INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book. These are also available as one exposure on a standard 35mm slide or as a 17" x 23" black and white photographic print for an additional charge.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

Order Number 9005826

Children's reasoning about sexual abuse reporting

Tennant, Cheryl Vrooman, Ed.D.

The University of North Carolina at Greensboro, 1989

Copyright ©1989 by Tennant, Cheryl Vrooman. All rights reserved.

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

CHILDREN'S REASONING ABOUT SEXUAL ABUSE REPORTING

by

Cheryl Vrooman Tennant

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of Requirements for the Degree
Doctor of Education

Greensboro
1989

Approved by

Dissertation Advisor

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Advisor _____

Committee Members _____

_____

_____

April 19, 1989
Date of Acceptance by Committee

April 19, 1989
Date of Final Oral Examination

© 1989 by Cheryl Vrooman Tennant'

TENNANT, CHERYL VROOMAN, Ed.D. Children's Reasoning About Sexual Abuse Reporting. (1989) Directed by Dr. Nicholas A. Vacc. 226 pp.

Children's reasoning about sexual abuse reporting was investigated to clarify the possible relationships between such reasoning and children's age and gender. The need for such a study was supported by research suggesting that the prevalence of childhood sexual abuse significantly exceeds the incidence of reported cases of abuse and that abuse is harmful to the victim.

Lawrence Kohlberg's five-stage developmental theory of moral reasoning was applied to children's reasoning about sexual abuse reporting. An interview about the reporting of abuse was developed using Kohlberg's Moral Judgment Interview as a prototype.

An equal-sized stratified sample consisting of three age strata (10, 13, and 16 years) and both genders, with 10 children in each age-gender combination, was selected from students enrolled in a county school system in rural North Carolina. These subjects were interviewed, using both Kohlberg's interview and the sexual abuse interview. Children's responses were categorized according to stage of reasoning. Each subject was assigned a categorical global stage score (GSS) and a weighted average score (WAS) for both interviews.

A 3 (age: 10, 13, and 16) x 2 (gender) factorial ANOVA was conducted using the sexual abuse WAS's as the dependent measure. As expected, age was the only significant effect.

The GSS's were analyzed using the Grizzle-Starmer-Koch procedure, producing results congruent with those of the ANOVA (i.e., significant age effect, nonsignificant gender and age-gender interaction effects).

The results of an ANOVA conducted to investigate the relationship between responses to Kohlberg's interview and those elicited by the sexual abuse interview suggested that children's reasoning about sexual abuse reporting can be categorized according to Kohlberg's five stages of reasoning. A significant, positive Pearson correlation coefficient supported the similarity in reasoning assessed by the two interviews.

These results are consistent with Kohlberg's theory, suggesting the developmental nature of reasoning about sexual abuse reporting. Such findings can be used in developing and implementing effective educational-prevention programs emphasizing age-relevant reporting issues.

ACKNOWLEDGMENTS

I wish to thank my entire committee, Dr. Nicholas Vacc, Dr. Richard Jaeger, Dr. Lawrence Osborne, and Dr. Giles Warrack, particularly Dr. Vacc, my chairman. I would also like to thank Dr. George Fleetwood, Superintendent of the Randolph County Schools, for his assistance and cooperation in the collection of data for this study and Chris G. Sweet, my typist and proofreader.

TABLE OF CONTENTS

Page

APPROVAL PAGE ii

ACKNOWLEDGMENTS iii

LIST OF TABLES. vi

LIST OF FIGURES vii

CHAPTER

I. INTRODUCTION. 1

Statement of the Problem 3
Purpose of the Study 11
Research Questions 13

II. REVIEW OF THE LITERATURE. 15

Epidemiology and Effects of Sexual Abuse . . 15
Prevalence 16
Initial Effects. 20
Long-term Effects. 22
Trends in the Literature 25
Children's Cognitions of Sexual Victimization 26
Children's Moral Reasoning Based on
Kohlberg's Theory 32
Summary. 45

III. METHODOLOGY 47

Subjects 48
Instruments and Scoring. 51
Kohlberg's Measure of Moral Judgment . . . 51
Kohlberg's Moral Judgment Interview. . . 51
Standard Issues Scoring Manual 54
Psychometric Issues. 55
Measure of Sexual Abuse Reasoning. 57
Sexual Abuse Reasoning Interview 57
Scoring the Sexual Abuse
Reasoning Interview. 57
Psychometric Issues. 57
Procedure. 59
Data Analysis. 61

IV. RESULTS AND DISCUSSION. 63

Results. 63
Hypotheses (a), (b), and (c) 63
Hypotheses (d) and (e) 67
Discussion 71
Reasoning as a Function of Age 71
Reasoning as It Relates to Gender. 74
Reasoning as It Relates to Dilemma Type. . 74
Limitations. 77

V. CONCLUSIONS 81

Summary. 81
Implications for Counselors. 83
Educational-Prevention Programs. 83
Understanding Children's Reactions to Abuse 89
Counseling Adult Victims of
Childhood Sexual Abuse 89
Recommendations. 91

BIBLIOGRAPHY. 94

APPENDIX A. Letter to Parents. 104

APPENDIX B. Consent Form 106

APPENDIX C. Kohlberg's Moral Judgment Interview. . . . 108

APPENDIX D. Sexual Abuse Reasoning Interview 115

APPENDIX E. Scoring Manual 125

APPENDIX F. Letter of Validation 176

APPENDIX G. Transcribed Interviews 178

LIST OF TABLES

		Page
Table 1	Age Means and Standard Deviations for Age-Gender Groups	50
Table 2	Norms and Elements Used in Making Moral Judgments.	52
Table 3	Sexual Abuse Mean WAS for Age, Gender, and Age-Gender Interaction.	64
Table 4	Predicted Sexual Abuse GSS Weighted Values for Age-Gender Combinations. . . .	67
Table 5	Mean WAS for Age (10, 13, and 16 years) - Dilemma (Sexual Abuse and Kohlberg) Interaction	68
Table 6	Level of Reasoning as a Function of Age, Gender, and Dilemma Type	70
Table 7	Characteristic Reasoning about Sexual Abuse Reporting.	84

LIST OF FIGURES

		Page
Figure 1	Plot of Mean Sexual Abuse WAS for Subjects aged 10, 13, and 16 years.	65
Figure 2	Plot of Mean WAS for Age (10, 13, and 16 years)—Dilemma (Sexual Abuse and Kohlberg) Interaction.	69

CHAPTER I

INTRODUCTION

For centuries, children have been sexually abused (Haugaard & Reppucci, 1988). The detrimental effects of sexual abuse, however, were not recognized until Sigmund Freud and Joseph Breuer identified a possible correlation between such abuse and the psychological problems exhibited by their adult female hysteric patients (Breuer & Freud, 1962). Their resulting conclusion, published in 1892, that childhood sexual trauma increases the probability of psychological problems for the victim was rejected by the scientists' colleagues. Only after Freud attributed his patients' reports of childhood sexual experiences to fantasy, was his theory accepted (Peters, 1976). A seldom-cited quote, however, indicates that Freud never completely discounted his original theory; "Seduction retains a certain aetiological importance [regarding psychological problems]" (Freud, 1962, p. 168).

