	0	51
10	18	19	1.000000	0	0	38
11	27	81	1.414213	0	0	41
12	33	80	1.414213	0	0	32
13	20	75	1.414213	0	0	48
14	21	71	1.414213	0	0	35
15	6	69	1.414213	0	0	16
16	6	67	1.414213	15	2	18
17	46	62	1.414213	0	0	27
18	6	60	1.414213	16	0	22
19	39	55	1.414213	0	0	47
20	38	41	1.414213	0	0	40
21	11	35	1.414213	6	0	26
22	6	24	1.414213	18	0	23
23	6	12	1.414213	22	0	24
24	6	73	1.732050	23	0	34
25	36	64	1.732050	0	0	48
26	11	63	1.732050	21	7	37
27	46	51	1.732050	17	0	33
28	40	50	1.732050	0	0	46
29	83	85	1.999999	0	0	38
30	58	74	1.999999	0	0	58
31	9	53	1.999999	0	0	49
32	33	48	1.999999	12	0	49
33	15	46	1.999999	0	27	43
34	6	23	1.999999	24	0	35
35	6	21	1.999999	34	14	42
36	16	17	1.999999	0	0	65
37	11	13	1.999999	26	8	52
38	18	83	2.236068	10	29	59
39	28	78	2.236068	0	0	56
40	38	72	2.236068	20	0	53
41	27	42	2.236068	11	0	50
42	6	37	2.236068	35	0	47
43	15	70	2.449490	33	0	72
44	25	68	2.449490	0	0	61
45	8	57	2.449490	0	0	63
46	10	40	2.449490	0	28	54
47	6	39	2.449490	42	19	51
48	20	36	2.449490	13	25	57
49	9	33	2.449490	31	32	57
50	3	27	2.449490	0	41	64
51	6	26	2.449490	47	9	52
52	6	11	2.449490	51	37	56
53	38	66	2.828426	40	0	63
54	10	54	2.828426	46	0	71
55	14	49	2.828426	0	0	70
56	6	28	2.828426	52	39	58
57	9	20	2.828426	49	48	64
58	6	58	2.999999	56	30	73
59	5	18	2.999999	0	38	65
60	43	61	3.162277	0	0	71
61	25	59	3.162277	44	0	74
62	44	45	3.162277	0	0	70
63	8	38	3.162277	45	53	67
64	3	9	3.162277	50	57	67
65	9	16	3.464101	59	36	72
66	29	31	3.805551	0	0	78
67	3	8	3.805551	64	63	73
68	4	77	3.741657	0	0	75
69	22	56	3.741657	0	0	80
70	14	44	3.741657	55	62	79
71	10	43	3.741657	54	60	76
72	5	15	3.872983	65	43	81
73	3	6	3.872983	67	58	78
74	25	84	3.999999	61	0	76
75	4	7	3.999999	68	0	82
76	10	25	4.242640	71	74	81
77	1	2	4.242640	0	0	84
78	3	29	4.358898	73	66	80
79	14	47	4.795831	70	0	83
80	3	22	4.999999	78	69	84
81	5	10	4.999999	72	78	82
82	4	5	5.196152	75	81	83
83	4	14	5.999999	82	79	85
84	1	3	6.480741	77	30	85
85	1	4	8.306623	84	33	0

Appendix C

Figures



## Figure C-1. The 85 Elements of Effective Parenting Survey

Instructions. Please read over The 85 Elements of Effective Parenting and then mark the five (5) elements most relevant to effective parenting by writing an 'R' in the spaces provided. Then reconsider the list and mark the five (5) elements in the list least relevant to effective parenting by writing an 'L' in the spaces provided. A self-addressed envelope is provided to return the questionnaire to us. Thank you.

