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ADD/ADHD: Being a Sibling

by

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ABSTRACT

ADD/ADHD: Being a Sibling

Jill M. Haber

Eight children were interviewed to explore what it was like having a sibling with ADD/ADHD. A methodology was designed to facilitate the child's direct contribution to the research. A three-step process included: 1. Structured visual exercises that elicited hopes, feelings and lessons. 2. Mutual story telling; and 3. Letter writing. Content, story and discourse analyses exposed issues particular to each child. Positive effects included feelings of pride and caring, a sense of warmth and compassion, friendship, enjoyment and laughter. Adverse effects included feelings of annoyance, complaints of non-compliance, unwarranted blame, use of physical and verbal force, and feelings of jealousy and embarrassment. Common themes were also explored and included fear, vicarious learning, impact of school on the home environment and utilization of various coping strategies. Differences between participants with older brothers and those with younger siblings were observed. The children experienced an increased awareness as a result of the exercise.

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To both Ariella and Leora: thank you for showing me the very special love you have for your brother and for showing me joyous and positive effects that a child with a

disability can have on his or her siblings. You are the ones who motivated me and gave me the courage to begin exploring the field of Educational Psychology and, in particular, Rehabilitation Studies.

And to my son, Noam, I would like to say thank you for allowing me to always strive to see the “good” and “special traits” in people and to redefine my understanding of “normal.” You taught me to be sensitive to the needs of others and to see the child behind the disability, not just the disability.

Sounding board for my ideas and proofreading my work is a tough task for anyone, let alone for someone I love. I want to thank my husband, Geoffrey, for his patience, his constructive comments, his advice and time in hearing me out and “checking it twice.” I want to also thank him for his constant love and continuous devotion not only for the past four years of my Graduate studies but always.

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TABLE OF CONTENTS

Approval Page	ii
Abstract	iii
Acknowledgments	iv
Dedication	vi
Table of Contents	vii
List of Tables	xiv
List of Figures	xvi
Epigraph	xvii
PART I: BACKGROUND INFORMATION	1
CHAPTER ONE: INTRODUCTION	2
CHAPTER TWO: LITERATURE REVIEW	9
Sibling Relationships without the Presence of a Disability	9
Sibling Relationships with the Presence of a Disability	16
Sibling Relationships with the Presence of ADD/ADHD	27
Narrative Analysis Through Story Telling and Letter Writing	32
CHAPTER THREE: METHOD	36
Structure	36
Participants	36
Setting	38
Materials	38

Administration Time	41
Procedure	41
Step One	42
Step Two	43
Step Three	43
Analysis Plan	44
Analysis of Trigger Statement Responses	45
Story Analysis	46
Discourse Analysis of the Letters	47
PART II – CHILDREN’S CASE STUDIES	49
CHAPTER FOUR: RESULTS	50
Presentation of Case Studies	50
CHAPTER FIVE: ESTHER – IN GOOD TIMES AND BAD	52
Esther’s Story	52
Feelings, Hopes and Lessons	54
Story Analysis	56
Unsent Letter	61
Lessons from Esther	63
CHAPTER SIX: RONALD – MY BROTHER AND ME	64
Ronald’s Story	64
Feelings, Hopes and Lessons	65
Story Analysis	68

Unsent Letter	69
Lessons from Ronald	71
CHAPTER SEVEN: MELANIE – I’M NOT INVISIBLE	73
Melanie’s Story	73
Feelings, Hopes and Lessons	74
Story Analysis	77
Unsent Letter	80
Lessons from Melanie	81
CHAPTER EIGHT: NANCY – GREAT BRENIN	82
Nancy’s Story	82
Feelings, Hopes and Lessons	83
Story Analysis	85
Unsent Letter	87
Lessons from Nancy	88
CHAPTER NINE: KEVIN – BROTHERLY LOVE	89
Kevin’s Story	89
Feelings, Hopes and Lessons	91
Story Analysis	93
Unsent Letter	96
Lessons from Kevin	97
CHAPTER TEN: DEBBIE – CONFLICT WITHOUT RESOLUTION	98
Debbie’s Story	98

Feelings, Hopes and Lessons	99
Story Analysis	103
Unsent Letter	107
Lessons from Debbie.....	109
CHAPTER ELEVEN: SANDY – FEELING FRUSTRATED	110
Sandy’s Story	110
Feelings, Hopes and Lessons	112
Story Analysis	114
Unsent Letter	117
Lessons from Sandy.....	119
CHAPTER TWELVE: AMANDA – SISTER AND BABY-SITTER	121
Amanda’s Story	121
Feelings, Hopes and Lessons	122
Story Analysis	124
Unsent Letter	128
Lessons from Amanda.	130
CHAPTER THIRTEEN: SUMMARY OF RESULTS	132
CHAPTER FOURTEEN: DISCUSSION	133
Sibling Experiences	133
Fear	134
Immediate Danger	134
The Unknown	135

Verbal Abuse	135
Unpredictability	135
Vicarious Learning	136
School Worries Come Home	136
Older and Younger Siblings	137
Coping Strategies	139
Ignoring	139
Force (Physical and Verbal)	139
Soliciting Parental Intervention	140
Prevention Techniques	141
Research Design	142
Strengths and Limitations of the Participants	142
Assessment of the Setting	143
Assessment of the Methodological Tools	144
Structured Webbing Format (Trigger Statements)	144
Shared Oral Stories	145
The Written, Unsent Letter	147
The Three-Step Process	149
The Study Results and the Literature	150
Results Supported by the Literature	150
Results Expected but Not Found	154
New Results Not Discussed in the Literature	154

Implications of the Research	156
Suggestions for Future Research.....	158
My Personal Experiences	159
Concluding Remarks	161
CHAPTER FIFTEEN: REFERENCES.....	164
APPENDIX A: Trigger Statement 1 (Feelings).....	171
APPENDIX B: Trigger Statement 2 (Lessons).....	172
APPENDIX C: Trigger Statement 3 (Hopes)	173
APPENDIX D: List of Emotions	174
APPENDIX E: Cover Letter	175
APPENDIX F: Consent for Research Participation	177
APPENDIX G: Personal Information Sheet	178
APPENDIX H: Letter of Information Withholding	179
APPENDIX I: Esther's Story Analyses	180
APPENDIX J: Ronald's Story Analyses	189
APPENDIX K: Melanie's Story Analyses	194
APPENDIX L: Nancy's Story Analyses	202
APPENDIX M: Kevin's Story Analyses	208
APPENDIX N: Debbie's Story Analyses	214
APPENDIX O: Sandy's Story Analyses	222
APPENDIX P: Amanda's Story Analyses	229
APPENDIX Q: Plot Analysis of Esther's Stories	236

APPENDIX R: Plot Analysis of Ronald's Stories	237
APPENDIX S: Plot Analysis of Melanie's Stories	238
APPENDIX T: Plot Analysis of Nancy's Stories	239
APPENDIX U: Plot Analysis of Kevin's Stories	240
APPENDIX V: Plot Analysis of Debbie's Stories	241
APPENDIX W: Plot Analysis of Sandy's Stories	242
APPENDIX X: Plot Analysis of Amanda's Stories	243

LIST OF TABLES

Table 1. Esther's responses to trigger statements	54
Table 2. Esther's stories	57
Table 3. Esther's Plot Analysis	59
Table 4. Esther's letter to Gordon	61
Table 5. Ronald's responses to trigger statements	66
Table 6. Ronald's stories	68
Table 7. Ronald's letter to John	70
Table 8. Melanie's responses to trigger statements	75
Table 9. Melanie's stories	78
Table 10. Melanie letter to Jacob	80
Table 11. Nancy's responses to trigger statements	84
Table 12. Nancy's stories	86
Table 13. Nancy's letter to Brenin	87
Table 14. Kevin's responses to trigger statements	91
Table 15. Kevin's stories	94
Table 16. Kevin's letter to Larry	96
Table 17. Debbie's responses to trigger statements	100
Table 18. Debbie's stories	104
Table 19. Debbie's letter to Eric	107
Table 20. Sandy's responses to trigger statements	112
Table 21. Sandy's stories	114

Table 22. Sandy's letter to Jacob	117
Table 23. Amanda's responses to trigger statements	122
Table 24. Amanda's stories	125
Table 25. Amanda's letter to Lori	129

LIST OF FIGURES

Figure 1. Genogram of Esther's family	53
Figure 2. Genogram of Ronald's family	64
Figure 3. Genogram of Melanie's family	73
Figure 4. Genogram of Nancy's family	82
Figure 5. Genogram of Kevin's family	89
Figure 6. Genogram of Debbie's family	98
Figure 7. Genogram of Sandy's family	110
Figure 8. Genogram of Amanda's family	121

How good and pleasant it is for siblings to dwell together.

Psalm 133:1

PART I: BACKGROUND INFORMATION

INTRODUCTION

I have always been fascinated by sibling relationships. Perhaps that is because I grew up with an older sister, 13 years older to be specific. Although my friends would tell me how wonderful or how awful their relationships with their siblings were, I barely knew my sister. By the time I was really conscious of her, she was leaving home for college. I wondered what it would be like to have what I thought of as a “typical” sibling relationship. It was not until I was older that I realized how different sibling relationships could be and how much variety there was among sibling relationships, even in one family, and that these relationships continuously changed with the ebb and flow of the siblings’ lives. Calladine (1979) observed that sibling relationships had many dimensions:

While some sibling influences are very blatant to the observer, others are very subtle. But no one can deny that brothers and sisters have a powerful impact on each other. Siblings help color who a child is as he or she grows up. For inevitably, a child compares, competes and creates his own identity in his family.

(p. 2)

As such, competition between siblings could be a constructive experience that strengthened them for success later in life, or it could become a bitter battle that affected the way they dealt with people throughout their lives.

McDermott (1980) pointed out that a sibling relationship lasted a lifetime, longer than the parent-child relationship and it was only later in life that I developed a close bond with my sister. But I realized that even though she was not a physical presence in my younger years, she nevertheless had a profound influence on me through the stories my parents would tell of her and the encounters I had with her. It made me wonder about the impact that other brothers and sisters had on their siblings.

Yet it is not only the brother or sister that has an effect on the sibling relationship, parents' attitudes also affect them. Tempelsman (1994) noted that parents influenced what happened between siblings from the moment that they brought home the new baby. Consciously or not, parents may have compared one child to the other and thus, unintentionally but inevitably, aided and abetted sibling bonds or sibling rivalries. Furthermore, the tone in the house set by the parents could affect the attitude and treatment of siblings toward each other. "The child's first repertoire of social skills is taught by his parents, and this may or may not include coercive or aggressive habits" (Tempelsman, 1994, p. 116). Likewise, Konchanska (1992) believed that even though aggression may be a natural and basic drive, what a child saw at home shaped his or her attitude toward aggression. Thus, how siblings treated each other, regardless of the origins of the influences that led to such treatment, affected their relationship to one another.

As a parent of three children, I was naturally concerned with the dynamics of their interpersonal relationships. I wanted to create a healthy environment that would foster strong sibling bonds and minimize sibling rivalry, knowing that some rivalry was natural and to be expected. McDermott (1980), Faber and Mazlish (1987) and Goldenthal (1999) emphasized that although sibling rivalry was common, parents could help create an environment that fostered tolerance, understanding and even loving relationships among siblings. Nevertheless, when my middle child was diagnosed with autism I was concerned about its impact on his siblings. Would his diagnosis change their attitudes and behavior towards their brother? Would it strengthen or weaken their sibling bonds? Would they feel that they were being treated differently and resent their brother? What effect did their brother's disability have on them? After all, he didn't look any different than they did, but he did act differently.

These questions arose in a professional context when I was teaching elementary school-aged children. I noticed, anecdotally, that there seemed to be a tremendous increase in the number of students identified as ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder). It was common to see children who displayed short attention spans, hyperactivity, impulsivity and/or distractibility. These, in and of themselves, are common childhood behavioral characteristics. However, often children would display multiple symptoms, which would interfere with their learning, interpersonal relationships and self-esteem. I began to ask myself the same questions

about the impact these students' diagnosis and behavior had on their siblings as I had with my daughters and their brother. After all, like my son, they didn't look any different than their siblings, but they did behave differently. What effects did this "hidden" (not physically visible) disability have on their brothers and sisters? What did it mean to be a sibling of someone with ADD/ADHD?

It was not until 1994 that the American Psychiatric Association finally classified particular children with one of three types of Attention Deficit/Hyperactivity Disorder: Combined Type, Predominantly Inattentive Type and Predominantly Hyperactive-Impulsive Type. According to the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (American Psychiatric Association, 1994),

The essential feature of Attention-Deficit/Hyperactivity Disorder is a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (Criterion A). Some hyperactive-impulsive or inattentive symptoms that cause impairment must have been present before age 7 years, although many individuals are diagnosed after the symptoms have been present for a number of years (Criterion B). Some impairment from the symptoms must be present in at least two settings (e.g., at home and at school or work) (Criterion C). There must be clear evidence of interference with developmentally appropriate social, academic, or occupational functioning (Criterion D). The disturbance does not occur

exclusively during the course of a Pervasive Developmental Disorder Schizophrenia, or other Psychotic Disorder and is not better accounted for by another mental disorder (e.g., a Mood Disorder, Anxiety Disorder, Dissociative Disorder, or Personality Disorder) (Criterion E). (p. 78)

Furthermore, Barkley (1990) outlined the history of ADD/ADHD from a biologically based disorder where “these children displayed a major ‘defect in moral control’” (p. 4) to “a biological or hereditary predisposition [that] has a significant negative impact on academic and social outcomes for many children” (p. 36). Recent research has pointed to the fact that ADD/ADHD was a physiological disorder characterized by some structural or chemically based neurotransmitter problem in the nervous system. Although the exact underlying cause(s) are not yet identified, it appears that it is generally an inherited condition. ADD-like behavior may also be acquired through brain injury, exposure to toxic substances or as a result of infection with high fevers. Flick (1996) observed that “because it is neurophysiologically based, there is evidence that it will not simply be outgrown with time, unless something happens to change the neurophysiology” (p. 6). He also noted that 3%-5% of school-age children were diagnosed with ADD.

Seeking to answer my questions about what it meant to be the sibling of someone with ADD/ADHD, I felt that my research should involve the siblings themselves because much of the literature on sibling effects of children with disabilities seemed to focus on the parent’s perspective or was from personal interviews with a mature sibling later in

life. According to Christian and D'Auria (1997), most research relied on parental reports even though children as young as 6 years old were able to talk about the difficulties they faced and how they coped. I knew from my own experience as a teacher and parent that, given the right atmosphere and sense of trust, children would be willing to talk about their relationships with their siblings.

Guba and Lincoln (1981) asserted that the oldest and most respected form of exchanging information and gathering data known to humans was conversation. By extension, interviewing, which they considered "conversation with a purpose," was one of the oldest and certainly one of the most respected tools that a researcher could use. Davis (1989) claimed that telling stories (both oral and written), drawing and letter writing were powerful tools for personal expression and stress release. Therefore, I developed a three-part interview using trigger statements to initiate responses, followed by telling shared oral stories and concluding with a letter writing exercise as a pilot study preceding this thesis. The purpose of the pilot study (Haber, 1996) was to evaluate letter writing as a methodology in the study of sibling responses to children with ADD/ADHD. The study confirmed that letter writing was effective as a methodology for determining the effects of children with ADD/ADHD on their siblings.

It provided insights and information not gleaned from other sources while also expanding and supporting other data acquired in other ways. Thus, the use of letter writing in conjunction with shared oral stories and structured data collection

did create a comprehensive understanding of the effects of children with ADD/ADHD on their siblings. (Haber, 1996, p. 49)

As a result of these findings, I set up a three-part interview, which would enable me to build a relationship with the child, focus and relax him/her, create a warm and non-threatening setting for informal storytelling and enable him/her to write an unsent letter to his/her sibling.

Seeking answers to my questions resulted in the creation of a research project using a three-part interview process to understand the effects of children with ADD/ADHD on their siblings.

LITERATURE REVIEW

Sibling Relationships without the Presence of a Disability

“Am I my brother’s keeper?” With this provocative question Cain responded to God’s query about his brother, Abel (Genesis 4:10). Cain, in a jealous rage, killed his sibling in the first recorded case of sibling rivalry. Since the sacred myths of the Bible served as the source of much of the Judeo-Christian heritage of Western civilization, it framed much of our attitudes and perspectives, our values and reference points. It was not surprising, then, that much of the literature reviewed about sibling relationships focused on sibling rivalry, its causes and ways to manage it. No wonder, either, that McDermott (1980) declared that “sibling rivalry has been with us since the human race began” (p. 7).

Faber and Mazlish (1987) asserted that sibling rivalry was normal and universal, but parents often did not believe it with regard to their own children. Yet, it was Freud (1920/1966) who, long ago, said that “children love themselves first, and it is only later that they learn to love others and to sacrifice something of their own ego to others” (p. 204). Thus, according to Freud, children are completely egoistic, feeling their needs intensely and striving ruthlessly to satisfy them, especially against their brothers and sisters. Hence, McDermott (1980) observed:

When there are two or more children in a family, there is – unfortunately, but inevitably – always some degree of rivalry. It’s perfectly natural: a younger child usually envies the status and power of the older; the older is jealous of the

younger child who isn't expected to do as much. Each feels the other is better off. Each struggles to be loved the most by the parents. It's the children's first experience in competitive living, and there can be no living without some degree of competition. Not as long as we're human. (p. 5)

Calladine (1979), articulating the popular wisdom, also noted that the competitiveness between siblings is often due to twinges of jealousy and that they recur on and off throughout a family's lifespan. This jealousy and competitiveness comes about because of comparisons that siblings make to one another and their own feelings of inadequacy: "No sibling will constantly feel good about himself. Whenever he feels down, shaky, envious, or threatened, jealousy crops up again" (p. 31).

According to Tempelsman (1994), sibling rivalry was often a contest for parental attention and approval. She noted that "children may be playing together happily until they catch sight of a parent, and then an argument erupts immediately" (p. 220). But McDermott (1980) noted that the causes of sibling rivalry were numerous, varied and complex. They included such elements as the dramatic changes in structure of the contemporary family, the birth order of the siblings as well as that of the parents, who unwittingly transmitted the effects of their own birth order into the way they brought up their children, labeling or defining the character of siblings, sibling position in the family structure, the age span between children and their ages at time of sibling birth, how and when children were prepared for the arrival of the new baby, parental favoritism or rejection of their children, comparing children to each other, the parents' sex and gender

preferences, and the changing sex roles of boys and girls in the modern world and the siblings' perceptions of their roles. To this list, Calladine (1979) added the nature of the surroundings and atmosphere or attitudes set primarily by the parents, but by other family members as well.

Calladine (1979) further posited three kinds of sibling rivalries and that the parents' attitudes and conduct determined the nature of their children's rivalry. The first type of rivalry was where one child was the "heir apparent." This child always got the most love and attention. The other sibling(s) played a secondary role to this family favorite who always got his/her way. The second type was that of peers in which each child was treated with respect and as an equal in having their parents' unwavering love. In this type, all siblings were seen as special to their parents and the siblings were encouraged to develop a sibling relationship of mutual admiration. The third type was that of competitors. In this type of sibling rivalry a child won the parents' attentions and affections by outdoing or outsmarting his/her sibling. This led to a constant sibling contest to see who would get more love or the best parent rating. They concluded: "Sibling rivalry can mean I must be number one, or I'm the favored today, or I have a brother or sister who is as important to this family as I am and that's okay" (p. 31). Of the three, they preferred the peer sibling relationship (p.18).

Goldenthal (1999) argued that the development of sibling relationships and their rivalries involved more than just biologically predetermined results, birth order, jealousies or fantasies about being an only child. He therefore sought to understand the

nature of sibling relationships, in general, and their rivalries in particular, from a systems perspective. This involved looking at the web of family relationships to understand the contexts in which sibling relationships developed. Understanding the complexity of the systems affecting the sibling relationship was important because those systems set the stage for how other close relationships developed and were nurtured:

A child who has learned to appreciate a brother's or sister's point of view, to be sensitive to a brother's or sister's feelings, to enjoy closeness, to be able to stand up for his rights, and to enjoy the feelings of giving to another person has a big advantage in developing other close relationships, including friendships in older childhood and adulthood. (Goldenthal, 1999, p. 4)

By looking at sibling relationships and their rivalries from a systems approach, Goldenthal believed that the nasty and bitter side of sibling rivalry was not inevitable, that many sibling conflicts were predictable and to a large extent preventable.

Likewise, Calladine (1979), again from the popular perspective, asserted that the favoritism, jealousy and competitive nature of sibling rivalry could be replaced by a relationship of mutually admiring peers by spreading unlimited love throughout the family: "Letting your child know that there is more than enough love to go around will help lay a healthy base for sibling relationships in your family" (p. 20). Building confidence and trust depends upon having a shared family faith and belief system, meeting fun and pain together, sharing the daily common-to-all experiences, responding

individually to each child and building a relationship on each child's different and likeable traits.

McDermott (1980) put the onus on the parents for nurturing the sibling relationship and keeping the natural rivalry in check by assisting the siblings to channel their rivalry into healthy ways of getting ahead and getting along with others:

You can't instantly 'teach' your children to love each other, and you can't simply stamp out rivalry between them. But you *can* [sic] influence it, especially if you view it as a universal part of development, not as a threat of total chaos. We know that it gradually decreases with age, given informed guidance. (p. 7)

Faber and Mazlish (1987) also emphasized the role of the parents in bringing about the desired sibling bonding rather than sibling rivalry. They proposed several ways in which this could be achieved, such as acknowledging negative feelings of one child toward his/her sibling instead of dismissing them, helping children channel their hostile feelings into symbolic or creative outlets, showing how angry feelings can be discharged safely and stopping hurtful behavior. They also recommended avoiding both favorable and unfavorable comparisons, focusing on each child's needs and showing how each is loved uniquely.

Tempelsman (1994), in supporting the importance of the parenting role and its impact on the sibling relationship, felt that for all the conflict and emotional havoc there was the potential of lifelong solace and support:

The petty arguments of the early years may leave parents exasperated. At other times it moves us beyond words to watch brothers and sisters soothe and console one another. We need to teach children early on that a parent's love can be shared without in any way being diminished. If we can convey to our children how much they stand to gain by reconciling the inevitable rivalries, we give them a real incentive to work these things out. (p. 224)

Thus, in understanding the nature of sibling relationships, the role of parents could not be ignored. The friction inherent in sibling relationships was generally seen as an inevitable and natural consequence of being a sibling, but the form in which it was made manifest and the ability of the siblings, the parents and the family unit as a whole to work through the difficulties and challenges, depended largely on the parents: "Every child will need your time, care, attention, play, guidance, and love. [Sic] For a child's most important relationship is with his parents. A sibling relationship is important, but his first and most important relationship is with his parents" (Calladine, 1979, p. 11).

Lobato (1990), challenging earlier views of siblings only as rivals, pointed out that siblings can have strong bonds of affection and loyalty. They take care of and provide for each other's emotional needs and are important to each other's self-identity and personality development. They also influence each other's relationships with other people. They form alliances to exert influence over others in family governance and serve as translators across generations. "Older siblings often act as go-betweens in disputes

between their parents and younger siblings. They try to explain the behavior of one to the other” (p. 8). Furthermore, Lobato pointed out that certain lessons in life were better learned from siblings than from parents or peers. In other words, siblings influenced each other’s social experiences both within and beyond the family.

Seligman and Darling (1997), in discussing sibling bonds, observed that “sibling relationships are usually the longest and most enduring family relationships” (p. 119). Siblings, they noted, provided a constant source of companionship for each other during the early childhood years. As they moved out beyond the family structure during the school-aged years, siblings exercised and developed the social skills they learned together. In adolescence, siblings often relied on each other as confidants and advisors. In adulthood, they supported and encouraged each other in spite of geographical distances between them and the needs of their own families. As uncles and aunts, they also provided unique support networks for each other’s children. And even in old age, siblings continued to provide a social network for each other. Thus, sibling bonds were also a significant part of the sibling relationship, not just issues of sibling rivalry.

Given the general nature of sibling relationships and rivalries, it would be interesting to explore the effect that a disability has on the dynamics of the sibling relationship. Is there a difference, and if so, is it the same for all disabilities or do different disabilities present different challenges to or reveal different aspects of the

sibling relationship? Finally, and specifically, what effect does a child with ADD/ADHD have on his/her sibling?

Sibling Relationships with the Presence of a Disability

As early as the 1970s, Fowle (1969), Parfit (1975) and Murphy (1979) called attention to the lack of literature concerning siblings of children with disabilities. Even into the late 1980s, Slade (1988), Hannah and Midlarsky (1985) and Seligman (1983) found that few programs addressed the problems of siblings of children with disabilities even though research showed that disabilities affected family units as a whole. Siegel and Silverstein (1994) opined that one should expect to find an abundance of such books given “the inevitability of such effects as one considers the special needs of such children both in the home and outside it” (p. vii), but that was simply not the case. Murphy (p. 352) claimed that this was due to “a lack of professional interest and investment” in the topic and noted, as did Parfit (p. 19), that even a landmark study, such as Hewlett’s The Family of the Handicapped Child (1970), had little reference to siblings. Indeed, until recently, the literature appeared to concentrate on the role of siblings as helpers or caregivers to their brother or sister with disabilities. Celiberti and Harris (1993) conducted a study assessing the effectiveness of a treatment program to teach siblings to use behavioral skills while playing with their sibling with autism. They found that “siblings can learn behavioral skills for use during cooperative play with their brother or sister with autism” (p. 573). While this study acknowledged the important role that

siblings have in the life of their brother or sister with a disability, it did not explore the effects of that role on the non-disabled sibling.

Likewise, Horowitz (1993) explored the role of adult siblings as caregivers in light of society's move to deinstitutionalize the seriously mentally ill. He found that although siblings were not often involved to the extent that parents were, "they [were] willing to participate in significant ways in the caregiving process" (p. 335f). Thus, he concluded that while siblings can supplement government services, they cannot replace them. Similarly, Stoneman and Berman (1993) pointed to the significant, and often, positive role that adult siblings played as caregivers to their brother or sister with a disability, but acknowledged that "the effect of this increased level of caregiving on individual siblings ... [was] less clear" (p. 357). They expressed the need for studies of siblings across the lifespan to judge the impact of the caregiving role on the non-disabled sibling.

In response to this call, recent studies focused on the impact that a child's disability had upon his or her siblings. Featherstone (1980) noted that "a handicap inevitably changes the experiences of each child in the family, but exceptional families offer normal children unusual opportunities as well as unusual problems" (p. 163). Meyer, Vadasy and Fewell (1985) described well-adjusted siblings who appeared to benefit from their experiences. They showed a greater maturity and responsibility than their age peers, an orientation toward idealism and humanitarian interests, as well as an

increased understanding of other people, increased tolerance, compassion, and an appreciation of their own good health and intelligence. Mates (1990) found evidence of greater positive self-concept, better interpersonal and caretaking skills among the siblings of children with autism than among the siblings of the control group. He noted, however, that this might reflect “the substantial efforts that have gone into providing services for handicapped children and their families in recent years” (p. 551). McHale and Gamble (1987) found that siblings may treat their brother or sister with a disability more kindly and spend more time with him or her than children with non-disabled siblings. While acknowledging that this resulted in more stresses on the “normal” siblings, they noted long-term positive benefits.

Rose (1998) asserted that the demands made on the family by a child with a disability were, in many respects, no different than a child who was an Olympic contender; each was a child with special needs. The impact of such a child on the family really depended on the parents’ attitudes and their ability to attend to the needs of the other children while balancing the needs of the special one. She claimed that “unfortunately, too many people feel that a child with disabilities creates a negative type of difference in a family and, therefore, the demands on the parents’ time are looked upon as negative demands” (p. 140). This, she charged, was unfair and unwarranted: “Caring for your child who has disabilities might necessitate changes in the structure of your days, but it does not necessarily have to create major changes in the lives of your own children”

(p. 141f). Lobato (1990) agreed. In an exhaustive account of the research conducted with carefully controlled groups across a sizable array of disabilities and considering a number of factors, she concluded that “a child’s disability or illness is not likely to have a negative effect on his or her sibling’s self-concept, self-esteem, social competence, or behavioral adjustment” anymore than in the case of their peers with non-disabled siblings (p.42). Factors considered included the emotional quality of sibling interactions and psychological adjustment in academic achievement, overall academic functioning, social adaptation, intelligence and anxiety levels.

Rose (1998) further noted that siblings of a disabled brother or sister learned to accept differences in other people more readily, learned to make allowances for less capable individuals, and developed compassion and patience. But they did so because these qualities were allowed to develop naturally and not because there was an expectation to behave unselfishly. The notion of neglected siblings, she concluded, was just a myth and that professionals overestimated the negative impact of the disabled child on the family. “Happy, well-adjusted siblings simply aren’t newsworthy. Maladjusted ones are, no matter how exceptional their existence might be” (p. 147). In other words, being a sibling of a child with a disability was often a positive and rewarding experience. Ross (1981), after examining positive and negative factors affecting the siblings of a child with Down’s syndrome, concurred. She concluded that “growing up with a handicapped person brings rewards of deeper maturity, greater compassion toward all handicapped

persons and an almost spiritual affinity for nature's weak – in sum, a deeper richer personality for the sibling" (p. 167).

Like Ross (1981) in the case of Down's syndrome, Carlisle (1984) recorded both positive and negative effects of a sibling with mental illness on his/her brothers or sisters. The positive effects included feeling closer to the parents and empathizing with their role as caregivers, being aware of affectionate feelings for their sibling, and feeling a sense of personal development and emotional maturity. These factors contributed to a sense of stronger family relationships in some cases, possessing better coping mechanisms, and being more reflective in making major life decisions, especially regarding interpersonal relationships with those outside the family unit. However, she also noted many negative effects. These included feelings of personal torment, sadness, guilt and shame, loss of privacy as well as feelings of isolation and aloneness in coping with the sibling's disability. Non-disabled brothers and sisters expressed feelings of jealousy and anger over parental attention shown toward their sibling with the disability because he or she seemed able to "get away" with things for which they were punished. This was compounded by increased tension felt in the family, changes in the family image and the nature of relationships within the family. Feelings of stigma associated with having someone in the family who was disabled were also a concern. Stavos and Boyd (1993) also encountered both positive and negative feelings:

...virtually all of the children listed embarrassment, pride and jealousy: embarrassment when they came into contact with the world outside the family, pride when their sibling learned something new, and jealousy when their parents spent a disproportionate amount of time with their sibling with a disability. Envy was also mentioned by some whenever a sibling with a disability had little or no homework, few household responsibilities and fewer expectations placed on them by the parents. (p. 84)

Ferrari (1984), working with chronically ill siblings to determine psychosocial adjustment and behavior problems reported generally equivalent risk of psychosocial impairment as was noted in siblings of healthy children. This finding was replicated in his examination of siblings of children with pervasive developmental disorders. In fact, “they had the highest ratings of social competence and the lowest mean for externalizing behavior problems” (p. 470).

Drotar and Crawford (1985) found that “there is no one-to-one correspondence between the presence of a chronic illness and risk for a psychological disturbance” in non-afflicted sibling children (p. 649). Likewise, Narayan, Moyes and Wolff (1990), in a study of the educational functioning of the siblings of autistic children in comparison with siblings of a matched control group, found that none of the siblings had evidence of global or specific developmental delays. However, Grossman (1972) noted, in a study of siblings of retarded children, that while some children benefited from their sibling with

special needs, others felt resentful, guilty and deprived. Indeed, Riebschleger (1991) found that sibling emotional responses to their chronically mentally ill brother or sister paralleled the stages of grief outlined in Kubler-Ross' seminal work (1969) and included phases of denial, anger, bargaining, relief/respice, and acceptance. Furthermore, Gath (1974) noted that while brothers were more susceptible to environmental stress, the brunt of the burden was placed on sisters who were relied upon to perform domestic responsibilities and often suffered more educational failure as a result. While Fowle (1969) supported the notion that greater "role tension" was placed upon sisters, Mates (1990) refuted the assertion that it caused educational failure, claiming that socio-economic factors, rather than the disability of a sibling, were the cause of poor academic or behavioral function. The discrepancy between earlier and later studies could lie in the focus of the research. Earlier studies examined or detected pathology while the later studies might reflect changes in the support systems available, the impact of social justice reforms or other factors.

Meyer, Valdasy and Fewell (1985), after identifying the opportunities available to siblings, described the problems that siblings of a child with a disability often experienced. These included over-identification with the disability, feelings of embarrassment, guilt, isolation, being misinformed about the disability, concerns about their future, resentment, pressures surrounding caregiving and parental pressure to achieve as a form of compensation for loss. Seligman (1991), focusing on identity

concerns, emotional reactions, parental attitudes and psychological effects surrounding siblings of a child with a disability, and Klein and Schleifer (1993), stressing the need for open communication in families with a disabled child, observed these same issues. Seligman and Darling (1997), investigating childhood disability from a systems approach, also noted these concerns, but pointed out that “the continuous act of caring for a brother or sister with a disability especially in a loving, attentive family, may become internalized to the extent that it influences career decisions in the direction of the helping professions” (p. 133). In addition, Kew (1975) identified attention-seeking behavior, aggravated sibling rivalry with no healthy outlet due to unreal parental expectations for the non-disabled sibling to show understanding, jealousy and aggressive behavior as issues of concern. Like Klein and Schleifer (1993), Seligman (1991) and Seligman and Darling (1997), Kew (1975) concluded that “the effect on these siblings will to a large extent depend on the way the parents (and thus the family as a group) readjust after the practical and emotional upheaval that handicap brings” (p. 156).

Siegel and Silverstein (1994) noted that many support factors came from within the immediate and extended family units as well as from extrafamilial support factors such as culture, religion and education. However, they observed that “how each family copes depends on a complex set of variables, including the personalities of all involved; the number, gender, and spacing of the other siblings; and the family’s cultural setting” (p. 92). Seligman and Darling (1997) and Frank (1996) looked at childhood disability

from a systems approach in which the family unit was comprised of smaller subsystems and the interactions between them and affecting them. In this regard, families – and of particular interest to this study, siblings – were influenced by a number of factors, which they identified. These included the health and development of the child with disabilities, the number of siblings in the family and their individual characteristics and temperaments, the stressors affecting the family, the parents' child-rearing style and the social support available to the family. Additional factors affecting these subsystems were the age, spacing and changing nature of the relationships among siblings, the gender and birth order and the nature of their sibling's disability as well as the financial pressures brought to bear on the family as a result of it.

Siegel and Silverstein (1994) examined four types of sibling response to a child with a disability, noting possible or probable negative outcomes. The first was the “parentified” child who “reacted to a disabled brother or sister by precociously taking on a parental or caregiving role with respect to that sibling” (p. 113) with its inherent loss of the sibling's own childhood. The second response they examined was the withdrawn child, who coped by removing him-/herself from family activities that increased the stress of having a developmentally disabled child in the family. The acting-out child was the third response they examined. This was the child who acted out his/her feelings of hostility and resentment of the situation on other family members. The final response was the superachieving child who turned away from home to look for attention, validation and

gratification elsewhere. This child strove to be the perfect child: "In this way, they can prove to their parents that they are just the opposite of the sibling who causes all the family distress" (Siegel and Silverstein, 1994, p. 171).

Bagenholm and Gillberg (1991), studying the psychosocial effects on siblings of children with autism and mental retardation, noted that these siblings were often concerned about the future and their role in caregiving, and had strong feelings of loneliness. Atkins (1991) noticed that siblings of children with disabilities often developed rigidly defined roles in their families and had low self-esteem. She also noted that "hidden" disabilities, those not readily apparent, such as autism, learning disabilities or ADD, posed additional concerns. Meyer et al. (1985) observed this phenomenon as well, particularly in the area of over-identification with the disability. However, Gath (1974) pointed out that sibling responses paralleled those of parents: social disruption felt by parents was felt by their children, while positive coping by parents translated into positive coping by their children. Likewise, Schreiber (1993) observed that "'Normal' siblings absorb and reflect parental attitudes and concerns: parents who deal with the presence of a disabled child in a positive fashion will generally find that the other children will too" (p. 36). In response to these concerns, Parfit (1975) advocated for the emotional support of siblings as well as for providing better information about the disability involved and more education about treatments and outcomes. Murphy (1975), like Riebschleger (1991), saw siblings as valuable consultants in the assessment and

treatment processes, and, as did Meyer et al. (1985) and Harris (1994), recommended the establishment of sibling support groups. Certainly there is a need, for Hayden (1993), writing about the impact of her deaf sister on her life, concluded:

The impact a disabled child has upon the other children in a family is tremendous – in both a positive and a negative sense. Parents must not expect sainthood from their ‘other children.’ Most likely many years will pass before their non-disabled children will fully understand why their sister or brother ‘couldn’t help it,’ why they were expected to be model children, why attention from their parents was rationed and why their parents sometimes seemed unduly critical and impatient. Until the ‘other children’ do understand, their reactions may be ‘thoughtless’ or ‘unfair.’ Before love can replace misunderstanding and intolerance, resentment must be recognized and accepted as a legitimate and even inevitable part of the struggle of growing up together. (p. 96)

The importance of this information for sibling relationships where the disability involved was ADD/ADHD stemmed from parallel and divergent responses by the siblings to the disability. Understanding the nature of sibling relationships when there was the presence of a disability in general provided a basis of comprehension and comparison for understanding the nature of sibling relationships with the presence of ADD/ADHD specifically. As a “hidden” disability, in the sense that it was not readily apparent from any physical characteristic, one might have thought that its impact on the sibling would

be limited. On the other hand, it could have been that the impact on the sibling was greater precisely because the disability appeared to be “hidden” and thus vulnerable to misunderstanding or unreal expectations. Thus, negative feelings on the part of the non-disabled sibling could have been exacerbated. Hence, it is important to understand the psychosocial effects and the role of support groups with siblings of children with ADD/ADHD, as it was in the cases of sibling relationships with the presence of other disabilities.

Sibling Relationships with the Presence of ADD/ADHD

Many in the medical profession, insurance companies and governments did not officially recognize ADD/ADHD as a disability until the late 1980s and not until the DSM-IV, published in 1994, did the American Psychiatric Association specify three types of ADD/ADHD, so the literature and research in this field is relatively recent. Most early work was of a practical nature and encouraged parents to be scientific and inquisitive in their attempts to get information or seek help from professionals. Barkley (1995) and Flick (1996) sought to empower parents by giving them the tools needed to stay informed, to question their sources of information and to retain control of their child’s professional and educational care.

While Barkley (1990) focused on understanding parent-child interactions, parental psychiatric problems and their clinical implications, he noted that non-ADHD siblings grew tired and exasperated by living with the disruptive behavior of their ADHD brother

or sister. This led to resentment, on the part of some siblings, over the greater burden of work they often carried in comparison to their ADD/ADHD sibling. Furthermore, the siblings felt angry that the child with ADD/ADHD received more of their parents' attention and misbehaved in subtle ways that went unnoticed by their parents. They felt embarrassed by their ADD/ADHD sibling's behavior in public, and were frustrated and resentful of the pestering they and their friends received when they brought them home to play.