Freud's originally posited correlation between childhood sexual abuse and adult psychological problems has been supported by research (Browne & Finkelhor, 1986; Finkelhor, 1979, 1984b). The psychological problems found to be more prevalent in adult victims of childhood abuse than in nonabused adults include depression (Sedney &

Brooks, 1984), anxiety, hostility (Bryer, Nelson, Miller, & Krol, 1987), self-destructive behavior (Herman, 1981; Sedney & Brooks, 1984), sexual dysfunction (Fritz, Stoll, & Wagner, 1981; Herman, 1981; Meiselman, 1978), multiple personality disorder (Coons & Milstein, 1986; Fagan & McMahon, 1984), and borderline personality disorder (Herman, 1986; Meiselman, 1978). Other correlates include promiscuity (DeYoung, 1982; Herman, 1981; Meiselman, 1978), prostitution (James & Meyerding, 1977; Paperny & Deisher, 1983; Silbert & Pines, 1983), and substance abuse (Herman, 1981; Burgess, Hartman & McCormack, 1987).

In contrast to the validated long-term effects, initial effects of sexual abuse have been difficult to study due to underreporting. There is some evidence, however, that such effects exist (Adams-Tucker, 1985; Browne & Finkelhor, 1986; DeFrancis, 1969; DeJong, Hervada, & Emmett, 1983; Finkelhor, 1979, 1984b; Friedrich & Reams, 1987; Hartman, Finn, & Leon, 1987; Tufts', 1984). Among the initial effects exhibited by child victims are emotional disturbances, behavior problems, somatic complaints, and physical injuries. Research suggests that detrimental effects of childhood sexual abuse start at the moment of victimization and often continue throughout the victim's life.

While the effects of sexual abuse make the issue a problem to be addressed by mental health professionals, social scientists, and physicians, the prevalence of such

abuse warrants action by society. Childhood sexual abuse is a significant social problem. Finkelhor described the publicized cases as only the "tip of an unfathomable iceberg" (Finkelhor, 1984b, p.19). Research supports Finkelhor's view (Finkelhor, 1979; Kercher & McShane, 1984; Kinsey, Pomeroy, Martin & Gebhard, 1953; Russell, 1983; Wyatt, 1985). Childhood sexual abuse is considered to be more prevalent than reported cases indicate (Sarafino, 1979). Estimates of the prevalence of sexual abuse, based on retrospective studies, range from 6.5% of the population (Fritz et al., 1981) to 62% (Wyatt, 1985). Finkelhor (1984b) suggested that conservative prevalence estimates of 10% for females and 2% for males would result in 210,000 new cases of sexual abuse per year. The National Incidence Study (1981) reported 44,700 known cases in one year. The discrepancy between the estimated prevalence of abuse and documented cases of such abuse indicates underreporting.

Beginning with Kinsey's report that one in four females is sexually abused before the age of 13 (Kinsey et al., 1953), researchers have emphasized the victimization of females (Russell, 1983; Wyatt, 1985). Some researchers believe, however, that boys are victimized as often as girls; but the reporting rate is lower for male victims than for female victims (Kent, 1979; Nasjleti, 1980). While the ratio of female to male victims varies from study to study,

all findings indicate that abuse and its underreporting is characteristic of both genders.

The contention that abuse is underreported has also been supported by the finding that in the United States child molesters average 73 assaults before they are discovered (Elliot, 1985). While such a sample is not representative of all offenders, the finding suggests that many cases of abuse are not discovered and that the true prevalence of childhood sexual abuse may be greater than the most liberal estimates indicate. Therefore, underreporting may be greater than that suggested by research.

Why do victims of sexual abuse remain silent? Summit (1983) suggested subordination to authority as a reason for silence. Most offenders are trusted friends or relatives of their victims (Finkelhor, 1984a; Russell, 1983; Sgroi, 1975). Such an offender uses the victim's subordination in the authoritarian relationship as insurance of secrecy. "Children may be given permission to avoid the attentions of strangers, but they are required to be obedient and affectionate with any adult entrusted with their care" (Summitt, 1983, p. 182).

Subordination is only one of many reasons a victim may remain silent. Material or physical consequences may affect a victim's decision concerning reporting. That is, the promise of a reward may be an effective means of ensuring silence with one victim (Burgess & Holmstrom, 1975; Farber,

Showers, Johnson, Joseph, & Oshins, 1984), while the fear of punishment may keep another victim silent (Farber et al., 1984).

A child may suffer in silence to prevent destruction of his or her family, particularly if the offender is the victim's parent (Conte & Berliner, 1981). This sense of responsibility for preserving the family might be stimulated by an offender's suggestion that revealing the secret would hurt or anger the child's mother, result in the offender's incarceration, or lead to the divorce of the child's parents. A threat to abuse the victim's siblings is another means of utilizing the child's sense of responsibility and affiliation.

Some children are afraid no one will believe their report of the abuse. Many adults are unable to believe such a tale of horror, especially when the accused is a trusted, respected friend or relative. A child's credibility often loses to that of the accused (Herman, 1981; Summit, 1983).

Finally, secrecy may be maintained due to the child's invalid sense of guilt for allowing the abuse, the resulting self-blame, and the fear of being blamed by others. Psychologically, it is easier for a child to turn the guilt and blame inward than to admit that a loved and trusted adult is an uncaring person who has purposely caused pain (Summit, 1983).

Whatever the reason, most victims tell no one (Finkelhor, 1984b; Landis, 1956; Russell, 1983). The children suffer in silence, and the offenders continue to abuse. Paradoxically, an increase in incidence rate (i.e., the number of documented cases) should decrease both the prevalence rate (i.e., the actual proportion of the child population that is sexually abused) and the harm associated with abuse. That is, increased reporting of abuse should render more offenders harmless to children; and, as a result, fewer children would suffer the detrimental effects associated with victimization. Increased reporting would also mean fewer incidents per victim as the report should end the abuse for the accusing victim. Finally, a known victim can receive treatment to lessen the negative effects of the abuse. Thus, the need for increased reporting is obvious.

One means of increasing the reporting of childhood sexual abuse is through educational-prevention programs. Through such programs children can be told the importance of reporting abuse. They can be told how to tell and whom to tell. Programs for the prevention of abuse exist today, and the number of such programs is growing (Bales, 1988). However, N. D. Reppucci (personal communication, August 29, 1988) has questioned the effectiveness of current programs and has called for empirical evidence on which to base these programs. Presently, the foundations of such programs

contain untested assumptions accepted as fact (Haugaard & Reppucci, 1988).

Reporting is one of the untested areas in which research is needed (Finkelhor, 1984b). It is assumed that boys report abuse less frequently than do girls (Kent, 1979; Nasjleti, 1980); and, young children are less likely to report abuse than are older children (Finkelhor, 1984b). Researchers have hypothesized about this differential reporting (Finkelhor, 1984b), but a dearth of empirical data exists in this area. Victims who never report abuse cannot be studied by researchers. How, then, can one investigate differential reporting?

To address this issue, one might study children's cognitions of sexual victimization. The existing literature regarding cognitions of abuse consists mainly of theories. Conte (1985), Finkelhor and Browne (1985), and Summit (1983) posited logical theories explaining the fear, guilt, stigmatization, isolation, powerlessness, and helplessness that my result in secrecy. While gender differences regarding the degree of stigmatization (i.e., the added stigma of homosexuality perceived by boys abused by a male offender) have been addressed (Finkelhor, 1984b), none of these theorists discussed the reasons for secrecy from a developmental orientation.

Orzek (1985), however, suggested that children's processing of victimization depends on their stages of both

cognitive and organismic development. She also incorporated Roschian (1975) categories into her theory. For example, if a child is at the stage of development during which the "core meaning" for the category "good child" is obedience to adults, that child will obey all adults. If an adult offender tells the child to keep the secret of abuse, he or she will obey. At a later stage of development, the child should be able to differentiate between adults to obey and those not to obey without losing the "good child" status. This movement from fusion of qualities (i.e., all adults) to differentiation of qualities is based on Werner's organismic theory (Werner & Kaplan, 1963).