- |  |   |
|--|---|
| <input type="checkbox"/> Parent-child relationship: close, affection demonstrated and spoken         | <input type="checkbox"/> Employer support for parent (willing to be flexible)       |
| <input type="checkbox"/> Parent-child relationship: loving, not fearful                              | <input type="checkbox"/> Institutional support for parent (knowledge of use)        |
| <input type="checkbox"/> Parent desire for child is NOT frivolous                                    | <input type="checkbox"/> Adequate provisions made for child's school                |
| <input type="checkbox"/> Parent desire is to meet child needs  | <input type="checkbox"/> Plans made for child's geographic stability                |
| <input type="checkbox"/> Parent goals are free from living through the child                         | <input type="checkbox"/> Realistic plans for the child's future                     |
| <input type="checkbox"/> Parent goals are free from spite  | <input type="checkbox"/> Disposable income in addition to child support             |
| <input type="checkbox"/> Parent willing to make the all necessary sacrifice                          | <input type="checkbox"/> Having adequate budget priorities                          |
| <input type="checkbox"/> Parent admits mistakes  | <input type="checkbox"/> History of living within means                             |
| <input type="checkbox"/> Physical environment provides for hygiene                                   | <input type="checkbox"/> Financial ability to care for ALL children of the marriage |
| <input type="checkbox"/> Physical environment provides for adequate transportation                   | <input type="checkbox"/> Plans for child's special needs or abilities               |
| <input type="checkbox"/> Physical environment provides for cleanliness                               | <input type="checkbox"/> Plans made for cultural enrichment of child                |
| <input type="checkbox"/> Physical environment provides for privacy                                   | <input type="checkbox"/> Parent willingness to enforce child's rights               |
| <input type="checkbox"/> Physical environment provides for diet                                      | <input type="checkbox"/> Stable life style  |
| <input type="checkbox"/> Standard of living with child support                                       | <input type="checkbox"/> Child - family oriented life style                         |
| <input type="checkbox"/> Child's surroundings are free from physical dangers                         | <input type="checkbox"/> Life style allows for quality time                         |
| <input type="checkbox"/> Child's surroundings are free from domestic violence                        | <input type="checkbox"/> Not spoiling the child with things                         |
| <input type="checkbox"/> Child's surroundings are free from sexual abuse                             | <input type="checkbox"/> NOT workaholic life style                                  |
| <input type="checkbox"/> Child's surroundings are free from alcoholism/drug abuse                    | <input type="checkbox"/> Circle of friends in home                                  |
| <input type="checkbox"/> Child's surroundings are free from criminal behavior or sociopaths          | <input type="checkbox"/> Recreation as family unit                                  |
| <input type="checkbox"/> Child's surroundings are free from inappropriate visits or visitors in home | <input type="checkbox"/> Parent misconduct  |
| <input type="checkbox"/> Child's surroundings are free from inappropriate sexual displays            | <input type="checkbox"/> Reasons or excuses for parent misconduct                   |
| <input type="checkbox"/> Parent consistency  | <input type="checkbox"/> Child's awareness of parent misconduct                     |
| <input type="checkbox"/> Parent flexibility  | <input type="checkbox"/> Who told child of parent misconduct and why?               |
| <input type="checkbox"/> Parent insight  | <input type="checkbox"/> History of providing care of child's dwelling              |
| <input type="checkbox"/> Parent energy   | <input type="checkbox"/> History of preparing meals for child                       |
| <input type="checkbox"/> Parent patience   | <input type="checkbox"/> History of providing care for child's clothing             |
| <input type="checkbox"/> Parent routine establishing   | <input type="checkbox"/> History of interacting with child's school and teachers    |
| <input type="checkbox"/> Parent limit setting  | <input type="checkbox"/> History of taking child to see physician and dentist       |
| <input type="checkbox"/> Parent allows child to express emotions                                     | <input type="checkbox"/> History of providing for child's moral/ethical training    |
| <input type="checkbox"/> Parent allows child to explore limits                                       | <input type="checkbox"/> History of providing discipline for child                  |
| <input type="checkbox"/> Appropriate role modeling   | <input type="checkbox"/> History of providing cultural opportunities to child       |
| <input type="checkbox"/> Teaches child social skills   | <input type="checkbox"/> History of being active in child's extra activities        |
| <input type="checkbox"/> Parent action in emergencies  | <input type="checkbox"/> History of being active in recreation/sports with child    |
| <input type="checkbox"/> Parent child care skills  | <input type="checkbox"/> History of listening to child and communicating with child |
| <input type="checkbox"/> Responds to special needs and abilities of child                            | <input type="checkbox"/> Right/wrong, ethics of parent                              |
| <input type="checkbox"/> Parent physical health  | <input type="checkbox"/> Consider rights of others by parent                        |
| <input type="checkbox"/> Parent psychological health   | <input type="checkbox"/> Cooperation by parent with others                          |
| <input type="checkbox"/> Parent confidence in their decisions  | <input type="checkbox"/> Supports child's right to privacy                          |
| <input type="checkbox"/> Step-parents support for parent   | <input type="checkbox"/> Belief in freedom from tyranny by parent                   |
| <input type="checkbox"/> Grandparents support for parent   | <input type="checkbox"/> Belief in realizing self potential for everyone by parent  |
| <input type="checkbox"/> Extended family support for parent  | <input type="checkbox"/> Belief in a democratic form of government                  |
| <input type="checkbox"/> Romantic steady supports parent-child relationship                          | <input type="checkbox"/> Belief in independence of self and others by parent        |
| <input type="checkbox"/> Friends support for parent  |   |