Hechtman (1996) conducted research looking into the role of genetic and environmental factors affecting children with ADHD and their families. She concluded that ADHD had a strong genetic component, but that environmental factors also played an important role. She found that "siblings (particularly brothers) of hyperactive subjects function better than the hyperactive subjects but seem to have more problems than siblings of controls" (p. 354). This may be due, in part, to the fact that many siblings themselves have characteristics of the disability or may be ADD/ADHD themselves. Barkley (1995) recorded that approximately 26% of brothers and sisters of ADHD children may have the disorder and that, in general, "the risk of ADHD among the first-degree biological relatives of ADHD children is between 25 and 33%" (p. 99). Some of the factors affecting siblings of children with ADHD included higher rates of hyperactivity in the siblings themselves and more depression-anxiety symptoms, but interestingly, not more antisocial behavior than found in the control group. Hechtman

(1996) also observed that the families of ADHD children had more difficulties in the areas of mental health, marital relations and the emotional climate of the home than those of normal controls. However, she did point out that the families and the siblings tended to improve in their functioning with time.

Barkley (1995) recorded in his sample that more than 60% of children with ADHD had seriously defiant behavior that led to misunderstanding and resentment by siblings. He pointed out that, in the family setting, both the child with ADHD and the parent contributed to an upward spiral of conflict that affected the sibling relationship. In his study, Barkley found that in comparison to his control group, parents often increased their commands to, reprimands of and discipline of the child with ADHD. Consequently, the siblings acted like little mothers, giving more commands, directions and help to the child with ADHD. He observed that when the directives of the siblings did not muffle the hyperactive and disruptive behavior of their brother or sister with ADD/ADHD, "the other children may get angry, tease or insult the ADHD child. Failing this, they will pull away from the ADHD child to find some peace from this unruly, intrusive and domineering person" (p. 97). In order to improve peer relations with his or her sibling, Barkley (1995) recommended setting up and adhering to a strict social contract with rewards and consequences.

Flick (1996) focused on areas where social problems among peers and siblings might develop. He identified five basic categories: listening, following instructions,

sharing, working/playing cooperatively and social graces. Of the five, Flick claimed that sharing with a sibling might be a major problem:

Often the child with ADD will get the impression that he/she is the favorite child, since so much time and attention is devoted to him/her. On the other hand, the child with ADD may in some way be less desirable than a sibling and therefore feels a need to take things away from the other child as compensation. Often, such conflict with siblings and peers over sharing various toys, seating in the car, being first in line, and so forth, may serve to make life difficult for the parent... (p. 117).

To deal with this problem he suggested modeling appropriate sharing behavior, role playing and having each child give a solution to the problem until one acceptable to all is reached.

Leon (1997) reviewed the way ADHD was represented in children's fiction and non-fiction literature, including the way sibling relationships were portrayed. He noted that three major themes generally characterized sibling relationships within a family that had an ADHD child. These included interactions between the ADHD children and their non-ADHD siblings, the feelings of ADHD children and their non-ADHD siblings toward each other, and the types of roles assumed by the children in the family. He noted that, with regard to sibling interactions, the tendency for the ADHD sibling to argue with his or her brother or sister, play more disruptively, yell and encourage mischief was only briefly mentioned. However, in the case of the feelings of ADHD children and their

siblings, the children's literature closely paralleled the empirical data. The feelings expressed in the children's literature included the "siblings' irritation at the ADHD child's impulsive actions, clumsiness and penchant for spoiling the fun...and their displeasure at having the ADHD child misuse their possessions without permission" (p.189).

With regard to the family roles assumed by ADHD children and their non-ADHD siblings, Leon (1997) noted that the empirical data showed that often the child with ADHD held the role of imperfect child, while the sibling without ADHD was seen as the perfect child and allocated the role of caretaker for his or her sibling. The sibling was the one who kept the family happy, was a source of pride for the parents and alleviated the parents' pain over dealing with a special need child. Given this role, it was not surprising that the siblings expressed anger when their efforts went unnoticed by other family members. These themes are faithfully represented in the children's literature. Leon concluded: "Clearly, there are many subtleties in the sibling relationships that are explored by the children's literature on ADHD, which is appropriate given the empirically documented complexity of this phenomenon" (p. 190).

While these recent publications helped fill an important gap in the existing research, there was nevertheless, a need for further study into the sibling effects of ADD/ADHD, especially from the siblings' perspective.

Narrative Analysis Through Story Telling and Letter Writing

Although the studies cited provided some information about the nature of sibling relationships with the presence of ADD/ADHD and the themes presented in children's literature were consistent with these findings, these publications did not provide insights from the siblings' own perspective. This may be due, in part, to the limited number of tools available to assess the effects of children with ADD/ADHD on their siblings. Haber (1996), in a pilot study leading to this thesis, demonstrated that narrative analysis, in the form of letter writing and story evaluation, was an effective tool for measuring these effects.

White and Epston (1990) described story or self-narrative as the ordering of one's life experiences or events in sequences across time, thus giving a sense of continuity and coherence to one's life (p. 10). White and Epston (1990), along with Saleebey (1994), Borden (1992) and Howard (1991) explored both oral and written narration as a means of externalizing problems in ways that invited the writer to both reflect upon the problem and accept ownership of one's experiences and relationships. In retelling one's life experiences, narratives shaped lives and relationships. Perry (1991) added that "shared stories are intrinsically binding and bonding" (p. 17) and the act of sharing stories shaped both the writer's life as well as the lives of others.

Ginette (1972/1980) provided an early classification of the structure of narrative by describing three distinct conceptions: 1. The narrative statement was the oral or written discourse that related an event or series of events. 2. The narrative was as a succession of events, real or imagined, that were the subject of the discourse and the events that it recounted. It focused on the relationships of various elements of the narrative, including linking, opposition, repetition and the relationship between the discourse and the act that produced it, such as voice or intent. 3. The act of narrating itself, whether oral or written.

One of the earliest forms of narrative that incorporated the structures described by Ginette (1972/1980) was letter writing. Individuals writing to others incorporated these structural elements in presenting their material to their reader. Badry (1994) demonstrated that when used as a therapeutic tool, letters became the means by which people redefined their relationships to problems. White and Epston (1990) described how letters could be used to celebrate events, declare independence, create alliances among families, externalize and raise questions about, as well as gain power and knowledge over problems. Solly and Lloyd (1989) explained that letters were the most common and widely used form of writing. They attributed this to the fact that most people felt relaxed writing letters, as opposed to other forms of writing, such as poetry or fiction. Letters allowed people to clarify how they thought or felt. They believed that unsent letters could be just as important as sent letters in the therapeutic process because knowing the letter would not be sent allowed the author to relax and write exactly what he or she felt

without fearing what the recipient might think. Solly and Lloyd made reference to letters used to deal with anger, resentment, gratitude, grief and hopes for the future, and pointed out that letters could lead one to new insights. The purpose was to assist with healing, grief processes, letting go of resentments, understanding and gaining strength from particular problems.

Jackson (1995) used letter writing as a means of grief- and self-resolution in pastoral therapy. Cyngiser (1994) demonstrated that narrative or letter writing in the form of a journal was effective with Holocaust survivors. Birtles (1995) was another powerful example of how letter writing portrayed innermost fears as well as dreams in a persecuted population of prisoners. Davis (1989) claimed that letter writing was a powerful tool to identify loss and the images associated with it. By using letters, one could become aware of, express, or work through a particular problem. He also concluded that storytelling was an excellent release of stress through a directed and safe medium.

McDonald, Badry, and LeBlond (1994) demonstrated that letter writing was effective as a methodological tool with parents coping with their children's disabilities. They (McDonald, Badry, and LeBlond, 1993) referred to the project initiated by one mother who wrote to her daughter, diagnosed with a rare metabolic condition, as a means of dealing with her trauma. McDonald et al. (1994) explained that this project enabled parents to share their hopes for their children's futures. The authors performed a qualitative analysis of the letters to find the major themes and sub-themes. To validate the

themes, the authors reviewed, modified and confirmed them with the parents who wrote the letters. McDonald et al. claimed that the letters provided powerful insights into the challenges faced by these parents. They showed that letter writing was effective as a methodological tool with parents. Haber (1996) demonstrated that it was also effective as a methodological tool with siblings of children with ADD/ADHD.

This study will examine the effects of children with ADD/ADHD on their siblings using theme, story and discourse analysis under the rubric of narrative analysis. It will use story telling and letter writing as methodological tools.

METHOD

The Methods section will present techniques created to (a) explore how siblings of a child with ADD/ADHD view their experience; (b) use structured data collection by means of trigger statements, shared oral stories and letter-writing to gather information; and (c) analyze the collected data.

Structure

Participants

A total of eight siblings, between the ages of 9 and 14 years old, grades three through nine, of children diagnosed with ADD/ADHD participated in this study. The age range roughly corresponded to Erikson's fourth stage of human development. Kalat (1990) described this stage of social and emotional conflict as one of industry versus inferiority. "Children widen their focus from the immediate family to society and begin to prepare for adult roles" (p. 217). In this regard, they compete with peers in an effort to excel in the activities of their age group. Children in this stage think in terms of success and failure, and reflect on their sense of self-worth. Feelings of failure have the potential of leading to enduring feelings of inferiority, while feelings of pride and accomplishment have the possibility of leading to long-lasting feelings of competence. These concerns played a role in the way the eight children participating in this study related to their siblings.

Five of the subjects interviewed were siblings of children diagnosed with ADHD and three were siblings of children diagnosed with ADD. The siblings were drawn from volunteers referred by The Neurology Group of Bergen County, 106 Prospect St., Ridgewood, NJ 07450, under the auspices of Dr. Kenneth Citak (neurologist) and Dr. Daniel Adler (pediatric neurologist). Siblings were also drawn from volunteers referred by Dr. Mark Cetta (psychologist), 294 Harrington Avenue, Closter, NJ 07624 and by Dr. Sharon Wolbert (psychologist), Ridgewood, NJ 07450 as well as through personal contacts. The sample of children was drawn from those with either male or female siblings diagnosed with ADD/ADHD.

All participants were selected on the basis of the following criteria: (a) the ADD/ADHD siblings of all subjects were clinically diagnosed by a psychologist or other health care professional qualified to make this type of diagnosis; (b) the diagnosis of ADD/ADHD was unaccompanied by any other physical, mental or developmental disability in order to rule out confounding variables in the effects; (c) all subjects had a firm grasp of the English language, both oral and written; and (d) all subjects were currently living in a stable home environment, free of significant disruption (such as major move, parental job loss, death in the family, acrimonious spousal relationship).

Setting

Siblings of children diagnosed with ADD/ADHD were interviewed individually in their homes, either in the living room, dining room, family room or kitchen, depending on available space, what location was relaxing to the participant, and other family activities occurring at that time. Each participant was interviewed using the same interviewer and procedures for internal validity and reliability. As the interviewer, I sat across from the participant with the materials needed for the interview in my possession. I used a three-step process to elicit responses from the participants. Step One utilized structured webbing format and trigger statements. Step Two involved a dialogue between the participant and me to elicit personal stories. Step Three entailed the participant writing a formal letter to his or her sister. These steps are described in greater detail below. I recorded the data on the designated forms during the course of the interview except for the formal letter, which was written by the participant.

Materials

In preparing for Step One, I knew from my experience as a classroom teacher that unless a child was given enough background knowledge about a topic he or she would find it difficult to express him- or herself, particularly in writing. Similarly, if the child was not consciously aware of his or her personal feelings or if the child did not know his or her audience, it would be much more difficult for him or her to open up about such personal concerns as his or her sibling relationship. I decided to use the webbing format

and to begin with it because it was highly structured and the easiest tool to elicit information. It enabled the child to make conscious the information, thoughts and feelings that he or she had but may or may not have been aware of. Once conscious, the child could then build upon the foundation of information he or she possessed.

The pilot study (Haber, 1996) done in preparation for this thesis supported this approach. First, it focused the child's attention and got him or her to think of the topic at hand. Second, it put the child at ease with the interview process and created an atmosphere of trust between the participant and me. Third, it used a stimulus of some kind, in this case trigger statements, to elicit responses but remained open-ended enough so that interviewer bias was negligible. The strengths of this interview type were its leisurely pace, which put the child at ease, and its ability to let the child express him- or herself with minimal response bias because of its open-ended questions. However, in order to properly carry out this interview format, some pre-interview preparation was necessary.

In order to allow the children's voices to be heard and to keep my bias to a minimum, I created an emotion chart for those who needed suggestions on how to label their emotions. However, in order to ensure that the feelings were truly the children's and not generated by the chart itself each child was asked to describe his or her feelings using self-generated examples. If the child had difficulty identifying feelings, I asked him or her to look at the chart to see if he or she identified with any of the listed emotions. If so, the

child was then asked to explain with examples. This tool involved the interviewer as an active leader in eliciting the responses through preset questions. Similarly, this tool most actively directed the children's responses.

In addition, the following materials were prepared in advance of the interview and used in Step One of the procedure: colored, 8.5" x 11" paper and colored markers. Three different pieces of fluorescent colored paper, one pink, one yellow and one orange, were prepared in advance of executing the procedure. The use of different colors of paper was meant to capture the interest of the participant and to serve as an easy reference for cross-analysis. A large circle was drawn in the center of the pink sheet of paper in which the following was printed: "My sister/brother makes me feel ____" (Appendix A). A large rectangle was drawn in the center of the orange sheet with the following statement: "I have learned ____ from my sister/brother" (Appendix B). On the yellow sheet of paper, a large heart was drawn in the center containing the following phrase: "I hope ____ for my sister/brother in the future" (Appendix C). All three sheets of paper had spokes emanating from the center with the starting point designated by the number "1." A chart with a list of emotions (Appendix D) was available for participants' use if need arose.

Steps Two and Three required the use of lined paper, pen or pencil.

Administration Time

Step One required approximately 20-30 minutes to conduct. Step Two required approximately 40-60 minutes to complete. Step Three took a minimum of 20-30 minutes to execute. The administration time of all three steps depended on the individual participants, but required no more than 2 hours in total.

Procedure

I made initial contact with the parents of potential participants by way of a letter (Appendix E). The doctors and psychologists, who agreed to refer possible candidates, distributed the letter to those potential candidates who met the criteria for participation in the study and whom they felt would be willing to give consent to and participate in the research project. Those families interested in participating in the research study gave permission to the doctor or psychologist to release their names and telephone numbers to me. I then contacted a parent in the interested family by telephone, explained the purpose of the study and what participating would involve, and reiterated orally the contents of the written letter they received from the doctor or psychologist.

After obtaining informed consent from the parent(s) of each child in the study and the children themselves (Appendix F), interview dates were scheduled. Upon arrival at the home of the participant, brief introductions were made and I completed a Personal Information Sheet (Appendix G) for each participant with the parent(s). The interview

then took place in a private setting, away from distractions, with only the participant and me present. Each interview began with a brief introduction by me explaining what the study was about and reiterating the contents of the informed consent. In addition, I explained that there were no right or wrong answers and that, if they so requested in writing (Appendix H), information and contents revealed in the interview and letter would be withheld from or shared with their parent(s). As well, I informed the participant that a copy of his or her letter would be returned within three months of the interview, if so desired.

After the introduction, Steps One, Two and Three took place. All three steps were completed in one interview sitting.

Step One

Step One utilized structured webbing format and trigger statements. I began by placing the pink sheet of paper with a large circle drawn in the center of it with the statement, "My sister/brother makes me feel _____," before the participant. I read the trigger statement aloud and asked the participant to complete the sentence and to explain his or her response. In order to make the abstract concept clear, I provided one concrete example to the participant. I wrote the subject's verbatim response on the spokes of the paper in a clockwise direction beginning with the spoke marked number "1." Each response evoked by the statement was recorded on a separate spoke. I provided the participant with a list of 16 emotions from which to choose if the participant was unable

to initiate a response on his or her own. This procedure was repeated for each remaining trigger statement sheet: “I have learned _____ from my sister/brother;” and “I hope _____ for my sister/brother in the future.”

Step Two

Step Two involved an informal dialogue between the participant and me to elicit personal stories. I began by sharing two or three short stories about my own children and their sibling relationships. If no spontaneous response was elicited by the participant, I then asked the following question: “What experiences have you had with your sister/brother alone and/or with your other siblings, family members or friends, good or bad, that you remember most?” I recorded the participant’s response as closely as possible without stifling the flow of the participant’s responses, on lined paper. This process was repeated approximately six to nine times to gather short vignettes, each of approximately one paragraph in length.

Step Three

Step Three entailed the participant writing a formal letter to his or her sister/brother. I explained that the letter had to begin with “Dear _____” [name of sister/brother] and conclude with a formal salutation. In addition, I explained that the participant could express in the letter the things he or she always wanted to tell his or her sibling but couldn’t and anything he or she wanted to express to his or her sister/brother if

the letter would actually be sent. During this time, I left the room, periodically checking up on the participant until the letter was finished.

I thanked the participant for his or her participation in the study and reiterated that a copy of the letter would be sent to him or her within three month's time, if so desired.

Analysis Plan

The formal analysis of the data was descriptive to accentuate the voices of the participants and enable the participants' stories to emerge. Each of the three methodological tools approached the topic from a different angle and allowed a more complete picture to take shape. A general and informal theme analysis was applied across all three steps of the procedure. For the purpose of this study, theme analysis was used in the generic sense, referring to a recurring unifying subject or idea. Various forms of story analyses were applied to the shared oral stories told by the children. Discourse analysis was applied to the letters.

By analyzing the structure, tone, order and other aspects of the words and ideas of the stories I discovered the deeper meanings, subconscious and conscious struggles of the children, and issues they confronted as siblings of children with ADD/ADHD. These analysis tools helped me find the children's voices without misinterpreting their words.

Analysis of Trigger Statement Responses (Themes)

I experimented with creating different tables to display the information from the trigger statement exercises to highlight relationships or themes that might exist. The first attempt at charting the information simply listed the responses to the feelings, hopes and lessons. A fourth column was added listing the common themes I found. In my attempt to find common themes, I realized that I interpreted the information through my own subjective values, stifling the voices of the children.

The second attempt at creating a table looked at the information from locus of control. In addition to the columns of feelings, hopes and lessons, the information was divided into rows defining internal, mixed and external locus of control. While this format worked for some of the participants' responses, it did not work for most and therefore was abandoned.

Finally, three rows were created, one categorizing "I feel good about my sibling," one listing "I have mixed feelings about my sibling," and one recording "I do not have good feelings about my sibling." The information, organized in a table in this way, enabled the children's voices to emerge clearly. Presenting the data this way seemed to capture the realization that "feelings" expressed children's reactions to living with their sibling with ADD/ADHD, "lessons" captured mostly coping strategies that the participants internalized as a result of living with their siblings and what they did not like about them, and the "hopes" seemed to integrate the two.

Once the tables were prepared, I was able to compare the responses to one another and categorized them by similar attributes. The process was repeated until the most concise concepts were extrapolated.

Story Analysis

I examined the collection of shared oral stories using story and theme (context) analysis (Appendixes I-P). Marlett (1996) described story analysis as a process of dividing story text into sub-units to uncover underlying themes, strategies and consequences. Themes were the topics or subjects that emerged as the focal points of the stories. Strategies were the lessons learned from the stories while consequences were the results that transpired as a result of the strategies. Theme analysis, also referred to as context or concept analysis, “pulls together concept(s) from a body of data or set of observations” (Walker and Avant, 1995, p. 30). This form of analysis investigated common themes among separate stories from one subject as well as common themes between subjects.

I then compared these elements across the participants’ stories looking for commonalities. This method provided information that became useful in later stages of the analysis. However, on its own, detailed analysis of short and concrete stories was limited because it reiterated many of the facts of the story and broke them into such small units that they lost their context, yielded little information and became vulnerable to my subjective interpretations. As a result, I tried a second approach, called plot analysis (Marlett, 1996).

Plot analysis tried to uncover the underlying scripts. While the plot was the literal story that the participant told, underlying scripts were the learned expectations of what will happen under certain contexts. In some stories it was more advantageous to analyze the plot into a series of movements that described expected action sequences. The plot analysis of stories is listed in Appendixes Q-X. .

The plot analysis revealed underlying scripts in which roles could be more easily identified and I was able to explore the roles played by the subject, the affected sibling, parents and friends. Roles were the parts played by the subjects of the stories as depicting the roles they played in life. They were their representation of what others expected of them or their own expectations of themselves either consciously or subconsciously.

One of the benefits emerging from the use of story analysis was the identification of issues that were or were not resolved from the child's perspective. Another benefit was the exposure of the level of children's coping and the nature of that family's group dynamic. Using story analysis in conjunction with theme analysis helped create a clearer picture of the children's relationship with his or her sibling with ADD/ADHD and enabled the two forms of analysis to corroborate the findings of each.

Discourse Analysis of the Letters

Discourse analysis, according to Fairclough (1989), extracts information from texts by studying the vocabulary used in the text, the grammar and the overall structure. Sentence structure (active, passive, or attributional voice), pronouns and formats were examined. Word cues that revealed the author's knowledge and beliefs were analyzed, as

well as contradictions in meanings, over-wording or rewording of ideas and the use of metaphors. Attention was paid to what the words told about relationships or about the author's opinion of topics described in the text.

The strength of the letter writing exercise and discourse analysis was its ease of use because of its clear, explicit set of procedures. Another strength was that the content of the letters often extended the sentiments expressed in the webbing format and the stories, thus corroborating and confirming results gleaned from the other two forms of analysis.

PART II: CHILDREN'S CASE STUDIES

RESULTS

This research project describes how children talk about their siblings within the three interview formats. I make no claims either about individual children or about ADD/ADHD as a disability. As a descriptive study, it presents examples of the actual interactions and relationships of siblings. I chose to use a case study approach to present the data because it highlights the actual experiences of the eight children who participated in the research. It also enables the researcher to hear their individual voices and listen more closely to their experiences through the stories they tell. Each case study presented below begins with an introduction to the child participant and includes a description of the child with some family information. The case studies are presented in two groups. The first group includes four cases of children with older brothers with ADD/ADHD. These four, Esther, Ronald, Melanie and Nancy, are presented in a random order. The second group consists of four cases of children with younger siblings with ADD/ADHD. These include Kevin, Debbie, Sandy and Amanda and are also presented in random order.

Presentation of the Case Studies

The first table presented in each case study displays the results of the structured webbing formats and trigger statements (feelings, hopes and lessons). The responses engendered by the statement, "My sister/brother makes me feel _____," are listed in the column entitled "Feelings." The answers to the trigger statement, "I have learned _____

from my sister/brother,” are listed in the column entitled “Lessons.” The results of the final trigger statement, “I hope _____ for my sister/brother in the future,” are listed in the column entitled “Hopes.” The table itself divides the statements into rows according to generally good, mixed or bad feelings expressed. Classifying the responses in this manner enables common understandings to emerge and tells about the siblings.

Next, the original text of the stories is presented, preserving the grammar and syntax as orally reported by the participant. A summary of the story analysis, which illuminated roles played by the children, common themes unifying the stories and underlying scripts of importance are indicated. Tables analyzing the sub-units, themes, strategies and consequences that helped bring these elements to light are found in the Appendixes.

A final table exhibits the letters written by the participants. I then present the discourse analysis of each letter.

ESTHER – IN GOOD TIMES AND BAD

Esther's Story

Esther's story was significant as an example of a little sister trying to make sense of the changes she saw in her big brother. She seemed confused by the fond memories of an earlier childhood and a brother who was now violent and unpredictable. Her responses revealed raw feelings of being hurt and of fear. She avoided potentially dangerous events and aligned with her parents in her fear. Esther seemed aware that something was happening but she could not yet label or understand what had taken place to change her relationship.

Esther's parents were enthusiastic about participating in the research study. They volunteered their daughter's participation after hearing about the study from a personal contact and asking their daughter's permission. Esther was also open to the idea of participating in the study. She was an outgoing, energetic and enthusiastic person with finely honed social skills and many friends, both boys and girls. She was athletic and played both soccer and baseball in Little League, liked to ride her bicycle, play with her friends and talk on the telephone. Esther was 10 years old and in fourth grade. She was the younger of two children. Her older brother, Gordon (age 12 years) was diagnosed with ADD at age nine. As well, Gordon was on a medicine regimen for taking Ritalin to help maintain his self-control and to help focus his attention. Gordon was having a successful

year at school and household tensions were down. Gordon appeared to be a typical adolescent with an active social life and strong interest in computers.

Mrs. A. held a professional degree, but currently was a stay-at-home mother. She was quite involved in school and community activities and committees. Mr. A. was a businessman. He, too, was involved in community activities and committees.

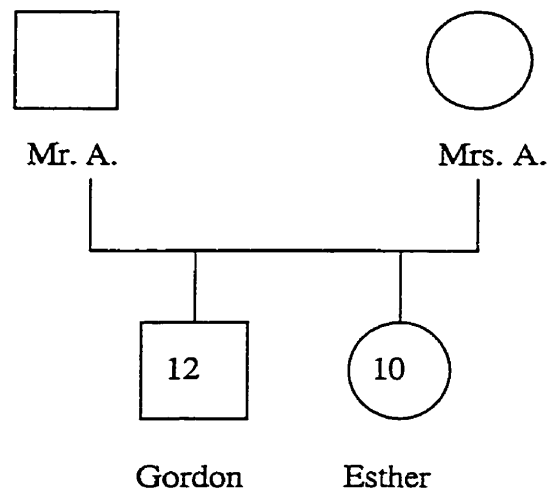


Figure 1. Genogram of Esther's family

Esther was excited about participating in the research for this thesis and liked the attention she received from me. She was a little nervous when the interview actually began because she did not know what to expect, but by the third response of the first trigger statement she relaxed and participated eagerly. Step Two, the informal dialogue with me to elicit personal stories, was more difficult for her because of its unstructured

format. Nevertheless, she was able to provide me with many of her stories. Step Three, the letter writing, did not pose any difficulties for her.

Feelings, Hopes and Lessons

The dominant theme that emerged from Esther's trigger statements was "protection from harm." This included both her protection from her brother, as well as protecting Gordon from their parents. As Esther expressed from the hope trigger (Table 1): "I hope he will have a very nice family who won't hurt him."

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: He always plays video games with me. • Funny: Enjoys making me laugh with silly things. • Proud: Whenever someone makes fun of me he protects me. • Excited: Whenever we go on a trip he tells me all the fun things we can do and then does them. 	<ul style="list-style-type: none"> • He will have someone like me to stick up for him. • He will have lots of kids to make him happy cause he loves kids and is happy and silly with them. 	<ul style="list-style-type: none"> • I could stick up for myself. • How to play video games better.
I Have Mixed Feelings		<ul style="list-style-type: none"> • He will have a very nice family who won't hurt him. • He will be a good grade 'A' student in college since 	<ul style="list-style-type: none"> • Brothers are good and can be fun when they are lonely (not with other friends).

		<p>he has a lot of trouble now.</p> <ul style="list-style-type: none"> • He will spend his time wisely in order to get all of his work finished. Now he doesn't and he gets mad. 	
I Don't Feel Good	<ul style="list-style-type: none"> • Mad: He hits me a lot. • Jealous: He has lots of friends and they talk about me when they come over to play. 		<ul style="list-style-type: none"> • Not to hit back when my brother hits me because he could hurt me more than I hurt him. • Not to steal like my brother because it gets him into big trouble with my parents • Not to hit others because it hurts them.

Table 1. Esther's responses to the trigger statements

Table 1 contains a summary of Esther's responses to the trigger statements. It appears from this analysis that Esther used the "hope" trigger to express her conflicted feelings most easily. The majority of the hope statements about her brother were in the category of mixed statements. She hoped that Gordon "will have a nice family who won't hurt him" as opposed to now, when he "has a lot of trouble." She hoped that "he will spend his time wisely in order to get all of his work finished" as opposed to now, when "he doesn't [get his work finished] and gets mad." She used this trigger to uncover her

hope that Gordon will return to his former self and reclaim the good big brother/little sister relationship.

Esther's expressions of feelings are reactions to situations over which she had little control. Thus, she was "happy" when her brother played video games with her. She was "proud" when he protected her and "excited" when he told her about all the fun things they could do on a trip and then experienced them. She felt "funny" when Gordon made her laugh.

Esther internalized the lessons she learned from her relationship with her brother. However, most of them resulted from negative feelings, such as being hurt and sticking up for herself.

Story Analysis

Esther's stories illustrated the complex nature of her relationship with Gordon. They also revealed the impact of Gordon's behavior on the whole family. These stories shared many of the same themes portrayed in Esther's responses to the trigger statements. The unstructured dialogue resulted in the stories listed in Table 2. Appendix I contains a detailed analysis of each story.

Text 1. Truly Enjoying Ourselves

"Last year I was in the house and he unzipped my Mickey Mouse sleeping bag, got into it and I pushed him down the stairs and he went round and round. Then my mom pushed us both down the stairs and we both had fun some more."

Text 2. Gordon's Enthusiasm is Catchy

"Three years ago it was Christmas and we wanted to have fun so I pretended I was Santa and he was a reindeer. He held a small blanket and I held it and he pulled me like a sleigh through the kitchen and down three stairs. This was fun. He thought of the idea and made me excited about it. We were both laughing and it was fun."

Text 3. Plotting the Path Together

"Last night because my mom said that I couldn't go downstairs (she had a big meeting) and I was hungry. I told my brother when he got out of the bathroom. He came with me and we sneaked downstairs on our stomachs (me on my back cause my leg hurt) and I started to bump loudly and my brother started laughing quietly and I told him to quit. But then my dad came and we didn't want him to see us so we ran upstairs. Then I played my clarinet and went to ask my mom for my new mouthpiece and since she couldn't find [it] she let me eat."

Text 4. Gordon Really Cares on the Inside

"One week ago I had a Bar Mitzvah of my friend's sister and it was in this high twenty foot building. I thought the building would tip when I was sleeping, but my brother kept reassuring me it wouldn't tip 'cause it wasn't really windy. In the morning he asked me to go swimming and he told me all my friends would be there. We played chicken fight and it was fun."

Text 5. OK with Gordon

"One time when I was three and I woke up and it was snowing, my mom said they had to go out for three hours and that Gordon would be here so you will be OK with him and the sitter. So we all went out to play in the snow and had a huge snow ball fight, made angels, went sledding down our street and it was all so much fun."

Text 6. Scared of the Dark

"This past summer I was having a play date in my room and my brother said: 'You better come here to my room cause something is very wrong.' And when we got there he locked us in his room and he told my mom he was doing work so don't come up. We were very scared, crying, and very mad. My friend's dad came to pick her up and finally my brother came to get her. I got out too."

<p>Text 7. Angry at the Wrong Person</p> <p>“Today, we were doing homework and my mom said that I had to come here and I thought I was in trouble. She just wanted to talk to me about my brother. My brother started kicking me and my friend ’cause he was mad because he didn’t go to school and he always takes it out on me. When my dad found out he came home and yelled at Gordon. Gordon was very angry and started throwing m & ms and screaming. So my mom took my friend and I out of the house.”</p>
<p>Text 8. What’s Next?</p> <p>“Mostly all year Gordon has skipped Hebrew School. He fools around on purpose and misses his carpool. When my mom finds out she yells at him and he gets angry. Then he hits and throws things at us like pencils and other toys that really hurt. This really scares us because we don’t know what he will do next.”</p>
<p>Text 9. Times Have Changed for the Worse</p> <p>“My brother used to do very well in school. His report card used to be very good with A’s, but now he is getting bad marks-B’s and C’s. Now [after his diagnosis], Gordon gets mad at everything. One day when I was losing at a video game and I told him I was going to quit he threatened to hurt me badly. When my parents ask him to do his homework he also gets very angry and he screams and yells at them. He also hits if he is very angry.”</p>

Table 2. Esther’s stories

I tried to analyze and interpret Esther’s stories using story analysis. First, I broke her stories into individual sub-units. Then I broke the sub-units into strategies used and their consequences, but I did not find any significant or underlying strategies. I then approached her stories using plot analysis, which involved breaking the stories into their individual plots (what actually happened) and looked for underlying scripts (what one expects to happen; how one knows how to act). Simultaneously, I looked at roles, identifying the roles that the characters of the stories adopted either consciously or subconsciously.

Esther’s stories, Texts 1-5, recalled how lucky she was to have a big brother and how much she enjoyed and appreciated her big brother-little sister relationship. All five texts were descriptive and portrayed a sense of comfort in her positive sibling relationship

that concluded with a positive resolution. In contrast, texts 6-9 did not have a resolution. These four stories seemed to be strung together and shared the common thread of Esther no longer understanding what is going on. Esther used Texts 6-8 to open up and express the fear she was now experiencing as a result of her brother's frustration. It was interesting to note that, in Text 8, Esther moved from the personal pronoun "I" to the generalized use of "us," as she stated: "This really scares us because we don't know what he will do next." Since Texts 6-8 were similar I decided to perform plot analysis on these in order to better understand what Esther was saying. The plot analysis is shown in Table 3.

Text 6: Scared of the Dark	Text 7: Angry at the Wrong Person	Text 8: What's Next
Context: Esther has play date with girlfriend.	Context: Esther, Esther's friend and Gordon doing homework.	Context: Gordon missing Hebrew School.
Gordon demands: "come here"	Mom calls Esther over.	Gordon gets caught.
Gordon locks girls in his closet	Mom wants to discuss Gordon missing Hebrew School.	Gordon gets angry.
Gordon prevents mom from finding out what he's done by telling her that he's doing homework. (Implied threat: "if you come I stop doing homework; He's playing "being good" game).	Esther tattles on Gordon.	Gordon gets angry and becomes physically abusive.
Girls are frightened.	Gordon reacts by kicking Esther and her friend, throwing m&m's and screaming at them.	This scares "us"- the unpredictability of what Gordon will do next.
External reason (doorbell	Dad comes home and shouts	

rings) to release girls.	at Gordon.	
	Girls are taken out of the house by mom.	
Text unresolved.	Text unresolved.	Text unresolved

Table 3. Esther's plot analysis

From the plot analysis I was able to look at the roles. In Text 6 Esther took the role of the 'innocent' while Gordon continued playing his earlier game of pulling the wool over people's eyes, a role prevalent in earlier stories in which Gordon carefully thinks through plans and executed his games. In Text 7 Esther moved from her innocent role to becoming an active informant for her mom. Gordon's role, or lack of role, was evident in that his games were not successful anymore. He was no longer able to hide his failures in games without being caught. This lack of role for Gordon was consistent in Texts 7-9. Gordon would try to avoid failure by creating diversions consistent with Atkinson's Motive to Avoid Failure (Eggen and Kauchak, 1994).

In Text 9 Esther began to generalize the characteristics of the problem: "Gordon gets mad at everything." Esther compared Gordon's current role with the one he had before, referring to the earlier scripts of how Gordon "used to do well in school" and that he "used to be good." Esther used the word "now" to show that something important changed even though she could not define it.

From the plot analysis and the study of roles, I was able to better understand Esther's underlying scripts and unresolved frustration. Barkley (1995, 1990) noted that unresolved frustration was typical of siblings of children with ADD/ADHD. Gordon's frustration was particularly difficult because he was in transition from preadolescence to

adolescence, which Erikson defined as a change from concerns over industry versus inferiority to those of identity versus role confusion. Kalat (1990) typified this as the identity conflict inherent in the change from “Am I successful or worthless” to “Who am I?” or “Who will I be?” Gordon, as shown in the text of Esther’s stories, desperately needed to find his identity at a time when he seemed to be losing his former roles. This, in turn, created further frustration.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 4 presents Esther’s unsent letter to Gordon.

Dear Gordon,
 I know you don’t know this, but I do care about you and hope you never get hurt or even killed. Sometimes you get mad, but I still and always will love you. If there is one thing I would change about you is how your temper is and wish all the luck for you. Love ya bey.
 PS I hope you have a very good life.
 Love ya,
 Bey
 Esther

Table 4. Esther’s letter to Gordon

Esther was predominantly direct with her language and used words that suggested authority, such as “I know” and “you don’t know.” She talked in first person and the letter was personal. She began her letter forcefully to exert her authority over her brother, perhaps to counterbalance the authority he exerted over her in real life. She wanted to convince her brother of her beliefs and make her feelings known to him. Although, at the outset, she assumed an air of authority, she quickly eased to a softer and kinder tone, which portrayed a more caring and nurturing demeanor.

Esther wrote in an active voice and chose verbs that indicated a positive tone suggesting that she cared about her brother. Examples of this included words like “hope,” “care,” “wish” and “love.” One time she used a passive voice when she wrote, “If there is one thing I would change about you is how your temper is and wish all the luck for you.”

The letter was written informally with familiar words and sentence structure such as “Love ya Bey.” By using such a format Esther connected with her brother on intimate grounds and conveyed warmth and friendship to him. It seemed that this letter acted as a therapeutic tool to express her feelings and hopes for her brother through a non-threatening medium.

Esther used very few words to express herself and did not repeat individual words except to separate herself, “I,” with her reader, “you.” She used the pronoun “I” four times and the pronoun “you/your” nine times. Her excessive use of the pronoun “you/your” in comparison with “I” could be a subtle and indirect way of saying that she felt removed from her brother. This would be consistent with the change in the nature of her sibling relationship revealed in the plot analysis of her stories.

Esther repeated her feelings of hope, well-being and love for her brother by saying the same thing in three different ways: “I still and always will love you,” “wish all the luck for you,” “I hope you have a very good life.” Furthermore, she told him that she loved him, “I love ya Bey,” in her closing sentence and goodbye. Using a pet name, Bey, to refer to her brother, implied that she meant it in the most personal and friendly terms. This over wording seemed to imply that she believed that her sibling did not know how

much she really loved him and probably that he did not display similar feelings outwardly in return. Esther wanted Gordon to know that their relationship was for life and carefully chose her words, such as “still,” “never” and “always,” to give power to her conviction.

Lessons from Esther

After looking at Esther’s trigger statements, shared stories and unsent letter from their various perspectives, it was clear that Esther was bewildered by her brother’s changed behavior. To Esther, brothers ruined everything when they got older. She also felt that she needed to be good so that that she could stay safe from her parents’ wrath.

The family scripts also underwent a transformation that was revealed by the story analysis. The first six stories contained positive actions and resolutions whereas the last three stories had negative action and remained unresolved. Esther’s letter to her brother seemed to be her attempt to bring these unresolved issues to some resolution. The postscript to her letter, “PS I hope you have a good life,” emphasized her desire to turn the negative actions and unresolved issues into something positive and resolved.

As a result of her experience, Esther saw herself as her own agent in handling the situation. She developed coping strategies but stopped short of avoiding contact with her brother altogether. She revealed that she saw the problem of Gordon’s disability and the changes in the family scripts. Most of all, she showed what she learned about herself as a sister within her family.

RONALD – MY BROTHER AND ME

Ronald's Story

This case study was about a very young boy with an older brother who was diagnosed with ADHD. Ronald was the youngest informant in the case studies and his stories and responses were concrete and short. Ronald felt that John was an embarrassment as an older brother. He got into trouble at school, he cried and his parents hit him. He was still a big brother on the basketball court or on vacations where he and Ronald shared activities. Ronald figured out that when John did not agree with something he got angry and screamed. This screaming upset Ronald and embarrassed him.