While Orzek's (1985) theory is developmental in nature and might be used to explain children's decisions concerning reporting based on obedience or disobedience to adult sexual offenders, it has not been tested empirically. Also, addressing only obedience, the theory does not explain the other possible reasons for secrecy.

The only research on children's cognitions of sexual abuse was reported by Wurtele and Miller (1987). Although they did not investigate reporting, their results suggested the developmental nature of children's understanding of sexual abuse. They studied children's conceptions of victims, offenders, and the consequences of abuse. These conceptions did not differ with the subject's gender. They did, however, differ with the subject's age and, therefore,

support investigation into the possible developmental nature of children's reasoning about reporting abuse.

To empirically study children's reasoning about sexual abuse reporting, Kohlberg's five-stage cognitive developmental theory of moral reasoning is appropriate. Since he introduced his theory in 1958, Kohlberg and his associates have refined the theory and validated his assumptions. Research studies--longitudinal (Colby, Kohlberg, Gibbs, & Lieberman, 1983; Holstein, 1976; Kuhn, 1976; Nisan & Kohlberg, 1982; Snarey, Reimer, & Kohlberg, 1984; White, Bushnell, & Regnemer, 1978), cross-sectional (Nisan & Kohlberg, 1982; Parikh, 1980; White, 1975; White et al., 1978), and experimental (Rest, 1973; Turiel, 1966; Walker, 1982; Walker, de Vries, & Bichard, 1984)--have supported the assumptions of hierarchical sequentiality, universality, and structural wholeness.

Hierarchical sequentiality is the passing through invariant qualitative stages of moral development (Colby & Kohlberg, 1987). Each stage is characterized by a sociomoral perspective (i.e., the point of view from which one makes moral judgments). Reasoning in Stage 1 involves the avoidance of punishment or physical damage and obedience to authority. Decisions are made from an egocentric point of view. Stage 2 reasoning is characterized by instrumental purpose and equal exchange. One's perspective is concrete and individualistic. Doing what is expected by significant

others, being "good", and following the Golden Rule are the bases for decisions made by those in Stage 3. The individual perceives self in relationships with others. What is best for society, with its roles and rules, is a determining factor in Stage 4 decisions. Finally, Stage 5 decisions are characterized by social contract, individual rights, and recognition of possible conflict between morality and legality. Applying the assumption of hierarchical sequentiality to the reporting of sexual abuse should reveal that children's reasoning about such reporting can be characterized by stages structurally similar to those posited by Kohlberg.

The assumption of universality states that all individuals pass through the same invariant stages. People may vary in the rate of passing through the stages and may differ in the highest stage reached, but the order of the stages does not differ (Colby & Kohlberg, 1987). This assumption, when applied to the genders, has stimulated controversy among researchers. Gilligan (1982) has suggested that a difference in male and female roles leads to differential stage scores in the genders and, therefore, biases the results. According to Gilligan, Kohlberg's theory and scoring system are insensitive to the feminine characteristics of caring and empathy, emphasizing instead masculine values such as rationality, impersonality, and detachment. She has alleged that Kohlberg's measure

interprets the feminine characteristics as childlike, resulting in lower stage scores. Gilligan (1977) also has posited an alternative stage sequence for the development of women's moral reasoning. Most studies, however, have revealed no significant stage-score differences between the genders (Gibbs, Arnold, & Burkhart, 1984; Haan, 1978; Leming, 1978; Parikh, 1980; Walker, 1982, 1984). The possible existence of such a difference in rate of development does not invalidate the assumption, but does support investigating this issue as it relates to reasoning about sexual abuse reporting.

The last assumption is that of structural wholeness. An individual will reason at the same stage regardless of the dilemma. That is, the stage of moral reasoning transcends situations. Structural wholeness, while supported by the results of studies done by Gilligan, Kohlberg, Lerner, and Belenky (1971) and by Lockwood (1975), is an assumption that needs further research (Colby & Kohlberg, 1987). Applying Kohlberg's theory to children's reasoning in dilemmas concerning the reporting of sexual abuse is an example of such research. One would expect to find that children's reasoning about sexual abuse reporting is based on the same sociomoral perspectives as their reasoning about general moral dilemmas.

This study was designed to apply Kohlberg's assumptions to children's reasoning about sexual abuse reporting.

Findings of this study are expected to supplement those of previous studies concerning Kohlberg's theory of moral reasoning and provide knowledge of children's cognitions about sexual abuse, thus providing information for the development of effective educational-prevention programs. For example, Kohlberg's theory suggests that children assessed as reasoning at Stage 1 of moral development report an egocentric and heteronomous rationale for making and justifying moral judgments (Colby & Kohlberg, 1987). Therefore, these children may choose to remain silent, when ordered to do so by the sexual offender, to avoid punishment or to avoid disobeying an authority figure viewed as big and powerful. As children pass through the subsequent stages of moral development, their sociomoral perspectives change; and, as a result, their rationales for making and justifying moral judgments change. Children at higher stages of reasoning might base their decisions concerning sexual abuse reporting on the possible effects the disclosure could have on their family or on society.

Aware of the various sociomoral perspectives and the resulting rationales used by children, a counselor could develop educational-prevention programs emphasizing these issues as they relate to the reporting of sexual abuse. Discussing and processing the particular reporting concerns associated with the perspectives characteristic of the

target children should increase the effectiveness of such programs.

Research Questions

To investigate children's reasoning about sexual abuse reporting dilemmas and the relationship between such reasoning and that used in making moral judgments about Kohlberg's standard moral dilemmas, five research questions were developed. First, do older children base their rationale concerning sexual abuse reporting on structurally higher levels of reasoning than do younger children? If Kohlberg's assumption of hierarchical sequentiality applies to reporting dilemmas, older children would use structurally higher stages of reasoning than those used by younger children. That is, level of reasoning would be a function of age.

Second, do boys and girls differ in their level of reasoning about sexual abuse reporting dilemmas? Assuming universality as described by Kohlberg, gender should not affect level of reasoning.

Third, do age and gender interact in relation to differences in reasoning about sexual abuse reporting dilemmas? Again, there should be no difference, assuming universality.

Fourth, does a difference exist between children's reasoning about sexual abuse reporting dilemmas and their reasoning about Kohlberg's standard moral dilemmas? An

expected finding of no difference is based on Kohlberg's assumption of structural wholeness. That is, an individual is expected to reason at the same structural stage regardless of the dilemma.

Finally, does a correlation exist between children's reasoning about sexual abuse reporting dilemmas and their reasoning about Kohlberg's standard moral dilemmas? Again, the structural wholeness assumption leads one to expect a positive correlation.

CHAPTER II

REVIEW OF LITERATURE

Supportive research on children's reasoning about sexual abuse dilemmas includes studies on (a) the epidemiology and effects of sexual abuse, (b) children's cognitions of sexual victimization, and (c) children's reasoning based on Lawrence Kohlberg's developmental theory of moral reasoning.

Studies estimating the prevalence of sexual abuse include those of reported incidents and results of retrospective surveys. Initial effects of sexual abuse have been determined from case studies of victims and retrospective studies of case records, while the description of possible long-term effects have evolved from psychiatric case studies, interviews with psychiatric patients, and retrospective surveys of nonclinical populations. A review of the literature concerning children's cognitions of victimization revealed theoretical positions but a dearth of research. Finally, research supporting Kohlberg's theory of moral reasoning consists of longitudinal, cross-sectional, and experimental studies.

The Epidemiology and Effects of Childhood Sexual Abuse

The literature regarding the epidemiology of childhood sexual abuse supports the contention that sexual abuse is a

prevalent, underreported crime whose victims, both male and female, suffer detrimental effects. Research results also suggest that the offender is usually a male known to the victim and that the crime transcends ethnic differences.