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 If there are any elements omitted which in your experience are relevant, please write these for us below.  
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 -----  
 -----

Figure C-2. Dendrogram Using Complete Linkage for Family Law Attorneys

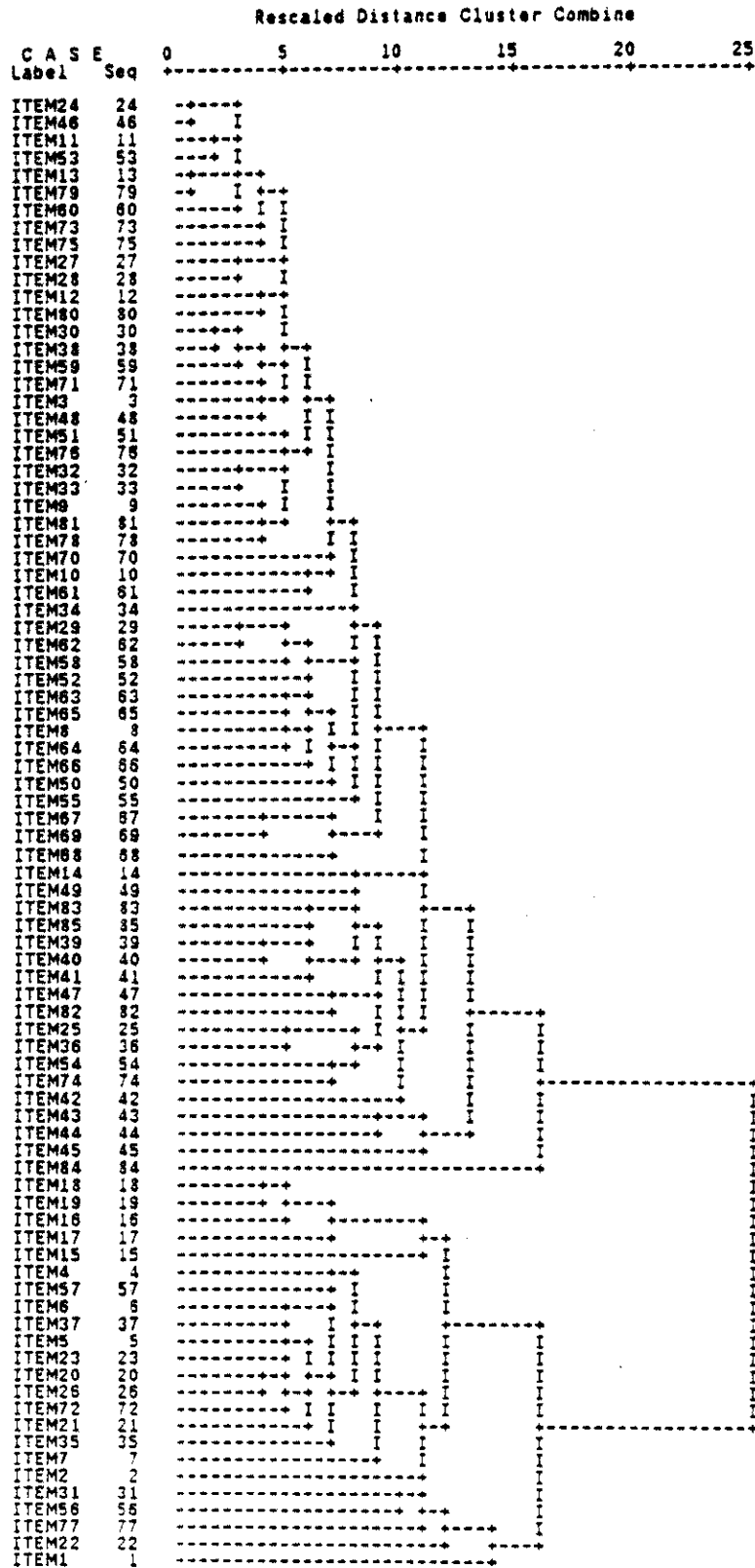


Figure C-3. Dendrogram Using Complete Linkage for Family Law Judges

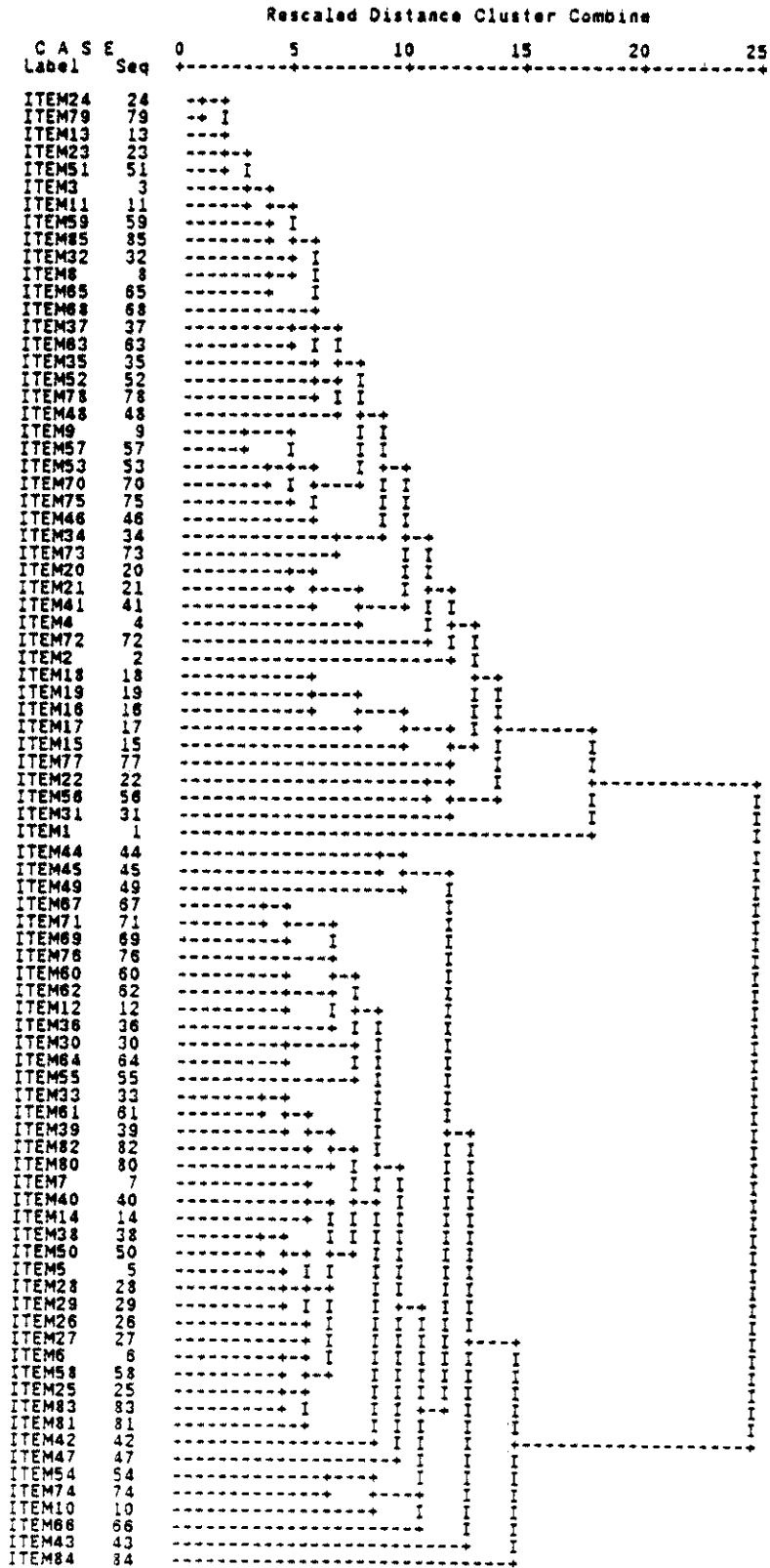