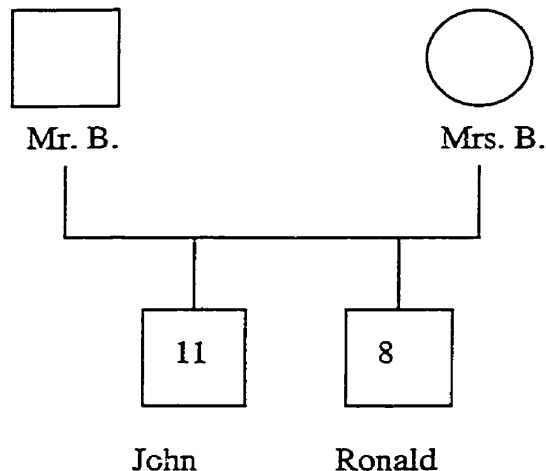


Figure 2. Genogram of Ronald's family

One of the psychologists recommended Ronald for participation and his parents were enthusiastic about his involvement in the study. Both Mr. and Mrs. B. were well educated; Mr. B. worked outside the home while Mrs. B. did not. They contacted me after

hearing from the psychologist and reading the letter of introduction (Appendix E). Ronald was interested in participating and readily gave his consent.

Ronald was eight years old, in first grade and the younger of two boys. Ronald was energetic and sociable. He loved sports, particularly hockey and basketball. His older brother, John, was 11 years old, in fifth grade and diagnosed with ADHD at the age of seven. John was taking both Ritalin and Prozac. He too was athletic and loved playing sports.

Ronald was excited about participating in the research for this thesis, although he was somewhat nervous at the outset because he did not know what to expect. Step One, the responses to the trigger statements, went well, as did Step Two, the informal dialogue with me to elicit personal stories. Like the other participants, Ronald found this part of the interview difficult to initiate because of its unstructured format, but once started, he was able to share numerous stories. Step Three, the letter writing, did not pose any difficulties for him.

Feelings, Hopes and Lessons

Ronald's responses to the trigger statements indicated that he treasured his relationship with his older brother, but wished that John would stop embarrassing him in front of his friends. Ronald also desired that his brother would do better in school so that he would not get into trouble with his parents (which involved much yelling). Ronald was obviously frightened by the screaming.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: When he does funny stuff when he plays with me. • Good: When he cares about me. 	<ul style="list-style-type: none"> • He will get good grades. • He will get in more shots in basketball. 	<ul style="list-style-type: none"> • How to shoot 3-pointer baskets in basketball. • How to shoot goals in hockey. • To share and give to other people because he gives away coins to others and others give him things in return.
I Have Mixed Feelings			
I Don't Feel Good	<ul style="list-style-type: none"> • Bad: When he blames me for things he has done and I didn't do. • Disappointed: When he always does something bad to me like calling me curse words. • Mad: When he screams at me in basketball. • Embarrassed: When he laughs at me in front of kids and teases me. • Frustrated: When he screams at me. 	<ul style="list-style-type: none"> • Will take care of the cat better because he's rough with it now. • He will stop crying in school when he doesn't get what he wants. • He will stop being bad in school (screaming and cursing at the teacher). • He will not get hit by my mom because he doesn't do his homework. • He will listen to my mom better because he doesn't listen and she gets angry. 	<ul style="list-style-type: none"> • Not to scream like him because it makes people mad and I feel bad.

Table 5. Ronald's responses to trigger statements

Table 5 contains a summary of Ronald's responses to the trigger statements. All of the "feelings" responses were reactions to John's actions. When John spent time "playing" with Ronald and showing that "he cared" about him, Ronald felt "good" and "happy." But Ronald was "disappointed," "frustrated," "mad" and felt badly when John "screamed" or "cursed" at him, "blame[d him] for things" or otherwise displayed disruptive behavior.

For Ronald, the "hope" trigger produced twice as many negative statements as positive. Ronald's negative responses were based on his desire to protect his big brother from conflict, bad and angry behavior. For example, Ronald hoped that John would "stop crying in school," "stop being bad in school," that he not "get hit by [their] mom," and that he would "listen to [their] mom better."

The "hopes" trigger and the "lesson" trigger enabled Ronald to acknowledge John's negative behavior and the need for change while revealing his hope to hold onto his relationship with his big brother in the face of his brother's bullying behavior. Thus, in spite of all the negative feelings and hopes, John was able to act as a role model for Ronald and teach him "to share and to give to other people." Thus, Ronald's responses to the trigger statements revealed a little brother trying to hold onto the image of his big brother as someone who could spend time with him and be a role model for him in the face of a reality in which his big brother often behaved inappropriately, got angry or violent and was more of a bully than a mentor.

Story Analysis

Since Ronald's stories tended to reflect single incidents without much plot or role depth, a detailed analysis is not reported here. Perhaps Ronald did not understand the purpose of telling stories or he was very young developmentally and consequently, more concrete in his conceptualization (black or white) of things. Each story, except Text 3, seemed to follow a common script with a small number of moves:

1. I had fun doing something with my brother.
2. Someone spoiled the fun by yelling.
3. It just ended with no apparent connected resolution.

The unstructured dialogue resulted in the stories listed in Table 6. Appendix J contains a detailed analysis of each story.

<p style="text-align: center;">Text 1. Fun on Vacation</p> <p>"I went to Houston with my family and got lots of necklaces and coins. We all watched bands play songs. We went to the Space Center and saw the rocket ships. I also got to watch 3D shows. It was fun to do things with John, like when we went to different places on vacation. When he was nice to me it was really nice, but when John screamed because something got him mad I felt bad and embarrassed."</p>
<p style="text-align: center;">Text 2. Sometimes He's Really Nice!</p> <p>"Every night my brother and I play basketball together. We both shoot baskets and we both score. Sometimes we miss. John tries to teach me how to do passes and slams. But when I don't do them right he screams at me. This [his screaming] makes me feel real bad. Sometimes he is really nice though. When we played volleyball with the other kids then he said nice things to me and didn't tease me."</p>
<p style="text-align: center;">Text 3. Don't Cry!</p> <p>"Sometimes my brother is crying at school when we pick him up. He cries a lot at home also. My mom and dad always tell him not to cry. I get shocked when he cries 'cause I don't want my mom or dad to hit him 'cause sometimes they do when he does something bad. He usually is crying 'cause he did something bad."</p>

Text 4. In a Hotel Room

"In Houston, my brother and I shared the same room in a hotel near my mom and dad. It was fun. We played games like basketball and watched TV. One night, when my brother was reading a book very late and my mom wanted him to go to bed, John wouldn't listen. Finally, she got angry and then he put down the book and we turned off the lights."

Text 5. The Real Winner

"Sometimes my brother and I play hockey. One time, the score was five to zero and I had zero. Then I scored five goals to tie it up. Then he scored a goal and won the game. I thought he really shouldn't have gotten the point and we fought. Then we went inside because our dad called us for dinner."

Table 6. Ronald's stories

Text 3 stood out, first because it was more complex and because Ronald was attempting to explain what his brother's life was like. The underlying script was:

- My brother cries at school because something goes wrong.
- When my brother cries at home it's because he knows that his parents will find out about what went wrong at school.
- They tell him not to cry and he gets hit

Ronald is afraid that John would get hit when he cries because he knows that he is going to get caught.

The common theme of Ronald's stories was that of a kid brother who had a good relationship with his sibling in spite of his feelings of sadness, yelling and embarrassment. Ronald talked about his brother as a friend and, interestingly, no other friends were mentioned.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 7 presents Ronald's unsent letter to John.

Dear John,

Thanks for teaching me all the stuff. Thanks for letting me score a goal on you. I hope that one day you will be better with the cat. I also hope you won't cry in class or use curse words at your teacher or mom or dad. Also, I hope you don't get hit by mom or dad. I hope you behave better and don't yell or say curse words. I hope when we are older we can do anything we want and buy what we want. We won't have to go with mom or dad, just by ourselves. John, sometimes when your bad I hate you. When you are good to me and don't scream I like you.

Love,

Ronald

Table 7. Ronald's letter to John

Ronald wrote this letter in the form of an informal diary, as someone who wished to convey his personal feelings to the reader. He used a positive tone throughout the letter. Instead of using direct commands to show authority to get his brother to change, he prefaced all of his wishes for change with the word "hope." For example, "I **hope** that one day you will be better with the cat. I also **hope** you won't cry in class or use curse words at your teacher or mom or dad. Also, I **hope** you don't get hit by mom or dad. I **hope** you behave better and don't yell or say curse words." Ronald made negative commands and turned them positive by his clever use of the positive word "hope." For instance, he turned his wish of "don't cry" into "I hope you won't cry," and "don't get hit" into "I hope you don't get hit by mom or dad," and "don't yell" into "I hope you behave better and don't yell." In this way, Ronald softened the impact of his message and made it more positive for John to hear.

Ronald wrote this letter to share his love and concern for John as an equal. The fact that he said "thank you" to his brother in the opening sentence further showed us the

respect and love that he had for his reader: “Thanks for teaching me all the stuff. Thanks for letting me score a goal on you.”

The only time Ronald actually used the present tense was in his closing sentence when he said, “John, sometimes when your bad I hate you. When you are good to me and don’t scream I like you.” The use of a predominately future tense seemed to indicate that Ronald was bothered by some of his brother’s present behavior and knew that the change would not occur overnight, but rather over time. Nevertheless, it appeared that Ronald hoped this change would occur in the near future.

In the letter, Ronald allied with John against his parents by expressing the desire to do things with his brother and without his parents: “I hope when we are older we can do anything we want and buy what we want. We won’t have to go with mom or dad, just by ourselves.” In this way, Ronald saw himself as an agent for change and hoped to strengthen the bonds of his sibling relationship.

Lessons from Ronald

Ronald’s case study was very interesting and sophisticated for such a young child. He developed a code for surviving by watching his brother and then doing the opposite. He learned what not to do from the consequences of his brother’s actions: Listen to mom; do well in school; don’t scream and embarrass people; and follow the rules so you won’t get hit.

The themes that emerged from Ronald’s unsent letter were consistent with his responses to the trigger statements and stories. In spite of the teasing, yelling and rivalry

that existed between Ronald and his brother, John, Ronald sought a better and more loving relationship. In spite of the quarrels and fighting, Ronald could point to many positive sibling experiences and preferred to focus on them as a source of future sibling bonding.

quiet, but quite bright and thoughtful. He had few friends but liked to spend time at his computer. Melanie was quiet as well, but more outgoing than her brother. She was polite, articulate and quite astute. She had numerous friends and liked to spend her after school time and weekends playing with them. She was also on her community's soccer team.

Melanie, like many of the other participants, was a little nervous when the interview began because she did not know what to expect. Once the interview began, however, she relaxed and participated eagerly. Step One, the responses to the trigger statements, went smoothly, as did Step Two, the informal dialogue to elicit personal stories. However, like a number of the other participants, Melanie had some difficulty with the unstructured format of the story telling. Step Three, the letter writing exercise, posed no difficulties for Melanie.

Feelings, Hopes and Lessons

Melanie's responses to the trigger statements revealed her awareness of the varying contexts in which Jacob operated and expressed concern for his social integration. She was concerned about Jacob's impact on the whole family, not just about how he affected her. She was also concerned about the impression he made in other social contexts such as school and the world at large.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: When we play basketball together. • Excited: When he tells me he'll give me candy or something. • Special: When he chooses me to play with instead of my sister. 	<ul style="list-style-type: none"> • Will get new clothes. • Will earn money and not be poor. 	<ul style="list-style-type: none"> • To understand math and other subjects from school better. • To play songs on the piano. • To play basketball.
I Have Mixed Feelings			
I Don't Feel Good	<ul style="list-style-type: none"> • Mad: When he won't get out of my room when I tell him to. • Sad: When he hits, kicks and hurts me when I tell him he's annoying me and to stop. • Sad: When he pushes my younger sister away and only wants to play with me. • Disappointed: When his friends are over playing Nintendo and I ask his friends to play and they say 'yes' and he leaves the room and says 'no.' • Disappointed: When he takes back gifts he promised me. • Angry: When my brother barges in and plays with my friends and ignores me and takes my friends away. 	<ul style="list-style-type: none"> • Will be nicer to my family and me. • Will not always be in bad mood. • He will look on the bright side of things. • Will take showers more often. • Will also like my little sister and be nicer to her. 	<ul style="list-style-type: none"> • Not to play rough with him because he gets really rough and out of control. • When he promises to give me candy he won't really buy it on his own; he wants my money. • Not to annoy him during his homework or he'll shut the door and yell at me for hours.

Table 8. Melanie's responses to trigger statements

Melanie included friends, both Jacob's and hers, as well as her younger sister in the trigger statements, but made no reference to her parents. She expected to be included with her brother's friends, but wanted to keep him from interfering with hers. With Jacob there was a feeling of mistrust, he did not follow through and could change his mind and push someone away. From Melanie's statements it appeared that she was an observer of Jacob's behavior and determined ways to prevent and decrease his loss of control.

Melanie used the "hopes" trigger to express what changes she wanted to see in him. She hoped he would "be nicer to my family and me." She was also concerned that Jacob should have a good relationship not only with her, but also with all the members of the family. Even though they were sometimes rivals for Jacob's attention, Melanie wanted Jacob to like Judith.

Melanie's responses to the "hopes" trigger also demonstrated concern about Jacob's future outside the home environment, his personal hygiene and general appearance – "take showers more often" and "get new clothes." Since Melanie fit into Erikson's fourth stage of human development, in which children widen their focus from the immediate family to society and think in terms of success and failure as a reflection of their self-worth, she may have been concerned with how Jacob's appearance would affect her. On the other hand, she may have desired to help Jacob succeed with his peers.

All but two responses to the "hopes" trigger were negative, which emphasized how much she wanted him to change and what she did not like. She saw her brother as an angry bully, but desired that he be the big brother that she imagined one should be.

In general there was a balance in the responses to the “lessons” trigger. Melanie learned “not to play rough with him because he gets really rough and out of control” and “not to annoy him during his homework or he’ll shut the door and yell at [her] for hours.” On the other hand, Melanie learned to play basketball and felt “happy” when she “played basketball together” with her brother.

Melanie’s responses to the feelings trigger seemed to indicate that she enjoyed being singled out for attention from her brother and this strengthened her sibling bond with her brother, sometimes at a cost of increasing the rivalry between her younger sister, Judith, and herself. Nevertheless, her negative feelings were twice as numerous as her positive ones, ranging from disappointment and sadness to anger.

Jacob’s hitting, kicking and screaming seemed to reveal his social immaturity and his lack of respect for his sister’s wishes, as well as his inability to express himself verbally. Although socially inappropriate, Calladine (1979) and Faber and Mazlish (1987), as mentioned earlier, noted that such sibling violence was not uncommon. Indeed, a similar situation was revealed in Esther’s relationship with her brother Gordon in the first case discussed. Melanie responded to her older brother’s disability much the same way Esther did: by seeking to understand it and adapting to it rather than turning away from it.

Story Analysis

The individual plots in Melanie’s stories were not complex and all but Texts 6 and 8 seemed to follow an underlying script with similar moves:

1. Melanie engages in an enjoyable activity;
2. Jacob intercedes and gains control or takes over the situation and
3. Mom intervenes.

The unstructured dialogue resulted in the stories listed in Table 9. Appendix K contains a detailed analysis of each story.

<p style="text-align: center;">Text 1. I'm Not Invisible</p> <p>"Last month I was playing with my best friend, Marla, and we were playing Nintendo. Out of nowhere my brother came in and begged for a turn. I finally said OK. But when I asked for the Nintendo back several times he kept saying, 'No.' Finally I told my mom and she came and took him off. My brother makes me angry when he takes my friends away and thinks I'm invisible."</p>
<p style="text-align: center;">Text 2. Getting Into It-Losing Control</p> <p>"One time Jacob and I were playing basketball. My dad pulled into the driveway and then we all played. Then my sister came out and we decided to play a real game. Me and my brother against my sister and my dad. When my brother passed me the ball he threw it so hard it hit me in the back and I cried. Whenever he does something he goes crazy when he gets into it. He ends up losing control."</p>
<p style="text-align: center;">Text 3. Door in the Face</p> <p>"Last Tuesday my goldfish died and my mom agreed to buy me guppies. We went to the pet store and we went to look at the birds. I dragged my mom over to see a calm bird chirping. She bought the bird I thought was really mellow. When we got home I told my brother to come see something (the bird), but he said no and slammed the door in my face with a loud bang. My mom told me he was just frustrated with his homework."</p>
<p style="text-align: center;">Text 4. Monday Night Out</p> <p>"Every Monday my mom doesn't like to cook so we usually go out. My brother and sister's favorite restaurant is Denny's, but I hate it. But it's always a 2:1 vote in which I lose. So I always say, "Can't I have a chance?" So this past Monday my mom cooked for me so we wouldn't have to go out to Denny's. This was very special."</p>
<p style="text-align: center;">Text 5. Ulterior Motive</p> <p>"Yesterday I had to do some extra credit homework, but I couldn't do it and it was already ten thirty at night. All of a sudden I went to ask my mom for more help and I see my brother with my homework. I asked him what he was doing and he told me to be quiet that he was helping me. I thought he was messing it up on me. I think he also wanted to stay up late without me so he could use the computer for Nintendo."</p>
<p style="text-align: center;">Text 6. They Sold Her</p> <p>"When I was little my brother came home from school and asked where Melanie was. He</p>

wanted to beat me up. My mother told him they sold her to another family because he was so mean to her. So he started crying on the floor. My mom then told him the truth that I was sleeping. After this, my brother was nicer to me for a little while. When my mom told me this later this year, I realized that my brother really does care about me.”

Text 7. Animal Toys

“Last summer we went to the seashore and my girl cousin (13 years old) came along. We rent an apartment there. At night we all jumped around on the beds and annoyed our parents. My brother kept trying to steal my animal toys, but I kept yelling at him. When I tried to grab my toys back he pretended he was giving them back and then he pulled them away fast and made me fall. I told my parents and they yelled at him.”

Text 8. The Only Girl

“One time I went to Hard Rock Cafe for Jacob’s birthday party. A bunch of his friends came out with my family to celebrate. It was really a dinner party, but the lineup was always so long that we drove after school and waited from 3:00 p.m. on, which was some people’s lunch. Sometimes my brother’s friends would talk to me and then my brother would too. He included me too which made me feel good because I was the only girl around.”

Table 9. Melanie’s stories

The formal story analysis revealed no notable strategies and procedures. I found using a plot analysis clarified the underlying action. When I looked at the roles played in the stories it appeared that Jacob’s role was clearly identified as the disrupter. In most cases Jacob’s behavior intensified and perseverated, although at other times he disrupted by taking over. Melanie’s role seemed to be one of innocence. She portrayed herself as a neutral participant. Mom’s role was one of peacemaker who brought resolution by removing Jacob, by explaining his actions or by paying extra attention to Melanie.

The overriding theme of Melanie’s stories was that of a little sister feeling bullied by her big brother with ADD who showed occasional glimpses of love and concern for her. This left Melanie feeling conflicted and struggling with her ideas about the role a big brother was supposed to play.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 10 presents Melanie's unsent letter to Jacob.

Dear Jacob,

Please be nicer to me in the future. I've had bad experiences of you being mean. Like whenever you hit me or hurt me (sometimes not by arms or legs). If you do that you may not get a job in the future. I really don't like when you're mean to me.

Sometimes you get out of control and do weird things. Please don't get out of control. Sometimes you get so into something that you get crazy with it.

I would like you to include me in things more often, (and also with your friends).

I know you really like me but you should tell me that or I don't think you do.

Love,
Melanie

Table 10. Melanie's letter to Jacob

Melanie wrote this letter as a personal note to a close friend/sibling in order to express her feelings. She did not depict herself as an authority figure by using many command words. In fact, she asked her brother to listen to her in a very polite and unobtrusive way. By using the word "please" to preface her request or using the phrase "I would like" to preface her desire she treated her brother as an equal and showed much respect and concern for him at all times. The only time she used language of authority, and actually commanded her brother to tell her that he likes her, was in her closing sentence: "I know you really like me but you should tell me that or I don't think you do." The fact that Melanie saved this direct, authoritative language only for this request illustrated that this request (Jacob telling Melanie that he likes her) must be the most important to her at present. The request became elaborated: not hitting, including her in

activities when her brother has friends over and maintaining control when playing with her.

Lessons from Melanie

In many ways, Melanie and Jacob shared a typical sibling relationship with both its rivalries and its times of bonding. Melanie desired a closer relationship with her brother and was proud of certain skills he had, such as math and basketball. Melanie seemed secure about handling her brother, especially with her mom in the background. Nevertheless, she did not always trust him, fearing an ulterior motive for his kindness or fearing that he might lose control of himself and hurt her. She created an explanation for herself: "Whenever he does something he goes crazy when he gets into it. He ends up losing control." The activity took him over as if it was an agent, an external force, in that once the activity got going, it could not stop. In spite of this, she desired a close relationship with her brother, developed strategies to cope with his behavior and hoped that he would have a successful and happy life.

NANCY – GREAT BRENTIN

Nancy's Story

This case was also about a younger sister's relationship with an older brother diagnosed with ADHD. Nancy seemed very positive about her brother. This case also demonstrated how someone could use humor to divert negative attention and to turn difficult situations around.

The Neurology Group recommended Nancy for the study. Nancy was nine years old and in third grade. She was the youngest of two children and her parents, Mr. and Mrs. D. were both well-educated professionals, who worked outside the home. Both parents were very supportive of Nancy's participation, although Nancy herself was a little reluctant and intimidated.

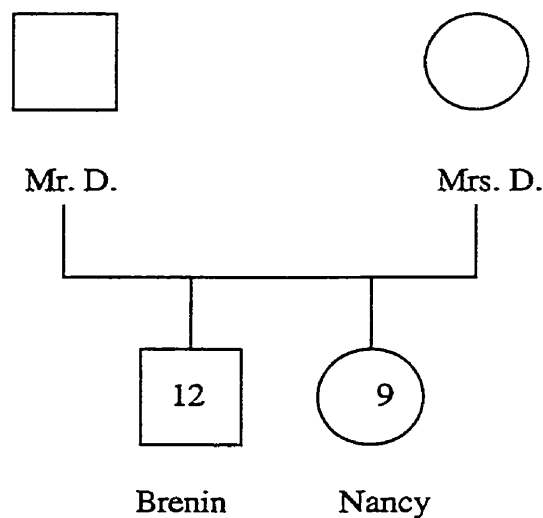


Figure 4. Genogram of Nancy's family

Nancy was somewhat shy and self-conscious about participating in the study. This was due, in part, to the fact that her parents did not fully disclose to her the nature of this

study. Once I explained what was to take place and Nancy better understood the nature of the research, she was more relaxed. Nevertheless, Nancy's nature was reserved and quiet.

Brenin, Nancy's brother, was 12 years old and in sixth grade. He was diagnosed with ADHD at the age of 6½ years old. Like many of the siblings with ADD/ADHD in this study, Brenin was taking Ritalin. He was a bright, articulate boy who participated in athletics and liked playing on computers or cruising the Internet. In many ways, he was typical of his age group.

Although reserved by nature, Nancy had no difficulty responding to the trigger statements in Step One. Like the other participants, Nancy had difficulty initiating stories in Step Two, the informal dialogue with me to elicit personal stories. But once she started, she had no difficulty in completing the exercise. Step Three, the letter writing, did not pose any difficulty for her.

Feelings, Hopes and Lessons

The dominant feeling in the trigger statements was Nancy's appreciation for her big brother's ability to make her laugh, although there were some indications that she was embarrassed when he acted silly with her friends. Nancy and Brenin seemed to share many activities. Brenin was a talker: he talked too much, he talked out of turn and his talking bothered her parents.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: When he makes me laugh because he does silly things. • Happy: When he buys me a shirt for my birthday and shares movie videos with me. • Cool: To be his sister when he does realistic movie impressions. 	<ul style="list-style-type: none"> • Will get to be an actor or producer in the movies, which he really wanted to do. 	<ul style="list-style-type: none"> • Good jokes and how to be funny. • Basketball layouts and dribbling. • Mario, Nintendo game.
I Have Mixed Feelings			
I Don't Feel Good	<ul style="list-style-type: none"> • Mad: When I'm watching TV and he asks to change the channel and I say no, but he takes the clicker and changes it anyway. • Frustrated: When he does silly things in front of my friends when we are trying to play. 	<ul style="list-style-type: none"> • Will learn good manners. • Will do well in school. • Will not talk as much. • Will learn not to spend all of his money on others. 	<ul style="list-style-type: none"> • To be patient and ask him nicely to stop talking when I'm talking. • Not to talk so much because he talks all the time and never stops and it bothers my parents.

Table 11. Nancy's responses to trigger statements

Table 11 contains a summary of Nancy's responses to the trigger statements. There were no mixed statements and Nancy's responses to the trigger statements were balanced between her "good" and "not good" feelings about her sibling. The dominant response focused on Nancy's awareness that Brenin "talks all the time and never stops and it bothers my parents." By excluding herself from those it bothered, Nancy seemed to

remove herself from the action and portray it as a conflict between her older brother and her parents.

Brenin served as a role model for Nancy in that she learned “good jokes and how to be funny” and when he helped her perfect her “basketball layouts and dribbling,” and computer games.”

Story Analysis

The stories seemed to be of two types: Nancy enjoying Brenin’s talent for humor and Nancy trying to gain control of her brother’s behavior by yelling. Nancy maintained a positive relationship throughout. Brenin’s behavior was not frightening, it could be seen as embarrassing: poor manners, talking too much, etc. “Yelling” seemed to be Nancy’s preferred method of getting Brenin’s attention. The unstructured dialogue resulted in the stories listed in Table 12. Appendix L contains a detailed analysis of each story.

Text 1. No Manners

“My friend Sally and I went to Dairy Queen with mom and Brenin before Brenin got a haircut. We got soft-serve ice creams. It was funny when Brenin was eating because he wasn’t using manners. He took a whole spoonful of ice cream and stuffed it into his mouth when we (me and my friend) were taking really little bites. Then my mom got mad and talked to him and tried to teach him manners, but then he started joking around and my mom, my friend and I started laughing. And then everyone was happy.”

Text 2. Impressions of a Movie Star

“This past November my family and I went to Disneyland in LA. My mom and my brother were on the Thunder Mountain Roller coaster in one car and my dad and I were in the next car. My mom took a picture of my brother and he made a really funny face like one on a movie star. He is great at actor impressions.”

Text 3. Lay-ups Together

“One time when I was little, approximately seven years old, we were doing basketball. He tried to teach me lay-ups. He told me what to do and I did a couple and he watched. Then he went inside and I didn’t know he was watching me and I started to shoot, but I didn’t do so great, so he came out and showed me again. He tells me when I’m not doing well,

and when I'm OK. He's never really mean."

Text 4. Mask of Laughter and Jokes

"One day my friend Sally was over and we were dancing in the basement. She takes tap and I take ballet. My brother, Brenin, came down to get something and he went where Sally was and began fooling around and trying to be funny. I asked him to go and stop, but he didn't listen so I called my mom. She asked him to come up so he did. He listens to my mom a lot, but not always to me."

Text 5. Yelling is The Only Thing That Works

"Sometimes I go to watch TV and then Brenin will come down and ask if he can flip the channel to see something different and I say OK. But, then he keeps the remote control and looks for a long time to see more channels and more movies, and finally, he will give it back after I yell: 'Brenin. Give it back.'"

Text 6. Out of Control

"When our family was on our way to my dad's friend's house in our car I asked my mom what the original movie *Romeo and Juliet* was about. Brenin interrupted and started telling me about the 90's version of the movie without stopping. I yelled, 'Brenin I don't want the 90's version, I want to know about the original one.' Only then did my brother stop and my mother began to tell me the story."

Table 12. Nancy's stories

I examined Nancy's stories using story analysis. After determining the underlying strategies and consequences, I found that Brenin employed a strategy of joking around in reaction to reprimands and parental authority. The underlying consequence of his action, it seemed, was that Brenin learned he could use humor and jokes to escape punishment. Although Nancy's brother handled social situations immaturely by fooling around, talking incessantly or making faces, she felt that he made people happy and was a good brother.

Using plot analysis, the first three stories, Texts 1-3, revealed Nancy's enjoyment of Brenin's talent for humor. Texts 4-6, the last three, showed Nancy's attempts to gain control of her brother's behavior, most often by yelling. All the stories were descriptive and concluded with a resolution. Analyzing the roles seemed to show that aside from Brenin's often-employed role of comedian, no other clear strategic role was apparent.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 13 presents Nancy's unsent letter to Brenin.

Dear Brenin,

Remember when we were at Dairy Queen and we got ice cream with Sally and you were eating like a pig and mom started trying to teach you manners and then you were starting to be funny and digging the spoon in the ice cream stuff and making the spoon full and stuffing it in your mouth and me and Sally were being polite.

I remember when I did the physical fitness test and I did the mile run in 10 min. and 18 sec. And when you were in 5th grade you did it in 7 mins. 20 sec, but I did 7 pull-ups and you did 6. You are such a fast runner, and such a good athlete! Brenin, please don't flip the channel while I am watching in the big screen TV room, just go in the other room with the littler TV. Thank you!

Love,
Nancy

Table 13. Nancy's letter to Brenin

This letter was written in a stream of consciousness form, like an informal journal or diary, listing embarrassing behaviors without reprimanding. Nancy's use of the word "Remember" to introduce the letter indicated that she saw herself in an equal relationship with her brother. She wrote in both the first and second person and wrote the first half of her letter in the past tense. Only her last two sentences were in the present tense. Nancy shares her feelings with her brother in a subtle, non-threatening manner by helping him recall the events she wanted him to remember.

Nancy wrote this letter out of respect and love for her brother. She used attributions, e.g., he "eats like a pig," rather than saying that he is a pig, and highlights a positive trait she admired about him with an exclamation point: "You are such a fast runner, and such a good athlete!" Only in her closing sentence did Nancy command or

place a demand on her brother, “Brenin, please don’t flip the channel while I am watching in the big screen TV room, just go in the other room with the littler TV Thank you!” She even softened her only demand by using the word “please” in front of her command “don’t” and culminated with a sincere “Thank you!” However, her use of the exclamation point emphasized the importance of her brother respecting her feelings in advance.

Nancy wrote in a very indirect manner for the majority of the letter. For instance, instead of saying “I don’t like when you embarrasses me in front of her friends by not being polite” she wrote, “Remember when...you were eating like a pig and mom started trying to teach you manners...and me and Sally were being polite.”

The main theme of the letter was not embarrassing her in front of her friends and listening to her or her feelings. These themes were also brought out in the responses to the trigger statements and in her stories.

Lessons from Nancy

Nancy maintained a healthy sibling relationship with her brother including its normal share of sibling rivalry. Nancy’s experience taught her three lessons:

1. “You can get away with bad manners if you’re funny.”
2. “You’re supposed to be patient and nice but sometimes you have to yell.”
3. “Sometimes being funny goes too far, especially with my friends.”

Nevertheless, Brenin remained a role model for Nancy and someone she could look up to when it came to basketball, computer games and good jokes.

Kevin was an outgoing and confident young man. He was quite popular and athletic, having many friends and participating on his school's wrestling team. He also played community sports, such as soccer and baseball, was involved in a teen youth group at his local house of worship and was in a music band.

Kevin was 14 years old and in ninth grade. He was the older of two children. His younger brother, Larry, was ten years old and in fifth grade. Larry was diagnosed with ADD, when he was nine years old, and was currently following a regimen that included taking Ritalin. Larry, like his brother, was outgoing and athletic. He also played community sports and had several hobbies, including playing several musical instruments. Larry appeared to be a typical adolescent with a wide variety of interests, including playing video games and watching TV.

Mr. and Mrs. E. were both professionals, however, Mrs. E. opted to work part time in order to be home for her children. Both were involved in community activities and active in their community religious institution.

Kevin presented himself with confidence at the time of the interview. He readily responded to Step One of the study, which consisted of a series of trigger statements. Step Two, the informal dialogue with me to elicit personal stories, was more difficult than Step One because of its unstructured format, but was easier for Kevin than it was for some of the younger participants in the study. Step Three, the letter writing exercise, did not pose any difficulties for Kevin.

Feelings, Hopes and Lessons

The dominant feature of Kevin's responses to the trigger statements was his acute awareness of problems faced by his brother and that as an older brother he should be more understanding and tolerant. The brothers appeared to care about and appreciate each other.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Proud: In many ways he looks up to me. He thinks I'm cool (I'm good at soccer and wrestling). • Proud: I'm a role model for him. • Proud: When he does well and excels at things. • Happy: When he does well. 	<ul style="list-style-type: none"> • Will accomplish what he sets out to accomplish. Even though he has some problems he is still very determined. • Will do well in whatever he chooses to be (business). • Will stick with his athletics and he doesn't give up just because he's not a 'starter' or top player. • Will do well in school. • Will have good friends and keeps them. 	<ul style="list-style-type: none"> • To be more patient with my brother and to remember that it is hard for him to understand certain things like reading.
I Have Mixed Feelings	.		
I Don't Feel Good	<ul style="list-style-type: none"> • Guilty: Because I know he has trouble with things and I still tease him or make fun of him, but then I 		<ul style="list-style-type: none"> • I should ignore my brother when he annoys me, but habit usually

	realize I was wrong. • Mad: When every Saturday I have to wake up at 6:00 a.m. to wrestle and when I finally had one day to sleep he woke me up with his clarinet playing just to annoy me. • Annoyed: When I have friends over and we're trying to watch a video or play he will interrupt with the dog or make a wise crack.		takes over and I beat him up or we fight.
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Table 14. Kevin's responses to trigger statements

Table 14 categorizes Kevin's responses to the trigger statements. Kevin's largely positive relationship with his brother Larry was most evident in his responses to the "hopes" trigger statement. Kevin hoped that his brother would be successful by accomplishing "whatever he sets out to accomplish" and by doing "well in whatever he chooses to be." He also hoped that Larry would "do well in school" and would "have good friends." Kevin recognized that things did not come easily to Larry, but nevertheless hoped that his brother would "stick with his athletics" and "not give up just because he's not a starter or top player."

Kevin took pride in his brother's accomplishments and felt "proud" that Larry looked up to him. As a result, Kevin's relationship was based, in part on his self-imposed role as the idealized big brother. Thus Kevin declared that his pride was due, at least in

part, to the fact that he saw himself as a role model for Larry. Indeed, the only negative action had to do with the lesson Kevin felt he learned from Larry's annoying behavior: "I should ignore my brother when he annoys me but habit usually takes over and I beat him up or we fight."

Kevin's justified his negative feelings as responding to Larry's behavior. Thus, he was "mad" when Larry purposely woke him up by playing the clarinet. He was "annoyed when [he would] have friends over [and they were] trying to watch a video or play [and Larry would] interrupt with the dog or make a wise crack." The lessons learned related to a similar theme: "habit usually takes over and I beat [Larry] up or we fight." Thus, Kevin felt that he needed "to be more patient with [his] brother and to remember that it is hard for him to understand certain things."

Story Analysis

The majority of Kevin's stories were simple and resulted in resolution. The common theme in most of them was that Kevin, Larry and their dad enjoyed the sport of being physical with each other. Although Kevin was frustrated with his brother and beat him up as a last resort, the physicality seemed to hold an important place in their relationship. For example, it acted as an agent for distraction, it taught a lesson (i.e., using physical force to fight leads to punishment of using force for exercise) and it relieved frustration. Thus, even though most of the stories contained negative action, Kevin, nevertheless, had a good relationship with his brother. Kevin's case study was rare in that, aside from Esther's stories, it was the only other one in which the father alone intervened.

The unstructured dialogue resulted in the stories listed in Table 15. Appendix M contains a detailed analysis of each story.

<p>Text 1. Push-ups to Teach a Lesson</p> <p>"A lot of times, when my brother annoys me, I'll tell him to stop. And then I tell him to shut up. Afterwards, I beat him up, which makes him fight back. When dad hears us, he comes in and makes us both do push ups to teach us a lesson."</p>
<p>Text 2. Allies When Threatened</p> <p>"During winter break we went to Hawaii for vacation. Larry and I didn't fight for approximately ten days. We were both on the same side. Our cousin Bobby was there from Delaware and Larry and I was always arguing with him. It was the first time in a long time that Larry and I were on the same side. Together we banded together against Bobby who was annoying us. We actually enjoyed this vacation and each other's friendship."</p>
<p>Text 3. Finally, I Lose It</p> <p>"Two weeks ago, me and six friends came home to watch a movie. My mom asked if it would be OK if Larry watches also and I said, 'OK, if he didn't annoy us.' So everything was fine. Then all of a sudden, he brought the dog into the room and insisted that he play with the dog here. The dog started jumping all over everyone and we couldn't see our movie. So I told Larry to take the dog out of the room and he wouldn't, so I had to physically move him. He resisted though and came back into the room. This went on a couple of times till, finally, I began beating him up."</p>
<p>Text 4. Yeah! She Finally Sticks Up For Me</p> <p>"Last year, I was hanging out with Carl and Frank, and we were all riding around on our bikes. As we were riding through the business section of town, we saw Larry. We told him we didn't want him following us around and we left. He tried following us again and so we went home and I told my mom. My mom made Larry stay home. He frustrates me so much 'cause when I'm with my friends I don't want my baby brother around. I was really glad when she [my mom] made him stay home."</p>
<p>Text 5. Hidden Talents</p> <p>"Last week my brother's team was playing indoor soccer. Even though the team lost, my brother scored both of his team's goals. When I saw this on my parent's video I felt very good for him. Larry is athletic, but most people don't think he is athletic 'cause he doesn't look it. He looks skinny and weak. I was proud that he was proving to people that he isn't just a little kid that couldn't do anything. Rather, he showed them he had talent by making both team's goals."</p>
<p>Text 6. He Looks Up To Me</p> <p>"I play bass guitar and Larry wants to get into it 'cause he looks up to me. I think 'cause I play guitar that he wants to do it too. Even though my brother acts like he hates me and always annoys me, he really looks up to me 'cause he wants to be like me or do what I do."</p>

I think that even though Larry acts like he doesn't like me, he really looks up to me because, different things that I do, he really wants to do also. For example, when I started wrestling, he wanted to do it too. And now with guitar, he also thinks that is cool. I guess I'm like a role model for him. That makes me feel good and important."

Table 15. Kevin's stories

Most of the plots in Kevin's stories contained a similar underlying script with similar moves. Kevin's brother Larry behaved annoyingly. Kevin used verbal force, followed by light physical force (removal Larry or pushing him), and finally, resorted to beating him up. It was interesting to note that Larry often goaded Kevin on. Perhaps Larry enjoyed the negative attention he got from Kevin because it pulled Kevin away from his friends, who were competing with Larry for Kevin's attention.