Prevalence

Researchers have been trying to estimate the prevalence of childhood sexual abuse (i.e., the proportion of the population experiencing such abuse) for nearly half a century (Wyatt & Peters, 1986), with estimates ranging from 6.5% (Fritz et al., 1981) to 62% (Wyatt, 1985). Early findings were based on non-probability samples, special populations, or reported cases. Kinsey and his associates (1953) interviewed 4,441 females in their classic study of human sexual behavior. Twenty-four percent of their subjects reported having been sexually abused before the age of 13. While the methodology used by Kinsey et al. was questioned by critics (Cochran, Mosteller, & Tukey, 1954), their results may have motivated other researchers to pursue the estimation of sexual abuse prevalence and/or incidence. Chaneles (1967) estimated the occurrence of 360,000 cases of child sexual abuse for the year 1963 based on an incidence report of 36,000 cases and the assumption of a 1:10 ratio for reported to unreported incidents. Estimates based on assumptions were followed by more methodologically sound studies.

Finkelhor (1979) selected a non-probability sample of 796 students from six New England colleges and universities. Through the use of questionnaires, he determined that 19% of the subjects had been sexually abused as children. Finkelhor's (1984b) survey of a probability sample of 521 adult Boston residents yielded a victimization rate of 15%. Kercher and McShane (1984) mailed questionnaires to 2,000 individuals constituting a systematic random sample of licensed Texas drivers. Of the 1,056 respondents, 12% of the females and 30 of the males reported being victims of sexual abuse as children. Both Russell (1983) and Wyatt (1985) obtained higher rates from their probability samples. Russell randomly selected a sample of 930 adult female San Francisco residents, 54% of whom reported sexual victimization before the age of 18. Wyatt studied a multi-stage stratified probability sample of 248 subjects taken from the population of women in Los Angeles County. The responses to structured interviews indicated 62% had been sexually abused during childhood.

Many authors and researchers emphasize the victimization of young females. Demographic data, however, indicate that significant portions of both the male and female populations are victimized. The estimated ratio of female to male victims has decreased through time. De Francis (1969) estimated a ratio of 10-12:1, but more recent estimates ranged from 9:1 (Ellerstein & Canavan, 1980; Shah,

Holloway & Valkil, 1982) to 2:1 (Mrazek, 1984). Typically, the estimated ratio is about 4:1 (DeJong et al., 1983; Wolters, Zwaan, Wagenaar-Schwencke, & Deenen, 1985). Still, some experts believe that the incidence of male victimization is underestimated (Kent, 1979; Nasjleti, 1980).

Researchers have attempted to determine not only the prevalence of sexual abuse within the general population and the relative incidence between males and females, but also the differential incidence among ethnic groups. Kercher and McShane (1984) and Russell (1983), in their nonclinical studies, found similar prevalence rates for Afro-Americans and white Americans. However, the sampling schemes used in these studies, and in most prevalence studies, were not conducive to examining possible ethnic differences. Wyatt's (1985) stratified sample of Los Angeles County women is the exception. Her sample included comparable numbers of Afro-American and white American women. The results of this study support the belief that sexual abuse transcends ethnic differences. A study by DeJong et al., (1983) yielded results contradicting Wyatt's findings. These researchers reviewed the records of 566 children who had been evaluated at the Philadelphia Pediatric Sexual Assault Center. They found the majority of victims to be black; however, this hospital is located near the inner city, which is predominantly black.

Variation in general prevalence estimates, gender ratios, and ethnic ratios may be due not only to the different populations studied, but also to the use of different definitions of child sexual abuse, different methodologies, and different rates of reporting. The results of retrospective surveys illustrate different rates of reporting by particular populations as well as the general underreporting of the crime. Both Fritz et al. (1981) and Schultz and Jones (1983) found that males are more reluctant than females to discuss an abusive incident with their families. Finkelhor (1984b) and Landis (1956) reported similar results with male reporting rates of 25% and 17%, respectively, and female reporting rates of 33% and 43%, respectively. After interviewing female prostitutes who had been sexually abused as juveniles, Silbert and Pines (1983) found that 63% had told no one. Official reports occur even less frequently than do those to parents or friends. Of the incest cases discovered by Russell (1983) during her San Francisco study, only 2% had been reported to authorities. Six percent of the extrafamilial incidents had been reported. Other findings also support the contention that childhood sexual abuse is underreported. A study of 583 sexual abuse victims admitted to the Sexual Assault Center in Seattle, Washington, revealed that the offenders in 20% of the incest cases and in 12% of the extrafamilial abuse cases had previously committed sexual abuse without

discovery (Conte & Berliner, 1981). This study also indicated that 80% of the incest victims and 20% of the extrafamilial abuse victims and been abused repeatedly by the offender before the crime was reported.

Initial Effects

Knowledge of the prevalence of childhood sexual abuse has accelerated efforts to study both the initial and the long-term effects of abuse. Due to the underreporting of the crime, results of studies to determine the initial effects of abuse on the victim cannot be generalized to the population of all childhood sexual abuse victims.

Adams-Tucker (1985) reported data from psychiatric evaluations of 27 sexually abused children. Only one child was diagnosed as having no mental disorder. De Francis (1969) found emotional disturbance in 66% of sampled sexual abuse victims involved in court cases. It should be noted, however, that court proceedings may compound the trauma resulting from victimization (Chaneles, 1967). DeJong et al. (1983) and Friedrich and Reams (1987) reported somatic complaints and behavior problems to be initial effects of sexual abuse.

Probably the most generalizable results came from a study of recent abuse victims done at the Tufts New England Medical Center (Browne & Finkelhor, 1986). Sexual abuse victims were studied through the use of standardized self-report measures (Tufts', 1984). Their findings included

initial effects of fear, anger, hostility, and inappropriate sexual behavior. The occurrence of these effects appeared related to the age of the victim with the greatest percentage of 7 to 13-year-old victims experiencing the effects. Gomes-Schwartz, Horowitz, and Sauzier (1985) also found more victims in the 7 to 13-year age group exhibiting serious emotional, psychological, and behavioral problems. The Tufts researchers, however, suggested the apparent effect of age might be misleading. Controlling for other factors rendered the effect of age nonsignificant. The underlying factor may be the developmental stages the child undergoes during the abusive period (Tufts', 1984).

Another correlate of effect severity suggested by some empirical results is the relationship between the victim and the offender. Landis (1956) found that victims abused by relatives suffered more trauma than those abused by nonrelatives. Finkelhor (1979) and Tufts' (1984) reported contradictory results after finding no significant difference in the effects of sexual abuse by relatives and those of abuse by nonrelatives. However, when comparing the impact of abuse by a father or father figure with that by all other types of offenders, researchers have reported consistent results: a father or father figure produces greater trauma in the victim (Finkelhor, 1979; Hartman et al., 1987; Tufts', 1984). Hartman et al. (1987) found in their clinical study of 101 adult females that those who had

been childhood incest victims reported more anxiety following abuse than did those experiencing nonfamilial abuse.

Another example of the effects of incest is Nakashima's and Zakus' (1977) report that less than 10% of incest victims escape psychological harm. The importance of these statistics is supported by research findings indicating a parent or guardian as the offender in 38% (Mannarina & Cohen, 1986) to 80% (Sgroi, 1975) of reported sexual abuse cases. Carmen, Rieker, and Mills (1984) reported a higher incest rate of 90% in their clinical sample. This rate, however, was based on their sample of psychiatric patients and cannot be generalized to the population of all child abuse victims.