Figure C-4. Dendrogram Using Complete Linkage for Psychologists

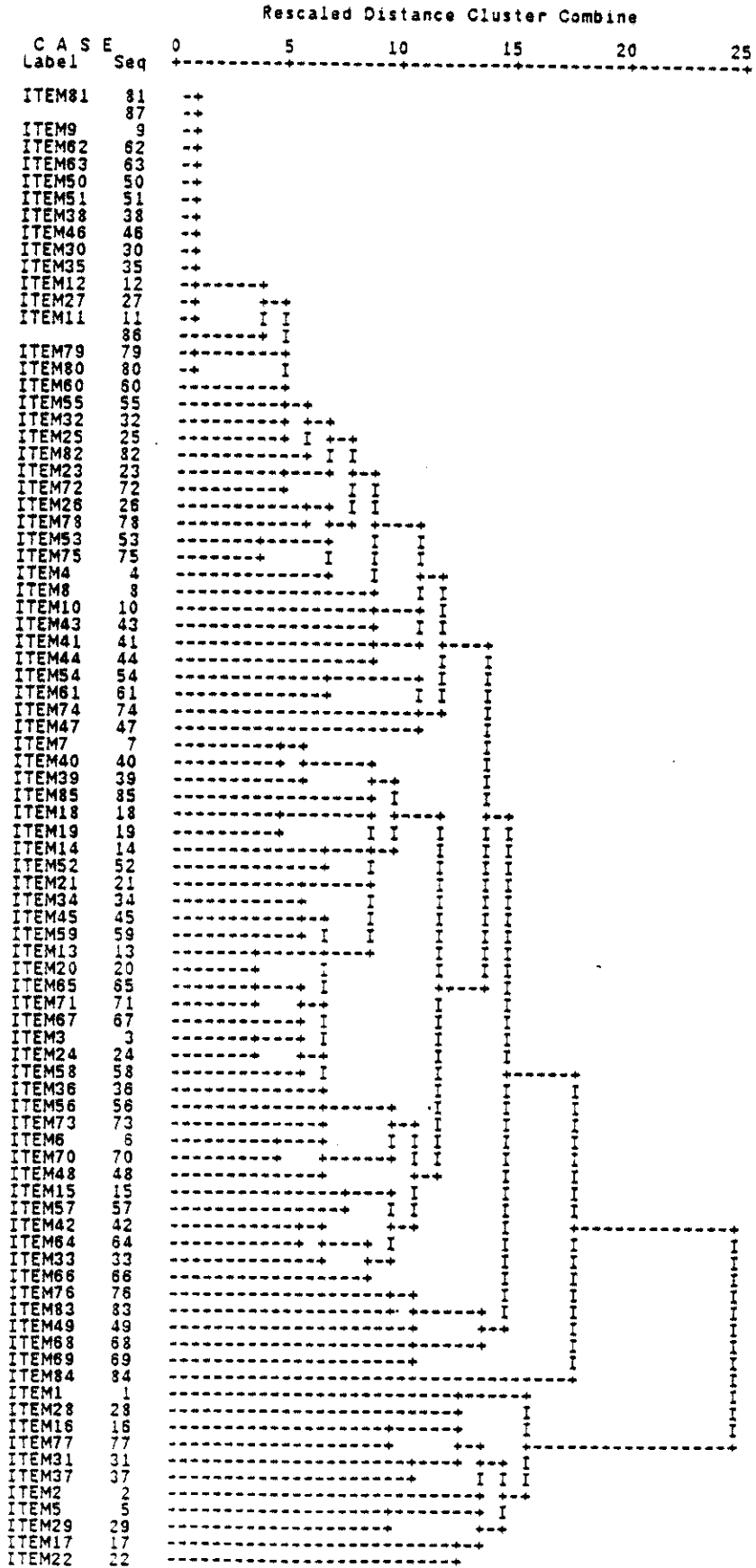
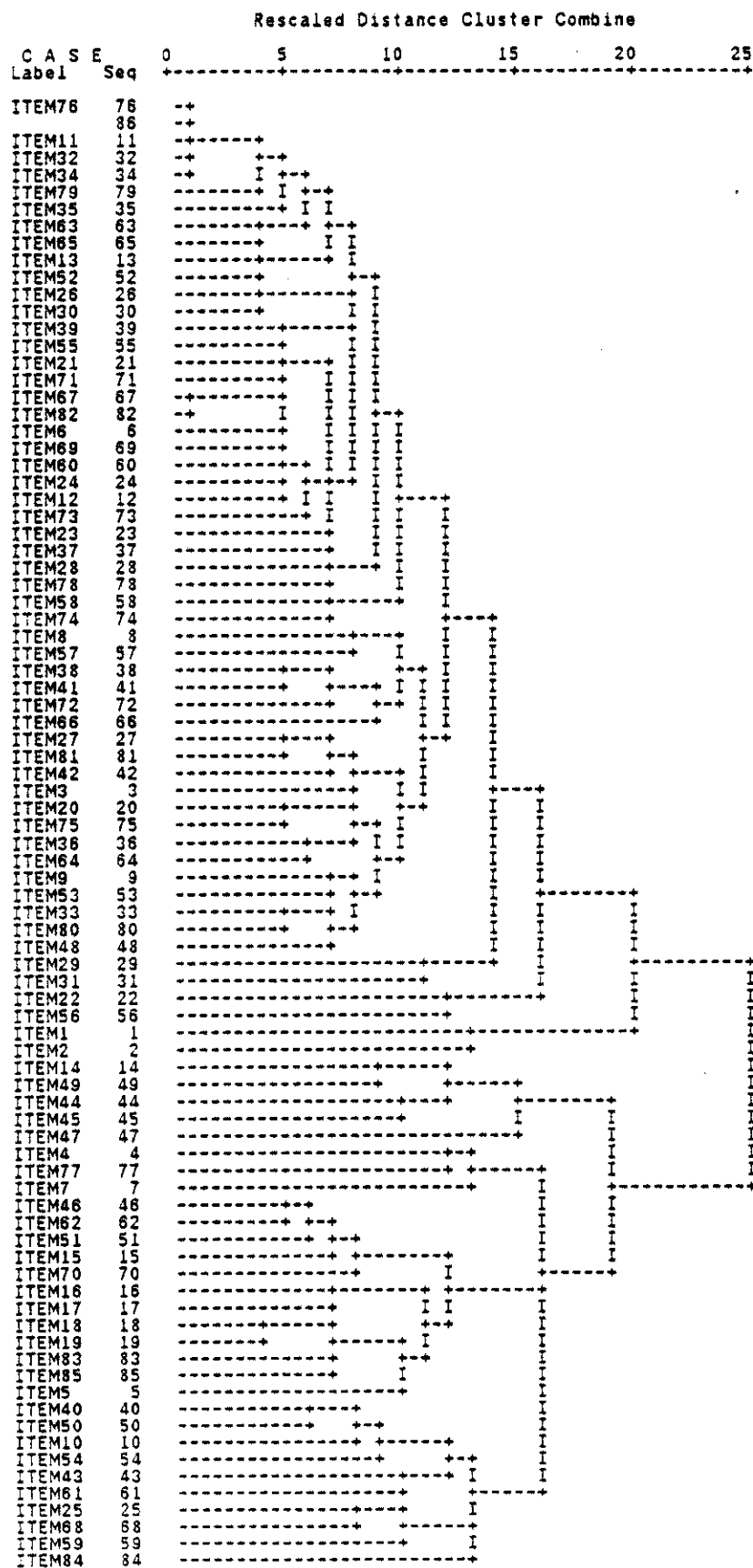