While Texts 1-4 were negative because they included predominantly negative behavior, Texts 5 and 6 countered this by containing positive scripts and the actions resolving positively. In Text 5, Kevin proclaimed his pride in Larry's soccer abilities, even though the team lost: "my brother scored both of his team's goals ... I felt very good for him." It was also interesting to note in Text 5 that Kevin considered Larry's puny and skinny physique more of a liability than the annoying behavior of his disability.

Furthermore, while the simple plots in Texts 1-4 seemed to have no apparent roles, Text 6 saw Kevin self-impose the notion of being a role model for his brother. In Text 6, Kevin took pride in the fact that "even though my brother acts like he hates me and always annoys me, he really looks up to me 'cause he wants to be like me or do what I do." It was implicit in Text 5, but explicit in Text 6, that Kevin concluded: "I guess I'm like a role model for him, that makes me feel good and important."

Unsent Letter

The final part of the interview was the letter writing assignment. Table 16 presents Kevin's unsent letter to Larry.

Dear Larry,

I would just like to take this opportunity to say a few things that [I] never had the chance to say. Even though I say and do some things, I don't always mean them. It's just sometimes you get me so mad that I just want to knock you senseless. But, after I think about it, it isn't always your fault. Even though you provoke me, I shouldn't retaliate. Never mind that, I really don't hate you. Not even close. There are so many times when I am extremely proud of you, but given our "disliking your sibling" circumstances, I never let those feelings out. That's probably my biggest problem. I always keep my emotions repressed and hidden. I don't know why, I just do. On that note, I would like to say I'm sorry for all the things I've ever done or said to you, and that I am very proud of you.

Sincerely yours,

Kevin

Table 16. Kevin's letter to Larry

Kevin wrote in the first person and maintained a very personal, sensitive and caring tone throughout the letter. Due to the fact that Kevin was not normally comfortable being open with people (including his brother) he used this letter as a means of expressing himself in a safe manner because he knew the letter would not be sent.

Kevin, in his letter, explored his own feelings of guilt, frustration and lack of control over his brother's behavior as well as over his own. As he wrote to his brother, Kevin also wrote to himself and became aware of his own feelings and actions, thus making the first step to change. As he wrote, "Even though I say and do some things, I don't always mean them. It's just sometimes you get me so mad that I just want to knock you senseless. But, after I think about it, it isn't always your fault. Even though you

provoke me, I shouldn't retaliate." Kevin realized how much he did care about his brother and about the pride he had. The letter gave him a safe way to open himself up.

Kevin used unique sentence structure to make his point. He used the negative preceding a verb to imply the opposite. For example, Kevin wrote, "...I really don't hate you...it isn't always your fault; ...I shouldn't retaliate" when he really could have said, "I really like you; It's sometimes my fault; I should keep quiet." Perhaps by using the negative preceding the verb Kevin subconsciously showed the difficulty he had owning up to his true feelings. Although it was subtle and passive, Kevin became aware of his feelings and by writing this letter realized that he did have the courage to open up and become an active participant in his feelings and actions.

Kevin's use of the phrase, "Never mind that," appeared to illuminate Kevin's belief that it was OK to beat up his brother when Larry provoked him first: "Even though you provoke me, I shouldn't retaliate. Never mind that." The latter phrase clearly emphasized that Kevin should concern himself with more important matters about Larry than the 'normal' fighting that goes on with boys.

Lessons from Kevin

The lessons learned from Kevin could be summarized as: You just have to get through to him to teach him a lesson; being skinny and weak is worse than being disabled; and little brothers are a pain but mine has a reason. Similarly, Kevin's responses on how to handle frustration could be summarized as, "But hey, he bugged me so I beat him up, but he's a good kid."

DEBBIE – CONFLICT WITHOUT RESOLUTION

Debbie's Story

Debbie's relationship with her brother seemed less positive than the others. The case study seemed to depict a big sister who disliked her younger brother and he did not seem to look up to her. The stories told more about Eric's coping with situations than her beliefs. In the trigger statements she talked about how she learned to manage his behavior while in the stories there were few examples of personal interactions between the two siblings.

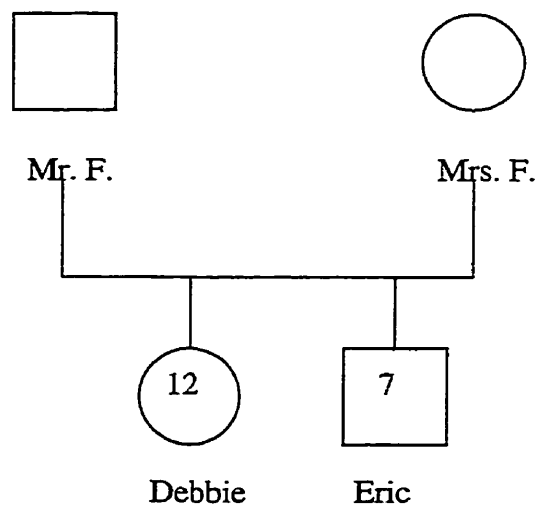


Figure 6. Genogram of Debbie's family

Debbie's parents, especially her mother, were enthusiastic about her participation in this study. Mrs. F. readily volunteered her daughter for inclusion in the study after being referred by a psychologist and asking Debbie if she was willing and interested.

Debbie, at 12 years old and in sixth grade, was effervescent and talkative. She was bright, thoughtful and personable, and had several close friends. Her brother, Eric, was the younger of the two siblings. He was seven years old and in first grade. Eric was diagnosed with ADHD at the age of four years old and was taking Ritalin.

Debbie was open to the idea of participating in the research for this thesis and very relaxed about her involvement. Step One, the responses to the trigger statements, took place without incident while Step Two, the informal dialogue with me to elicit personal stories, was more difficult for her. This was due to the unstructured format of the step, which was also more difficult for the other participants. Nevertheless, she was able to provide me with many of her stories. Step Three, the letter writing, did not pose any difficulties for her.

Feelings, Hopes and Lessons

There was an undertone of bitterness and anger in Debbie's trigger statements that was more pronounced than the other participants. There were only six positive statements of the 24. She produced a litany of unpleasant traits. There was an underlying fear at what he might do: "when he threatens my friends" and "he can hurt or kill when he doesn't get his way."

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: He is a very bright and creative thinker and talker and very imaginative. 	<ul style="list-style-type: none"> • Will have easier time with math so he won't have to work so hard at that and his language. • Will get a good job. • Will get lots of close friends. • Will have lots of fruit in his house 'cause that's all he eats now. • Will like school and whatever he does. 	
I Have Mixed Feelings			<ul style="list-style-type: none"> • There are two ways to do something because he will always find an alternate way to mine. • Patience because he doesn't usually understand things the first time.
I Don't Feel Good	<ul style="list-style-type: none"> • Sad: He makes me feel guilty when I have not done anything. • Embarrassed: In front of strangers he speaks very loud and screams with transitions he doesn't 	<ul style="list-style-type: none"> • Will learn to get over his stubbornness. • Will learn to become less rigid with food and other things. • Will learn that he can have different 	<ul style="list-style-type: none"> • Techniques that won't set him off such as distracting him while he buckles his seat belt. • If you leave him alone when

	<p>like; has poor eating habits like eating with his mouth open and taking huge, loud bites.</p> <ul style="list-style-type: none"> • Upset: When he's too imaginative and becomes set in his ways-compulsive. • Angry: He knows how to get me mad by saying my name over and over. When he threatens my friends that he can hurt or kill if he doesn't get his way. • Afraid: That if he is not thinking he might get hurt like sliding down the banisters. • Frustrated: When he wants something and won't label the thing and I don't know, but he's insistent that I know I become furious. • Jealous: He's not old enough to understand how the world works and so he gets out of chores that I have to do and he laughs. • Scared: When he punches, kicks, curses, hollers and says he'll kill me with a knife 	<p>moods/emotions other than the extremes of very bad or very good.</p> <ul style="list-style-type: none"> • Will gain more self-control physically and emotionally. 	<p>he's mad he will mellow.</p> <ul style="list-style-type: none"> • That he will listen to demands placed on him by sitters that he wouldn't with parents (i.e. he will eat ___ from a sitter and not from parents). • Techniques to get him to stop temper tantrums. • Learned that his temper tantrums are short and will eventually end.
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	(threatens me).		
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Table 17. Debbie's responses to trigger statements

Table 17 contains a summary of Debbie's responses to the trigger statements. Her responses seemed to indicate the beginning stages of externalization in her statements about temper tantrums: "His temper tantrums are short and will eventually end" and "I hope that he will learn that he can have different moods/emotions other than the extremes of very bad or very good." The basis of externalization may be related to her advanced understanding of her brother's disability and possible coping strategies. The techniques of patience and distraction that she identified and used were also examples of this.

Debbie found the "lesson" trigger to be the outlet for expressing her mixed feelings about Eric. Only two in number, these lessons were methods of coping. She learned that "there are two ways to do something because he will always find an alternate way to mine" and she learned to have patience "because he doesn't usually understand things the first time."

The remaining responses to the "lesson" trigger were negative. The lessons Debbie learned from the negative actions of her brother were also coping techniques learned vicariously. From Eric's negative behavior she learned to distract him while he bucked his seat belt and that "if you leave him alone when he's mad he will mellow." These responses to the "lesson" trigger seemed to indicate Debbie's somewhat negative relationship with her brother. She learned coping strategies that enabled her to engage her brother as well as those that signaled a need for her to distance herself from him.

The hope trigger was divided almost equally between positive and negative action. The positive “hopes” statements focused on objective or societal goals. She wanted him to “have an easier time with math,” have “lots of close friends,” “like school and whatever he does” and have the kind of foods he likes to eat. The negative responses to the “hopes” trigger focused on subjective or personal issues, such as learning “to get over his stubbornness,” “become less rigid,” learn to balance his mood swings and “gain more self-control physically and emotionally.”

However, Debbie’s negative feelings for her brother were most evident in her responses to the “feelings” trigger, especially when underscored by her single positive response to this trigger statement. Her feelings ranged from sadness and jealousy over the special treatment Eric received, such as “he gets out of chores that I have to do and he laughs,” to anger and frustration when he embarrassed or taunted her. For example, “he knows how to get me mad by saying my name over and over.” She was also fearful that he would hurt her or himself. Debbie did mention that she felt “happy” in response to Eric’s positive action of creativity, imagination and intelligence. But, while Debbie’s feelings did indicate a certain pride in her brother, it was vastly overshadowed by her negative feelings resulting from his negative actions.

Story Analysis

Debbie’s stories were not about her but about Eric. They were descriptions of how her brother, Eric, handled new and unfamiliar situations. Eric seemed to create an altercation of control because he could not control the larger “unfamiliar environment,

transitions or changes in which he found himself. These stories are listed in Table 18.

Appendix N contains a detailed analysis of each story.

Text 1. Totally in Control

"Eric doesn't like family vacations. This past summer we flew into San Francisco and drove to Tahoe. When we got off the plane he got really sick. After we got a car, and when we were in the middle of nowhere, he says he has to go to the bathroom. Then we started driving again and he complains it's boring. Then I try to point out a plane in the sky and he says he hates planes, and five minutes later he says: 'wow a plane.' Then we get there and I said that I wanted to swim and he complained and whined and was very pessimistic. Later, on his terms, when he finally decided to go swimming, we all went and he had fun. We later went to see a movie and he couldn't sit through it."

Text 2. I Say Yes, He Says No

"When we were on a family vacation in Arizona, we went to the Sedona Canyon. My brother [Eric] said that the canyon must be a picture. I said, 'No, it wasn't,' but he was compulsive about saying 'No, it is a picture.' Then, at the Grand Canyon, Eric says, 'This is not the Grand Canyon.' He then loses his special blanket in the log cabin and he still wants it and talks about it all day. He also kept insisting it was raining when it really was not."

Text 3. Gold Rocks or Specks?

"When we were on our trip to Utah, we were in a cabin with bunk beds. The first night Eric could not decide where to sleep so he slept on the floor. The second night he started on the top bunk and then came down to the bottom bunk where I was because he was scared of the mosquitoes. We went gold digging in a little stream and he expected gold rocks. He kept telling me that he had gold rocks when he only had gold specks. That night Eric ate an apple in bed so loud when I was trying to sleep. Then he pretended to barf which made me so angry. Then he crawled onto the top bunk where I slept and asked me how my breath smelled. He made me so angry."

Text 4. King of the Castle

"About four years ago in our old house we had an arched doorway with poles. When I returned from going to the bathroom Eric said, 'I'm king and you can't do anything,' as he hung from a pole. He then fell and I helped him. He started yelling, 'Don't touch me,' so I walked away."

Text 5. Kicking and Screaming

"This past January I was going to sleep at my friend Kate's house to see her dance show. I told him [Eric] to put his shoes on because we were going to dinner before my sleep over. We (my parents and I) had to carry Eric kicking and screaming to the car. When we got to the restaurant we couldn't get him out of the car so we left him and then he came running and screaming toward us. Then we finally were sitting and he said that he wouldn't eat anything in a mad voice, but he ended up eating a lot 'cause he hadn't eaten all day."

<p>Text 6. He Usually Gets What He Wants</p> <p>“As usual, my brother convinced dad to bring up the television from the basement and hook up the cable. We were supposed to go out because we were here all day, but Eric wouldn’t come so we stayed home. The next night we wanted to go out again, but he didn’t want to go out again. This time my parents were very angry and said: ‘If you do not come up and get into the car, the TV will be taken away.’ My brother threatened to take away their TV, but my parents dragged him out to the car instead.”</p>
<p>Text 7. Deep Down He Cares</p> <p>“One day Eric came home from school with an art project and said it was for me. I felt good and hung it in my room. After I hung up the snowflake, Eric was so happy and said: ‘Thank you.’ This made me feel good.”</p>
<p>Text 8. They Expect More of Me</p> <p>“My brother has lots of electric trains all over his room. I have a really messy room, but my parents always complain that I have to clean my room and he doesn’t. I tell them when he does that I will, but I always get into trouble and he doesn’t. When we have to clean up the basement my mom yells at me and makes me clean it up by myself because she knows that he won’t. He never gets yelled at.”</p>

Table 18. Debbie’s stories

With the exception of one positive script and resolution, the scripts and resolutions of Debbie’s stories were negative. In many ways Eric was very attached – even dependant – upon Debbie. He trusted her and felt safe with her but did irritating and annoying things to her to get her attention and the attention of their parents. But this attention-seeking behavior was almost always negative and resulted in Debbie’s distancing herself from Eric. All but the last text had a similar underlying script: the little kid is attached to me (he climbs up to me; he climbs in bed with me). He is irritating to me but my image of myself is positive because I understand that he needs me.

The first six stories were descriptions of Eric’s inability to handle new and strange situations. In each of the contexts he felt unsafe and set up arguments as a mechanism to cope with the uncertainty and uneasiness. This was consistent with Debbie’s statement

that he “speaks very loud and screams with transitions.” Texts 1-3 told of three separate vacations. Debbie summarized the experiences best when she noted, in Text 1: “Eric doesn’t like family vacations.” She reported that Eric “complained, whined and was very pessimistic.” He would only do things “on his terms.” The script was negative and resolved negatively. Texts 2 and 3 were variations on this same theme. In Texts 4-6 Debbie detached herself from her brother both physically and emotionally by avoiding him. She “walked away.” In particular, Debbie removed herself from the narratives in Texts 5 and 6, which seemed to indicate her desire to detach herself from her brother. Once again the problem of Eric’s behavior set him apart from her.

Text 7 balanced the description of negative behaviors by talking about shared positive feelings and having a positive resolution. Eric, in giving a gift of what he made, showed that he cared about Debbie and she was touched not only by the gift but also by his pleasure when she acknowledged it. This took place within the familiarity of the home.

Text 8, however, returned to the pattern of negative script and negative resolution. Debbie expressed anger and jealousy over the fact that she was required to clean up her room, whereas Eric did not have to clean his: “I tell them [my parents] when he does that I will, but I always get into trouble and he doesn’t.” The negative script was exasperated by feelings of frustration because Debbie’s mother made her clean the basement knowing that Eric would not. The script ended negatively with Debbie’s proclamation that “He never gets yelled at.” The negativity of this story permeated its three components:

Debbie" perspective on room cleaning, on her mother's intervention and on her concluding generalization. Parental interventions in this script reinforced Debbie's feelings of detachment because she was forced into a negative relationship with her brother. She had to clean up after him and instead of him. The relationship moved from detachment and avoidance to resistance and resentment.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 19 presents Debbie's unsent letter to Eric.

Dear Eric,

I just wanted to tell you some things: 1) you have to do something about these eating habits and they are, chew with your mouth closed, don't talk with your mouth full etc. 2) you have to work on temper tantrums and 3) you have to be nicer to mom and dad because that's the way you are to others. Try to be nicer to me because I will drive before you do (I think!?) and I will probably have to drive you places (maybe) and also only worry about the big stuff and not about life's little nuisances like homework.

Love

Debbie (Zixx)

Table 19. Debbie's letter to Eric

This letter was written almost as though it was an instruction manual for a business. Debbie began the opening sentence with what seemed to be the beginning of a personalized and warm letter, written in the first person, "I just wanted to tell you some things." However, she quickly demonstrated authority and reprimand by writing in the second person and in a bulleted report style. Debbie chose explicit vocabulary intended to show her authority over the reader: "You have to...."

The tone of this letter was one of anger followed by care and concern. Only after Debbie tried to demonstrate her authority and power over Eric did she try to soften the tone and talk to him as a close friend or sibling, "Try to be nicer to me because I will drive before you do (I think!?) and I will probably have to drive you places (maybe)...." Debbie's choice of the word "try" instead of her previous choice of "you have to" transformed her tone from a negative to a more positive one. She further demonstrated her care and concern in her final remark, "and also only worry about the big stuff and not about life's little nuisances like homework." Here Debbie also did not use the commanding words "you have to," but instead explained to her brother, in a more suggestive manner, her concern for him when she suggested only worrying about the big things.

Feeling embarrassed in front of strangers, hoping her brother would learn better manners and more self control, and caring more about the family are themes which emerged in the letter that were parallel to those that emerged from the trigger statements and the stories.

Debbie used this letter in a therapeutic manner to express her deepest concerns and feelings for her brother through a safe medium, the letter. The fact that she sandwiched her authority between words of care and concern demonstrated Debbie's ultimate positive feelings for her brother.

Lessons from Debbie

The data collected from the trigger statements, story analyses and unsent letter revealed the primarily negative relationship that Debbie had with Eric. She resented what she felt was Eric's use of his disability to manipulate others to his advantage and to gain power and control of situations. Debbie's lesson's can best be summarized as: little brothers can be a constant pain in the neck with their arguing and I don't like my brother, but at times I realize that I love him.

Debbie was typical of Erikson's fourth stage of human development, which Kalat (1990) described one of industry versus inferiority. Debbie was beginning to widen her focus from the immediate family to society. As such, it seemed as though she wanted to excel in the social skills of her age group and felt that Eric's behavior was counterproductive.

SANDY – FEELING FRUSTRATED

Sandy's Story

Sandy was an older sister with a difficult little brother. She demonstrated an advanced understanding of her brother's behavior and was able to separate herself from the problems he created. In the interview she moved clearly from expressing anger at the problems he created. In the interview she moved clearly from expressing anger at being blamed for her brother's wrongdoing to being able to analyze the family dynamics and the underlying scripts. By the end of the session, she realized that she was separate from the activity.

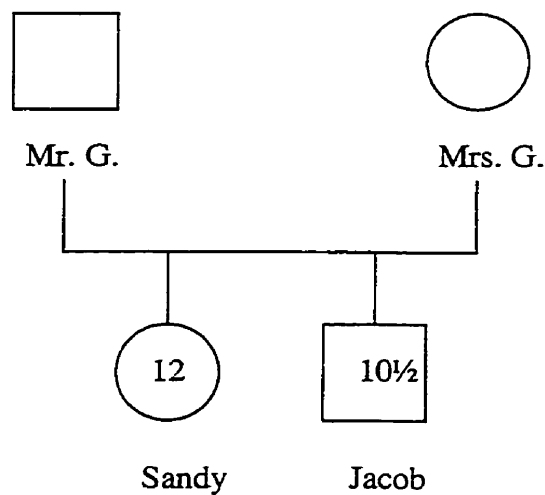


Figure 7. Genogram of Sandy's family

A psychologist recommended that Sandy participate in this study. She was just short of her 12th birthday and a student in sixth grade. Sandy was articulate, did well in

school and mature for her age. She was outgoing, had many friends and enjoyed getting together with them after school to play or simply to socialize.

Sandy was the older of two children. Her younger brother, Jacob, age 10 ½ years old, was diagnosed with ADHD at age nine. In order to help him maintain self-control and better focus his attention, Jacob was taking Ritalin. Jacob appeared to be a typical youth, although somewhat immature for his age, interested in playing video games and watching TV.

Both Mr. and Mrs. G. were professionals working out of the home. Mrs. G., in particular, was very enthusiastic and supportive of her daughter's participation.

Sandy was excited about participating in the research for this thesis, but was a little nervous because she did not know what to expect. However, when Step One, the responses to the trigger statements, began, she quickly relaxed and participated eagerly. Step Two, the informal dialogue with me to elicit personal stories, was more difficult for her, as it was for the other participants, because of its unstructured format. Nevertheless, she was able to provide me with many of her stories. Step Three, the letter writing, did not pose any difficulties for her.

Feelings, Hopes and Lessons

Sandy's statements reflected being a big sister with an irritating little brother. They seemed to focus on the unfairness of being blamed for her brother's behavior. Being blamed by her brother and by her parents occurred in response to all three triggers. There was a strong negative undertone as well that culminated in her hope that he "will not be a killer or thief or get into real trouble." It seemed to reflect Sandy's real fear of what her brother might actually become.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: When my brother gets me presents. • Excited: He will always tell me stuff that is going to happen because he hears from eavesdropping from my parents or from them. 	<ul style="list-style-type: none"> • He will get a good job and make good money. • He will have a home. 	
I Have Mixed Feelings			
I Don't Feel Good	<ul style="list-style-type: none"> • Mad: He blames me for things I didn't do and he keeps insisting he is right. • Frustrated: When I get flack and into trouble for his wrongdoing. • Embarrassed: When my friends are over and he will pick on me and say annoying 	<ul style="list-style-type: none"> • He will not be a killer or a thief or get into real trouble. • He will not get a bad job. • He will learn how to control himself. • He will not be a singer because then he would sing all the time 	<ul style="list-style-type: none"> • To be more patient because I have to have a lot of patience to be with him. • To stick up for myself because he now blames me for his wrongdoing.

	things to me and then my friends get annoyed. • Annoyed: He yells and sings constantly.	forever. • He will not bug me anymore. • He will not blame me anymore.	
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Table 20. Sandy's responses to the trigger statements

Table 20 contains a summary of Sandy's responses to the trigger statements. For Sandy, the "lessons" and "hopes" triggers were almost exclusively negative. From two lessons Sandy learned coping and self-defense methods. She learned "to have more patience to be with him" and to "stick up for [her]self because he blamed [her] for his wrongdoing." Aside from her hopes that Jacob "will get a good job and make good money" and "have a home," Sandy's other hopes revealed her anger and bitterness over her brother's behavior. Thus, she hoped the he would "not bug [her]" or would "not blame [her] anymore."

Sandy's feelings in response to her brother reflected her lack of control in the situation. She felt "mad" when he blamed her for things she did not do and "frustrated" when she got in trouble for his wrongdoing. She was "annoyed" at his constant singing and "embarrassed" by him in front of her friends. Nevertheless, she also experienced feelings of being "happy" and "excited" in reaction to positive occurrences, such as Jacob's gift giving and when "he tells [Sandy] stuff that is going to happen" that he overhears. Overall, however, Sandy's relationship was already established in her eyes as a negative one.

Story Analysis

All of the stories followed a similar script: Jacob was included in an activity and then disrupted it for everyone (especially when he lost face). Only the resolution differed – he yelled, she left, mom intervened. The unstructured dialogue resulted in the stories listed in Table 21. Appendix O contains a detailed analysis of each story.

<p style="text-align: center;">Text 1. Mad on Principle</p> <p>“Last year our whole family, my cousins and aunt and uncle went to Maine for one week. During the week he [Jacob] was always excited and my cousin who was six years old always wanted to have races and my brother Jacob always raced him. When my cousin who was young lied and said he won the race (when my brother really won) my brother started yelling at him and saying he won and couldn’t understand that our cousin was only six.”</p>
<p style="text-align: center;">Text 2. I Just Wanted to Get Away</p> <p>“When our [nuclear] family went to Colorado for a white water rafting trip, my dad was talking to other people in the group and my brother would call him names. He was just kidding, but it was really bad. Also, my brother was really stubborn and complaining a lot. When the whole group would go on hikes my brother would put up a fight with my mom not to go and complained a lot. This got my mother pretty mad. I avoided him as much as I could and would go with other people.”</p>
<p style="text-align: center;">Text 3. My Word Means Nothing</p> <p>“In third grade I had a sleepover birthday party and my brother kept wanting to come down and be with us. He kept bothering us and wouldn’t leave us alone. My mother said that he had to stay down with us a little while and then go up and this bothered me a lot. This happens a lot where I have to include my brother in my play activities with my friends and if I don’t, he tells my mom and she asks me to let him in. This makes me angry.”</p>
<p style="text-align: center;">Text 4. When He Listens, I’m Calm</p> <p>“If I teach Jacob how to get into something on computer or teach him a game, he listens to me. This makes me calm and feel like he’s not taking over. He usually makes me feel like he’s taking over, like when we have to play a game or whatever we do, he <u>always</u> has to be in charge and make up his own rules.”</p>

<p>Text 5. Sore Loser</p> <p>“My family has a home in the Catskills in upstate NY. We go there whenever we have free time. I have a friend up there and so does he. We will hike as a family and sometimes my friend and I and Jacob and his friend will play kickball or basketball together. It’s fun until he starts to lose, he cheats, then both our friends and I get annoyed and we stop playing which makes him yell more.”</p>
<p>Text 6. Cartoons or ‘Regular’ Shows</p> <p>“Usually at night my brother and I watch TV. He sits on one couch and I sit on the small couch. He usually likes to watch cartoons and I like other stuff, like regular TV shows. He usually lets me change the channel <u>after</u> his cartoon is over. Then I’m happy. He watches TV a lot so my mom will come in and tell him to let me watch what I want.”</p>
<p>Text 7. The Yelling Used to Scare Me</p> <p>“My brother yells and fights with my mom a lot. I used to go into another room in order to avoid it, but now I’m getting used to it. Now I stay where I am and don’t say anything more and just ignore his yelling.”</p>

Table 21. Sandy’s stories

Sandy did not enjoy spending time with her brother, Jacob, who was diagnosed with ADHD. He intruded upon her time with her friends and forced himself upon her when she did not want him there. Thus, for example, in Text 3 Jacob manipulated parental intervention in order to push an unwanted interactive relationship upon his sister. Sandy demonstrated that she was aware of the ongoing, underlying script: “This happens a lot where I have to include my brother in my play activities with my friends and if I don’t, he tells my mom and she asks me to let him in. This makes me angry.” Sandy externalized a ritual or sequence of events that she expected to happen. She identified expected roles. She now saw mom as the problem in addition to Jacob. The script was negative in all three components of this story: Jacob bothered Sandy and her friends, he imposed his presence upon them through parental intervention, and this was the general rule as perceived by Sandy. The resolution was also negative: Sandy was forced into a

relationship with her brother that she really did not want, this time by parental intervention, which extended the negative action. Building on the two previous stories, it appeared that Sandy moved from detached avoidance as a narrator to a participant-against-her-will in the stories. The relationship moved from passive avoidance to active resistance, and being forced to include her brother in her activities by parental intervention seemed to breed anger and resentment.

In Text 7, Sandy demonstrated that she progressed from leaving the room when her brother and mother fought to understanding that the fighting was not going to hurt her. Now she was able to ignore the fighting and hold her place by staying in the room. She removed herself emotionally but held her ground physically. This seemed to indicate an understanding of her boundaries and not being inclusive of her brother and his behavior.

Text 1-3 and 5 contained negative scripts and resolutions. In telling these stories, Sandy, the narrator, detached herself from her brother, the subject. Sandy “avoided him as much as [she] could.” It appeared that Jacob’s inappropriate behavior blocked whatever relationship she sought between her brother and herself. Whatever attempt there might have been at interaction was cut short and resulted in a move toward avoidance.

Texts 4 and 6 stood out as stories with positive scripts and resolutions. In Text 4, Sandy enjoyed teaching Jacob something on the computer. It made her “calm and feel like he’s not taking over.” She contrasted this with her other, usual, interactions with him. Unlike this instance, with others “he usually makes [Sandy] feel like he’s taking over”

and that “he always has to be in charge and make up his own rules.” Similarly, in Text 6, Sandy noted: “He usually lets me change the channel after his cartoon is over.” This arrangement worked well and made Sandy “happy.” Mrs. G intervened with a positive resolution, because Jacob watched too much TV, and extended the positive action: “my mom will come in and tell him to let me watch what I want.” Unlike Text 3 in which parental intervention was negative, in this text, Sandy viewed it as positive.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 22 presents Sandy’s unsent letter to Jacob.

<p>Dear Jacob,</p> <p>Hi. I wish you would stop annoying me and other people like you do. You’re always embarrassing me and I bet other people too. You usually start off by saying, “I thought you didn’t like” or “I thought you liked” so and so or whatever. You know how to annoy people badly, like when people tell you to ‘stop’ you do it even more and your constant singing when doors, windows, etc. are open! You don’t realize it, but other people can get annoyed at you and will be embarrassed by your actions. You also probably don’t notice that your embarrassing yourself. People get very annoyed. Learn to control yourself! Know when to stop! Other people are starting not to want to be with you when you’re like this! I hope you realize that! Stop acting this way! You take over situations and boss people around too much. Like in games, you make up your own rules and boss people around and act like a sore-loser. You make people do things they don’t want and be persistent. Just remember, people get aggravated.</p> <p>From, Sandy</p>

Table 22. Sandy’s letter to Jacob

The overall tone of the letter is one of annoyance, anger, feeling hurt and frustration. Throughout this letter Sandy predominately used the second person active voice to make accusations against her brother and to “enlighten” him about his actions.

She sought to inform Jacob that his behavior bore negative consequences to his family and friends. For instance, she wrote, “You’re always embarrassing me ... You know how to annoy people badly ... You don’t realize it, but other people can get annoyed at you ... You take over situations and boss people around too much.” Sandy limited her use of the first person active voice to reveal and communicate her personal feelings and wishes to her brother. Thus she wrote: “I wish you would stop annoying me and other people like you do” and “I hope you realize that” other people don’t want to be with you when you’re out of control.

In addition to active voice Sandy also used passive voice: “...other people can get annoyed at you and will be embarrassed by your actions.” She used passive voice to express her feeling of being a victim and being hurt by her brother as others are also hurt by him.

This letter was written in the form of a reprimand and Sandy’s non-use of ‘person’ (i.e., the use of imperative) and no pronoun in several places demonstrated this beautifully: “Learn to control yourself! Know when to stop! ... Stop acting this way!” Furthermore, she used the word “stop” four times to assert her authority. By following up her wishes to her brother with reprimands she assumed authority over something about which she also felt victimized, namely, Jacob’s annoying, embarrassing and hurting her. As a result, Sandy used this unsent letter in a therapeutic manner to gain control when she felt out of control.

The overall themes in the letter were annoyance and embarrassment, filled with a pervasive concern for her brother. She used the word “embarrassed” three times and some form of the word “annoy” or “aggravated” five times, thus emphasizing these themes. The themes also paralleled those found in Sandy’s stories and in her responses to the trigger statements. As well these themes corresponded with two universal themes emerging from the case studies: 1. The participants’ wished that their ADD/ADHD sibling would learn self-control. 2. The participants’ desired that their ADD/ADHD sibling would care about other people through words and deeds.

Lessons from Sandy

The relationship that Sandy had with Jacob began with the trigger statements that revealed Sandy’s feelings of anger and bitterness over her brother’s annoying behavior. Analysis of Sandy’s stories expanded the negative nature of her relationship with her brother. The overriding theme of Sandy’s stories was one of a big sister-little brother relationship that oscillated between interaction with Jacob and avoidance of him, and could be characterized as “little brothers are a pain and mine is really a pain!” The action was negative and scripts predominantly resolved negatively.

Sandy’s relationship with Jacob was clearly one of sibling irritation. She felt annoyed, embarrassed and ashamed of Jacob’s behavior because she felt it reflected poorly on her, as well as on him. She was concerned about the spectacle he made of himself in front of her friends and was angry about the attention he sought from them. Since Sandy and Jacob were close in age, this tension, according to Calladine (1979), was

fairly common. Nevertheless, it bred frustration and resentment in Sandy. In fact, these two emotions proved to be recurrent themes in Sandy's stories.

Sandy's unsent letter to Jacob also reflected the tension of their relationship. Sandy's feelings toward Jacob created distance. She defined her relationship with Jacob on the basis of its impact on her quality of life and on how it made her look in the eyes of others as well as in her own eyes. As a result of her experience, Sandy sought minimal contact with her brother or avoided him altogether.

AMANDA – SISTER AND BABY-SITTER

Amanda's Story

Amanda's case study was an example of an older sister's relationship with a younger sister, fairly close to her in age. Amanda was growing into adolescence and leaving her younger sister behind. She was put into a position of responsibility, perhaps before she was ready, and this created tension in their relationship. In many ways, Amanda's case study demonstrated her ability to externalize Lori's problems.

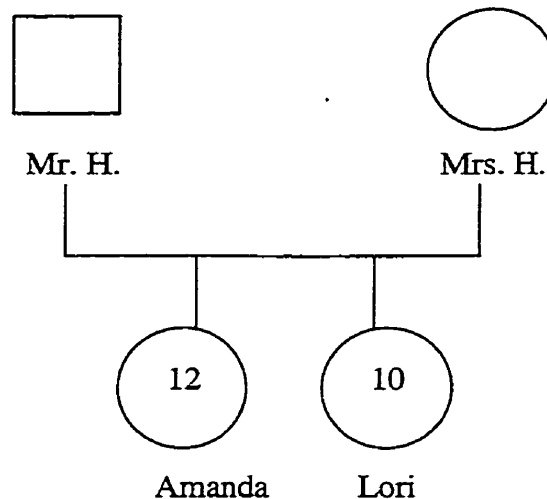


Figure 8. Genogram of Amanda's family

Amanda volunteered to participate in this study after being referred by a psychologist. Her parents, Mr. and Mrs. H., both of whom were professionals working outside the home, were supportive and readily agreed to their daughter's participation.

Amanda was 12 years old and in sixth grade. She was outgoing, energetic and bright, with many friends. She was very popular, talkative and charming. She was athletic and played sports in her community's Little League and in school. She was the older of two sisters.

Amanda's younger sister, Lori, was ten years old and in fourth grade. She was diagnosed with ADHD at the age of eight years old. She had some friends, but none that were especially close to her. She was athletic and liked sporting activities, but was somewhat socially immature around her teammates. Thus, while she was friendly with them, none were really close friends with her.

Amanda looked forward to participating in the research for this thesis. Step One, the responses to the trigger statements, went well, as did Step Two, the informal dialogue with me to elicit personal stories. Unlike most of the other participants, Amanda did not find this part of the interview difficult to initiate even though it used an unstructured format. Step Three, the letter writing, did not pose any difficulties for her.

Feelings, Hopes and Lessons

Amanda's statements contained only two positive feelings toward her younger sister and that was when they were mischievous or naughty together. She, like Debbie, seemed to learn vicariously from watching Lori and experiencing not only her behaviors but observing the impact that the behaviors had on the parents and the family in general: "cause when she's in trouble the whole house seems to be in trouble." As well, she learned "not to go near my parents when my sister gets into trouble because they are in a bad mood." These lessons seemed to form a codebook for Amanda on how to negotiate her family's dynamic.

About My Sibling	Feelings	Hopes	Lessons
I Feel Good	<ul style="list-style-type: none"> • Happy: When we do things together we aren't really supposed to do. • Happy: When she 	<ul style="list-style-type: none"> • She will listen to my parents when they tell her to do something. • She will do better 	

	makes me laugh.	in school 'cause her grades are kind of low.	
I Have Mixed Feelings		<ul style="list-style-type: none"> • She will get more friends 'cause she is having trouble with her friends recently. 	
I Don't Feel Good	<ul style="list-style-type: none"> • Angry: When I tell her not to do things and she goes ahead and does them anyway. • Sad: When she hits me for no reason. • Frustrated: She will ask for help on homework and I try to help her, but she doesn't want it. She says, "Get out." She asks again and I try and she tells me to leave again. • Jealous: She gets more attention from my parents. 	<ul style="list-style-type: none"> • She will calm down and not yell. • The family gets along when she has sugar because she turns very hyper, stubborn, angry and she yells a lot. 	<ul style="list-style-type: none"> • Mistakes not to repeat so I don't get into trouble too. • 'Cause when she is in trouble the whole house seems to be in trouble. • Not to go near my parents when my sister gets into trouble because they are in bad mood and will be mad at me too.

Table 23. Amanda's responses to trigger statements

Table 23 contains a summary of Amanda's responses. The dominant response seemed to be that Amanda placed the onus for change squarely on Lori to take charge of her life by "listening to [their] parents" and not engaging in negative action, such as "not yelling." However Amanda also recognized external factors. She hoped that "the family gets along when she [Lori] has sugar because she turns very hyper, stubborn, angry and she yells a lot." Amanda's statement about the impact of sugar indicated that she began to separate her sister from the agent (sugar), an external force. Amanda saw that sugar was

the problem that influenced her sister's behavior (agency) and the behavior, in turn influenced family harmony.

Amanda's responses to the "feelings" trigger were almost always reactive to Lori's behavior and were negative. Amanda was "angry" when her sister did not listen to her and "frustrated" when Lori would ask for help and then reject it from Amanda. She was "jealous" that Lori got "more attention from [their] parents" and "sad" when Lori "hit [her] for no reason." Nevertheless, when the interaction was positive, Lori could make Amanda feel "happy," especially when she made her laugh and when she did things with her sister that they weren't supposed to do. Thus, although Amanda's interactions with her sister were often negative and marked by avoidance, there were times of positive interaction.

Story Analysis

Amanda's stories revealed that she did not enjoy spending time with her sister, although she did have fun with her on those occasions when they challenged parental authority. The stories are listed in Table 24. Appendix P contains a detailed analysis of each story.

Text 1. Now I'm Not Your Sister!

"This past Saturday I was baby-sitting Lori and she wanted to eat a lot of Popsicles (more than she is allowed to have). I kept telling her she couldn't have anymore, but of course she didn't listen to me at all and kept eating more Popsicles. She kept yelling 'I don't have to listen to you 'cause you're my sister.' I told her, 'No, I am not your sister, I'm your baby-sitter.' She still wouldn't listen to me and so I told my parents and they yelled at her."

Text 2. Sister or Baby-sitter?