Long-term Effects

The population studied and the results obtained by Carmen et al. (1984) do, however, illustrate the existence of long-term effects of childhood sexual abuse. The results of other clinical studies also indicate that psychological problems persist into adulthood for many who were victimized as children (Bryer et al., 1987; Carmen et al., 1984; Elmslie & Rosenfeld, 1983; Herman, 1986; Husain & Chapel, 1983; Jacobson & Richardson, 1987; Roland, Zelhart, Cochran & Funderburk, 1985). Based on samples of adult psychiatric patients, childhood victimization rates reported by these researchers range from 20% (Carmen et al, 1984) to 54%

(Bryer et al., 1987). Problems suggested by the results of clinical studies to be effects of sexual abuse include depression, anxiety, hostility (Bryer et al., 1987), promiscuity (DeYoung, 1982; Herman, 1981; Meiselman, 1978), drug and alcohol abuse (Herman, 1981; Burgess et al., 1987), self-destructive behavior (Herman, 1981), sexual dysfunction (Herman, 1981; Meiselman, 1978), and borderline personality disorder (Herman, 1986; Meiselman, 1978). Another interesting result of clinical studies is the apparent association between multiple personality disorder and childhood sexual abuse. Putnam, Post, and Guroff (1983) reported that 80% of the multiple personality patients in their sample had been sexually abused during their childhood. Fagan and McMahon (1984) also cited evidence of the link between sexual abuse and multiple personality disorder. Of 20 multiple personality patients studied by Coons and Milstein (1986), 75% had been victims of childhood sexual abuse. A more interesting and meaningful study would examine the proportion of sexual abuse victims who develop multiple personality disorder. Such a study would reveal the statistically correct conditional probability, but would be virtually impossible due to the underreporting of abuse.

In addition to these clinical findings, empirical results of nonclinical studies also support the existence of long-term negative effects of childhood sexual abuse. Some, however, refute the clinical findings. Fritz et al. (1981)

found in their sample of 952 college students that 23% of the females abused as children reported problems with adult sexual adjustment. Of the abused males, 10% reported current problems. Fromuth (1986), however, found no significant difference between abused and nonabused subjects' sexual behavior and adjustment.

Depression is another common effect found in adults who were victimized as children. Interview results from Peters' (1984) random sample of 119 women revealed that a higher incidence of serious depression occurred in sexual abuse victims than in nonvictims. Sedney and Brooks (1984), in their study of 301 college women, also found depression to be more common among the childhood abuse victims (63%) than among the subjects of their control group (43%).

Adult victims of childhood sexual abuse appear to be more self-destructive than their unabused counterparts. In addition to the previously cited clinical studies confirming the existence of this effect, Sedney and Brooks (1984) reported a 39% rate of self-destructive thoughts in their sample of college women abused as children compared to a 16% rate in their control group.

Some researchers have linked childhood sexual abuse with prostitution. Silbert and Pines (1983) interviewed 200 female prostitutes in San Francisco and found that 60% had been sexually victimized as children. Fifty-five percent of the sample of prostitutes interviewed by James and Meyerding

(1977) had been child victims. Paperny and Deisher (1983) found similar results from their study of male prostitutes; 43% had been sexually abused as children.

Trends Reflected in the Literature

The sexual abuse literature reflects a trend in changing beliefs regarding sexual abuse. In describing a sexual abuse experience, Bender and Grugett (1952) suggested "it was highly probable that the child had used his charm in the role of the seducer rather than that he had been the innocent one who had been seduced" (p. 826). O'Neal, Schaefer, Bergmann, and Robins (1960) described individuals who reported having been sexually abuse as:

> victims of sexual aggression [;] they were all more likely to have actively seduced the so-called "aggressor" or were at least willing participants in the relationship. (p. 32)

Early beliefs also are illustrated by Gagnon's (1965) conclusions drawn from his reanalysis of Kinsey's data (Kinsey et al., 1953). Regarding the 333 adult females who had answered affirmatively to the question of victimization in Kinsey's survey, Gagnon concluded that childhood sexual abuse resulted in few negative effects. He based his conclusions on the finding that only 25% of abuse victims suffered detrimental effects. Gagnon defined detrimental effect as the inability to perform one's social role or the presence of major psychological impairment. Eighteen years later Summit (1983) offered a theory to explain the behavior of a sexual abuse victim following the trauma. He explained

a victim's ability to cope with the harmful effects of sexual abuse and, thereby, perform his or her social role through the use of accommodation. Summit and the other current researchers cited in this review advocate, through their findings, exoneration of the victim.

Children's Cognitions of Sexual Victimization

The review of literature regarding children's cognitions of sexually abusive experiences revealed theories but a dearth of empirical research in the area. Theories concerning the role of cognition in a child's victimization have been posited by Finkelhor and Browne (1985), Conte (1985), Summit (1983), and Orzek (1985).

Finkelhor and Browne (1985) conceptualized four trauma-causing, or traumagenic factors--traumatic sexualization, betrayal, powerlessness, and stigmatization--associated with child sexual abuse. The researchers suggested that these factors distort a victimized child's cognitive and emotional orientation to the environment thereby traumatizing the child. Traumatic sexualization refers to the process by which a child's sexuality is shaped in a developmentally inappropriate manner. For example, a child may be rewarded by an offender for inappropriate behavior. Cognitively, the child may then associate this behavior with the possibility of satisfying developmentally appropriate needs; or the child may associate the unpleasant memories of the abusive incident with sexual activity leading to sexual dysfunction.

The disillusionment resulting from abuse at the hands of a trusted adult (i.e., betrayal) may be processed cognitively as the loss of that trusted individual. This loss may produce grief reactions and depression. Another reaction to betrayal is a pervasive distrust extending into adulthood and resulting in an aversion to intimate relationships.

When a child's body space is invaded through force or more subtle coercion, the victim is rendered powerless. The cognition of powerlessness may lead to generalized fear and anxiety, impaired sense of efficacy and coping skills, and/or a compensating need to dominate others.

The last of Finkelhor's and Browne's (1985) traumagenic factors is stigmatization. The alienation and isolation that often results from disclosure of sexual abuse may be processed cognitively as meaning the victim is responsible for the abuse. Such a cognition can result in shame, guilt, and low self-esteem.

Conte (1985) refined the traumagenic factors into first- and second-order sources of trauma. He defined first order sources as those resulting directly from the abusive incident. The first-order events are the objective aversive aspects of the abuse and include the sexual behavior, the emotional or psychological threat, force or the threat of force, secrecy, and powerlessness. These events are processed cognitively by the victim producing the second-order

sources of trauma including fear, guilt, betrayal, loss and isolation.

In his attempt to exonerate sexual abuse victims, Summit (1983) explained children's behavior during and following abuse with his child sexual abuse accommodation syndrome. The syndrome consists of five categories: (a) secrecy, (b) helplessness, (c) entrapment and accommodation, (d) delayed, conflicted and unconvincing disclosure, and (e) retraction. The category of entrapment and accommodation explains the incorporation of the experience by the victim and his/her cognitions of the event resulting in a reaction psychologically acceptable to the victim. As a helpless victim of abuse by a parent or other caretaker, the child cannot conceptualize that adult as uncaring and bad. Such a conceptualization would result in the unbearable feeling of abandonment. Therefore, the victim accepts blame for the abuse. This assumption of responsibility often results in self-hate.

