FINAL RATINGS AND CLASSIFICATIONS FOR CASE SAMPLE

Judge: Helen Deane Dozier **Date:** July 1, 2009 **Sex/Approx Age of Speaker:** F/adult
HDDC code: AAI-EXAMPLE3

SUMMARY: EXPERIENCES

Scales Scored for Experience	Mother	Father	Stepfather	Stepmother
Rejecting	8.0	2.0	NI	NI
Involving/Reversing	6.5	1.0	NI	NI
Pressure to Achieve	5.0	1.0	NI	NI
Neglecting	2.5	(3.0)	NI	NI
Loving	2.0	6.0	NI	NI

Experiences Present /Absent	Mother	Father	SF	SM
Abuse sexual (yes or no)	no	no	NI	NI
Abuse physical (yes or no)	no	no	NI	NI
Other abuse/extreme events (give type if you believe qualifying)	none			

Does speaker have children?   no   If no, is speaker asked about imagined children? yes

SUMMARY: STATE OF MIND

Scales for States of Mind Respecting the Parents (or other persons)				
	Mother	Father	SF	SM
Idealizing	1.0	1.0	NI	NI
Involving Anger	2.0	1.0	NI	NI
Derogation	1.0	1.0	NI	NI

Scales for Overall States of Mind	
Overall Derogation of Attachment	1.0
Insistence on Lack of Recall	1.0
Metacognitive Processes	3.5
Passivity of Thought Processes	1.0
Fear of Loss	2.0

Coder's notes:

See attached pages

Highest Score - Unresolved Loss (asterisk if occurred during last year)	1.0
Highest Score for Unresolved Trauma	NA
Overall "U" score (highest of two above)	**1.0**
Highest Estimated Score - "Other" Trauma (name trauma, place in parentheses)	NA

Coherence of Transcript	**8.0**
Coherence of Mind	**8.0**

CLASSIFICATION: F4

Coder's Notes

Overview: Subject describes a childhood of coping with a highly rejecting and controlling mother, and a devoted father who was supportive but not very available on an emotional level. In her narrative of a traumatic period when her father moved out of the home when she was five years old, she exhibits strong coherence, balance, understanding, and even considerable valuing of attachment regarding both parents. She notes the setbacks and difficulties she has experienced as a result of her mother's stern and sometimes cruel discipline and apparent self-absorbed nature, and the disappointment regarding her mother's attempts to destroy her beloved father's reputation through accusations of child abuse, but the narration exhibits very little indication of involving anger (which might be expected and understandable in this scenario) or other E-like preoccupation. In the answer to the opening question, the story does reveal some preoccupation with the relationship with her mother through an X-quantity violation, as well as instances of present-invades-past, small complaints, and slight anger. But for the most part, the transcript is a secure/autonomous recounting of a troubled childhood characterized by a mother who seemed to skirt the edges of physical abuse by AAI standards. Unfortunately, there were no probes regarding the childhood relationships with the stepmother and stepfather who helped raise the subject her after age five and who are still part of her life today. The fact that the subject did not mention them in the opening question may have thrown the interviewer off regarding their importance, but the transcript is left with an unknown regarding their influence.

F (Secure/Autonomous) characteristics:
- Good grasp of childhood memories
- Strong coherence (last paragraph for instance, but entire transcript is example)
- Balance (she can see the positive and negative characteristics of her parents, and feels loved by them and values the relationship despite the negative effects of her parenting)
- Strong representational diversity (p. 3, "in my mind"; p. 5 (two instances), p. 6)
- Metacognitive thinking, representational diversity, representational change.
- Understanding, compassion.
- Valuing of attachment for both parents, even though mother was strongly rejecting.
- Notes setbacks (p. 7, p. 10).
- Notes effects of experiences on self (p. 7).
- Fresh speech, ease with topic.
- Autonomy, confidence.

E characteristics:
- Slight preoccupation with relationship with mother.
- Slight anger, but the anger is controlled and contained (by AAI standards) and not at all characteristic of the type of involving anger required for E classification.
- Brief present-invades-past violations, but unlike E- transcripts, subject stays on topic and is sometimes using the comparison of present and past to illustrate details of her story.
- Blaming parent to excess (p. 7, blames father for spoiling her by providing for her and giving her things instead of teaching her how to be more financially responsible, which seemed a little odd given that on p. 1, she had faulted her mother for not just giving her the $3,000 that a cruise would cost, because she needs the money so desperately. In

telling this "setback," though, she also demonstrates metacognitive thinking in saying, "and this might be my mom's voice in my head.")

Mother Rejection score is based on many incidents -- The mother is said to have always taken the side of the school or the other person when subject got a bad grade or was in a fight (in striking contrast to the father who always supported his child whether she was right or wrong). Subject says (p. 6), "…she'd grab our jaws really hard and force us to look at her" when disciplining them. Also, the subject describes a mother would apply unusually cruel punishment, waiting until the subject was about to go out the door to an event before telling her she was grounded, for instance. But the rejecting score is elevated even more than it might otherwise be because of the treatment of the subject when sick or injured, which are events strongly related to attachment needs. See p. 2, when subject remembers having the flu and vomiting on her bed, and says, "…she was very hands-off with sickness, so if you were sick, you took care of it yourself. So, I had thrown up all over my bed, and I knew that she wouldn't, because of previous experience, she wouldn't help me clean it up, she wouldn't take care of me." Subject adds that the mother even told her it was disgusting and made her sleep with the soiled comforter for a week. On p. 3, subject says she "got in so much trouble" for an incident where she choked on a quarter and 911 had to be called. Also see p. 6, "If we were sick, we went to our rooms. If we were hurt, she'd say get over it. Um, I broke my foot in gymnastics and I had to ride my bike home with a broken foot and then she yelled at me for having to go to the ER. Which I didn't do for two weeks after that, until my coach forced me."

U-Loss: Interviewer should probably have probed full set of questions regarding loss of great-grandmother, whom subject said was "really special" to her and says "she was the one who could talk me out of really feeling sad," but the fact that subject says she didn't see her very often makes the shorter questioning acceptable for U scoring.

Setbacks: In recounting the effects of her experiences on her adult personality, subject encapsulates an interesting observation in these words: "Emotionally, it's really affected my relationships because I'm not present in them. It's more about having no needs so that I can't be rejected, so that I can't be denied."

So while the subject demonstrates an autonomy and coherence in recounting the tale of her troubled childhood, she also suggests a frustration with the inability to undo or overcome the negative effects of her past on her adult personality. But the secure/autonomous state of mind includes evidence of being able to look honestly at herself and her parents and to observe her own thinking regarding childhood attachment difficulties– abilities that should provide an important foundation as she works toward overcoming the negative effects.

Note for transcriber: When reviewing your transcription before finalizing, read it word for word like a magazine editor, making sure there are no misspellings or typos. What may seem like a slight typo can make a big difference on these AAIs, because the way language is used is key to scoring. On this transcript, there is an apparent missing word "not" on p. 6 (reversing the actual meaning) and a pronoun confusion ("his" for "her") on p. 7, which could be critical to scoring if it were not an obvious error in the context of the paragraph. Of course, if the subject had actually said these words that appear to be typos, the transcriber should insert "[*sic*]" after the seemingly incorrect word usage.