Figure C-5. Dendrogram Using Complete Linkage for Psychology Graduate Students



Appendix D  
Cluster Themes

Cluster ThemesFamily Law Attorneys

## Cluster 1--Least Relevant

Cultural enrichment  
Parent health/energy  
Belief in democracy  
Support for parent (friends, romantic steady,  
employer, institution)

## Cluster 2--Parent psychological health

Respect for child individual potential  
Provision for special needs/abilities  
Loving relationship

## Cluster 3--Environment

Free from physical dangers, sexual abuse,  
inappropriate sexual displays and visitors  
Moral/ethical training

## Cluster 4--Self-Actualization

Belief for realizing self-potential  
Independence for self and others

## Cluster 5--Survival Issues

Standard of living  
Parents' willingness to enforce child's rights

## Cluster 6--Communication

Spoken/demonstrated affection  
Listening/communicating with child

## Cluster 7--Security

Parental consistency  
Stable lifestyle

Judges

## Cluster 1--Security

- Parental consistency
- Stable lifestyle
- Communication
- Spoken/demonstrated affection

## Cluster 2--Environment

- Free from alcoholism/drug abuse; criminal or sociopaths, domestic violence, sexual abuse, physical dangers

## Cluster 3--Least Relevantants

- Cultural enrichment
- Belief in democracy
- Support for parents (friends)
- Parent energy
- Who told of parent misconduct and why

## Relevantants

- Time Issues, lifestyle allowing quality time, parent routine establishing

## Cluster 4--Love relationship

- Absence of fear
- Desire to meet child needs
- Moral/ethical training

## Cluster 5--Balance

- Allowing child to express self
- Moral/ethical training

## Financial

- Adequate budget
- Standard of living with child support

## Cluster 6--Survival

- Provision/care of child's dwelling and clothing
- Taking child for medical/dental visits
- Allowing privacy
- Willingness to enforce child's rights

## Cluster 7--Loving relationship

- Absence of fear
- Desire to meet child's needs

## Cluster 8--Moral/ethical training

- Free from inappropriate visits, visitors and/or sexual displays



Cluster 9--Education

Involvement with child's school, teachers, extra  
activities

Provisions for child's school

Provisions for child's special needs and abilities

Parent child care skills

Discipline

Psychologists

## Cluster 1--Environment

Free from inappropriate sexual displays,  
alcoholism or drug abuse, criminal behavior  
and sociopaths

## Cluster 2--Environment

Education  
Discipline

## Cluster 3--Loving, Communicative Relationship

Child not fearful of parent  
Child free to express emotions

## Cluster 4--Self-Actualization

Parent belief in self-potential  
Parent active in child's recreation

## Cluster 5--Communication

## Cluster 6--Communication

Allowing child to express self  
Parent goals free from living through the child

## Cluster 7--Patience/Flexibility

Ethics/moral training

## Cluster 8--Support

From grandparents/step-parents  
Institutional (least relevant)  
Financial support for all in family

## Cluster 9--Parental Misconduct

Actions in emergencies

Psychology Graduate Students

Cluster 1--Autonomy and Discipline  
Limit-setting

Cluster 2--Family-oriented lifestyle  
Moral/ethical training  
Parent confidence in decisions (least relevant)  
Extended family support

Cluster 3--Environment  
Free from inappropriate visits/visitors  
Romantic steady support for parent/child  
relationship

Cluster 4--Self-actualization  
Realization of potential without parental  
interference

Cluster 5--Least Relevant  
Circle of friends in home  
Friends support for parent  
Parent energy  
History of preparing meals  
Not spoiling the child with things

Cluster 6--Basic Human Rights  
Provision for basic physical needs

Cluster 7--Support  
Extended family  
Who told child of parent misconduct/why?  
(least relevant)

Cluster 8--Special Needs/Abilities of Child  
Plans made  
History of participation in child's extra  
activities

Cluster 9--Financial  
Adequate budget priorities  
Provisions for adequate transportation

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