The most innovative theory to date is Orzek's (1985) theory explaining a child's cognitive processing of victimization based on the cognitive theories of Piaget (1960) and Rosch (1975) and the organismic theory of Werner (Werner & Kaplan, 1963). While Finkelhor and Browne (1985) and Conte (1985) addressed the cognitive aspects of victimization, Orzek (1985) incorporated the developmental aspects of cognition as they related to the processing of

the abuse. According to Orzek, a child's cognitive processing of the abusive incident depends on his/her stage of organismic development, his/her "core meaning" for the Roschian category "good child", and the schemata created by past experiences. According to Werner's organismic theory, a young child fuses qualities which later he/she differentiates. Therefore, if the child's "core meaning" for the Roschian category "good child" is strict obedience to adults, he/she will obey all adults including the offender. At a later stage of development the child would be able to differentiate between those individuals to obey and those to disobey while remaining the "good child". Piaget's (1960) theory holds that prior to entering the abstract-logical stage of cognitive development (i.e., approximately 12 years of age), a child can cognitively process only those actions with which he/she has had past experience. A child cannot process an action differing greatly from the familiar. Therefore, a sexual activity with which the child has no past experience cannot be cognitively processed; such an experience can lead to severe reactions. However, an action of only moderately discrepant content can be processed. Such an action might be the inappropriate, but only moderately discrepant, fondling of a child who had experienced kissing and hugging by trusted adult friends and relatives.

In an effort to study the child's perspective of abuse, although not from a developmental orientation, Ney, Moore, McPhee, and Trought (1986) interviewed abusive mothers and their children. They studied the children's responses to physical abuse and neglect, verbal abuse, emotional neglect, and sexual abuse. The results of this study support the contention that abused children often accept responsibility for the abuse. All of the sexually abused subjects blamed themselves.

While research has demonstrated the developmental aspect of a child's cognitions of illness (Bibace & Walsh, 1980; Kalnins & Love, 1982; Perrin & Gerrity, 1981; Potter & Roberts, 1984; Redpath & Rogers, 1984) and death (Koocher, 1973; Reilly, Hasazi, & Bond, 1983), little empirical data exists to support the differing perceptions of sexual abuse based on a cognitive developmental theory. To date, the only reported research in this area is that done by Wurtele and Miller (1987). Using a projective-type vignette, they investigated the developmental nature of children's understanding of sexual abuse. Their vignette, describing an abusive incident with androgynous characters, was read to 48 school-age subjects. Their sample consisted of 20 boys and girls between the ages of 5 and 7 years and 28 between 10 and 12 years of age. The age groups were selected to approximate Piaget's preoperational and concrete operational stages of development. Following the vignette, the children

were asked questions designed to ascertain their understanding of the abusive incident, their conceptions of the perpetrator and victim, and their ideas concerning the consequences of abuse for both the perpetrator and victim.

The researchers' findings supported differing conceptions based on the children's stages of cognitive development. Most of the younger subjects were unable to define sexual abuse. Ninety percent of this group described the perpetrator as being a male stranger and about their age or slightly older. The egocentric orientation of the younger subjects' developmental stage may explain their perception of the offender's age. One-fourth of the younger children did not perceive the offender's behavior as deviant, but the majority believed that he should be punished. Two-thirds of the younger subjects perceived the victim as being female and one-third saw the victim as male. Most of the children perceiving a male victim were males, and nearly all perceived the victim to be their age.

The older children demonstrated their higher stage of cognitive development. Although their answers were similar to those of the younger group when questioned about the sex of the perpetrator, they were more likely to perceive the victim as a female. The older subjects tended to describe the offender's behavior as resulting from mental illness. Also, favoring rehabilitation over punishment for the

perpetrator was more likely in the older group than in the group of young subjects.

Seventy-nine percent of the subjects, both younger and older, perceived the offender as "crazy". Wurtele and Miller (1987) suggested that this misconception should be addressed in prevention programs. Another finding that has obvious implications for prevention programs is that 27% of the children described the victim as feeling "guilty".

The utility of empirical data in planning prevention programs for children has been supported by Wurtel's and Miller's (1987) study. Understanding the child's cognitions of sexual abuse through methodologically sound research seems essential if preventive measures are to be effective.

Children's Moral Reasoning Based on Kohlberg's Theory

Since Lawrence Kohlberg introduced his developmental theory of moral reasoning in 1958, psychologists, philosophers, and human developmentalists have addressed the theory. This review includes theoretical statements and empirical data supporting the current position of the Kohlberg theory.

For his doctoral dissertation at Harvard, Kohlberg (1958) developed his Moral Judgment Interview. Based on Piaget's ideas, this semistructured interview was designed to elicit a subject's reasoning about hypothetical moral dilemmas and thus study the development of such reasoning.

For his original investigation, he selected a sample of 84 American boys stratified by three levels of age--10, 13, and 16 years. The results of content analyses of the subjects' responses were used for stage classification. The subjects were followed longitudinally for 20 years, resulting in considerable evolution and refinement of the original theory (Colby et al., 1983). These findings, plus those of other studies done by Kohlberg and his colleagues over the last three decades, have induced changes in the definitions and assessment of the invariant, qualitatively different stages of moral reasoning.

Much of the research has supported the assumptions of Kohlberg's theory. His contention that the stages of moral development are universal and occur in an invariant hierarchical order has been substantiated by longitudinal, cross-sectional, and experimental studies.

Longitudinal studies have confirmed the hierarchical sequentiality of moral reasoning development. Using Kohlberg's refined theory and the Standard Issue Scoring System, Colby et al. (1983) analyzed the results of the 20-year longitudinal American study. Their results, based on interviews administered every four years, supported the assumption of sequentiality. None of the subjects reached a stage of moral development without first passing through each preceding stage.

An earlier study done by Holstein (1976) demonstrated an upward movement through the process of moral development, but stage skipping was observed. Holstein's (1976) nonprobabilistic sample of 52 American adolescents and their parents were stage scored using Kohlberg's dilemmas and his 1972 Issue Scoring Guide. The adolescents were tested at age 13 and again at age 16. Of the adolescent subjects, 21% skipped one to three stages during the three-year interval. The researcher, however, indicated such a finding should not be considered a contradiction of Kohlberg's theory. With only 7% of the adults in her sample skipping stages, Holstein (1976) suggested a three-year interval was too long for studying young subjects. Their development perhaps proceeded too quickly for all the stages to be observed.

In her six-month test-retest study of 50 boys and girls ranging in age from five to eight, Kuhn (1976) found that a test-retest period of six months did not reveal progression to a higher stage. However, over a period of one year, 32 of her subjects moved to a higher stage, 13 showed no change, and 5 regressed to a lower stage. These results allowed rejection of the null hypothesis that upward and downward movement were equally likely. Based on this sample, upward movement was found to be more likely than downward movement at the .001 level of significance. Kohlberg's theory, however, does not allow for regression to a lower stage. Therefore, to avoid contradiction of his

theory, one would have to attribute Kuhn's observed regression to measurement error. Perhaps a reanalysis of the data using the current and more reliable scoring guide would be appropriate.

Some studies confirm not only the sequentiality of moral stage procession, but also the universality of such development. For example, from their three-year study, White et al., (1978) reported results supporting both assumptions. Using Kohlberg's hypothetical moral dilemmas and the subsequent probe questions, these researchers studied the moral development of 426 Bahamian children who ranged in age from 8 to 17 years. White and his associates analyzed the data both longitudinally and cross-sectionally. The longitudinal data revealed a general upward movement through Stages 1, 2, and 3. Few subjects reached Stage 4. Analysis of their cross-sectional data produced corroborating results. The researchers suggested that a predominance of lower-stage reasoning may indicate that social development determined by a specific culture may be a prerequisite to moral reasoning at the higher levels. Such a postulate does not invalidate Kohlberg's theory. Environmental factors can affect the rate of moral development and the extent of the development, but it does not affect the sequence of development.