"Last month my parents went out for the evening and I was baby-sitting my sister Lori. We were getting along at the beginning until about three a.m. Then we were playing on the computer on AOL and this person downloaded naked pictures to my sister and she was looking at them and she wouldn't stop, even after I told her to stop. But when my parents came home to get something, she very fast turned off the computer screen and we went upstairs and asked why they were home. They told us and then asked us, 'What are you doing that you are not supposed to be doing?' We said, 'nothing.' We had a great time together. After they left, my sister returned to computer, I told her to get off again, but she wouldn't listen so I walked away. She came after me and hit me for no reason."

Text 3. Right Near By

"We have a lake house in the Finger Lakes. My sister always wants to share a bedroom with me since we have gone up six or seven times now. When I used to share with her she would do disgusting things to me and when I told my dad (this past vacation) he agreed that if she does them [disgusting things] again I could go into the next bedroom. So she did it again, I told my dad, and he said to move into the next bedroom. When he said this Lori started whining and yelling, 'No, you can't take her from me.' I went to the next bedroom anyway and that night Lori was scared when we talked between the rooms so I told her I was right nearby and that she should not be afraid."

Text 4. Always on the Phone

"I always call my best friend, Debbie, and I am always using my phone. Whenever I'm on the phone Lori complains to mom that I am always on the phone talking to Debbie. She says: 'Just because she has a phone in her room does not mean she should be allowed to be on the phone all the time.' My mom tells her, 'You are just going to have to live with that. You can't control Amanda.' Then Lori comes back to my room, but when she finds the door locked she starts pounding and kicking at my door. She also starts taking things off my door. She also yells, 'Get off the phone.' I feel frustrated when she gets like this and I can't help that I like calling my friend Debbie."

<p>Text 5. 'Bad' Day</p> <p>"One day Lori came from school and she had a 'bad' day. She bossed me around to pick up her stuff and I said, 'No.' Lori got angry and yelled, 'pick up the pencil.' She always blames me and my family when she doesn't get her way or when she has a bad day."</p>
<p>Text 6. I Truly Care</p> <p>"Sometimes I hear Lori talking to my mom. She says, 'It's not fair that my friends don't like me and that my good friend has moved to Connecticut.' I try not to anger her when I know that she has had a bad day. I feel bad for her and don't want to hurt her."</p>
<p>Text 7. Innocent Tricks</p> <p>"Three years ago my mom was cleaning Lori's room. The night before Lori put one inch of baby powder on top of her ceiling fan for fun. When my mom came in to clean she turned on the ceiling fan cause it was hot. All of a sudden the baby powder flew everywhere and my mom was covered with powder. It made me laugh. My sister does things like this every so often."</p>

Table 24. Amanda's stories

In Texts 1-4 there was a common script about big sister, growing up and taking on more responsibility. Amanda's parents placed a new role of babysitter upon her, upsetting the balance of power in her relationship with Lori by giving her a role of greater authority. Not only did this new role seem to diminish the "fun and mischievous" things they used to do together, but also coincided with Amanda's emerging role as a teenager thus further changing her status and upsetting the balance in her sibling relationship with Lori; they were no longer equal partners as friends in their relationship. There seemed to be a common underlying script in most of the stories in which Amanda directly or indirectly placed demands on Lori that caused her to retaliate against Amanda with force. It was interesting to note that on one occasion, Text 3, their father was the one to intervene.

One common theme that seemed to emerge was that of a changing relationship. The original relationship, that of big sister-little sister in which Lori received much

attention from her big sister, was now dissipating, as she became a teenager. It appeared that this could be one reason why Lori was so angry with Amanda when she talked to her best friend on the phone: “she starts pounding and kicking at my door. She also starts taking things off my door. She also yells, ‘Get off the phone.’” Not only was Lori not getting positive attention from her big sister, but she was also witnessing her previous role of best friend going to someone else. Amanda’s changing roles could be one explanation for Lori’s defiant behavior in the form of retaliation toward Amanda.

In Texts 4-6, Amanda externalized Lori’s disability. In Text 4 she remarked: “I feel frustrated when she gets like this.” Like the responses to the trigger statements, she separated the condition (yelling and screaming) from the person and knew what the condition triggered. In Text 5, Amanda herself seemed to deduce the underlying script: “she always blames me and my family when she doesn’t get her way or when she has a bad day.” In Text 6, Amanda developed her own prevention technique (coping strategy) to deal with her sister when she had a bad day: “I try not to anger her when I know that she has had a bad day. I feel bad for her and don’t want to hurt her. Text 6, like Text 3, stood out because of its positive resolution. The resolution to the script seemed to indicate a sensitive and caring side to Amanda not demonstrated in the other texts. It also revealed her own struggle with her sister’s behavior and desire not to trigger it further. The final text, which had both positive action and positive resolution, seemed to underscore this.

Text 7 was the only story that had both positive action and positive resolution from the narrator’s perspective. Lori played a practical joke on her mother by lining the blades of her ceiling fan with baby powder. When her mother came into the room and

turned on the fan, she got covered with baby powder. Although the mother may not have thought the action was positive, Amanda, the narrator, did. She commented: “It made me laugh. My sister does things like this every so often.” Amanda liked her sister and had fun with her. This served to underscore Amanda’s struggle with Lori when she behaved inappropriately.

Incidentally, this text somewhat paralleled the action of Text 2 in which the sisters joined forces against their common “enemy,” namely, parental authority. There, just as here, Amanda commented, “we had a great time together.” Here in Text 7, however, Amanda was only a witness to the events, rather than a participant as she was in Text 2, but she joined in the enjoyment of the baby powder incident when it fell on her mother. Amanda’s reaction might have been very different if the powder landed on her instead of her mother.

Unsent Letter

The final part of the interview was the letter writing assignment. Table 25 presents Amanda’s unsent letter to Lori.

Dear Lori,

I wish that you would listen to me more often. Like when I'm baby-sitting. You should listen to mom and dad when they tell you do something. If you don't want Mom or Dad angry with you, DON'T EAT ANY SUGAR! Because when you do that, Mom and Dad are angry with me too. I wish that you got along with all of your friends. And when you call Joan Mom gets angry, because she thinks that she is a bad example for you. I hope your grades go up.

Luv,

Kathy

Table 25. Amanda's letter to Lori

This letter was written by one assuming authority. Amanda used commands like: "You should listen to mom... DON'T EAT ANY SUGAR!" In addition to commands she also used an ultimatum, "If you don't want Mom or Dad angry with you, DON'T EAT ANY SUGAR!" Although it was evident that Amanda was trying to exert her authority over her sister, the letter was not severely threatening because she sandwiched her commands between softer hopes and wishes in both her opening and closing sentences. She wrote: "I wish that you would listen to me more often" and "I wish that you got along with all of your friends... I hope your grades go up." This format demonstrated Amanda's care and concern for her sister.

The verb "listen" was used twice and "angry" three times in her short letter. The repetition of these words illustrated Amanda's frustration with Lori's not listening and her ability to anger other people. Listening to authority and maintaining a positive, healthy relationship with family, upsetting the family equilibrium with poor behavior, accepting consequences for her actions and having close friends, were themes that paralleled those found in the trigger statement responses and stories. The most emphasized feeling or theme was maintaining control, as shown by Amanda's use of the

exclamation mark and command, “DON’T EAT ANY SUGAR!” Although Amanda expressed many concerns for her reader, her ultimate concern was for maintaining control in order to ensure family equilibrium. When her sister ate sugar, she tended to lose control and didn’t listen, which made the parents angry, which triggered the parents to react against the rest of the family, thus disturbing family equilibrium.

Amanda wrote in first and second person fluctuating between the present and the future tense. By alternating between the two tenses she juxtaposed the reality of the present with her hopes for the future. For example, “Don’t do now...I hope....” By writing in this manner Amanda further emphasized her concern for change with her sister and her frustration with the current situation.

Lessons from Amanda

Amanda’s relationship with her sister was complicated by the many roles she played. She was a big sister, a teenager and a baby-sitter. Although Amanda wanted to have a positive relationship with Lori, her new roles of teenager and baby-sitter made it difficult. She was put in the position of having to exert authority over her sister who was developmentally at that stage where she rebelled against authority. Lori either refused to acknowledge Amanda’s role as authority figure or saw her as a parental figure against whom to rebel. Yet, on other occasions and reminiscent of the old but now diminishing fun and mischievous role, the two sisters shared special times together joining forces in expressing their rebelliousness against their parents. However, Lori’s often-violent responses made Amanda feel a need to distance herself from Lori or avoid contact with her altogether.

Data from the trigger statements, analysis of the shared oral stories and Amanda's unsent letter reflected the tension in her relationship with Lori and reinforced the frustration and anger she felt. They expressed frustration with her sister's behavior and the desire for her sister to change so that the sibling relationship could improve and family tensions could be reduced.

SUMMARY OF RESULTS

This research was a descriptive study of eight children's individual experiences, however, several common themes emerged. These themes will be considered in the next chapter:

1. Fear, including of immediate danger, fear of the unknown, fear of their sibling's unpredictability and fear of verbal force.
2. Vicarious learning in which the children created a codebook of what to do or not do as a result of their sibling's actions.
3. Problems at school and the impact they had on the home.
4. Coping strategies, including ignoring their sibling, using force – either physical or verbal – to get their sibling's attention or control, soliciting parental intervention and prevention techniques that reduce, prevent or aid a sibling with their frustration which could manifest in disruptive behavior.

The four children with older brothers with ADD/ADHD had a more positive relationship with their disabled sibling. They shared the hope that their brothers would make friends and were concerned about parental consequences as a result of their brothers' disruptive behavior. On the other hand, the four participants with younger siblings with ADD/ADHD had a more negative relationship and began the process of externalization.

DISCUSSION

This section reflects upon the siblings' experiences, discussing the strategies and the themes that emerged. It evaluates the research design, examines the implications of the research, considers results that were not expected and offers suggestions for future research. It also includes comments based on my personal experience conducting this study.

Sibling Experiences

This study revealed what it was like for these participants to live with a sibling with ADD/ADHD. In many ways, the children in the case studies had the similar sorts of complaints that "typical" siblings did. These included feelings of annoyance, complaints of non-compliance, unwarranted blame, physical or verbal force, jealousy and embarrassment. Thus, for example, Kevin reported that his younger brother, Larry, "woke me up with his clarinet playing just to annoy me." Sandy complained that Jacob, her younger sibling, "would pick on me and say annoying things." Debbie felt embarrassed by younger brother, Eric's "poor eating habits" and the fact that "he speaks very loud and screams." Nancy grumbled that her older brother Brenin would monopolize the TV remote: "he takes the clicker and changes it [the channel] anyway." Ronald protested that John, his older brother, "blames me for things he has done and I didn't do." Melanie objected that Jacob, her older brother, "won't get out of my room." Esther complained that Gordon, her older brother, and Amanda protested that Lori, her younger sister, "hit me for no reason." Amanda also expressed jealousy when she noted that Lori "gets more attention from my parents."

Surprising, given the amount of verbal and physical force in their sibling relationships and the tensions within their family dynamics, all of the children in the case studies had similar kinds of positive feelings about their brothers and sisters that “typical” siblings did. These included feelings of pride and caring, warmth and compassion, friendship, enjoyment and laughter. For example, Esther reported the Gordon “made me proud because whenever someone makes fun of me, he protects me.” Ronald felt happy when John “cares about me.” Melanie enjoyed “playing basketball together” with Jacob. Nancy felt close to her brother Brenin when “he makes me laugh” and “shares movie videos with me.” Kevin was proud of Larry “when he does well” and that Larry “looks up to me.” Debbie was proud that Eric was “bright and creative” and made her feel good by giving her an art project he made at school. Sandy was happy that Jacob “gets me presents.” Amanda was happy when Lori “makes me laugh” and when they band together to “do things we aren’t really supposed to do.”

There were several common characteristics shared by these siblings of children with ADD/ADHD.

Fear

All the participants in the study felt fear except Nancy and Kevin, however what these siblings feared about their brother or sister with ADD/ADHD varied.

Immediate Danger

Esther, Melanie and Debbie feared an immediate danger in the form of physical violence. For example, Esther described Gordon’s actions: “...he gets angry. Then he hits

and throws things at us like pencils and other toys that really hurt. This really scares us because we don't know what he will do next."

The Unknown

Esther, Sandy and Amanda also feared the unknown. Esther could not understand the change that had come over her brother and feared the unknown consequences of what Gordon would be like now and in the future. Sandy also feared the unknown and expressed this fear as a hope that her sibling "wouldn't become a thief or a killer or get into real trouble." Amanda's fear of the unknown was based on her sister's erratic behavior. She feared its unknown impact upon the family equilibrium. Thus she learned not to make the same mistakes as Lori, because "when she is in trouble, the whole house seems to be in trouble."

Verbal Abuse

Ronald and Esther feared verbal abuse. Ronald learned from John "not to scream like him because it makes people mad and I feel bad." He appeared to be intimidated and fearful of John's screaming as well as concerned about its effect on others. When Esther's father came home he "yelled at Gordon...so my mom took my friend and I out of the house."

Unpredictability

Melanie and Esther feared the unpredictability of their brother's behavior. Melanie worried about Jacob losing control of his behavior and the unpredictable consequences that resulted: "Whenever he does something he goes crazy when he gets

into it. He ends up losing control.” Likewise, Esther feared Gordon’s unpredictability: “Gordon was angry and started throwing M & Ms and screaming.”

Vicarious Learning

Another common characteristic shared by the siblings was vicarious learning through their experiences with their brothers or sisters. While it may be common among siblings with brothers or sisters without ADD/ADHD to learn coping strategies in order to negotiate their family’s dynamics, it appeared to be prevalent with the eight participants in the research. Perhaps this was due to the increased levels of stress in the family that the presence of ADD/ADHD induced. The participants learned by watching their siblings what to do and what not to do. For example, Amanda learned from watching her sister get into trouble what to do to avoid the same consequences. Ronald learned through his brother’s screaming not to do the same. The participants also learned from the impact of their own experiences with their siblings how to respond to difficult circumstances. Esther learned not to hit back, and like Sandy, to stick up for herself. Melanie learned not to play roughly with Jacob and to avoid him at certain times. Nancy learned patience and not to talk too much. Kevin learned to have patience, and like Debbie, learned when to ignore his brother.

School Worries Come Home

The final common characteristic shared by all of the siblings of children with ADD/ADHD except Sandy was the impact of school on the home. All the participants but Sandy seemed keenly aware that their siblings were not doing well at school and that this was a source of tension in the family, particularly for their parents. Thus, Esther hoped

that Gordon would be “a good grade ‘A’ student in college since he has a lot of trouble now.” She wanted him to “spend his time wisely in order to get all of his work finished. Now he doesn’t and he gets mad.” Ronald, Nancy, Kevin and Amanda all expressed the wish that their siblings “will do well in school” or “ will get good grades.” Melanie seemed to sense the difficulty that school work presented to her brother and thus “learned not to annoy him during homework” because Jacob got “frustrated with his homework.” Debbie hoped her brother would “have an easier time with math so he won’t have to work hard at that and his language.” It seemed that the siblings were not just aware of the tension in the home, but were sensitive to the difficulties that their brothers or sisters were having and hoped that they would improve and succeed academically.

Older and Younger Siblings

Four participants in the research study had older brothers with ADD/ADHD while four participants had younger siblings. The former group included Esther, Ronald, Melanie and Nancy, whereas, the latter group contained Kevin, Debbie, Sandy and Amanda. When analyzing the data from the trigger statements, stories and letters differences between the two groups seemed to emerge naturally through the children’s words.

Most participants who had older brothers with ADD/ADHD seemed to articulate positive relationships whereas participants who had younger siblings with ADD/ADHD seemed to portray negative ones. One possible explanation of this could be due to the double negative inherent in the relationship: not only did a brother or sister who was given a younger sibling now have to share parental attention (a negative), but the same

child also had to deal with the challenges (a negative) of having a younger sibling with ADD/ADHD. Thus, the double negative that was present with an additional younger sibling who was disabled seemed more negative than a younger sibling who always had and already looked up to an older sibling. This younger sibling whose older brother or sister had ADD/ADHD was obliged to deal with only the one negative, the ADD/ADHD.

Another characteristic among the groups that differed was the fact that the older participants who had younger siblings with ADD/ADHD had begun externalizing their brother or sister's condition. They separated the behaviors or problems from the children themselves. Melanie was the only younger participant with an older brother who was the exception to this rule and this could have been due to her maturity level.

The younger participants with older brothers diagnosed with ADD/ADHD also had similarities among their group that also stood in contrast to the other group, such as the hope for their older brother to have more friends and their concern about parental consequences as a result of their older brother's behavior. Esther hoped that Gordon "will have a very nice family who won't hurt him." Similarly, Ronald expressed his hope that John "will not get hit by my mom 'cause he doesn't do his homework." Melanie said that she hoped that "he will be nicer to my family and me." Nancy, in her lesson's expressed: "not to talk so much because he talks all the time and never stops and it bothers my parents." Amanda seemed to be one exception of an older participant with a younger sibling who also was concerned about parental consequences. One possible explanation for the two themes, which emerged mostly with the younger siblings of friends and

parental consequences, could be that these children were still influenced by their parents' control and still wanted to please them.

Coping Strategies

After looking at the information obtained through the interview process using all three methodological tools (structured webbing format, shared oral stories and unsent letter), the following strategies emerged:

Ignoring

The siblings of children with ADD/ADHD used this strategy to prevent or decrease some form of disruptive behavior. This involved walking away from his or her sibling.

- When Amanda was babysitting for her younger sister Lori, Amanda said; "I told her to get off again, but she wouldn't listen so I walked away." Since Lori was known to use force, both physical and verbal, Amanda used the strategy of ignoring as a means to prevent Lori's typical reactions.
- Kevin noted: "I should ignore my brother when he annoys me..."
- Debbie declared: "When we got to the restaurant we couldn't get him out of the car so we left him and then he came running and screaming toward us."

Force (Physical and Verbal)

The siblings used a strong stimulus to interrupt frustrating behavior in order to get their brother or sister to listen. It was also a way to express frustration.

- Nancy reasoned: "...and finally, he will give it back after I yell: 'Brenin. Give it back.'"
- Kevin explained: "...I told Larry to take the dog out of the room and he wouldn't, so I had to physically move him."
- Sandy concluded: "I have learned to stick up for myself because he blames me for his wrongdoing."
- Esther: "I could stick up for myself." Since it was apparent from most of the stories that Gordon used physical force on Esther we could understand Esther's words to imply physical force as well.

Soliciting Parental Intervention

This strategy involved directly asking or calling for help or indirectly asking by yelling or fighting which usually brought in a parent. This strategy was another means of coping that the children used when their siblings would display some form of disruptive behavior.

- Nancy proclaimed: "I asked him to go and stop, but he didn't listen so I called my mom. She asked him to come up so he did. He listens to my mom a lot, but not always to me."
- From Melanie's case study: "But when I asked for the Nintendo back several times he kept saying, 'No.' Finally I told my mom and she came and took him off."
- Amanda states: "She kept yelling 'I don't have to listen to you 'cause you're my sister.' I told her, 'No, I am not your sister, I'm your baby-

sitter.' She still wouldn't listen to me and so I told my parents and they yelled at her."

- Kevin expresses: "A lot of times, when my brother annoys me, I'll tell him to stop. And then I tell him to shut up. Afterwards, I beat him up, which makes him fight back. When dad hears us, he comes in and makes us both do push ups to teach us a lesson."

Prevention Techniques

By using these techniques, the siblings were able to help reduce, prevent or aid their brother or sister with their frustration, which could manifest itself in disruptive behavior.

- Debbie explained: "I have learned techniques that won't set him off such as distracting him while he buckles his seatbelt." Elsewhere she noted: "If you leave him alone he will mellow." She noted that she learned techniques to get him to stop temper tantrums and "patience because he doesn't usually understand things the first time."
- Amanda, in her responses to trigger statements, also said: "I learned not to go near my parents when my sister gets into trouble because they are in a bad mood and will be mad at me too." Similarly, she learned "mistakes not to repeat so I don't get into trouble too 'cause when she is in trouble the whole house seems to be in trouble." Amanda in her shared stories said: "I try not to anger her when I know that she has had a bad day. I feel bad for her and don't want to hurt her."

- Kevin also described his prevention techniques: “I have learned to be more patient with my brother and to remember that it is hard for him to understand certain things like reading.”
- Esther, too, learned “not to hit back when my brother hits me because he could hurt me more than I hurt him.”
- Melanie described that she learned “not to play rough with him [Jacob] because he gets really rough and out of control with me and not to annoy him during his homework or he’ll shut the door and yell at me for hours.
- Ronald expressed: “I have learned not to scream like him because it makes people mad and I feel bad.”
- Sandy said: “I have learned to be more patient because I have a lot of patience to be with him.
- Nancy learned “to be patient and ask him nicely to stop talking when I’m talking.”

The Research Design

It was fortuitous that the study included both older and younger siblings because a more complete picture of what it was like to be a brother or sister of a sibling with ADD/ADHD could take shape as a result.

Strengths and Limitations of the Participants

The strength of this study was in the way it gave the siblings of children with ADD/ADHD a voice and allowed them to express themselves in new found ways and in a non-threatening environment. The experience of participating in this study was positive

for all the participants including those who were more apprehensive at the outset. Furthermore, I diligently maintained a positive attitude and tone while also refraining from influencing the participants' voices positively or negatively.

One of the limitations of those participating in this study was that the sample was too small to be representative of all siblings of children with ADD/ADHD. Nevertheless, it produced rich and clear data for analysis. Recruiting participants was extremely difficult and caused almost a year's delay in conducting the research. The difficulty was due to a desire on the part of many parents of older children who wanted their children to participate, but the children themselves refused. At times these older children refused at the outset and at other times, they would refuse just prior to the interview date. This, in turn, necessitated seeking out a younger group of participants who were more willing to share their stories for this study. However, because they were younger, they found it more difficult, at times, to express themselves. Furthermore, confounding factors – such as acrimonious spousal relationship, parental job loss, recent death in the family, change in school, other stressors or multiple diagnoses, etc. – also limited the size of the available pool of participants.

Assessment of the Setting

While two participants felt more comfortable coming to my home for the interview for reasons of privacy and confidentiality, the remaining children preferred to meet in their own homes. The interviews were conducted in the area most comfortable to the child. This included their bedrooms, the kitchen or the den depending upon the individual. Interviews conducted in the public areas, such as the kitchen or den, brought

some distractions with them such as a telephone ringing, muffled voices from another room or an accidental visit into the room by another member of the family who forgot that the sibling and researcher were meeting there. In this latter case, such an interruption made the child uncomfortable, especially when the sibling with ADD/ADHD caused the interruption.

Assessment of the Methodological Tools

In the literature review, White and Epston (1990) claimed that self-narrative was the ordering of one's life experiences across time. They claimed that when narratives of one's life experiences were retold, the self-realization the narratives brought about actually shaped lives and relationships. Thus, by utilizing the selected methodological tools and evaluating the resulting data using story and discourse analysis, I was not only able to learn about sibling effects of children diagnosed with ADD/ADHD, but also provided a means for these siblings to become more aware. Approaching the topic from three different angles – using structured webbing format, shared oral stories and written, unsent letters – allowed a more complete picture to take shape. However, each tool had its strengths and weaknesses.

The Structured Webbing Format (Trigger Statements)

Charting the responses as positive, negative or mixed helped define the general nature of the relationship between the child and his or her sibling. Thus, for example, Esther's positive feelings for Gordon far outweighed her negative feelings, whereas Sandy's negative feelings were greater than her positive ones. The tables not only allowed

the quality of the statements to emerge, but also the relative quantity of feelings, hopes and lessons in relation to those statements.

The strengths of the structured webbing format were threefold: It relaxed the children because its structure focused and directed their attention. It also enabled the children to open up and share their thoughts because it asked for specific responses and was not threatening to them. Finally, it put the children into the appropriate context for thinking about their feelings toward their ADD/ADHD sibling. The limitation of this tool was also its structured nature. Although open-ended regarding possible responses the triggers could engender, the children began with a structured question rather than with a stream of consciousness thought process. Thus, their responses were restricted by the trigger questions, which meant they had to focus on responding to the question I posed. Hence the need for more open-ended methodologies such as the oral stories and the written unsent letter. Similarly, in using the structured webbing format, there was a greater potential of the children seeking to please me by answering what they thought I wanted to hear. The structured webbing format served as an excellent warm-up to the shared oral stories exercise, which might not have been as productive had it been executed on its own.

Shared Oral Stories

The second methodological tool was the use of shared oral stories. In this part of the interview, my role changed from leader to equal partner in that I did not direct the story telling but merely modeled examples of stories from my own experiences. Since my

experiences were vastly different than those of the children, interviewer influence on the responses of the participants was minimal.

The strengths of the shared oral stories were their unstructured and informal nature, which allowed for freedom of responses. In addition, the very nature of story telling allowed the children to engage in the exercise without overpowering the story line with contrived responses. The number of stories each child shared made it difficult and highly improbable for each one to be fabricated and, therefore, enabled authentic expressions to emerge. Furthermore, oral stories and the nature of their composition enabled me to glean more information than the trigger statements allowed. The richness of story telling allowed subtleties of language, symbolism, expression and subconscious feelings to emerge. Finally, the process of telling the stories enabled the children to grow emotionally and confront their inner thoughts. Thus, there were moments of self-realization that came about as a result of the story telling experience.

By the same token, this methodological tool was limited by its highly unstructured nature and this often led the children to become stifled and unsure of where to draw stories. As a result, I had to repeat the directions or share more stories to trigger new responses from the children. At times, I felt it necessary to provide prods by asking, "Can you think of a story that happened when you were on vacation?" or some similar type of probe. As well, the exercise produced varying numbers of stories among the children depending on their ability to recall events or tell stories.

Another limitation of this tool was the allotted time for the exercise, which was originally set to accommodate the needs of the participants' families. Story telling

accomplishes more if given more time to tell stories, but given the 2-hour limitation to conduct all three steps of the interview, the process of story telling was restricted by time factors. Given more time, over a longer period, perhaps the sample would have been even richer and the children would have produced stories on their own, without prompts, prodding or probes. Likewise, had a contextual framework been devised, such as life cycle or transition points in life (such as first day at school or vacations) the stories would have been more forthcoming because of more directed focus. However, the concern that more interviewer values would creep into the children's voices would accompany additional direction.

The Written, Unsent Letter

I selected the third methodological tool – the written, unsent letter – for its therapeutic nature and its ability to glean the most intimate feelings from the children. As a methodological tool, the unsent letter possessed numerous strengths. First, the child directed his or her thoughts without any leader intervention. He or she alone determined the content of the letter, the order of the content, the tone, the voice and the vocabulary – everything about the letter. Thus, the child actively took control of his or her thoughts and feelings about his or her sibling and told the reader what was most important to him or her at the present time. Second, since all the children were familiar with writing letters, they were relaxed and comfortable doing it. Third, since the letter was not sent and the audience was not present at the time of writing (even I was not present), the child could be open and honest about his or her feelings. Fourth, the child could express him- or herself more freely because he or she wrote the letter in a non-threatening setting. Finally,

since the letter writing was the last step of the study, the children were acculturated to the exercises and felt comfortable about expressing themselves. They were in the right frame of mind and more willing to share their thoughts and feelings. The process enabled the children to grow personally and become more aware and articulate about their feelings and experiences. Clearly, the letter writing exercise was most effective because it was the last component and built on the stories, feelings and structures of the preceding steps.

The limitations of the unsent letter lay in the inability of the younger children to adequately express themselves in writing. Thus, they did not know where or how to start their letters and repeated or reiterated their feelings, hopes or lessons from the structured webbing format. Some of the younger siblings wrote less complex, more concrete letters while the older and more mature individuals wrote letters that were more substantive. It may be that in order to get letters of more depth and substance, older participants, whose writing skills are better, should be used. Furthermore, the letters were brief because of the children were tired at the end of the session and because they did not have a length requirement to fulfill. Another limitation stemmed from the fact that the letter writing was most effective when used with the other assessment tools, which served as primers for this exercise. Utilizing the letter writing format without the preceding exercises might not have rendered the same results because the children would not have been at ease in exposing their feelings to a stranger (me) nor would they have elevated their thinking process to a higher more intimate level without the previous steps.

The Three-Step Process

The three steps progressed from a leader-directed tool to a participant-directed experience. Likewise, it went from a more structured to less structured exercise that allowed the participant to more freely express his or her thoughts. The exercises also enabled the participants to progress from a responsive/reactive exercise to a stream of consciousness/proactive expression of their thoughts and feelings.

The three-step process also helped move the children from a state of little or no self-awareness to a state of self-realization as they heard their voices emerge and listened to their own stories. It also made it harder to submerge or control their feelings or emotions and made it easier for subconscious/true feelings to surface. For example, Kevin claimed to dislike his brother, but as he told his stories and went through the various exercises, he realized that he could not hide his feelings of brotherly love for Larry in spite of his frustrations with him from time to time.

The three-step process also allowed themes to emerge in and among the children's stories. By conducting a three-step process, the various steps validated and corroborated the feelings, emotions and claims of each child and strengthened the reliability of their testimonies by checking and balancing their responses with different methodological tools. In this way, the three-step process worked somewhat like a lie detector in which the same questions are asked differently to elicit responses that check the reliability of the claims put forth. The three-step process also allowed for an emphasis and hierarchy of feelings by enabling the children to tell me what was important to them. Finally, the

three-step process enabled the strengths of each step to compensate or eliminate the limitations found in the other steps.

The Study Results and the Literature

Approaching the research from a case study perspective allowed the voices of each participant to emerge and enabled many of the effects that the sibling with ADD/ADHD had on his or her brother or sister to come out. I expected to find most of the issues, feelings and effects because of previously reported findings in the literature, nevertheless, this study added to the body of knowledge because the formats used and the research analysis tools applied revealed findings that were not indicated in the literature reviewed.

Results Supported by the Literature

Barkley (1990) observed that the sibling living with a brother or sister with ADD/ADHD felt exasperated by the disruptive behavior. This led to resentment of the sibling with ADD/ADHD because of the greater work burden placed on the non-ADD/ADHD sibling and the reduced parental attention he or she received. This was evident in the study, particularly by Debbie who felt jealous of her brother, Eric, because “he gets out of chores that I have to do and he laughs.” She also noted that “I have to clean my room and he doesn’t.”

Debbie also pointed out a lack of parental attention because they focused their efforts on issues surrounding her brother, Eric. Thus, for example, they were unable to go out to dinner one night because Eric refused to go, “so we stayed home.” They constantly disciplined her brother, which took attention away from Debbie. Melanie, likewise,

resented the extra attention that her brother received. When her mother agreed to stay home and make a special dinner for Melanie, the parental attention, in this incident, was special, because Melanie regularly felt a lack of it. Amanda, however, simply and boldly declared her jealousy in response to the “feelings” trigger: “She gets more attention from my parents.”

Barkley (1990) also noted that the siblings of children with ADD/ADHD felt embarrassed by their sibling’s behavior. Indeed, Sandy, Debbie and Ronald all indicated that their siblings’ behavior was a source of embarrassment to them. Sandy was embarrassed by the way Jacob would pick on her in front of her friends “and say annoying things.” Debbie was embarrassed by Eric’s rude behavior and bad manners in front of strangers. Ronald, like Sandy, was embarrassed by the way John, his brother with ADD/ADHD, “laughed at me in front of kids and teases me.” These incidents were also a source of frustration and resentment, which Barkley noted was typical of this kind of sibling relationship.

Nancy and Amanda also noted “frustration” as a response to the “feelings” trigger and Kevin spoke of frustration in his oral stories. Their feelings emanated from getting into trouble for things the sibling did. Their frustration extended from their annoyance with their sibling’s tagging along or intruding on friends and play dates to feeling used or abused by their sibling.

Barkley (1995) claimed that more than 60% of children with ADD/ADHD displayed defiant behavior that led to misunderstanding and resentment. Many of the responses to the trigger statements and a majority of the stories told by the participants

bore this out. In addition, Barkley commented that parents spent more time yelling at their child with ADD/ADHD and giving them more commands and directives, which the non-ADD/ADHD sibling then copied. Leon (1997) also noticed this phenomenon. The responses from the participants also bore this out. Thus, for example, Esther reported several incidents of parental yelling, as did Sandy, Debbie, Ronald and Melanie. While defiant behavior was often the source of the yelling response, the sibling with ADD/ADHD often exacerbated it by yelling first or in response to the parental yelling.

Flick (1996) and to a lesser extent Leon (1997) focused on identifying places where social problems might develop between peers and siblings. They noted that sharing could be a major problem if the sibling with ADD/ADHD felt like he or she was somehow less desirable. To compensate for this feeling, the sibling with ADD/ADHD would take things away from his or her brother or sister. This factor played itself out in many of the participants' stories and trigger statement responses. The participants complained that their siblings with ADD/ADHD would intrude on their time with friends, would withhold the TV remote or otherwise take time or things away from their siblings. Thus, for example, Sandy reported that "I have to include my brother in my play activities with my friends and if I don't, he tells my mom and she asks me to let him in." She also reported that Jacob "usually makes me feel like he's taking over, like when we have to play a game or whatever we do, he always has to be in charge and make up his own rules."

Similarly, Kevin felt annoyed when he had friends over and Larry, his brother with ADD/ADHD, would "interrupt with the dog or make a wise crack." He also

expressed his frustration with Larry who would try to follow Kevin and his friends while they were riding their bicycles around town. Nancy also expressed these concerns when she noted that Brenin would “take the clicker [remote control] and change” channels in spite of her protests. Brenin also behaved inappropriately in front of her friends and tried to draw their attention by “doing silly things in front of my friends when we were trying to play.” Ronald also complained of John’s inappropriate social behavior by taking time away from his friends and laughing at or teasing him in front of his peers. Amanda, too, noted that Lori would try to interrupt when she was on the phone with her best friend: “...when she find the [bedroom] door locked she starts pounding and kicking at my door. She also starts taking things off my door. She also yells, ‘Get off the phone.’” Melanie also felt angry “when my brother barges in and plays with my friends and ignores me and takes my friends away.”

Flick (1996) also noticed that working hard, playing cooperatively and social graces were important concerns to the non-ADD/ADHD siblings. Not surprisingly, then, Sandy, Debbie and Nancy felt embarrassed by their siblings’ inappropriate behavior, which ranged from poor manners and annoying comments to making a spectacle of him- or herself in front of friends or strangers.

While the literature about sibling relationships with the presence of ADD/ADHD reviewed for this study focused on negative effects, the literature about sibling relationships with the presence of a disability (other than ADD/ADHD) noted both positive and negative effects. Negative effects included feelings of personal torment, sadness, guilt and shame, loss of privacy, feelings of isolation and aloneness, jealousy at

the attention given by the parents to the sibling with the disability and anger. Positive effects included greater maturity and responsibility, orientation towards humanitarian interests and increased understanding of people, increased tolerance, compassion and an appreciation of their own good health. All of these elements, both positive and negative could be found among the responses of the siblings of children with ADD/ADHD. In this regard, the siblings of children with ADD/ADHD shared many similarities to siblings of children with other types of disabilities.

Results Expected but Not Found

I expected to find more mention by the children about care giving which was identified in the literature review but I found only Esther made a passing reference to it, hoping that her brother will “find someone in the future to take care of him like me.”

A second expectation I had was for the children to refer to their sibling’s diagnosis or its characteristics. While some of the children did refer to their desire that their sibling gain self-control, overall the children did not see their siblings within the characteristics of their diagnosis. They did not use or refer to specific terminology such as hyperactivity, impulsivity, inattentiveness or the labels ADD/ADHD.

New Results Not Discussed in the Literature

The study rendered new results not discussed in the literature such as the sibling with ADD/ADHD’s lack of self-control and the inability of the non-ADD/ADHD sibling to exert control over his or her sibling. Thus, for example, Esther feared for her safety when Gordon “hits and throws things at us like pencils and other toys that really hurt. This really scares us because we don’t know what he will do next.” Similarly, Sandy

responded to the “hopes” trigger statement with the desire that Jacob “will learn to control himself.” Debbie, too, noted Eric’s lack of control when, “We (my parents and I) had to carry Eric kicking and screaming to the car.” Kevin commented that, “A lot of times, when my brother annoys me, I’ll tell him to stop. And then I tell him to shut up. Afterwards, I beat him up, which makes him fight back. When dad hears us, he comes in and makes us both do push ups to teach us a lesson.” Kevin’s inability to control Larry’s lack of self-control led, in most cases, to their fighting. Nancy said she learned from Brenin’s lack of self-control, “not to talk so much because he talks all the time and it bothers my parents.” Amanda claimed that Lori made her “angry when I tell her not to do things and she goes ahead and does them anyway.” Likewise, Melanie learned “not to play rough with [Jacob] because he gets really rough and out of control with me.”

While the literature did discuss the increased tendency for family members to yell (verbal abuse) as a way of venting their anger or frustration, I found that yelling was a common occurrence both as a way of intimidating the sibling and as a way of intervening to get attention.

Another result of this study not discussed in the literature was the prevalence of physical abuse by the sibling with ADD/ADHD and the parents. For example, Esther described when her brother “started kicking me and my friend ’cuz he was mad” and Sandy noted that her brother fought and yelled a lot with their mother. Debbie was “scared” of Eric “when he punches, kicks, curses, hollers, and says he’ll kill me with a knife (threatens me).” Although Kevin did not report any physical abuse by Larry, he claimed that Larry’s annoying ways led Kevin to fight with him and Larry would retaliate

in similar fashion. Indeed, as noted earlier, Kevin and Larry often resorted to fighting. Most disturbing, Ronald observed that his parents hit John to stop his crying: "My mom and dad always tell him not to cry [after he misbehaved]. I get shocked when he cries 'cause I don't want my mom or dad to hit him..." Amanda felt "sad when [Lori] hit me for no reason" and likewise, Melanie felt "sad when [Jacob] hits, kicks and hurts me when I tell him he's annoying me and to stop..."

Finally, a result not discussed in the literature was the use of the three-step process itself as an effective means to uncover the effects of siblings with ADD/ADHD on their brothers or sisters. Although White and Epston (1990), Saleebey (1994), Bordon (1992), Howard (1991) and Perry (1991) all discussed the merits of shared oral stories and letter writing as methodological tools, the use of webbing formats and the use of all three methodological tools together were not discussed. This study demonstrated that the three-step process enabled the participants to self-realize their true feelings about their siblings, which were predominantly positive, in spite of the negativity they often expressed. The three-step process of the study also provided a therapeutic process through which the participants could learn about and confront their feelings. Finally, the three-step process enabled the participants to make conscious their subconscious feelings and corroborate them through the different perspectives that the different methodological tools brought to bear.

Implications of the Research

Professionals and paraprofessionals working with children with ADD/ADHD who would be interested in the effects of this disability on the non-ADD/ADHD siblings

would be the natural and appropriate audience for the information gleaned from this study. In addition, professionals and paraprofessionals working with children along the ADD/ADHD—PDD/Autism spectrum, including Aspergers, and those working with learning disabilities and hidden disabilities (developmental disabilities without physically apparent indications) might also be interested in the results of this study.