A more recent cross-cultural longitudinal study was done by Nisan and Kohlberg (1982). Their longitudinal

investigation ran from 1964 to 1976 during which time they interviewed Turkish males ranging in age from 10 to 28. Their resulting data significantly supported Kohlberg's assumptions--universality and invariant sequentiality. Like White et al., (1978), Nisan and Kohlberg (1982) also analyzed the data using a cross-sectional design. They too found a significant age effect.

Additional empirical support for Kohlberg's assumptions resulted from a study of Israeli adolescents. Snarey et al., (1984) were interested in determining the relationship between the moral reasoning of kibbutzniks and individuals from other cultures. The methodology was similar to that used by Kohlberg and his colleagues in previously discussed studies. However, when scoring the responses in the Israeli study, the researchers used the new Standard Issue Scoring Manual (Colby et al., 1983). Also, in this study the investigators addressed Kohlberg's assumption of structural wholeness or internal consistency. That is, they studied the degree to which a subject's stage usage was consistent across the moral dilemmas within the interview. The results of the analyses support the assumption of structural wholeness. A factor analysis revealed that the variance was accounted for by only one general factor; that is, there appeared to be a general dimension of moral reasoning that was not issue- or dilemma-specific. Another finding supporting the structural wholeness assumption was that none

of the subjects reasoned at two nonadjacent stages.

The Israeli kibbutz study also supported the assumptions of sequentiality and universality. Based on a previously reported test-retest error rate for Kohlberg's instrument, the researchers concluded that the small amount of regression appearing in the data probably was due to measurement error. This small amount of regression plus the absence of stage skipping reaffirmed Kohlberg's assumptions.

Additional evidence supporting the validity of Kohlberg's theory as it pertains to the moral development of children has been produced by cross-sectional studies in the Bahamas (White, 1975) and India (Parikh, 1980). White (1975) interviewed 73 male and 61 female school children in grades four through nine in a Bahamian government middle school. The results of his analysis indicated a significant effect for age, as expected.

Parikh (1980) also found that younger children score at a lower stage of moral development than do older children. He found that the 12-13-year-old children scored significantly lower in development than did the 15-16-year-old subjects.

In addition to the longitudinal and cross-sectional studies, experimental investigations have provided support for Kohlberg's assumption of hierarchical sequentiality (Rest, 1973; Turiel, 1966; Walker, 1982; Walker et al., 1984). These experimental studies enabled the researchers

to obtain results supporting not only sequentiality, but also the hierarchical nature of Kohlberg's moral stages. Turiel (1966), in his keystone study, tested two research hypotheses: (a) that the stages of moral development form an invariant sequence and (b) that the passage from one stage to another involves the integration of the lower into the higher stage. That is, attainment of a higher stage requires the reorganization of preceding systems of thought. To test these hypotheses, Turiel selected a random sample of 44 seventh-grade boys from the New Haven, Connecticut, public schools. Each subject's moral stage was determined by a pretest using Kohlberg's interview. All subjects of a given developmental stage were randomly assigned to a control group or an experimental group. The subjects were then exposed to a role-play in which the actors presented reasoning characteristic of that used at one stage above the subjects' current stage (+1), two stages above (+2), and one stage below (-1) that of the subjects. One week after the treatment, the subjects were again interviewed to determine their moral stage. Turiel found that of the three treatments the +1 treatment was the most effective and the +2 treatment the least effective. He reasoned that if stages do proceed in a hierarchical sequence, then individuals would be able to understand and utilize concepts from one stage above their current stage better than those from two stages higher. Also supportive of Kohlberg's

assumption was the finding that subjects more readily assimilated concepts from the +1 stage than from the -1 stage even though they understood the concepts from the lower stage. Turiel's conclusion based on this finding was that proceeding from one stage to the next higher stage involves reorganization and integration of previous modes of thought rather than simply the attainment and addition of new concepts. More supportive evidence was reported by Rest (1973), who also tested the hierarchical sequentiality assumption. For his experiment, he selected a sample consisting of 47 high school volunteers. Kohlberg's interview served as a pretest to determine each subject's moral stage. Representing the different moral stages of reasoning, statements of various responses to Kohlberg's moral dilemmas were presented to the subjects. The subjects were then questioned to determine their level of comprehension regarding each statement. Providing support for Kohlberg's assumption, Rest found that subjects demonstrating comprehension at a given stage also comprehended all preceding stages.

Walker (1982) reported confirming results from his methodologically sound study of 101 children ranging in age from 10 to 13. The subjects were pretested to determine their levels of cognitive, perspective-taking, and moral development. Based on Kohlberg's contention that cognitive and perspective-taking development are prerequisites of

moral development, Walker who in 1979 had experimentally confirmed the necessity of cognitive development for moral development, retained only those children who had reached the prerequisite levels of cognitive and perspective-taking development. The remaining subjects were then randomly assigned and exposed to one of five conditions: (a) -1 reasoning, (b) +1 reasoning, (c) +2 reasoning, (d) subject's current moral stage (control), or (e) no-treatment. The results supported hierarchical sequentiality, since all development was to the adjacent higher stage and no regression was observed.

Walker pursued the study of hierarchical sequentiality. In 1984, Walker et al. investigated the possibility that the sequential pattern of development might be influenced by vocabulary and syntactic complexity. To test this possibility, they selected a sample of 32 male and 32 female students stratified by grade--8th, 11th, college undergraduate, and graduate. The moral stage of each subject was assessed using the moral dilemma interview. With a second interview, the researchers assessed the subjects' understanding of moral-stage prototypic statements. These statements, one representing each moral stage, were of equal reading level. The results supported the hierarchical, sequential nature of moral stages. Of the 64 subjects, 59 understood statements below their own moral stage and 62 understood statements at their own stage.

Vocabulary and syntax did not affect stage comprehension. Understanding of stages is apparently cumulative, as Kohlberg's theory assumes.

Probably the most controversial of Kohlberg's assumption is that of universality as it applies to the genders. Holstein (1976) and Gilligan (1982) have suggested that male and female role-taking are different and therefore result in different stage structures and sequences. Holstein reported that the boys in her sample showed a trend toward higher scores. That trend, however, was not significant. In her report, Holstein also cited studies of adults (Haan, Smith, & Block, 1968; Kramer, 1968) in which male subjects scored at higher stage levels than did female subjects. Haan (1978) indicated the results of her previous study (Haan et al., 1968) may have included some misscoring of moral stages. Also, Walker (1984) pointed out that reported sex differences in moral stages of adults often are due to the confounding variables of educational and occupational levels.

Gilligan alleged that Kohlberg's theory and scoring system are biased due to insensitivity to the feminine characteristics of caring and empathy. She maintained that these characteristics are interpreted in scoring as childlike and result in lower stage scores. Gilligan (1977, 1982) also criticized the sequence of stages delineated by Kohlberg and posited an alternative sequence for the moral

development of women, suggesting that a different stage sequence was another source of instrument bias. Not only has research failed to support Gilligan's contention that girls are unfairly assessed as reasoning at a lower level than their male counterparts, but some researchers have found girls scoring higher than boys (Biaggo, 1976; Krebs & Gillmore, 1982; Turiel, 1966).

The preponderance of studies examining possible gender differences in children's and adolescents' moral stage scores have reported no significant differences (Bear & Richards, 1981; Bielby & Papalia, 1975; Gibbs et al., 1984; Haan, 1978; Haan, Langer, & Kohlberg, 1976; Holstein, 1976; Keasy, 1972; Leming, 1978; Parikh, 1980; Sullivan, McCullough, & Stager, 1970; Timm, 1980; Walker, 1982, 1984). The literature supports Kohlberg's assumption of universality with regard to gender.