Social workers, psychologists and other clinical workers could utilize this material to prepare parents about the anticipated reactions of non-ADD/ADHD siblings as well as to teach them coping and parenting strategies. They could teach the parents modeling techniques to ensure appropriate responses from the parents themselves as well as from the children in the family who will look to their parents for direction in how to act or respond to situations arising from having a child in the family with ADD/ADHD. The professionals could also use the information to teach the siblings directly, individually or in groups, how to respond to their sibling with ADD/ADHD and how to understand their own feelings and emotions.

This information would also be useful for sibling support groups. Sibling groups could provide a safe outlet for siblings confronting similar situations. They would realize that they are not alone, that their emotions and feelings are not unique and that help in coping is available. The sibling groups could provide strategies, create understanding and allow for social interaction to foster lasting, supportive relationships with those who have a common bond.

Parents themselves form another group that would benefit from the results of this study. It would enable them to better understand the dynamics of their family group and

the feelings of their children as they confront life with a sibling with ADD/ADHD. It would increase their sensitivity to the needs of both the child with ADD/ADHD and the other siblings and how to better balance their responsibilities and attention as well as temper their reactions.

The three-step process itself could be useful to other researchers for further investigation in this or other areas. The three-step process could also be used as a therapeutic tool.

Suggestions for Future Research

The execution and results of this study indicated that the younger participants had difficulty expressing themselves in the letter writing exercise, in part because they had poorer writing skills. Therefore, in future research of this nature, the target age group should be older (11-15 years old). However, the difficulty that this interviewer had finding candidates willing to participate in the research study suggested that finding such subjects may prove quite elusive.

Although this research studied the effects on children who have siblings diagnosed with ADD/ADHD, it did not test whether or not these sibling effects were the same for ADD and ADHD populations. Therefore, this would be an interesting area for further study. In addition, using a control group of typical siblings to compare sibling effects in the non-ADD/ADHD and ADD/ADHD populations would address the question of whether or not some of the sibling responses were the result of typical sibling relationship development and growing independence rather than attributable to the disability. Thus, the mourned loss of close sibling relationship, or the desire for closer

sibling ties, felt by some of the participants may not be the result of the disability but of their growing pains. It could be partly induced by the disability and partly by the growing process or be completely the result of the disability. Research using a control group would help clarify this and other issues.

Finally, further study is required to test differences in sibling effects by comparing siblings with visible versus hidden disabilities. Perhaps it is easier for siblings to cope when they can see what is different about their sister or brother with a disability, the visible reminder enabling them to maintain perspective. It may be difficult for siblings to understand that their sister or brother with ADD/ADHD had a disability because it is not something that they can readily see or touch. The hidden nature of the disability may affect sibling responses; a comparison study may shed light on such an issue.

My Personal Experiences

This research gave me the opportunity and privilege to study the effects of children with ADD/ADHD through the voices of their siblings. It was particularly rewarding to develop relationships with the children and their families. They trusted me and opened themselves up to me in a short time and I was honored by the sense of trust they bestowed upon me. Even though I began this study apprehensive about the possibility of the siblings being shy, uncooperative, frightened, stoic or simply not forthcoming, they proved to be willing and enthusiastic, thus alleviating my fears and giving me confidence to proceed.

When I began the study my utmost concern was to examine the effects of siblings and the process of doing so was only a means to an end. As I began the research,

however, I realized that the process itself was even more valuable than I first imagined and that hearing what the children had to say in their own voices was more important than finding new effects.

Using new methods was difficult and took trial and error to perfect the execution of the procedure. For example, the children's inability to label their feelings during the webbing format gave rise to the development of the emotions chart. Similarly, in order to stimulate story telling during the shared oral stories component, it was difficult not to give value-laden triggers to the participants. With practice, however, I was able to encourage more story telling in a neutral fashion. I also struggled with the various forms of story analysis. It was hard to find one system that addressed all the children. I soon learned that I did not need one form but could use several to elicit the most extensive information. Likewise, time and again I had to recreate tables of the trigger statement responses until I discovered one that worked with all the participants. As well, at times it was difficult separating what I wanted to hear from what I was actually hearing and I had to step back and reassess my thinking. This enabled me to put aside my own feelings and finally analyze the information objectively.

One of the most challenging components of writing this thesis was the fact that in the midst of my study I relocated from Calgary, Alberta, Canada to Tenafly, NJ, USA. With the help of modern technology, such as facsimile machines and email, I was able to communicate with my advisor and complete this study. However, it did have its limitations. First was the issue of different time zones, which sometimes hampered communication. Second, not having the face-to-face contact with my advisor to

experiment with different charts and tables, visually work with the data, engage in consistent and ongoing dialogue and spend the time discussing and brainstorming made my work more difficult to complete. At one point my advisor and I felt it imperative that I fly to Calgary to address some of the difficulties I was experiencing. This was of enormous help in completing my thesis.

The most amazing and rewarding aspect of the study was seeing several of the participants undergo the self-realization that they had positive feelings for their sibling with ADD/ADHD even when they had every right not to have those feelings. It also showed me that not all these sibling relationships had to be negative. Even though aspects of the relationships were indeed negative, it did not mean that the entire sibling relationship had to be negative and cast aside. To witness this process of growth and understanding reinforced my belief in the power of human resilience in the face of adversity.

The research attested to the value of the methodological tools (webbing format, shared oral stories and unsent letter) and to using narrative analysis to elicit sibling effects. It furthered emphasized that young children can and will express themselves in the oldest form of communication: telling stories.

Concluding Remarks

The results of this study brought to light some of the effects that children diagnosed with ADD/ADHD had on their siblings. Like the siblings of children diagnosed with other disabilities, the siblings of children diagnosed with ADD/ADHD felt a positive and negative impact from their sister or brother's disability. Positive effects

included feelings of pride and caring, a sense of warmth and compassion, friendship, enjoyment and laughter. Adverse effects included feelings of annoyance, complaints of non-compliance, unwarranted blame, use of physical and verbal force, and feelings of jealousy and embarrassment. Common themes emerging included fear, vicarious learning, the impact of school on the home environment and utilization of various coping strategies.

Differences between participants with older brothers and those with younger siblings were observed. Specifically, the siblings with older brothers with ADD/ADHD expressed positive relationships and looked up to them as role models in spite of negative experiences they had. They also shared their concern that their brothers should have friends and were worried about parental consequences as a result of their brothers' behavior. The older children with younger siblings with ADD/ADHD experienced a more negative relationship and began the process of externalization. As a result of going through the three-step interview process some of the children experienced an increased awareness of their feelings, a better understanding of the nature of their sibling relationship and a greater sense of its positive attributes.

None of the participants seemed overly concerned with their future role in caregiving or guardianship of their sibling with ADD/ADHD. This was possibly a result of two factors: the age of the participants and the nature of the disability. First, the participants in the study were young and had not thought that far into the future. They did not consider what their sibling role would be once they were adults. Second, unlike some other disabilities, individuals with ADD/ADHD are quite capable of living fully

independent and successful lives without the need for long-term care by other family members.

The results of this study also confirmed that letter writing was effective as a methodology for determining the effects of children with ADD/ADHD on their siblings. It provided insights and information not gleaned from other sources while also expanding and supporting data acquired in other ways. Thus, the use of letter writing in conjunction with shared oral stories and structured data collection through the use of trigger statements (feeling, hopes and lessons) did create a comprehensive understanding of the effects of children with ADD/ADHD on their siblings. Furthermore, letter writing as a methodology did clarify the effects children diagnosed with ADD/ADHD had on their siblings in this sample and brought to light some of the themes that emerged from each target child.

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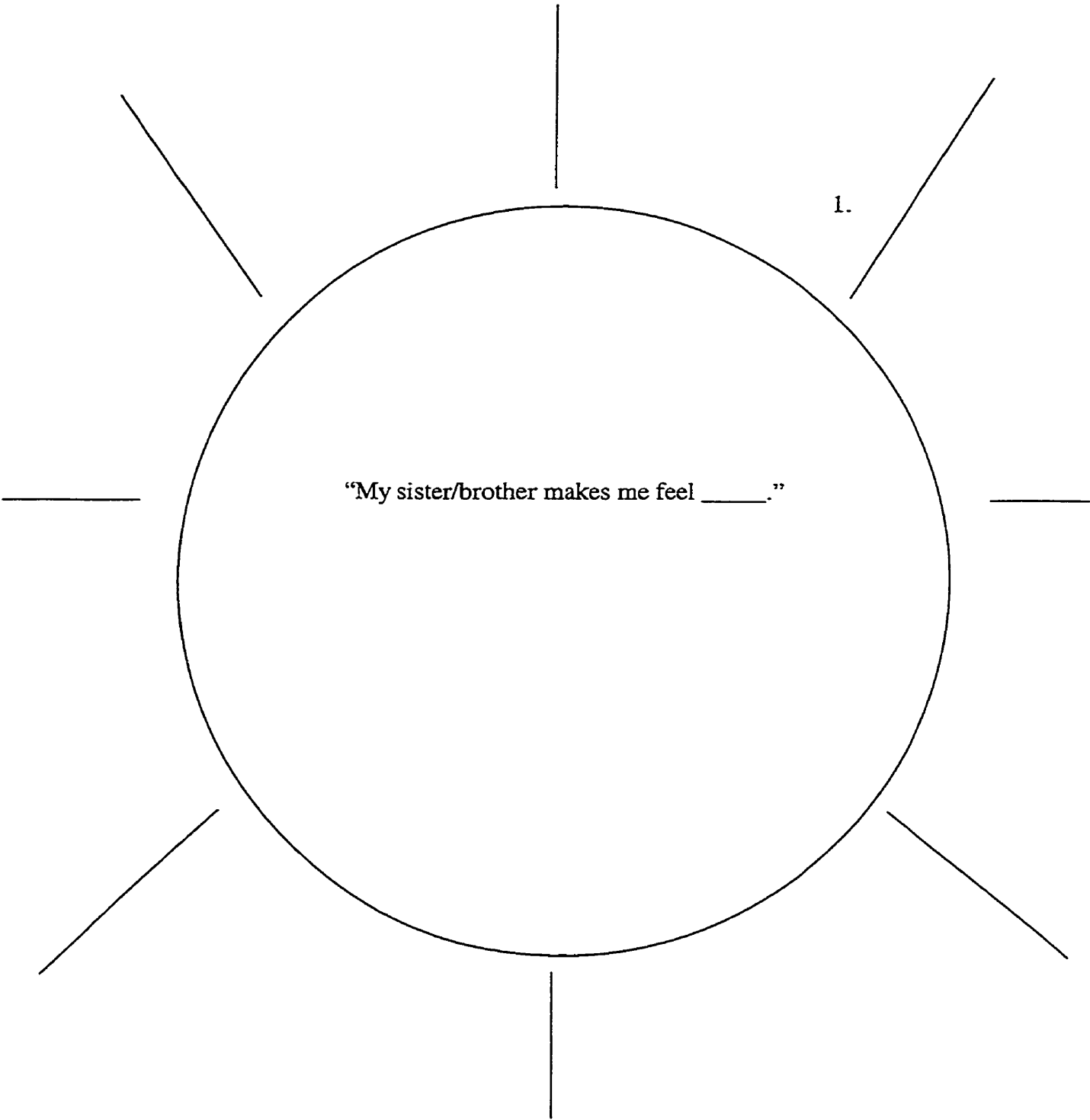
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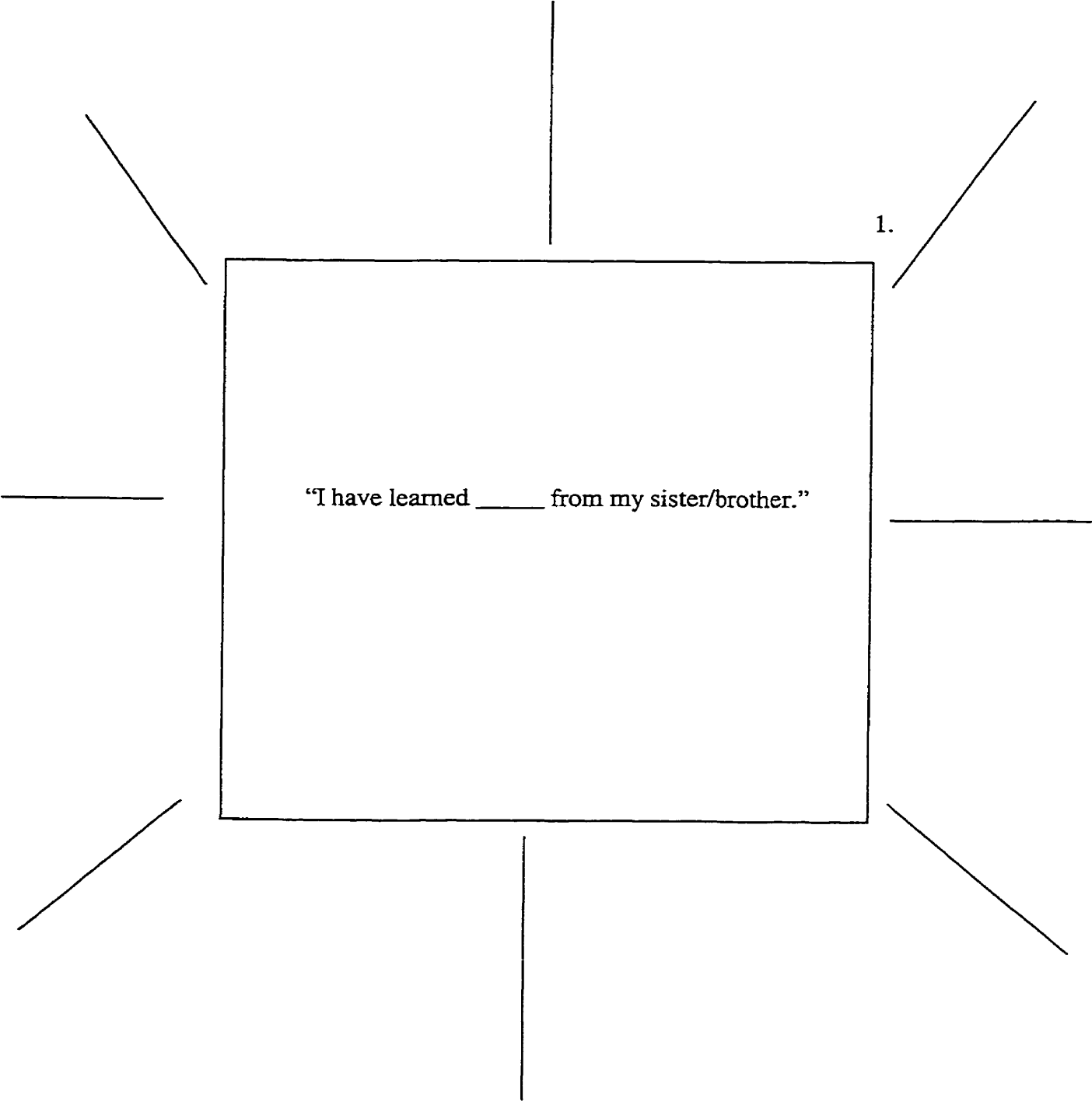
APPENDIX A

Trigger Statement 1 (Feelings)



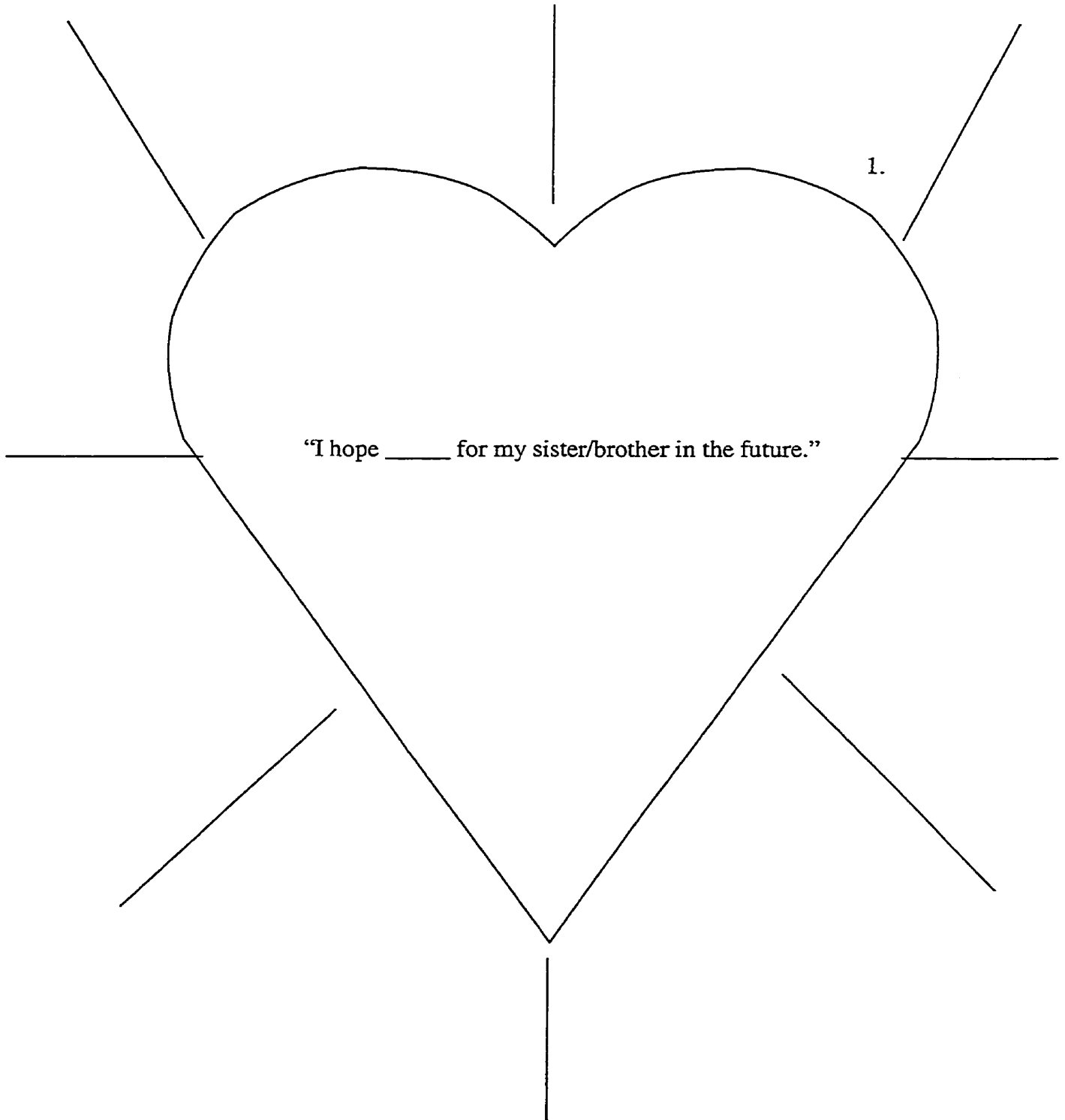
APPENDIX B

Trigger Statement 2 (Lessons)



APPENDIX C

Trigger Statement 3 (Hopes)



APPENDIX D

List of Emotions

Afraid	Angry	Disappointed	Embarrassed
Excited	Frustrated	Guilty	Happy
Hopeful	Jealous	Lonely	Pity
Proud	Sad	Special	Surprised

APPENDIX E

Cover Letter

Ms. Gilah Haber

33 Malcolm Court

Tenafly, NJ 07670

(201) 541-9446

September 4, 1997

Dear Parent/Guardian:

My name is Gilah Haber. I am a graduate student in the Department of Educational Psychology at the University of Calgary, in Alberta, Canada, conducting a research project under the supervision of Dr. Aldred Neufeldt as part of the requirements for a M.Sc. degree. I am writing to provide information regarding my research project, Effects of Children with ADD/ADHD on their Siblings, so that you can make an informed decision regarding your child's participation.

The purpose of the study is to use letter writing to assess a child's response to a sibling with ADD/ADHD. As part of the study, your child will be asked to participate in an interview with the researcher and to write a letter sharing his or her feelings with his or her sibling. Therefore, I am looking for siblings ages 11-16, if possible, or ages 9-16, if necessary. These procedures will take approximately two hours. You should be aware that even if you give your permission, your child is free to withdraw at any time for any reason without penalty.

There is a possibility that the child will become aware of his/her feelings toward his brother/sister and benefit from someone to speak with about them. If this arises, please contact Dr. Daniel Adler, pediatric neurologist out of The Neurology Group of Bergen County, NJ, who will be known to all of the participants and will take responsibility for ensuring that participants are referred to appropriate resources.

Data will be gathered in such a way as to ensure anonymity (initials or code names will be used in analyses) and letters will be disposed of upon completion of the thesis. Once collected, responses will be kept in strictest confidence. Only group results will be reported in any published studies unless full consent is obtained. The raw data will be kept in a locked filing cabinet in my home, only accessible to the researcher.

Information on responses of a specific child will be released only to his/her parents, and then only if a request is made in writing to the researcher within three months of the interview. All participating families will be sent a brief summary of research findings at the conclusion of the research.

If you have any questions, please feel free to contact me at (201) 541-9446, my supervisor (Dr. Aldred Neufeldt) at (403) 220-7347, the Office of the Chair, Faculty of Education Joint Ethics Committee, at (403) 220-5625, or the Office of the Vice President (Research) at (403) 220-3381. Two copies of the consent form are provided. Please return one signed copy to me and retain the other copy for your records.

Thank you for your cooperation.

Sincerely,

Gilah Haber

APPENDIX F

Consent For Research Participation

I/We, the undersigned, hereby give my/our consent for (Child's Name: _____) to participate in a research project entitled Effects of Children with ADD/ADHD on their Siblings.

I/We, understand that such consent means that _____ will participate in an interview with the researcher and write a letter to his or her brother or sister with ADD/ADHD, which will take approximately two hours in total.

I/We understand that participation in this study may be terminated at any time by my/our request, or of the investigators. Participation in this project and/or withdrawal will not affect my/our request for other services from the university.

I/We understand that there is a possibility that the child will become aware of his/her feelings toward his brother/sister and would benefit from someone to speak with about them. If this arises, please contact Dr. Daniel Adler, pediatric neurologist out of The Neurology Group of Bergen County, NJ, who will be known to all of the participants and will take responsibility for ensuring that participants are referred to appropriate resources.

I/We understand that the responses will be kept in strictest confidence. Data will be gathered in such a way as to ensure anonymity (initials or code names will be used in analyses). All letters will be kept in locked file cabinets and disposed of upon completion of the formal thesis.

I/We understand that only group results will be reported in any published studies unless full consent is obtained. Information on responses of a specific child will be released only to their parents, and then only if a request is made in writing to the researcher within three months of the interview. All participating families will be sent a brief summary of research findings at the conclusion of the research.

I/We have been given a copy of this consent form for my/our records. I/We understand that if at any time I/we have questions, I/we can contact the researcher at (201) 541-9446, her supervisor, Dr. Aldred Neufeldt, at (403) 220-7347, the Office of the Chair, Faculty of Education Joint Ethics Committee, at (403) 220-5625, or the Office of the Vice President at (403) 220-3381.

Signature of Parent/Guardian: _____ Date: _____

Signature of Participating Child: _____ Date: _____

APPENDIX G

Personal Information Sheet

Name of subject: _____

Age of subject: _____

Sex of subject: _____

Grade of subject: _____

Birth order of subject: (youngest, middle, oldest) _____

Number of siblings in family (not including the subject) and sex types: M ____ F ____

Name of sibling with ADD/ADHD: _____

Official diagnosis of sibling (ADD or ADHD): _____

Age of sibling with ADD/ADHD: _____

Sex of sibling with ADD/ADHD: _____

Grade of sibling with ADD/ADHD: _____

Birth order of sibling with ADD/ADHD: _____

APPENDIX H

Letter of Information Withholding

Name: _____

Please check the appropriate box:

_____ Yes, I consent to share my stories and letter with my parent(s).

_____ No, I do not consent to share my stories and letter with my parent(s).

Signature: _____ Date: _____

APPENDIX I

Esther's Story Analyses

Table I-1. Truly enjoying ourselves**Text:**

"Last year I was in the house and he unzipped my Mickey Mouse sleeping bag, got into it and I pushed him down the stairs and he went round and round. Then my mom pushed us both down the stairs and we both had fun some more."

Sub-units:

1. Gordon and I [Esther] decided to play together.
2. Esther pushed Gordon down stairs in sleeping bag as a game.
3. Mom pushed Gordon and Esther down the stairs as a game.
4. Mom, Esther and Gordon had fun.

Themes:

1. Mom enjoys playing with Gordon and Esther.
2. Mom gives Gordon and Esther time and attention.
3. Mom, Gordon and Esther have fun together.

Strategies:

1. When I play with Gordon I can do crazy things in order to have fun.
2. Mom likes Gordon and I [Esther] to play together.
3. Mom gives us more attention when Gordon and I [Esther] play nicely together.
4. Having fun together is important.

Consequences:

1. Sharing quality time with Gordon is so important (that my mom will allow me to do crazy things she would otherwise not permit).
2. Gordon and I also share good times and have fun together.
3. Mom enjoys playing and being with Gordon when he behaves and is happy.

Table I-2. Gordon's enthusiasm is catchy

Text:

"Three years ago it was Christmas and we wanted to have fun so I pretended I was Santa and he was a reindeer. He held a small blanket and I held it and he pulled me like a sleigh through the kitchen and down three stairs. This was fun. He thought of the idea and made me excited about it. We were both laughing and it was fun."

Sub-units:

1. At Christmas Gordon and I [Esther] were playing an imaginary game together.
2. Gordon and I [Esther] had fun together.
3. Gordon thought up the Santa and Reindeer game on his own.
4. Gordon made me excited about his game.
5. Gordon and I [Esther] laughed together.

Themes:

1. Gordon and I [Esther] have fun together.
2. Gordon is enthusiastic and excites others.
3. Gordon and I [Esther] laugh together.

Strategies:

1. Gordon is creative and imaginative.
2. Gordon and I [Esther] enjoy spending time together.
3. Gordon can excite others with his enthusiasm.

Consequences:

1. Spending quality time with Gordon is important.
2. Gordon and I also share good times together.
3. Gordon has several positive qualities such as creativity, imagination, enthusiasm and brains.

Table I-3. Plotting the path together**Text:**

"Last night because my mom said that I couldn't go downstairs (she had a big meeting) and I was hungry. I told my brother when he got out of the bathroom. He came with me and we sneaked downstairs on our stomachs (me on my back cause my leg hurt) and I started to bump loudly and my brother started laughing quietly and I told him to quit. But then my dad came and we didn't want him to see us so we ran upstairs. Then I played my clarinet and went to ask my mom for my new mouthpiece and since she couldn't find [it] she let me eat."

Sub-units:

1. Last night my mom had a meeting and I [Esther] wasn't allowed downstairs.
2. I was hungry and told my brother.
3. Gordon and I sneaked downstairs on our stomachs.
4. Gordon started laughing and I told him to be quiet.
5. Dad started coming into view and we ran back upstairs.
6. I played my clarinet and went downstairs to tell my mom I needed a new mouthpiece.
7. My mom didn't have a new mouthpiece so she let me eat (once I was downstairs).

Themes:

1. Esther goes to her brother Gordon for help.
2. Gordon tries to help Esther get what she wants without their parents finding out.
3. Gordon and Esther avoid getting into trouble.
4. Esther gets what she wants in the end.

Strategies:

1. Esther confides in her brother.
2. Gordon tries to help Esther.
3. Esther finds creative ways to get what she wants.

Consequences:

1. Esther trusts her brother.
2. Gordon cares for Esther.
3. Gordon allies with Esther against parents.
4. Esther uses Gordon to help her get back at parents.

Table I-4. Gordon really cares on the inside**Text:**

"One week ago I had a Bar Mitzvah of my friend's sister and it was in this high twenty foot building. I thought the building would tip when I was sleeping, but my brother kept reassuring me it wouldn't tip 'cause it wasn't really windy. In the morning he asked me to go swimming and he told me all my friends would be there. We played chicken fight and it was fun."

Sub-units:

1. Esther attended her friend's sister's Bar Mitzvah in a twenty-foot building.
2. Esther was afraid that the building would tip when she was asleep.
3. Esther's brother Gordon continued to reassure her that the building would not tip.
4. Gordon asked Esther to go swimming.
5. We [Gordon, my friends and I] played chicken fight and it was fun.

Themes:

1. Esther experiences fear.
2. Gordon reassures Esther that everything will be OK when she is afraid.
3. Gordon likes to play with Esther.
4. Gordon is able at times to play with Esther and her friends and have fun.

Strategies:

1. Gordon's reassurance is comforting to Esther.
2. Esther trusts Gordon when she is afraid.
3. Esther can enjoy time with Gordon and her friends.
4. Gordon can act mature when he wants.

Consequences:

1. Gordon cares for Esther's ultimate well being.
2. Esther trusts Gordon.
3. Esther looks up to Gordon.
4. Gordon and Esther enjoy spending quality time together.
5. When Gordon is in "control" he can play nicely with Esther and her friends.
6. Gordon is a good brother.

Table I-5. OK with Gordon**Text:**

"One time when I was three and I woke up and it was snowing, my mom said they had to go out for three hours and that Gordon would be here so you will be OK with him and the sitter. So we all went out to play in the snow and had a huge snow ball fight, made angels, went sledding down our street and it was all so much fun."

Sub-units:

1. When Esther was three years old her parents left her with Gordon and a baby-sitter.
2. Esther's parents felt she would be OK with Gordon around.
3. Gordon and Esther played together in snow.
4. Gordon and Esther have fun together.

Themes:

1. Gordon and Esther's parents feel that Gordon will watch over his sister Esther.
2. Gordon and Esther play together.
3. Gordon and Esther have fun together.

Strategies:

1. Parents think Gordon is a good big brother.
2. Gordon and Esther enjoy playing together.

Consequences:

1. Parents trust Gordon.
2. Parents see good in Gordon.
3. Gordon and Esther enjoy a big brother, little sister relationship.

Table I-6. Scared of the dark**Text:**

"This past summer I was having a play date in my room and my brother said: 'You better come here to my room cause something is very wrong.' And when we got there he locked us in his room and he told my mom he was doing work so don't come up. We were very scared, crying, and very mad. My friend's dad came to pick her up and finally my brother came to get her. I got out too."

Sub-units:

1. Esther and her friend are having a play date.
2. Gordon demands that Esther and her friend come to his room because something was wrong.
3. Gordon locks Esther and her friend in the closet.
4. Gordon tells his mom not to come upstairs because he is doing work.
5. Esther and her friend are scared, mad and are crying.
6. Esther's friend's dad came to pick her up.
7. Gordon came to get my friend out of the closet and Esther as well.

Themes:

1. Esther has friends.
2. Gordon bosses Esther around.
3. Gordon tricks Esther and her friend.
4. Gordon scares and hurts Esther and her friend.
5. Gordon lies to his mother.
6. Gordon saves Esther and her friend in order not to get into deeper trouble.

Strategies:

1. Esther has girlfriends with whom she enjoys playing.
2. Gordon feels authority over Esther.
3. Gordon feels he needs to trick Esther to get her attention
4. Esther and her friend are afraid as a result of Gordon's actions.
5. Gordon lies to his mother to avoid getting yelled at.
6. Gordon helps Esther and her friend only when he realizes he is going to get into deep trouble.

Consequences:

1. Gordon uses his authority over Esther to manipulate her into getting his own way.
2. Gordon is jealous that Esther has friends over and he does not and takes it out in negative ways to hurt Esther.
3. Gordon hurts Esther and her friend.
4. Gordon has learned to lie in order to avoid trouble.
5. When Gordon realizes how much trouble he will be in he tries to remedy his situation.

Table I-7. Angry at the wrong person**Text:**

"Today, we were doing homework and my mom said that I had to come here and I thought I was in trouble. She just wanted to talk to me about my brother. My brother started kicking me and my friend 'cause he was mad because he didn't go to school and he always takes it out on me. When my dad found out he came home and yelled at Gordon. Gordon was very angry and started throwing m & ms and screaming. So my mom took my friend and I out of the house."

Sub-units:

1. Esther and her friend were doing homework.
2. Gordon skipped school.
3. Esther's mom called Esther in order to question her about Gordon.
4. Gordon kicks Esther and her friend because he was mad that he was getting in trouble.
5. Esther feels that Gordon always takes out his anger on her when he is mad.
6. Esther's dad yells at Gordon.
7. Gordon is very angry and throws m & ms and screams.
8. Esther's mom takes Esther and her friend out of the house.

Themes:

1. Esther has friends over to do homework.
2. Gordon skips school when he is not supposed to.
3. Mom triangulates Esther into Gordon's problem.
4. Gordon physically hurts Esther and her friends.
5. Esther feels that Gordon takes his anger out on her and her friends.
6. Gordon gets yelled at when he is in trouble.
7. Gordon screams and throws when he is very angry.
8. Esther's mom removes Esther and her friends from Gordon's presence when he gets violent.

Strategies:

1. Esther has and enjoys friends.
2. Gordon does things that are forbidden by parents.
3. Esther's mom triangulates Esther into Gordon's problems.
4. When Gordon is in trouble or mad he physically hurts Esther and her friends.
5. Esther is getting fed up with Gordon hurting her and her friends.
6. Gordon screams, yells and throws items

Consequences:

1. Esther has good social support.
2. Gordon jealous of Esther's ability to have many friends.
3. Parents think Gordon does not care.
4. Parents think Gordon is rebellious.
5. Gordon learns to resent Esther.
6. Esther is beginning to realize that Gordon is not really trying to hurt her or her friends, rather he is taking out his anger on her.

at Esther to release his own anger.	7. Esther and her family experience a lot of yelling.
7. Gordon's dad yells at Gordon.	8. Esther's mom at times sees Gordon as harmful to others.
8. Esther's mom tries to protect Esther from Gordon's violence.	

Table I-8. What's next?

Text:

"Mostly all year Gordon has skipped Hebrew School. He fools around on purpose and misses his carpool. When my mom finds out she yells at him and he gets angry. Then he hits and throws things at us like pencils and other toys that really hurt. This really scares us because we don't know what he will do next."

Sub-units:

1. Gordon has skipped Hebrew School all year.
2. Gordon fools around and misses his carpool on purpose.
3. Gordon's mom gets angry and yells at Gordon when she finds out.
4. Gordon hits and throws things at Esther and his family after his mom yells at him.
5. Esther and her family are scared of Gordon when he is angry because they don't know what he will do next.

Themes:

1. Gordon hates Hebrew School.
2. Gordon misses carpool on purpose.
3. Gordon's mom yells at him when she is angry.
4. Gordon becomes physically violent when he is angry or in trouble.
5. Gordon's family is afraid of Gordon when he is angry.

Strategies:

1. Gordon will go to any means not have to go to Hebrew School.
2. Gordon's mom yells at Gordon the same way he yells at her.
3. Gordon reacts to being yelled at with hitting and throwing.
4. Gordon's parents are afraid of Gordon's unstable and unpredictable behavior.

Consequences:

1. Gordon is manipulative in order to get his way.
2. Gordon's parents do not completely trust Gordon.
3. Gordon's mom is perpetuating yelling as an acceptable medium to express feelings.
4. Gordon reacts violently to being yelled at.
5. Gordon's parents have trouble disciplining him for fear of what he will do next.

Table I-9. Times have changed for the worse**Text:**

"My brother used to do very well in school. His report card used to be very good with A's, but now he is getting bad marks-B's and C's. Now, [after his diagnosis], Gordon gets mad at everything. One day when I was losing at a video game and I told him I was going to quit he threatened to hurt me badly. When my parents ask him to do his homework he also gets very angry and he screams and yells at them. He also hits if he is very angry."

Sub-units:

1. Gordon used to get good grades and do well in school.
2. Now Gordon gets mad at everything where before he did not.
3. Gordon threatens to hurt Esther badly if she does not do what he wants her to do.
4. Gordon gets very angry with his parents when they tell him to do his homework.
5. Gordon screams and yells at his parents and hits when he is really angry.

Themes:

1. There has been an observable downward change in Gordon's academic achievement.
2. Recently Gordon is losing control and becoming angry quickly.
3. Gordon is trying to exert control over his younger sister Esther.

Strategies:

1. Secondary school demands and curriculum are very tough on Gordon.
2. Parental demands exacerbate Gordon's anger.
3. Gordon no longer is in control of his anger.
4. Gordon is becoming physically abusive when he is angry.

Consequences:

1. Gordon is losing control and becoming angry quickly as the stress in his life increases.
2. Gordon's coping mechanisms and study techniques, which worked in the past, are no longer working and may need to be revised.
3. The nature of Esther's sibling relationship with Gordon is changing.
4. Gordon tries to exert control over Esther who is younger than him in order to empower himself.

APPENDIX J

Ronald's Story Analyses

Table J-1. Fun on vacation**Text:**

"I went to Houston with my family and got lots of necklaces and coins. We all watched bands play songs. We went to the Space Center and saw the rocket ships. I also got to watch 3D shows. It was fun to do things with John like when we went to different places on vacation. When he was nice to me it was really nice, but when John screamed because something got him mad I felt bad and embarrassed."

Sub-units:

1. Ronald and his family go to Houston for vacation.
2. Ronald has fun doing things with his big brother on their vacation.
3. When John is nice to Ronald it is really nice.
4. John screams when something gets him mad.
5. When John screams Ronald feels bad and embarrassed.

Themes:

1. Ronald and John have fun doing things together on their vacation.
2. John screams when things get him mad.
3. Ronald feels good when John is nice to him.
4. Ronald feels bad and embarrassed when his brother screams out of anger.

Strategies:

1. Ronald and John have quality time together on vacation.
2. Ronald has good feelings about his brother when he is nice.
3. John becomes verbally abusive to Ronald when he is angry.

Consequences:

1. When everyday routine stresses are absent John and Ronald enjoy a more positive sibling relationship.
2. John is emotionally and socially immature.
3. Ronald has negative feelings against John and resents him when he is out of control.
4. Ronald ultimately cares about his brother and likes him.
5. Ronald desires a more consistent positive sibling relationship.
6. John needs to learn how to vent his anger more appropriately.

Table J-2. Sometimes he's really nice!**Text:**

"Every night my brother and I play basketball together. We both shoot baskets and we both score. Sometimes we miss. John tries to teach me how to do passes and slams. But when I don't do them right he screams at me. This [his screaming] makes me feel real bad. Sometimes he is really nice though. When we played volley ball with the other kids then he said nice things to me and didn't tease me."

Sub-units:

1. Ronald and John play basketball together every night.
2. John tries to teach Ronald how to do passes and slams.
3. When Ronald does not do what John is teaching him correctly then John screams him at.
4. When John screams it makes Ronald feel real bad.
5. Sometimes Ronald feels that John can be really nice.
6. One day when Ronald and John are playing basketball with the other kids, John says nice things to Ronald and doesn't tease him.

Themes:

1. Ronald and John enjoy playing basketball together.
2. John teaches his brother basketball techniques, but screams at him when Ronald can't do them perfect right away.
3. Ronald feels real bad when his brother screams at him.
4. Ronald feels that sometimes his brother can be really nice.

Strategies:

1. John screams when he loses control over something or someone.
2. John needs to see perfection immediately.
3. Ronald has both positive and negative feeling about his brother.
4. John and Ronald share a common interest in basketball.
5. John and Ronald both try to maintain their big brother-little brother relationship.

Consequences:

1. John is impulsive.
2. Ronald ultimately cares about and likes his brother.
3. John needs to learn how to more appropriately vent his anger.
4. John can be verbally abusive when he is not in control.
5. John is emotionally and socially immature.
6. Ronald resents John's verbally abusive behavior and is hurt by him.

Table J-3. Don't cry!**Text:**

"Sometimes my brother is crying at school when we pick him up. He cries a lot at home also. My mom and dad always tell him not to cry. I get shocked when he cries cause I don't want my mom or dad to hit him cause sometimes they do when he does something bad. He usually is crying cause he did something bad."

Sub-units:

1. Sometimes when we pick up my brother at school he is crying.
2. My brother cries a lot at home also.
3. Mom and dad always tell John not to cry.
4. When John cries Ronald gets shocked because he doesn't want mom or dad to hit him like they sometimes do when he does something bad.
5. John usually cries when he does something bad.

Themes:

1. John cries a lot both at home and at school especially when he has done something bad.
2. John's parents tell him not to cry.
3. John's parents hit him sometimes when he does something bad.
4. Ronald gets shocked when John cries for fear that his parents will hit his brother again.

Strategies:

1. The parents are sometimes physically abusive to John.
2. Ronald is afraid his parents will really hurt his big brother.
3. Ronald is a little afraid of his parents.
4. John is afraid of his parents.

Consequences:

1. Ronald cares for and loves his big brother.
2. John is learning that it's bad to cry and that it is better to hold things in.
3. Ronald is afraid that if he misbehaves or cries that perhaps his parents will also hit him like they do to his brother.
4. John does not feel comfortable talking with his parents when he does something wrong

Table J-4. In a hotel room**Text:**

"In Houston, my brother and I shared the same room in a hotel near my mom and dad. It was fun. We played games like basketball and watched TV. One night when my brother was reading a book very late and my mom wanted him to go to bed John wouldn't listen. Finally, she got angry and then he put down the book and we turned off the lights."

Sub-units:

1. Ronald and John share a hotel room near their parents in Houston.
2. Ronald and John have fun together.
3. Ronald and John play games like basketball and watch TV.
4. John reads book late one night and mom wants him to go to bed, but John doesn't listen.
5. Mom finally gets angry and then John puts down the book and turns off the lights.

Themes:

1. Ronald and John have fun together playing basketball and watching TV on vacation in Houston.
2. John doesn't listen to mom when she asks him to go to bed.
3. John finally listens to mom only after she gets angry.

Strategies:

1. Ronald and John share quality time together away from life's daily stresses.
2. John lacks self-control to stop doing what he is doing when asked nicely.
3. John responds well to anger and yelling.

Consequences:

1. Ronald and John can enjoy a positive sibling relationship.
2. John wants to always be in control and resists parental authority.
3. John has been conditioned to act when someone yells, but not before.

Table J-5. The real winner**Text:**

"Sometimes my brother and I play hockey. One time, the score was five to zero and I had zero. Then I scored five goals to tie it up. Then he scored a goal and won the game. I thought he really shouldn't have gotten the point and we fought. Then we went inside because our dad called us for dinner."

Sub-units:

1. Ronald and John enjoy playing hockey together.
2. One time the score is 5:0 (Ronald is 0).
3. John then scores a goal and wins the game.
4. Ronald feels that his brother should not win the point and they fight.
5. Ronald and John go inside because their dad calls them for dinner.

Themes:

1. Ronald and John enjoy playing hockey together.
2. Ronald feels that John cheats sometimes in order to win.
3. Ronald and John fight until one of their parents usually intervenes or gives them both something to do (such as eat dinner).

Strategies:

1. Ronald and John share a common bond in Hockey.
2. Ronald physically fights with his brother when he begins to cheat.
3. Ronald and John are unable to solve their differences on their own without parental intervention.

Consequences:

1. Ronald and John spend quality time together playing sports.
2. Ronald resents John when he cheats.
3. Ronald's parents' unconsciously are fostering dependence, rather than independence from their children.

APPENDIX K

Melanie's Story Analyses

Table K-1. I'm not invisible**Text:**

"Last month I was playing with my best friend, Marla, and we were playing Nintendo. Out of nowhere my brother came in and begged for a turn. I finally said OK. But when I asked for the Nintendo back several times he kept saying, 'No.' Finally I told my mom and she came and took him off. My brother makes me angry when he takes my friends away and thinks I'm invisible."

Sub-units:

1. Melanie plays Nintendo with her best friend Marla.
2. Jacob appears and begs Melanie and her friend for a turn.
3. Melanie says OK finally.
4. When Melanie asks for the Nintendo back several times he still says no.
5. Melanie finally tells mom who comes to take him off.
6. Melanie feels angry when her brother takes her friends away and treats her like she is invisible.

Themes:

1. Melanie enjoys playing with her best friend.
2. Jacob wants desperately to be included in his sister's play dates.
3. Jacob does not listen to his younger sister.
4. Melanie enlists mom's help in order to make her brother listen to her.
5. Melanie feels angry when her brother takes her friends away and treats her like she is invisible.

Strategies:

1. Melanie has good friends.
2. Jacob is jealous of his sister's friends.
3. Jacob does not accept his younger sister as an authority figure.
4. Melanie gives in to her big brother.

Consequences:

1. Melanie is socially fulfilled.
2. Jacob accepts parental authority.
3. Melanie is hurt by her older brother's actions.
4. Melanie resents her older brother.
5. Jacob is not socially fulfilled and is socially immature.

Table K-2. Getting into it-losing control**Text:**

"One time Jacob and I were playing basketball. My dad pulled into the driveway and then we all played. Then my sister came out and we decided to play a real game. Me and my brother against my sister and my dad. When my brother passed me the ball he threw it so hard it hit me in the back and I cried. Whenever he does something he goes crazy when he gets into it. He ends up losing control."

Sub-units:

1. Melanie and her older brother play basketball.
2. Father comes home and joins in the game.
3. Melanie's little sister comes outside and everyone decides to play a real game of basketball.
4. Melanie and her older brother play against her dad and younger sister.
5. Jacob passes ball to Melanie so hard that it hit her in the back, which made her cry.
6. Whenever Jacob does something he goes crazy when he gets into it and then he loses control.

Themes:

1. Melanie and her family enjoy playing basketball together.
2. Jacob hurts Melanie by accident.
3. Melanie feels that Jacob goes crazy and loses control whenever he gets involved in an activity.

Strategies:

1. Melanie and her family share a common bond of basketball at which they all excel.
2. Jacob does not realize his own strength and hurts others as a result of this.
3. Melanie resents Jacob always hurting her when they play together.
4. Jacob isn't always aware of the consequences of his actions.

Consequences:

1. Melanie and her family enjoy spending quality time together.
2. Melanie feels that playing with her brother usually has a negative outcome.
3. Melanie hates Jacob's loss of 'control'.
4. Jacob needs to learn how to control his own strength and become more aware of what is going on around him.

Table K-3. Door in the face**Text:**

"Last Tuesday my goldfish died and my mom agreed to buy me guppies. We went to the pet store and we went to look at the birds. I dragged my mom over to see a calm bird chirping. She bought the bird I thought was really mellow. When we got home I told my brother to come see something (the bird), but he said no and slammed the door in my face with a loud bang. My mom told me he was just frustrated with his homework."

Sub-units:

1. Mom agrees to buy Melanie guppies because her goldfish dies.
2. Melanie and her mom go to the pet store and look at the birds.
3. Melanie shows her mom a calm bird chirping.
4. Mom buys the bird that Melanie thinks is really mellow.
5. Melanie tries to get her brother to come see her new pet, but he just slams the door in her face with a loud bang.
6. Mom tells Melanie that her brother is just frustrated with his homework.

Themes:

1. Mom and Melanie go to the pet store and buy a bird that Melanie chooses because her goldfish died.
2. Melanie wants to show her brother her new surprise, but he doesn't want to see it.
3. Jacob slams the door in his sister's face with a loud bang when she tries to get him to come see her new surprise.
4. Mom tells Melanie that her brother is just frustrated with his homework and not with her when he slams the door in her face.

Strategies:

1. Mom shows Melanie that she cares about her loss.
2. Melanie wants to share her joy with her brother.
3. Jacob is rude and abrupt with people when he becomes frustrated.
4. Jacob projects his frustrations onto his sister.
5. Jacob has difficulty with his homework.

Consequences:

1. Melanie feels that mom cares about her.
2. Melanie feels close to her brother to want to share her joy with him.
3. Melanie feels hurt and rejected by her brother when he is rude to her.
4. Mom feels the need to protect Melanie against her brother's hurtful actions by explaining that his actions are not against her but his homework.
5. Jacob does not possess the skills to appropriately cope with his frustrations.
6. Jacob should not be interrupted during homework time.

Table K-4. Monday night out**Text:**

"Every Monday my mom doesn't like to cook so we usually go out. My brother and sister's favorite restaurant is Denny's, but I hate it. But it's always a 2:1 vote in which I lose. So I always say, "Can't I have a chance?" So this past Monday my mom cooked for me so we wouldn't have to go out to Denny's. This was very special."

Sub-units:

1. Every Monday mom doesn't like to cook so the family usually goes out.
2. Melanie's sibling's favorite restaurant is Denny's, but she hates it.
3. When the family votes it always 2:1 in which Melanie loses.
4. Melanie asks mom if she could have a chance.
5. Mom decides to cook for Melanie so they won't have to go out to Denny's again.
6. This is very special.

Themes:

1. Melanie's siblings always want to go to Denny's on Monday nights and win because they outnumber her 2:1, but Melanie hates that place.
2. Melanie pleads to her mom for a chance to get her choice of food.
3. Mom cooks at home for Melanie so that she will finally get her choice of food (not Denny's).
4. Mom cooking at home for Melanie is very special.

Strategies:

1. Melanie feels that her siblings usually get their way with regard to restaurant choice.
2. Melanie feels that mom usually doesn't consider her feelings with regard to choosing a restaurant.
3. Melanie wants her feelings to be recognized as well.

Consequences:

1. When mom listens to Melanie's request Melanie feels that mom also cares about her as well as her siblings.
2. When mom listens to Melanie's request Melanie feels special.
3. Melanie sometimes feels a little neglected.
4. Melanie resents her siblings at times.
5. Melanie may benefit from special attention from mom.

Table K-5. Ulterior motive**Text:**

"Yesterday I had to do some extra credit homework, but I couldn't do it and it was already ten thirty at night. All of a sudden I went to ask my mom for more help and I see my brother with my homework. I asked him what he was doing and he told me to be quiet that he was helping me. I thought he was messing it up on me. I think he also wanted to stay up late without me so he could use the computer for Nintendo."

Sub-units:

1. Melanie goes to ask her mom for help with her homework because it is 10:30 p.m.
2. When Melanie goes to get help she sees her brother with her homework.
3. Melanie thinks her brother is really trying to mess up her homework.
4. Melanie asks her brother what he is doing and he tells her to be quiet that he is helping her.
5. Melanie feels that her brother is helping her so that he can stay up late without her and use the computer for Nintendo.

Themes:

1. Melanie is having trouble completing her homework and seeks help from mom.
2. Jacob tries to help Melanie on her homework.
3. Melanie distrusts her brother's help.
4. Melanie suspects ulterior motives to Jacob's behavior.

Strategies:

1. Melanie feels that Jacob will usually only help her when there is an ulterior motive (i.e. he wants something such as the computer she is on).
2. Melanie allows her brother to help her on her homework after he reassures her that he is sincerely helping her.
3. Melanie seeks help on homework from her mom, not from her brother.

Consequences:

1. Melanie feels that her brother does not care about or like her for who she is.
2. Melanie doesn't completely trust her brother.
3. Melanie trusts her mom and feels that she looks out for Melanie's best interest.
4. Jacob's ulterior motive overshadows his good deed.
5. Jacob's words can be reassuring to his sister.

Table K-6. They sold her**Text:**

"When I was little my brother came home from school and asked where Melanie was. He wanted to beat me up. My mother told him they sold her to another family because he was so mean to her. So he started crying on the floor. My mom then told him the truth that I was sleeping. After this, my brother was nicer to me for a little while. When my mom told me this later this year, I realized that my brother really does care about me."

Sub-units:

1. One day many years ago Jacob comes home from school and asks where Melanie is because he wants to beat her up.
2. Mom tells Jacob that they sold her to another family because he is so mean to her.
3. Jacob starts crying on the floor.
4. Mom tells Jacob the truth that his sister is sleeping.
5. After this, Jacob is nicer to his sister for a little while.
6. When mom tells me this story, I realize that my brother really does care about me.

Themes:

1. Jacob wants to beat his little sister up and is very mean to her.
2. Parents tell Jacob a white lie that they sold Melanie to another family because he is so mean to her in order to teach him a lesson.
3. Jacob learns to appreciate his sister more after he feels the horror of almost losing her forever.
4. When Melanie hears this story from her mom she realizes that her brother really does care about her.

Strategies:

1. Melanie at times feels that her brother does not care about her because he is so mean to her.
2. Jacob takes out his aggression on the sister he loves.
3. Jacob ultimately loves and cares for his little sister.

Consequences:

1. Melanie used to be afraid of Jacob and her parents were afraid to leave the two of them together because he always wanted to beat her up.
2. Jacob learns to appreciate through fear and loss.
3. Melanie loves her older brother and seeks his love, care, and attention.
4. Jacob tries to act tough on the exterior perhaps to make up for his insecurities or inadequacies.

Table K-7. Animal toys**Text:**

"Last summer we went to the seashore and my girl cousin (13 years old) came along. We rent an apartment there. At night we all jumped around on the beds and annoyed our parents. My brother kept trying to steal my animal toys, but I kept yelling at him. When I tried to grab my toys back he pretended he was giving them back and then he pulled them away fast and made me fall. I told my parents and they yelled at him."

Sub-units:

1. Last summer my family took my 13-year old girl cousin to an apartment at the seashore.
2. At night the kids jump on the beds and annoy their parents.
3. Jacob tries to keep stealing his sister's animal toys and she keeps yelling at him.
4. When Melanie tries to grab her toys back her brother pretends he is returning the toys when really is pulling them away fast which makes his sister fall.
5. Melanie tells her parents and they yell at him.

Themes:

1. Melanie and her family enjoy time together at the seashore.
2. Jacob tries to steal his sister's toys away from her for fun and she yells at him.
3. Jacob tricks his sister and makes her think he is giving back her toys when he really isn't and makes her fall.
4. Melanie tells her parents about her brother's poor behavior and her parents yell at him.

Strategies:

1. Jacob does not listen to his sister.
2. Jacob derives enjoyment from teasing his sister.
3. All the children enjoy trying to bother the adults by jumping on the beds.
4. Jacob gets wild and loses control when he plays physical games and activities and he ends up hurting someone.

Consequences:

1. Jacob is conditioned to listen to his parents only after they yell.
2. Melanie knows that her parents will protect her against her Brother.
3. Melanie doesn't trust her brother.
4. Jacob has not learned how to maintain self-control during unstructured play or realize the magnitude of his own strength.
5. Melanie resents her brother always hurting her even though it is by accident.

Table K-8. The only girl**Text:**

"One time I went to Hard Rock Cafe for Jacob's birthday party. A bunch of his friends came out with my family to celebrate. It was really a dinner party, but the lineup was always so long that we drove after school and waited from 3:00pm on which was some people's lunch. Sometimes my brother's friends would talk to me and then my brother would too. He included me too which made me feel good because I was the only girl around."

Sub-units:

1. A bunch of Jacob's friends go out with the family to Hard Rock Cafe to celebrate his birthday.
2. The party is for dinner, but the lineup is always so long that they leave after school and begin waiting from 3:00p.m.
3. Sometimes Jacob's friends speak to Melanie and then he would too.
4. When Jacob includes his sister it makes her feel good because she is the only girl around.

Themes:

1. In honor of Jacob's birthday the family and his friends go to New York for dinner.
2. At times Jacob's friends would talk to his sister, which prompted him to talk to her also.
3. When Jacob includes his sister it makes her feel good.

Strategies:

1. The family celebrates life cycle events together with friends.
2. When Jacob realizes that his friends include his sister he models them.

Consequences:

1. The parents feel birthdays are an important part of family life.
2. Jacob's peers influence him.
3. Melanie feels the need to be liked and included by her big brother.
4. Melanie treasures her relationship with her big brother.
5. Jacob's friends accept his sister.

APPENDIX L

Nancy's Story Analyses

Table L-1. No manners**Text:**

"My friend Sally and I went to Dairy Queen with mom and Brenin before Brenin got a haircut. We got soft-serve ice creams. It was funny when Brenin was eating because he wasn't using manners. He took a whole spoonful of ice cream and stuffed it into his mouth when we (me and my friend) were taking really little bites. Then my mom got mad and talked to him and tried to teach him manners, but then he started joking around and my mom, my friend and I started laughing. And then everyone was happy."

Sub-units:

1. Nancy and her friend go to Dairy Queen with her mom and brother Brenin to get soft-serve ice creams.
2. Brenin doesn't use manners when he eats.
3. Brenin shoves a whole spoonful of ice cream into his mouth while the girls take small bites.
4. Mom gets mad at Brenin and tries to teach him manners.
5. While mom is trying to teach Brenin manners he starts to joke around.
6. Mom, Sally and Nancy start laughing as Brenin jokes and everyone is happy.

Themes:

1. Brenin does not use manners when he eats in public when out with his sister, her friend, and his mom.
2. Mom reprimands Brenin and tries to teach him manners, and Brenin responds by joking around.
3. When Brenin jokes around it causes everyone with him to laugh and become happy.

Strategies:

1. Nancy is embarrassed by her brother's poor behavior in front of her friend.
2. Brenin reacts to reprimands and parental authority by joking around.
3. Everyone thinks Brenin's jokes are funny and laughs at them.

Consequences:

1. Nancy is socially adept.
2. Brenin is socially immature.
3. Brenin has learned that his jokes can be used as an escape mechanism when he is to get reprimanded.
4. Brenin has learned how to make people who are angry, happy.

Table L-2. Impressions of a movie star**Text:**

"This past November my family and I went to Disneyland in LA. My mom and my brother were on the Thunder Mountain Roller coaster in one car and my dad and I were in the next car. My mom took a picture of my brother and he made a really funny face like one on a movie star. He is great at actor impressions."

Sub-units:

1. Brenin and his family go to Disneyland.
2. Nancy and her dad ride on one car of the roller coaster while Brenin and his mom ride in the next car.
3. Mom takes a picture of my brother and he makes a really funny face like a movie star.
4. Brenin is great at actor impressions.

Themes:

1. Brenin likes to make really funny faces when photographed.
2. Brenin is great at actor impressions.
3. The family enjoys spending quality time together on vacation.

Strategies:

1. Brenin chooses to make funny faces when he gets photographed instead of being himself.
2. Brenin's sister recognizes his talent at actor impressions.
3. Brenin and his sister can enjoy each other's company when away from home without life's daily stressors.

Consequences:

1. Nancy sees positive aspects in her brother.
2. Brenin is socially immature at times.
3. Brenin hides behind jokes and impersonations in order to hide his own insecurities.

Table L-3. Lay-ups together**Text:**

"One time when I was little, approximately seven years old, we were doing basketball. He tried to teach me lay-ups. He told me what to do and I did a couple and he watched. Then he went inside and I didn't know he was watching me and I started to shoot, but I didn't do so great so he came out and showed me again. He tells me when I'm not doing well, and when I'm OK. He's never really mean."

Sub-units:

1. Brenin and Nancy play basketball together.
2. Brenin tries to teach Nancy layouts.
3. Brenin teaches Nancy through explanation, modeling, and observation.
4. Brenin goes inside and watches Nancy practice without her knowing.
5. When Nancy shoots a basket, which is not so good, Brenin comes back outside and shows her how to do it again.
6. Brenin tells Nancy when she is doing well, as well as when she is not.
7. Brenin is never really mean when he teaches his sister basketball.

Themes:

1. Brenin enjoys teaching his sister basketball.
2. Brenin and Nancy enjoy spending time together playing basketball.
3. Brenin is able to give praise and constructive criticism to others.
4. Brenin is not really mean when he teaches his sister basketball.

Strategies:

1. Brenin is able to share quality time with his sister playing basketball, the sport that he loves.
2. Brenin can be nice to his sister when he is in control.
3. Brenin understands how it feels to get criticism without praise and is good about giving both to his sister.
4. Brenin can be an excellent model and teacher.

Consequences:

1. Brenin feels good about himself when he is able to teach his sister something that he knows a lot about and is comfortable with.
2. Brenin is in control of his behavior when he is comfortable with the situation and has knowledge about what he is doing.
3. Nancy usually feels that her brother is really mean to her.
4. Nancy feels special and remembers when Brenin is nice to her.
5. Brenin and Nancy have a special bond.

Table L-4. Mask of laughter and jokes**Text:**

"One day my friend Sally was over and we were dancing in the basement. She takes tap and I take ballet. My brother Brenin came down to get something and he went where Sally was and began fooling around and trying to be funny. I asked him to go and stop, but he didn't listen so I called my mom. She asked him to come up so he did. He listens to my mom a lot, but not always to me."

Sub-units:

1. Nancy and her friend dance in the basement of Nancy's house.
2. Brenin comes down to the basement to get something and then he goes near my friend and begins to fool around and tries to be funny.
3. Nancy asks her brother to go and stop, but he does not listen.
4. When Brenin does not listen to Nancy, she calls mom.
5. Nancy's mom asks Brenin to go upstairs and he does.
6. Nancy feels Brenin listens to mom a lot, but not always to her.

Themes:

1. Nancy has friends she invites to her house to play.
2. Brenin tries to fool around and make Nancy's friend laugh.
3. Brenin does not listen to Nancy.
4. Nancy's mom intervenes on her behalf to try and make Brenin listen.
5. Brenin listens to his mom.
6. Nancy feels Brenin listens to mom a lot, but not always to her.

Strategies:

1. Nancy is social and has friends.
2. Brenin plays the role of jokester to gain attention from others.
3. Brenin will listen to parental authority, but not sibling.
4. Nancy relies on mom to solve her problems with her brother.
5. Nancy feels sad that Brenin does not care enough to listen to her requests.

Consequences:

1. Brenin is jealous of Nancy for she has good friends.
2. Brenin is socially immature and lacks confidence around other people.
3. Brenin uses laughter and jokes as a facade to hide his nervousness and insecurity around others in social situations.
4. Brenin resents Nancy for mom always comes to her aid.
5. Nancy feels embarrassed when her brother tries to make her friends laugh.

Table L-5. Yelling is the only thing that works**Text:**

"Sometimes I go to watch TV and then Brenin will come down and ask if he can flip the channel to see something different and I say OK. But, then he keeps the remote control and looks for a long time to see more channels and more movies, and finally, he will give it back after I yell: 'Brenin. Give it back.'"

Sub-units:

1. Nancy watches TV.
2. When Brenin comes and asks if he can flip the channel Nancy says OK.
3. Brenin keeps the remote control and does not give it back to Nancy.
4. Nancy yells, "Give it back" and only then does her brother return the remote control.

Themes:

1. Brenin asks to borrow things from his sister, but is not good at returning them.
2. Nancy is good at sharing and turn taking with her brother.
3. Nancy has to yell in order to get her brother to listen to her.

Strategies:

1. Brenin is impatient when he wants something and not good at waiting his turn.
2. Nancy is good at sharing with her brother.
3. Brenin has learned that he doesn't have to listen to his sister until she yells.

Consequences:

1. Brenin does not listen to his sister's request when she speaks in a nice voice.
2. Nancy is taken advantage of by her brother because of her kindness.
3. Nancy resents Brenin when he doesn't listen to her and provokes her to yell.

Table L-6. Out of control**Text:**

"When our family was on our way to my dad's friend's house in our car I asked my mom what the original movie *Romeo and Juliet* was about. Brenin interrupted and started telling me about the 90's version of the movie without stopping. I yelled, 'Brenin I don't want the 90's version I want to know about the original one.' Only then did my brother stop and my mother began to tell me the story."

Sub-units:

1. Family goes to dad's friend's house.
2. Nancy asks mom what the original movie *Romeo and Juliet* is about?
3. Brenin interrupts mom and starts telling about the 90's version without stopping.
4. Nancy yells at Brenin.
5. When Brenin is yelled at by his sister he stops talking and lets mother talk.

Themes:

1. Nancy asks her mom a question and Brenin interrupts and tries to answer for mom and doesn't stop.
2. Nancy yells at Brenin and then Brenin stops talking and lets his mom finish answering for herself.

Strategies:

1. Brenin is compulsive and does not control his impulse to talk.
2. Brenin has not learned social skills such as communicative turn taking.
3. Brenin does not listen until his sister yells at him.

Consequences:

1. Brenin is not in control of his disability.
2. Brenin is unaware of social or verbal queues (i.e. to stop talking because people are getting frustrated).
3. Brenin is conditioned to stop what he is doing that is frustrating only after someone yells at him.

APPENDIX M

Kevin's Story Analyses

Table M-1. Push-ups to teach a lesson**Text:**

"A lot of times when my brother annoys me I'll tell him to stop. And then I tell him to shut up. Afterwards, I beat him up which makes him fight back. When dad hears us he comes in and makes us both do push ups to teach us a lesson."

Sub-units:

1. When Larry annoys Kevin first Kevin tells him to stop.
2. Then Kevin tells Larry to shut up.
3. Afterwards, Kevin beats Larry up, which makes him fight back.
4. When dad hears Larry and Kevin fighting he makes them both do push ups to teach them a lesson.

Themes:

1. Larry annoys Kevin.
2. Kevin tries to get Larry to stop annoying him by telling him to "stop" or "shut up," but he is not successful.
3. Kevin physically beats his brother up when he won't listen to him.
4. Kevin's Dad intervenes when Larry and Kevin are fighting and makes them both do push ups to teach them a lesson.

Strategies:

1. Larry enjoys getting his older brother annoyed.
2. Larry purposely gets his brother to fight with him, by not listening to him.
3. Kevin uses physical force as a means to help himself only after trying to verbally communicate.
4. Kevin and Larry's dad feels that only through his interventions will his sons stop fighting.

Consequences:

1. Dad teaches his kids indirectly that they cannot solve problems on their own.
2. The dad treats his sons equally and fairly.
3. Larry seeks attention from his brother and dad (even negative attention).
4. Larry enjoys getting his older brother into trouble.
5. Kevin does not intentionally want to hurt his little brother.

Table M-2. Allies when threatened**Text:**

"During winter break we went to Hawaii for vacation. Larry and I didn't fight for approximately ten days. We were both on the same side. Our cousin Bobby was there from Delaware and Larry and I was always arguing with him. It was the first time in a long time that Larry and I were on the same side. Together we banded together against Bobby who was annoying us. We actually enjoyed this vacation and each other's friendship."

Sub-units:

1. The family goes to Hawaii for vacation.
2. Larry and Kevin did not fight.
3. Larry and Kevin were on the same side.
4. Kevin argues with his cousin Bobby from Delaware that is with them.
5. Kevin and Larry band together against Bobby who is annoying them.
6. Kevin and Larry enjoy each other's friendship and their vacation.

Themes:

1. Larry and Kevin do not fight during their vacation.
2. Larry and Kevin band together against their cousin Bobby (who annoys them).
3. Kevin and Larry enjoy each other's friendship and their vacation together.

Strategies:

1. Larry and Kevin can get along when they want to.
2. Kevin and Larry are allies when they have another person at whom they can divert their anger.
3. Kevin and Larry can have fun together.
4. Kevin and Larry share a more positive sibling relationship outside of their home environment.

Consequences:

1. Kevin and Larry are siblings, who in spite of their tendency to fight with one another most of the time, can also enjoy each other's company.
2. Kevin and Larry have a strong positive relationship.
3. Kevin and Larry's strong sibling bond shows itself when they share a perceived threat from a third party (Bobby).
4. Removing routine stresses of their daily environment improves Kevin and Larry's sibling relationship.

Table M-3. Finally, I lose it**Text:**

"Two weeks ago, me and six friends came home to watch a movie. My mom asked if it would be OK if Larry watches also and I said OK if he didn't annoy us. So everything was fine. Then all of a sudden, he brought the dog into the room and insisted that he play with the dog here. The dog started jumping all over everyone and we couldn't see our movie. So I told Larry to take the dog out of the room and he wouldn't so I had to physically move him. He resisted though and came back into the room. This went on a couple of times till, finally, I began beating him up."

Sub-units:

1. Kevin and his friends get together at his house to watch a movie.
2. Kevin's mom asks if Larry can also watch the movie and Kevin agreed on condition that he does not annoy them.
3. Everything is fine till Larry decides to bring in the dog and insists on playing with the dog there.
4. The dog starts jumping on everyone, which prevents them from being able to see their movie.
5. Kevin tells Larry to take the dog out of the room and he doesn't listen.
6. Kevin physically removes Larry and the dog from the room, Larry returns and this sequel repeats itself several times until I start beating him up.

Themes:

1. Kevin brings home friends to socialize with.
2. Kevin's mother strongly asks him to include Larry in his activity with his friends.
3. Kevin conditionally agrees to include his brother with his friends as long as his brother does not annoy him or his friends.
4. Larry annoys Kevin and his friends on purpose.
5. Kevin tries to get Larry to stop annoying him and his friends, but he won't listen.
6. Kevin physically removes Larry and starts beating Larry up when he will not listen.

Strategies:

1. Kevin has positive social relationships.
2. Kevin's mother puts undue pressure on Kevin to include Larry in activities he does with his friends at home.
3. Larry purposefully annoys his brother and his friends to get attention.
4. Larry will not listen to Kevin.
5. If Kevin cannot gain control of Larry with words he physically beats him up.

Consequences:

1. Kevin resents Larry.
2. Kevin resents his mother.
3. Kevin is learning not to bring home his friends, rather to go to their homes where he can enjoy his friends without having to include his little brother.
4. Larry is very needy for attention and is even satisfied with negative attention.
5. Larry is jealous of his brother's friends.

Table M-4. Yeah! She finally sticks up for me**Text:**

"Last year, I was hanging out with Carl and Frank and we were all riding around on our bikes. As we were riding through the business section of town we saw Larry. We told him we didn't want him following us around and we left. He tried following us again and so we went home and I told my mom. My mom made Larry stay home. He frustrates me so much cause when I'm with my friends I don't want my baby brother around. I was really glad when she [my mom] made him stay home."

Sub-units:

1. Kevin rides his bike with his friends around town.
2. Kevin and his friends see Larry, tell him not to follow them around, and then leave.
3. Larry doesn't listen to Kevin and follows Kevin and his friends on his bike.
4. Kevin and his friends return home and Kevin tells his mom about Larry.
5. Kevin's mom makes Larry stay home.
6. Kevin is frustrated because when he is with his friends he does not want his baby brother hanging around.
7. Kevin is really glad when his mom makes Larry stay home.

Themes:

1. Kevin is biking with his friends and Larry will not leave them alone.
2. Larry does not listen to Kevin and so Kevin is forced to return home and tell his mom.
3. Kevin's mom intervenes on Kevin's behalf and makes Larry stay home.
4. Kevin is frustrated that his baby brother bothers him when he's with his friends.
5. Kevin is really happy when his mom sticks up for him and allows him to play with his friends without including his brother.

Strategies:

1. Larry is always bugging Kevin and his friends to get attention.
2. Larry does not listen to Kevin.
3. Kevin needs some time alone with his friends without his baby brother.
4. Kevin feels that his mother doesn't consider his feelings when she usually forces him to include his brother in his play dates.
5. Larry resents Kevin's friends because they take Kevin away from him.

Consequences:

1. Kevin has no authority over Larry.
2. Kevin feels that his mom favors Larry most of the time.
3. Kevin resents his brother.
4. Kevin feels his mother cares about him and his feelings when she allows him to play with his friends without including his brother, as he desires.
5. The nature of the sibling relationship is changing between Kevin and Larry.

Table M-5. Hidden talents**Text:**

"Last week my brother's team was playing indoor soccer. Even though the team lost, my brother scored both of his team's goals. When I saw this on my parent's video I felt very good for him. Larry is athletic, but most people don't think he is athletic 'cause he doesn't look it. He looks skinny and weak. I was proud that he was proving to people that he isn't just a little kid that couldn't do anything. Rather, he showed them he had talent by making both team's goals."

Sub-units:

1. Kevin's brother's team plays indoor soccer.
2. Larry scores both of his team's goals even though they lose the game.
3. When Kevin sees his parent's video of his brother's goals he feels good for his brother.
4. Kevin feels that Larry is athletic even though most people don't think so since he looks skinny and weak.
5. Kevin feels proud that Larry is proving to people that he isn't just a little kid who can't do anything, but rather that he has talent as seen by making both team's goals.

Themes:

1. Kevin's brother is good at soccer.
2. Kevin is proud of his little brother Larry's abilities.
3. Kevin judges Larry for what he can do not what he looks like from the outside.
4. Larry proves to people that he has hidden talents and abilities.

Strategies:

1. Most people think that Larry is not athletic and therefore he has always walked in his brother's footsteps.
2. Kevin is proud of his Larry's accomplishments and outwardly recognizes them.
3. Most people think Larry is weak athletically and don't recognize his talents.
4. Other people are changing their views about Larry and noticing his talents.

Consequences:

1. Larry has had low self-esteem as a result of others' misconceptions about him.
2. Larry looks up to his big brother.
3. Kevin genuinely cares about his younger brother and is proud of him.
4. Larry is beginning to gain positive self-esteem and feel good about himself.
5. Larry is athletic.
6. Larry may have been jealous of Kevin.

Table M-6. He looks up to me**Text:**

"I play bass guitar and Larry wants to get into it 'cause he looks up to me. I think 'cause I play guitar that he wants to do it too. Even though my brother acts like he hates me and always annoys me, he really looks up to me 'cause he wants to be like me or do what I do. I think that even though Larry acts like he doesn't like me, he really looks up to me because different things that I do he really wants to do also. For example, when I started wrestling he wanted to do it too. And now with guitar he also thinks that is cool. I guess I'm like a role model for him. That makes me feel good and important."

Sub-units:

1. Kevin plays base guitar and Larry wants to play also because he looks up to Kevin.
2. Kevin realizes that Larry really looks up to him (even though he always annoys him), because he always wants to be like his big brother or do what his brother does.
3. When Kevin starts wrestling, Larry wants to do it too.
4. Kevin realizes that he is a role model for Larry.
5. Being a role model for Larry makes Kevin feel good and important.

Themes:

1. Larry looks up to his brother Kevin and wants to be like him and do whatever he does.
2. Kevin realizes that he is a role model for Larry.
3. Kevin feels good and important because his brother considers him a role model.

Strategies:

1. Larry enjoys having a big brother to look up to and from whom he can learn.
2. Larry is socially immature and does not have many friends like his brother.
3. It is easy for others to compare Kevin and Larry's abilities because they enjoy similar activities.
4. Kevin realizes how much his brother must love him to look to him as a role model.

Consequences:

1. Kevin's overwhelming feelings of frustration over his annoying little brother are slowly changing and merging with more positive feelings for his brother.
2. Kevin fills a social need that peers do not fulfill for Larry.
3. Kevin does have positive feelings about his younger brother.
4. Kevin and Larry treasure their sibling relationship and have a common bond.

APPENDIX N

Debbie's Story Analyses

Table N-1. Totally in control**Text:**

"Eric doesn't like family vacations. This past summer we flew into San Francisco and drove to Tahoe. When we got off the plane he got really sick. After we got a car and when we were in the middle of nowhere he says he has to go to the bathroom. Then we started driving again and he complains it's boring. Then I try to point out a plane in the sky and he says he hates planes and five minutes later he says: 'wow a plane.' Then we get there and I said that I wanted to swim and he complained and whined and was very pessimistic. Later, on his terms, when he finally decided to go swimming we all went and he had fun. We later went to see a movie and he couldn't sit through it."

Sub-units:

1. Eric doesn't like family vacations.
2. Eric's family drives from San Francisco to Tahoe and first Eric says he has to go to the bathroom and then as soon as they began driving again he complains he is bored.
3. Debbie points out a plane to Eric and he says he hates planes, but five minutes later says, "Wow a Plane."
4. After arriving in Tahoe Debbie says that she wants to swim, but Eric whined, was pessimistic and didn't want to.
5. Later on his terms Jacob decides to go swimming and we all go and have fun.
6. The family goes to a movie, but Eric could not sit through it.

Themes:

1. Eric doesn't like family vacations.
2. Eric gets bored easily and cannot sit for long periods of time.
3. Eric will only do things on his own terms.
4. Eric will complain and try to manipulate others when he is bored.
5. Eric is adversarial and likes to disagree with his family, especially his sister.
6. Eric enjoys doing family things when he is in control.

Strategies:

1. Eric does not know how to handle unstructured time such as in a car.
2. Eric complains or tries to manipulate others (says he has to go to the bathroom in order to stop) as a coping mechanism for boredom.
3. Eric is adversarial and likes to disagree with his family, especially his sister.

Consequences:

1. Eric has to feel as though he is in control at all times.
2. Eric feels that suggestions or advice from others are ways to control him.
3. Eric argues with his family constantly and is adversarial because he feels inadequate and not in control.
4. Eric does indeed enjoy family time.

4. Eric has a short attention span.	5. Eric relies on others to structure his time and becomes frustrated when he finds himself unstructured.
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Table N-2. I say yes, he says no

Text:

"When we were on a family vacation in Arizona we went to Sedona Canyon. My brother [Eric] said that the canyon must be a picture. I said, 'No, it wasn't,' but he was compulsive about saying 'No, it is a picture.' Then at the Grand Canyon Eric says, 'This is not the Grand Canyon.' He then loses his special blanket in the log cabin and he still wants it and talks about it all day. He also kept insisting it was raining when it really was not."

Sub-units:

1. Debbie's family goes to Sedona Canyon in Arizona for a family vacation.
2. Eric is compulsive about saying that the canyon is a picture when Debbie says no.
3. Eric wants the blanket he loses in the cabin and talks about it all day.
4. Eric keeps insisting it is raining when it really is not.

Themes:

1. Debbie and Eric's family go away together.
2. Eric is a compulsive thinker when he believes something to be true and wants others to believe it as well.
3. When Eric wants something he becomes compulsive in his talking until he gets his way.

Strategies:

1. Eric will argue incessantly with others (especially his sister) when he knows what he says is not even the truth.
2. Eric has learned that if he is compulsive enough and talks incessantly that he will get what he wants to shut him up.
3. Debbie and Eric's family try to spend quality time together.

Consequences:

1. Eric uses argumentation as his means to assert control over others.
2. Eric has learned to use the weaknesses from his disability (compulsivity) to his advantage to gain power and control.
3. Eric is manipulative with his family.
4. Eric wants to be in control of situations.
5. Debbie and Eric have a strained sibling relationship.

Table N-3. Gold rocks or specks?

Text:

"When we were on our trip to Utah we were in a cabin with bunk beds. The first night Eric could not decide where to sleep so he slept on the floor. The second night he started on the top bunk and then came down to the bottom bunk where I was because he was scared of the mosquitoes. We went gold digging in a little stream and he expected gold rocks. He kept telling me that he had gold rocks when he only had gold specks. That night Eric ate an apple in bed so loud when I was trying to sleep. Then he pretended to barf which made me so angry. Then he crawled onto the top bunk where I slept and asked me how my breath smelled. He made me so angry."

Sub-units:

1. Eric's family goes to a cabin in Utah with bunk beds in the kid's room.
2. Eric cannot decide where to sleep the first night so he sleeps on the floor.
3. The second night Eric moves from one bed to his sister's bed because he is scared of the mosquitoes.
4. The family goes gold digging in a stream and Eric expects gold rocks.
5. Eric tells everyone he has gold rocks when he only has gold specks.
6. Eric eats an apple loudly in bed, pretends to barf, and asks Debbie how her breath smells when she is trying to sleep which makes her very angry.

Themes:

1. Eric is indecisive with where to sleep.
2. Eric goes to his sister when he is afraid.
3. The family goes gold digging and Eric expects to find gold rocks.
4. Eric exaggerates about his gold specks being gold rocks.
5. Eric will do very irritating and annoying things to Debbie in order to not let her go to sleep.

Strategies:

1. Eric is indecisive when given many choices.
2. Eric trusts his big sister and feels safe with her.
3. Eric will annoy and irritate Debbie for attention.
4. Eric exaggerates his findings to meet the predisposed expectation that he has.

Consequences:

1. Eric often becomes stressed and overwhelmed with decision-making and will often create his own alternative in order to avoid the original decision.
2. Eric enjoys traits of a 'typical' big sister relationship.
3. Eric manipulates Debbie to get what he wants.
4. Debbie feels upset when Eric exaggerates to her or her family.

Table N-4. King of the castle**Text:**

"About four years ago in our old house we had an arched doorway with poles. When I returned from going to the bathroom Eric said, 'I'm king and you can't do anything,' as he hung from a pole. He then fell and I helped him. He started yelling, 'Don't touch me' so I walked away."

Sub-units:

1. Four years ago Eric lived in a house with an arched doorway with poles.
2. Eric likes to play on the poles.
3. When Debbie wants to pass through a particular doorway Eric tells her "I'm king and you can't do anything" as he hangs from a pole.
4. Eric falls off the pole and Debbie helps him.
5. Eric yells, "Don't touch me" and Debbie walks away.

Themes:

1. Eric tries to tell his sister what to do or not to do.
2. When Eric gets hurt his sister tries to help him.
3. When Debbie tries to help Eric he does not want her to.
4. When Eric yells at Debbie and says, "Don't touch me" she walks away.

Strategies:

1. Eric feels the need to try to exert control over his big sister.
2. Debbie cares about her little brother and tries to help him.
3. Eric does not want help from his sister.
4. When Eric is upset or hurt he yells at others around him.

Consequences:

1. Eric feels like everyone controls him including his big sister.
2. Debbie ultimately feels responsible for her little brother.
3. Eric feels that accepting help makes him weak and not in control.
4. Debbie has learned to avoid Eric's wrath by walking away.

Table N-5. Kicking and screaming**Text:**

"This past January I was going to sleep at my friend Kate's house to see her dance show. I told him [Eric] to put his shoes on because we were going to dinner before my sleep over. We (my parents and I) had to carry Eric kicking and screaming to the car. When we got to the restaurant we couldn't get him out of the car so we left him and then he came running and screaming toward us. Then we finally were sitting and he said that he wouldn't eat anything in a mad voice, but he ended up eating a lot cause he hadn't eaten all day."

Sub-units:

1. Debbie is on her way to sleep at her friend's house.
2. Debbie tells Eric to put on his shoes so that they could leave for dinner.
3. Eric has to be carried to the car by his parents and sister kicking and screaming.
4. Eric will not come out of the car at the restaurant so the family leaves him.
5. When the family leaves Eric alone he decides to come join the family by running and screaming towards them.
6. Eric tells his family in a mad voice that he won't eat anything.
7. Eric eats a lot because he is hungry and has not eaten all day.

Themes:

1. Before Debbie goes to her friend's house for a sleep over she goes to dinner with her family.
2. Eric rebels against his parents' demands by kicking and screaming to get his way.
3. Eric tries to manipulate his parents by doing the opposite of what they want and later doing what they want on his own terms.
4. Debbie tries to get her little brother to listen to their parents.
5. Eric throws a temper tantrum when he does not want to comply with parental demands.

Strategies:

1. Debbie has good friends who invite her to their homes.
2. Eric throws tantrum involving kicking and screaming when he's mad.
3. Eric rebels against those who place demands on him.
4. Eric's parents resort to physical contact if Eric does not listen.
5. Debbie tries to help her parents discipline Eric when he doesn't listen to them.

Consequences:

1. Eric tries to manipulate his parents and does things on his terms.
2. Eric can be physically and verbally abusive when mad or out of control.
3. Eric rebels against parental authority.
4. Eric's parents do not have complete control of Eric's behavior.
5. Debbie feels the need to discipline her brother when he is non-compliant.

Table N-6. He usually gets what he wants

Text:

"As usual, my brother convinced dad to bring up the television from the basement and hook up the cable. We were supposed to go out because we were here all day, but Eric wouldn't come so we stayed home. The next night we wanted to go out again, but he didn't want to go out again. This time my parents were very angry and said: 'If you do not come up and get into the car the TV will be taken away.' My brother threatened to take away their TV, but my parents dragged him out to the car instead."

Sub-units:

1. Eric convinces dad, as usual, to bring up the TV and hook up the cable.
2. The family is supposed to go out, but since Eric will not come we don't go.
3. The next night the family wants to go out, but again Eric doesn't want to go and won't cooperate.
4. Eric's parents get angry with him for not coming when he is told and threaten to take away his TV if he doesn't listen immediately.
5. Eric's parents drag him out to the car.

Themes:

1. Eric convinces dad to bring up the TV from downstairs and hook up the cable.
2. Due to Eric's non-compliant behavior the family does not go out as planned.
3. Eric's parents threaten to take away his TV if he doesn't listen and comply with them.
4. Eric's parents physically drag him out to the car.

Strategies:

1. Eric is able to easily convince dad to do what he wants.
2. The family gives in to Eric's demands because he won't comply.
3. Parents use threats to try to discipline Eric, but they are not carried out.
4. The only effective means that the parents have to make Eric comply with them is physical.
5. Eric is a behavioral problem.

Consequences:

1. Debbie is jealous of Eric.
2. The family suffers at the expense of Eric's behavior.
3. Debbie feels somewhat resentful of her brother.
4. Eric has learned that his parents' threats mean nothing.
5. Eric has learned to control his parents.
6. Eric is very manipulative and rebellious with his parents.

Table N-7. Deep down he cares

Text:

"One day Eric came home from school with an art project and said it was for me. I felt good and hung it in my room. After I hung up the snowflake Eric was so happy and said: 'Thank you.' This made me feel good."

Sub-units:

1. Eric comes home from school with an art project and tells his sister it was for her.
2. Debbie feels good and hangs it in her room.
3. Debbie actually hanging up the snowflake from Eric in her room makes Eric happy.
4. When Eric thanks his sister she feels good.

Themes:

1. Eric gives his art project to his sister.
2. Debbie feels good about the gift and hangs it in her room.
3. Eric is happy because Debbie actually cares enough to hang his gift up in her room.
4. Debbie feels good when she receives thanks from her brother.

Strategies:

1. Eric thinks about and likes his sister.
2. Debbie feels good when Eric does something nice for her.
3. Eric learns that Debbie cares about him and appreciates his gift.
4. Debbie feels good when she receives kind words and appreciation from her brother.

Consequences:

1. Eric's typical negative behavior overshadows his feelings of love for his sister that really do exist.
2. Eric's nice words and actions come so rarely that she doesn't often realize how much she likes her brother.
3. Debbie sincerely likes Eric.
4. Eric and Debbie have a special bond between them.

Table N-8. They expect more of me**Text:**

"My brother has lots of electric trains all over his room. I have a really messy room, but my parents always complain that I have to clean my room and he doesn't. I tell them when he does that I will, but I always get into trouble and he doesn't. When we have to clean up the basement my mom yells at me and makes me clean it up by myself because she knows that he won't. He never gets yelled at."

Sub-units:

1. Eric has electric trains all over his room.
2. Debbie has a messy room.
3. Debbie's parents complain that Debbie has to clean her room, but they don't tell Eric to clean his.
4. Debbie tells her parents that she will clean her room when Eric cleans his, but she gets into trouble and he doesn't.
5. When Eric and Debbie have to clean up the basement their mom yells at Debbie and makes her clean it up by herself knowing that Eric will not do it.
6. Eric never gets yelled at.

Themes:

1. Debbie and Eric keep messy rooms.
2. Debbie's parents complain that Debbie has to clean her room, but they don't tell Eric to clean his.
3. Debbie feels that Eric never gets yelled at.
4. Debbie is made to clean up the basement by herself when her parents know that her brother will not do it.

Strategies:

1. Debbie feels that her parents don't treat her and Eric equally.
2. Eric gets out of doing things because his parents know that he won't listen anyway so they don't feel it worth it to press certain issues or demands.
3. Debbie's parents place unfair demands on Debbie.
4. Debbie is jealous of Eric.

Consequences:

1. Debbie is beginning to resent Eric.
2. Debbie has learned that Eric gets out of doing things because of his disability.
3. Eric has learned that non-compliance is OK and that his sister will pick up his slack.
4. Debbie's parents are helping to increase sibling rivalry.
5. Debbie may be beginning to feel as though her parents favor her brother.

APPENDIX O

Sandy's Story Analyses

Table O-1. Mad on principle**Text:**

"Last year our whole family, my cousins and aunt and uncle went to Maine for one week. During the week he [Jacob] was always excited and my cousin who was six years old always wanted to have races and my brother Jacob always raced him. When my cousin who was young lied and said he won the race (when my brother really won) my brother started yelling at him and saying he won and couldn't understand that our cousin was only six."

Sub-units:

1. The entire extended family went to Maine for one week.
2. Jacob played with his six-year-old cousin and raced with him.
3. Jacob's six-year-old cousin lied to Jacob saying that he won the race when Jacob really won.
4. Jacob yells at his younger cousin and cannot understand why his cousin is lying even though he is only six years old.

Themes:

1. Jacob enjoys playing with younger children.
2. Jacob enjoys playing physical games.
3. Jacob is immature.

Strategies:

1. Jacob resorts to yelling when he does not understand something or he cannot make someone else understand because of his maturity level.
2. Jacob is competitive during play.

Consequences:

1. Jacob is socially immature and finds it easier to play with younger children.
2. Jacob has immature coping strategies.
3. Jacob has immature communication skills.

Table O-2. I just wanted to get away

Text:

"When our family [nuclear] went to Colorado for a white water rafting trip my dad was talking to other people in the group and my brother would call him names. He was just kidding, but it was really bad. Also, my brother was really stubborn and complaining a lot. When the whole group would go on hikes my brother would put up a fight with my mom not to go and complained a lot. This got my mother pretty mad. I avoided him as much as I could and would go with other people."

Sub-units:

1. My [nuclear] family goes to Colorado for a white water rafting trip.
2. Jacob is rude to his dad in public.
3. Jacob is stubborn and complains a lot.
4. Jacob argues continually with mom.
5. Jacob does not want to go on excursions with group.
6. Mom is mad at Jacob.
7. Sandy avoids Jacob by going with other people as much as possible.

Themes:

1. Jacob is stubborn and a complainer.
2. Jacob is argumentative with mom.
3. Jacob does not want to share in family time.
4. Sandy avoids Jacob whenever possible.

Strategies:

1. Sandy is hurt by Jacob's negative behavior.
2. Sandy uses other people to escape her own problems.
3. Jacob complains to get his own way.

Consequences:

1. Jacob is rebelling against parental authority.
2. Jacob has learned to manipulate authority figures (parents) into getting his own way.
3. Sandy is embarrassed by Jacob's behavior.
4. Sandy uses other people to escape her own problems.

Table O-3. My word means nothing

Text:

"In third grade I had a sleepover Birthday Party and my brother kept wanting to come down and be with us. He kept bothering us and wouldn't leave us alone. My mother said that he had to stay down with us a little while and then go up and this bothered me a lot. This happens a lot where I have to include my brother in my play activities with my friends and if I don't, he tells my mom and she asks me to let him in. This makes me angry."

Sub-units:

1. Sandy has sleep over birthday party.
2. Jacob will not leave Sandy and her friends alone.
3. Mom tells Sandy that she must allow Jacob at the party for a little while.
4. Sandy is upset that she has to include Jacob when she plays with her friends.
5. Sandy is upset that if she tells her brother 'no' Jacob will complain to mom and her mom will force her to include him, which makes her angry.

Themes:

1. Sandy enjoys playing with her friends.
2. Jacob annoys Sandy and her friends.
3. Sandy is angry that she has to always include Jacob when she plays with her friends.
4. Sandy is angry with her mother for forcing her to include Jacob when she already told him 'no'.
5. Jacob gets his way.

Strategies:

1. Jacob enjoys annoying his sister and her friends.
2. Sandy's word does not mean anything.
3. Jacob can manipulate his mother into getting his way because she feels sorry for him.
4. Sandy needs time alone with her friends.

Consequences:

1. Jacob is jealous of Sandy's friendships.
2. Sandy resents her brother for always getting his way.
3. Sandy resents her mom for forcing her to include Jacob when she does not want to.
4. Sandy feels that her mom does not care about her feelings.
5. Jacob's mom feels sorry for him socially due to his disability.

Table O-4. When he listens, I'm calm**Text:**

"If I teach Jacob how to get into something on computer or teach him a game he listens to me. This makes me calm and feels like he's not taking over. He usually makes me feel like he's taking over like when we have to play a game or whatever we do he always has to be in charge and make up his own rules."

Sub-units:

1. When Sandy teaches Jacob a game or something on computer he listens.
2. When Jacob listens to Sandy and does not try to take over she feels calm.
3. Jacob usually tries to be in charge and take over (make his own rules) when Sandy and him play.

Themes:

1. Sandy is able to teach Jacob games or techniques on computer.
2. Sandy feels calm when Jacob listens and when he is not trying to take over.
3. Most of the time Jacob tries to be in charge and take over by making his own rules when they are involved in play together.

Strategies:

1. Jacob finds computer very reinforcing and comforting.
2. Sandy normally feels frustrated with her brother's constant need to take over which has created a not equitable relationship.
3. One of Jacob's deficits is proper social etiquette and play skills.
4. Sandy feels good about herself when she can help her brother.

Consequences:

1. Computer is a good medium for learning for Jacob and for promoting a positive relationship with his sister.
2. Sandy feels good about herself and her relationship with her brother when Jacob can listen to her as well.
3. Jacob covers up his deficit of not understanding by taking over and changing the rules to things such as board games.

Table O-5. Sore loser**Text:**

"My family has a home in the Catskills in upstate NY. We go there whenever we have free time. I have a friend up there and so does he. We will hike as a family and sometimes my friend and I and Jacob and his friend will play kickball or basketball together. It's fun until he starts to lose, he cheats, then both our friends and I get annoyed and we stop playing which makes him yell more."

Sub-units:

1. Sandy's family goes to their home in the Catskills when they have time.
2. Sandy and Jacob each have a friend in the Catskills.
3. Sandy's family will hike together sometimes.
4. Sandy and her friend and Jacob and his friend will have fun playing sports together.
5. If Jacob loses at a game he starts to cheat.
6. When Jacob cheats at games his friends, Sandy and her friends get annoyed and stop playing.
7. When Jacob's friends stop playing with him he yells more.

Themes:

1. Sandy and her family spend time together at their vacation house.
2. Sandy and Jacob have fun playing sports together at their vacation house.
3. Jacob cannot tolerate losing and cheats in order to win.
4. Jacob's sister and friends get annoyed and do not want to play with Jacob when he cheats.
5. Jacob yells when he is angry.

Strategies:

1. Sandy and her family spend quality time together when they are away from home.
2. Sandy and her brother enjoy quality time together playing sports.
3. Jacob cannot handle losing at games.
4. Jacob has below age appropriate social/play skills.
5. When Jacob cheats people get annoyed with him and he loses friends.
6. Jacob yells when he is angry or frustrated.

Consequences:

1. Sandy's family does not have recognizable quality time at home with all of life's daily stressors.
2. Sports is a medium to which Jacob excels which makes him feel smart around his sister and friends when he normally feels inadequate due to his disability.
3. Jacob has limited range of play activities, which limits his ability to keep friends.
4. Jacob cheats when he is losing to compensate for his feelings of inadequacy.
5. Jacob has weak communication skills.

Table O-6. Cartoons or 'regular' shows

Text:

"Usually at night my brother and I watch TV. He sits on one couch and I sit on the small couch. He usually likes to watch cartoons and I like other stuff like regular TV shows. He usually lets me change the channel after his cartoon is over. Then I'm happy. He watches TV a lot so my mom will come in and tell him to let me watch what I want."

Sub-units:

1. At night Sandy and Jacob will watch TV together.
2. Jacob likes cartoons while Sandy enjoys regular TV shows.
3. Jacob will allow Sandy to watch her shows after his show is over.
4. Sandy is happy when Jacob finally allows her to watch her show.
5. Jacob watches TV a lot.
6. Mom will tell Jacob to let Sandy watch her show since he is always on the TV.

Themes:

1. Sandy and Jacob will spend parallel time together.
2. Jacob and Sandy enjoy very different TV shows.
3. Jacob will share the TV with Sandy if he gets his show first.
4. Sandy's mom will intervene on her behalf with her brother in order for her to get her turn on the TV.

Strategies:

1. Jacob and Sandy enjoy non-structured play together.
2. Jacob has a hard time with sharing and turn taking.
3. Jacob's mom takes an active role intervening on her daughter's behalf in order to maintain sibling harmony.

Consequences:

1. Jacob is at a lower developmental and intellectual level than is Sandy.
2. Jacob has a hard time with socially appropriate behavior.
3. Jacob has learned that he doesn't have to cooperate with others until mom intervenes.
4. At times Jacob resents Sandy and feels that mom sides with her.

Table O-7. The yelling used to scare me**Text:**

"My brother yells and fights with my mom a lot. I used to go into another room in order to avoid it, but now I'm getting used to it. Now I stay where I am and don't say anything more and just ignore his yelling."

Sub-units:

1. Jacob yells and fights with mom a lot.
2. Sandy used to escape to another room to avoid Jacob when he would yell or fight with mom.
3. Now Sandy is used to Jacob fighting and yelling with mom and will not escape, rather she will keep quiet and ignore his yelling.

Themes:

1. Jacob yells and fights with mom a lot.
2. Sandy is no longer afraid of Jacob's episodes of fighting and yelling with mom.
3. Sandy no longer feels the need to escape when Jacob fights and yells with mom.
4. Sandy has learned to ignore Jacob's yelling and keep quiet.

Strategies:

1. Jacob cannot control his anger and displays it by yelling and fighting.
2. Sandy has learned that keeping quiet and ignoring Jacob when he is angry and yelling at mom is the best way to contain his anger.
3. Sandy was afraid that Jacob would also hurt her and so she would escape when he yelled at mom.

Consequences:

1. Jacob has not learned effective communication or anger management skills.
2. Sandy has learned new coping techniques to help her deal with her brother's uncontrollable anger (ignore and keep quiet).
3. Sandy has learned that Jacob will not hurt her if she stays out of his business with mom.
4. Mom and Jacob have an adversarial relationship.

APPENDIX P

Amanda's Story Analyses

Table P-1. Now I'm not your sister!**Text:**

"This past Saturday I was baby-sitting Lori and she wanted to eat a lot of Popsicles (more than she is allowed to have). I kept telling her she couldn't have anymore, but of course she didn't listen to me at all and kept eating more Popsicles. She kept yelling 'I don't have to listen to you cause you're my sister.' I told her, 'No, I am not your sister, I'm your baby-sitter.' She still wouldn't listen to me and so I told my parents and they yelled at her."

Sub-units:

1. Kathy baby-sits Lori.
2. Lori wants to eat more Popsicles than she is allowed.
3. Lori doesn't listen to Kathy and eats more Popsicles anyway.
4. Lori yells that she doesn't have to listen to Kathy because she is only her sister.
5. Kathy explains to her sister that now she is her baby-sitter.
6. Lori still doesn't listen so Kathy tells her parents.
7. Parents yell at Lori.

Themes:

1. Lori doesn't listen to her sister Kathy when she is baby-sitting her and does what she wants to do.
2. Lori believes that she doesn't have to listen to Kathy because she is her sister and not a 'real' baby-sitter.
3. When Kathy can't get her sister to listen to her she tells her parents afterwards.
4. When Lori's parents hear that she is not listening to her big sister when she baby-sits for her they yell at Lori.

Strategies:

1. Lori rebels against sibling authority.
2. Kathy relies on her parents to make her sister listen when she baby-sits.
3. Parents yell at Lori when she misbehaves.
4. Parents support Kathy in her role as a baby-sitter for her sister.

Consequences:

1. Kathy has no authority or control over her little sister.
2. Kathy is willing to keep trying to baby-sit her younger sister.
3. Kathy trusts and respects her parents.
4. Lori resents her big sister.
5. Parents yell when angry.

Table P-2. Sister or baby-sitter?**Text:**

"Last month my parents went out for the evening and I was baby-sitting my sister Lori. We were getting along at the beginning until about three a.m. Then we were playing on the computer on AOL and this person downloaded naked pictures to my sister and she was looking at them and she wouldn't stop even after I told her to stop. But when my parents came home to get something she very fast turned off the computer screen and we went upstairs and asked why they were home. They told us and then asked us, 'What are you doing that you are not supposed to be doing?' We said, 'nothing.' We had a great time together. After they left, my sister returned to computer, I told her to get off again, but she wouldn't listen so I walked away. She came after me and hit me for no reason."

Sub-units:

1. Kathy baby-sits her younger sister while her parents go out.
2. Lori and her sister get along at the beginning of the night.
3. Lori and her sister are playing on the computer and they download naked pictures.
4. Kathy tells her sister to stop, but she won't stop.
5. Parents come home to get something and Lori gets off computer immediately.
6. Parents ask girls what they are doing that they aren't supposed to be doing, but girls say: "nothing."
7. Lori and her sister have great time together.
8. Kathy asks her sister to get off computer again, but she doesn't listen so Lori walks away.
9. Lori comes after her sister and hits her for no apparent reason.

Themes:

1. Lori will not listen to her big sister when she baby-sits.
2. Lori will eventually do what her sister wants her to do on her own terms.
3. Lori and Kathy enjoy playing together on the computer.
4. Kathy and Lori both enjoy participating in what they both perceive as a rebellious behavior against their parents/ "the establishment."
5. Lori and Kathy cooperate with one another to avoid getting into trouble from their parents.
6. Lori becomes physically violent when someone walks away from her and she is angered.

Strategies:

1. Lori does not accept her sibling as an authority figure.
2. Lori wants to always be in control of the situation.
3. Kathy is manipulated into participating in Lori's wrongful activity.

Consequences:

1. Kathy does not have control over her sister when she baby-sits.
2. Lori is manipulative.
3. Lori has a very hard time accepting dual roles from her sister: being a baby-sitter who has authority and also being her

4. Kathy and Lori both enjoy participating in what they both perceive as a rebellious behavior against their parents/ "the establishment." Conflict arises when the older sister takes on the role of the establishment against whom the younger sister rebels.	<p>sister who has no authority over her.</p> <p>4. Lori and Kathy share quality time together.</p> <p>5. Kathy has a hard time distinguishing between her role as a baby-sitter and her role as a sister.</p>
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Table P-3. Right near by

Text:

"We have a lake house in the Finger Lakes. My sister always wants to share a bedroom with me since we have gone up six or seven times now. When I used to share with her she would do disgusting things to me and when I told my dad (this past vacation) he agreed that if she does them [disgusting things] again I could go into the next bedroom. So she did it again, I told my dad, and he said to move into the next bedroom. When he said this Lori started whining and yelling, 'No, you can't take her from me.' I went to the next bedroom anyway and that night Lori was scared when we talked between the rooms so I told her I was right nearby and that she should not be afraid."

Sub-units:

1. Kathy's family goes on their annual vacation to the Finger Lakes.
2. Kathy and her younger sister always share a room and Kathy endures Lori doing disgusting things.
3. Kathy tells her dad about Lori's disgusting behavior and he says that she can move into the next bedroom if Lori tries to do more disgusting things this vacation.
4. Lori does another disgusting thing and dad tells Kathy to move to the next bedroom.
5. Lori whines and yells at dad: "You can't take her from me."
6. Lori and Kathy talk between the rooms at night.
7. Lori says she is scared, and her big sister reassures her that she is right nearby and that she should not be afraid.

Themes:

1. Lori does disgusting things in front of Kathy when they share a room on vacation.
2. Kathy is fed up with her sister doing disgusting things in front of her.
3. Dad keeps his promises to Kathy.
4. Kathy gets support from dad after she tells him how Lori has been doing disgusting things in front of her.
5. Lori misinterprets dad's support for Kathy as his way of trying to take her big sister away from her.
6. When Lori is afraid, her sister's reassurance is comforting.

Strategies:

1. Lori will take any measure in order to

Consequences:

1. Lori enjoys and treasures her big sister-

<p>ensure that her big sister continues to give her attention (including doing disgusting things).</p> <ol style="list-style-type: none"> 2. Kathy feels comfortable asking her dad for help. 3. Lori's dad follows through and is consistent in his parenting. 4. Kathy cares for her sister and comforts her. 5. Kathy and Lori enjoy talking to one another. 	<p>little sister relationship that she shares with Kathy and does not want to see it diminish.</p> <ol style="list-style-type: none"> 2. Kathy feels that dad is fair and does not favor one child. 3. Lori trusts her big sister. 4. Kathy cares for her little sister. 5. Lori and Kathy do enjoy each other's company at times.
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Table P-4. Always on the phone

Text:

"I always call my best friend Debbie and I am always using my phone. Whenever I'm on the phone Lori complains to mom that I am always on the phone talking to Debbie. She says: 'Just because she has a phone in her room does not mean she should be allowed to be on the phone all the time.' My mom tells her, 'you are just going to have to live with that. You can't control Amanda.' Then Lori comes back to my room, but when she finds the door locked she starts pounding and kicking at my door. She also starts taking things off my door. She also yells, 'get off the phone.' I feel frustrated when she gets like this and I can't help that I like calling my friend Debbie."

Sub-units:

1. Kathy always calls her best friend Debbie and is always on the phone.
2. Whenever Kathy is on her phone Lori complains to her mom that Kathy is always on the phone talking to Debbie.
3. Kathy's mom tells Lori that she has to live with the fact that Kathy is on the phone a lot.
4. Kathy's mom tells Lori that she cannot control her big sister, Kathy.
5. Lori returns to Kathy's room and finds it locked.
6. When Lori finds Kathy's room locked she starts to pound on the door, remove things from her sister's door, and to yell "get off the phone."
7. Kathy feels frustrated when her little sister behaves poorly to her and she cannot help that she likes to talk on the phone.

Themes:

1. Kathy likes to talk on the phone, especially to her best friend Debbie.
2. Lori does not like when her big sister is on the phone and begins to behave poorly (i.e. yells at Kathy, pounds on Kathy's door, removes things from Kathy's door and complains to mom.
3. Kathy is frustrated when her sister behaves poorly.
4. Lori wants to control her big sister and keep her all to herself.

5. Mom tells Lori that she cannot control her sister's actions.

Strategies:

1. Lori doesn't like that Kathy gives Debbie so much attention and that she talks on the phone most of the time.
2. Kathy feels good that mom is treating her like her age and giving her special privileges like a phone in her room.
3. Kathy feels good that mom understands that she is growing up and needs to have friends in addition to her little sister.
4. At times when Lori gets angry she becomes physically abusive and yells.
5. Kathy is becoming more frustrated with Lori when she does not respect her and tries to stifle her freedom.

Consequences:

1. Lori is jealous of Debbie and the phone, both of which receive most of Kathy's time now.
2. Lori is having a hard time accepting that her big-sister/little-sister relationship is changing now that Kathy is reaching puberty.
3. Kathy is growing up and becoming a teenager and her friends are becoming a priority in her life, as is her freedom.
4. Mom and Kathy share a good relationship.
5. Lori does not possess good communication skills to talk about her frustrations.
6. Lori may resent mom for siding with her big sister.

Table P-5. 'Bad' day

Text:

"One day Lori came from school and she had a 'bad' day. She bossed me around to pick up her stuff and I said, 'No.' Lori got angry and yelled, 'Pick up the pencil.' She always blames me and my family when she doesn't get her way or when she has a bad day."

Sub-units:

1. Lori comes home from school after having a bad day.
2. Lori bosses her big sister around to pick up her stuff and Kathy says no.
3. Lori gets angry and yells, "Pick up the pencil."
4. Kathy feels that Lori always blames her or her family when she doesn't get her way or when she has had a bad day.

Themes:

1. When Lori has a bad day she will often boss her big sister around later at home.
2. Lori gets very angry when her big sister does not listen to her commands when she is already mad.
3. Kathy feels that her little sister always blames her or her family when she doesn't get her way or when she has a bad day.

Strategies:

Consequences:

<ol style="list-style-type: none"> 1. Lori will have bad days at school and return home mad. 2. Lori yells and bosses her big sister around when she is hurt, angry, and/or frustrated. 3. Lori feels out of control when she has a bad day at school and when she doesn't get her own way. 4. Lori is needy of her big sister's love and care. 	<ol style="list-style-type: none"> 1. Lori trusts her sister and parents most and will vent her frustration on them. 2. Lori does not have an appropriate means to share her feelings of hurt or anger. 3. Lori feels that she gains control by bossing others around. 4. Kathy resents her little sister blaming her and her parents when she has a bad day.
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Table P-6. I truly care

Text:

"Sometimes I hear Lori talking to my mom. She says, 'It's not fair that my friends don't like me and that my good friend has moved to Connecticut.' I try not to anger her when I know that she has had a bad day. I feel bad for her and don't want to hurt her."

Sub-units:

1. Kathy overhears Lori talking to mom saying that it's not fair that her friends don't like her and that her good friend has moves to Connecticut.
2. Kathy tries not to anger Lori when she knows that she has had a bad day.
3. Kathy feels bad for her little sister and doesn't want to hurt her.

Themes:

1. Lori feels very sad and hurt that her good friend has moved far away.
2. Lori feels that her friends in town don't like her.
3. Kathy tries not to anger Lori when she knows that she's had a bad day.
4. Kathy feels bad for her little sister and doesn't want to hurt her.

Strategies:

1. Lori feels isolated and socially alone.
2. Kathy is learning how to read her little sister's mood and how not to react impulsively to her poor behavior.
3. Kathy loves and truly cares about her little sister.

Consequences:

1. Lori has low self-esteem right now.
2. Kathy is maturing and taking on an active role in reaching out to help her little sister through her hard times.
3. Kathy sees through her sister's disability and is trying to help her.

Table P-7. Innocent tricks**Text:**

"Three years ago my mom was cleaning Lori's room. The night before Lori put one inch of baby powder on top of her ceiling fan for fun. When my mom came in to clean she turned on the ceiling fan 'cause it was hot. All of a sudden the baby powder flew everywhere and my mom was covered with powder. It made me laugh. My sister does things like this every so often."

Sub-units:

1. Lori puts one inch of baby powder on top of her ceiling fan for fun.
2. Mom comes to clean Lori's room and turns on the ceiling fan because it is hot.
3. Baby powder flies everywhere and mom is covered with powder.
4. Kathy laughs at mom.
5. Lori does silly things like this every so often.

Themes:

1. Lori will play tricks or do silly things every so often.
2. When Lori does harmless, silly things it makes her big sister and mother laugh.

Strategies:

1. Lori is socially immature.
2. Lori continues to do silly things because her family reinforces them.

Consequences:

1. Lori feels good about herself when she can make her family laugh.
2. Lori's mother doesn't always yell at Lori and realizes that Lori's jokes are not meant maliciously, but as innocent jokes.

APPENDIX Q

Plot Analysis of Esther's Stories

Text 6	Text 7	Text 8	Text 9
Context: Esther has play date with girlfriend.	Context: Esther, Esther's friend and Gordon doing homework.	Context: Gordon missing Hebrew School.	Context: Gordon was great. Going back to earlier script of how he was 'good' before.
Gordon demands: "come here"	Mom calls Esther over.	Gordon gets caught.	Gordon is now receiving bad marks in school.
Gordon locks girls in his closet	Mom wants to discuss Gordon missing Hebrew School.	Gordon gets angry.	The word Esther uses, "Now" is significant because it shows something important has changed although she can't define it
Gordon prevents mom from finding out what he's done by telling her that he's doing homework. (Implied threat: "if you come I stop doing homework; He's playing "being good" game).	Esther tattles on Gordon.	Gordon gets angry and becomes physically abusive.	Esther tries to figure out what has changed.
Girls are frightened.	Gordon reacts by kicking Esther and her friend, throwing m&m's and screaming at them.	This scares "us"- the unpredictability of what Gordon will do next.	Gordon threatens to hurt Esther badly if she quits the video game, which she is currently losing.
External reason (doorbell rings) to release girls.	Dad comes home and shouts at Gordon.		
	Girls are taken out of the house by mom.		
Text unresolved.	Text unresolved.	Text unresolved	Text unresolved

APPENDIX R

Plot Analysis of Ronald's Stories

Text 1	Context: Family vacation	Ronald has fun with John	John screams when mad	Ronald feels embarrassed	
Text 2	Context: School	John cries	Parents tell John to stop	Ronald shocked and doesn't want John to get hit for crying	
Text 3	Context: Hotel room	Ronald has fun with John	John doesn't listen	Mom gets angry and John listens	
Text 4	Context: Playing hockey	Ronald has fun with John	Ronald feels that John cheats	Ronald and John fight	Called for dinner

APPENDIX S

Plot Analysis of Melanie's Stories

Text 1	Context: Playing	Jacob joins in and takes over	Mom intervenes	
Text 2	Context: Playing	Jacob escalates and game breaks down		
Text 3	Context: Good shopping stuff	Melanie invites brother to share	Jacob rejects	Mom explains
Text 4	Context: Weekly routine	Jacob and Judith always win	Mom changes routine so Melanie has a chance	
Text 5	Context: Doing homework	Going for help from mom	Brother takes over	Fear of messing up/incompetent
Text 6	Context: Brother threatens sister	Mom fabricates story to make Jacob feel bad	Idea works: Jacob feels bad	
Text 7	Context: Playing	Jacob intervenes, escalates	Parents yell	
Text 8	Context: Going out to dinner	Jacob's friends include Melanie	Jacob includes Melanie too	

APPENDIX T

Plot Analysis of Nancy's Stories

Text 1	Context: Eating out with friend, Mom & Brenin	Brenin has bad manners	Mom tries to teach Brenin	Brenin turns situation into laughter
Text 2	Context: Amusement ride with family	Brenin makes family laugh		
Text 3	Context: Nancy and Brenin playing	Brenin teaches Nancy basketball	Positive outcome	
Text 4	Context: Nancy playing with friend	Brenin tries to be funny but is not	Nancy tries to get him to stop	Mom intervenes and he listens
Text 5	Context: Watching TV, playing	Brenin takes remote	Gives remote back when Nancy yells	
Text 6	Context: Family car trip	Brenin interrupts	Nancy yells and he stops	

APPENDIX U

Plot Analysis of Kevin's Stories

Text 1	Context: Larry annoying	Kevin tells Larry to shut up	Kevin beats up Larry	Larry retaliates	Dad intervenes
Text 2	Context: Cousin Bobby is annoying	Larry and Kevin ally against Bobby	Resolved		
Text 3	Context: Playing with friends	Larry interrupts	Kevin tells Larry to stop	Kevin uses physical force	Kevin beats Larry up
Text 4	Context: Playing with friends	Larry interferes and wants to join	Mom intervenes		
Text 5	Context: Larry does well in sports	Larry proves he's not skinny and weak	Kevin proud		
Text 6	Context: Kevin playing guitar	Larry wants to play guitar	Kevin wrestles	Larry wants to wrestle	Kevin realizes he's a role model

APPENDIX V

Plot Analysis of Debbie's Stories

Text 1	Context: Family vacation	Eric tries to control all	Eric does things on his own terms	All have fun	
Text 2	Context: Family vacation	Eric is argumentative			
Text 3	Context: Family vacation	Eric seeks comfort/safety from Debbie	Eric is argumentative	Eric bugs Debbie for attention	Eric makes Debbie angry
Text 4	Context: Home	Eric mischievous	Eric tries to control	Eric gets hurt and yells	Debbie walks away
Text 5	Context: Family outing	Demand placed on Eric	Eric fights and argues	Eric conforms on his own terms	
Text 6	Context: Family outing	Demand placed on Eric	Eric fights and argues	Parents threaten	Parents use force

APPENDIX W

Plot Analysis of Sandy Stories

Text 1	Context: Vacation with cousins	Jacob and 6 year old cousin race	Cousin lies and says he won	Jacob yells	
Text 2	Context: Family vacation	Jacob rude to dad	Jacob stubborn, fights and complains to mom	Mom angry	Sandy avoids Jacob
Text 3	Context: Sleepover party	Jacob bothers girls	Mom intervenes to allow Jacob to stay	Sandy upset and bothered	Sandy realizes she is part of ongoing script
Text 4	Context: Computer	Teaching works	Sandy feels calm and likes that Jacob does not try to take over	Otherwise he's the boss	
Text 5	Context: Family vacation	Playing	Jacob loses control when he loses	Sandy and friend get annoyed	Stop playing
Text 6	Context: Watching TV	Jacob has control	Mom intervenes on behalf of Sandy		
Text 7	Context: Fighting	Mom and Jacob fight	Sandy ignores		

APPENDIX X

Plot Analysis of Amanda's Stories

Text 1	Context: Babysitting	Amanda puts demand on Lori	Lori defiant	Amanda tells mom	Mom yells
Text 2	Context: Babysitting	Amanda puts demand on Lori	Lori defiant	Amanda walks away, ignores	Lori retaliates by hitting Amanda
Text 3	Context: Vacation	Lori does disgusting things	Amanda tells dad	Dad intervenes	Lori angry & seeks comfort from Amanda
Text 4	Context: Amanda on phone	Lori complains to mom	Mom intervenes on behalf of Amanda	Lori retaliates physically and yells	Amanda frustrated
Text 5	Context: Lori has bad day	Lori takes out frustration on Amanda	Amanda reflects on her own feelings	Negative based	
Text 6	Context: Amanda's understanding of Lori's behavior	Amanda reflects on her own feelings		Positive based	
Text 7	Context: Playing tricks	Lori enjoys being "bad"	Amanda understands	Amanda laughs	