Another issue addressed by critics is the possible lack of correlation between an individual's reasoning about hypothetical and moral real-life dilemmas. Obviously, such a correlation would be difficult to study, although Walker, de Vries, and Trevethan (1987) investigated this issue. The children in their sample of volunteers were stage scored on three of Kohlberg's moral dilemmas. The subjects were then asked by an experienced interviewer to recall and discuss real dilemmas they had experienced. Through probing questions similar to those used in Kohlberg's interview, the

interviewer determined a stage score based on the subject's responses. A logit analysis yielded no significant difference between stage scores based on hypothetical dilemmas and those based on real-life dilemmas. However, when the researchers transformed stage scores into weighted average scores and performed an analysis of variance with repeated measures on the dilemma variable, they found an effect of dilemma type at the .03 level of significance.

As previously discussed, structural wholeness is another assumption of Kohlberg's theory. It is assumed that one's moral reasoning is consistent across situations. Only a few studies have tested this assumption. Gilligan, Kohlberg, Lerner, and Belenky (1971) applied Kohlberg's theory to the study of teenagers' reasoning about sexual dilemmas. After assessing 50 high school juniors' moral stages using Kohlberg's interview, their moral stages were determined using three sexual dilemmas. These dilemmas focused on premarital sex, marital intimacy, and premarital pregnancy. Presentation of the dilemmas to each subject was followed by probing questions to elicit the subject's mode of thinking concerning the various issues. The sample as a whole demonstrated a higher level of moral reasoning on the standard dilemmas than on the sexual dilemmas. Before correlating the two sets of scores, the stage scores were converted to Moral Maturity Scores, a type of weighted average score ranging from 100 to 600. Gilligan et al.

reported that the correlation between the standard and sexual dilemmas indicated that both interviews tapped one general factor. While accepting this finding with caution due to the small sample size, the researchers concluded that these results added validity to Kohlberg's assumption of structural wholeness.

Lockwood (1975) also studied the reasoning about a specific issue drawn from the more general area of moral dilemmas. He hypothesized that reasoning demonstrated with regard to public policy issues would be similar to that demonstrated with regard to general moral dilemmas. To test his hypothesis, Lockwood interviewed 60 junior and senior high school students from the Boston area. He used both Kohlberg's interview and his interview based on public policy dilemmas. These dilemmas were developed to encompass the same issues as those in Kohlberg's dilemmas. Lockwood's results supported his research hypothesis. He found no significant difference between the mean moral maturity scores obtained from Kohlberg's moral dilemmas and those from the public policy dilemmas. Kohlberg's assumption of structural wholeness was again confirmed.

From the research cited in this review, it appears that adequate empirical data exists to support the assumptions of hierarchical sequentiality and universality, although the universality assumption remains controversial. The assumption of structural wholeness is also marked by

controversy; in addition, it lacks the support of sufficient research. Therefore, more research is needed to support the assumptions of universality and structural wholeness.

Summary

The contentions that childhood sexual abuse is more prevalent than is indicated by reported incidents and that detrimental effects are associated with abuse have been consistently supported by research findings. The discrepancy between the incidence rate and the estimated prevalence rate of abuse substantiates underreporting as characteristic of this social problem. The prevalence, harmful effects, and underreporting of abuse support the need for educational-prevention programs emphasizing the reporting issue.

Theories reviewed in this chapter have offered possible explanations for underreporting. Suggested reasons for failure to report abusive incidents include subordination to authority, the fears of punishment and possible destruction of the family, feelings of guilt, and concern for family members.

The sexual abuse research and resulting theories, coupled with relevant research on children's cognitions of sexual victimization, support the appropriateness of applying Kohlberg's developmental theory of moral reasoning to children's reasoning about sexual abuse reporting. If children's reasoning about reporting abusive incidents is

found to parallel the developmental stages of moral reasoning, effective educational-prevention programs based on such findings can be developed.

CHAPTER III

METHODOLOGY

The literature supports investigation of children's reasoning about sexual abuse reporting. The applicability of Kohlberg's theory to such reasoning is also supported by theory and research. Therefore, the research questions developed for this study will be addressed by testing the following null hypotheses: (a) no differences in reasoning about sexual abuse reporting dilemmas exist among children ages 10, 13, and 16 years as assessed by the sexual abuse reasoning interview; (b) no difference in reasoning about sexual abuse reporting dilemmas exists between boys and girls as assessed by the sexual abuse reasoning interview; (c) age and gender do not interact in relation to differences in reasoning about sexual abuse reporting dilemmas as assessed by the sexual abuse reasoning interview; (d) no difference in level exists between children's reasoning about sexual abuse reporting dilemmas as assessed by the sexual abuse reasoning interview and their reasoning about Kohlberg's standard moral dilemmas as assessed by Kohlberg's Moral Judgement Interview; and (e) no correlation exists between children's reasoning about sexual abuse reporting dilemmas as assessed by the sexual abuse reasoning interview and their reasoning about Kohlberg's standard moral dilemmas as assessed by Kohlberg's Moral

Judgment Interview. Of these null hypotheses, only two were expected to be rejected in favor of alternative hypotheses. That is, the researcher expected to find an increase in reasoning level with an increase in age level as suggested by Kohlberg's theory. Such a finding would result in rejecting null hypothesis (a). In addition, a positive correlation between children's reasoning about sexual abuse reporting dilemmas and their reasoning about Kohlberg's standard moral dilemmas was expected with a resulting rejection of null hypothesis (e) and acceptance of the theory-based alternative hypotheses. Also based on Kohlberg's theory, hypotheses (b), (c), and (d) were expected to be retained.

Subjects

To acquire subjects, approximately 500 letters explaining the study and requesting consent were sent to the parents of all 10, 13, and 16-year-old students enrolled in schools comprising one attendance area of a county school system in rural North Carolina (see Appendixes A and B for the letter and consent form). Informed consent of both parent and child were required for a child's participation in the study.

Seventy-six children qualified for participation. In this group, 23 children (13 girls and 10 boys) constituted the 10-year-old stratum, 30 children (16 girls and 14 boys) were 13 years old, and the 16-year stratum contained 23

children (13 girls and 10 boys). Most of the 76 children were Caucasian; there were only four black children, three of whom were 10 years old, and one was 13 years old.

From this group of qualified children, stratified sampling was used to select subjects from the three age groups and both genders. Ten subjects were selected for each age and gender combination, to yield a total sample size of 60 (see Table 1 for age means and standard deviations). A power analysis based on the results of a pilot study (Tennant, 1988) supports the adequacy of the within-cell sample size. The children who qualified for participation, but who were not selected for the sample, served as replacement subjects in case any of the selected subjects withdrew from the study or were eliminated due to reported sexual victimization.

Previous or current victimization of a subject might be a source of bias and, therefore, required consideration. Only three subjects were eliminated due to their victimization. One 10-year-old girl and two 13-year-old girls reported past sexually abusive incidents and were replaced by subjects of equivalent age and gender.

Due to the small group of volunteers, description of the sample in terms of academic ability level was appropriate. While a correlation between level of moral development and academic ability of children is not characteristic of moral development research findings, a

significant correlation between the variables in adult subjects (Colby et al., 1983) supported the collection of this descriptive data.

The subjects' school records containing such information were not available. The researcher, therefore, collected teacher ratings to categorize each subject as to academic ability level (i.e., low, average, or high). Of the 10-year-old subjects, 15% were rated as low, 55% as average, and 30% as high. The 13-year-old subjects also were mostly rated as average with ratings of 20% low, 70% average, and 10% high. The trend continued with the 16-year age group. Their ratings were 15%, 60%, and 25%, respectively.

Table 1

Age Means and Standard Deviations for Age-Gender Groups

Group	Mean	Standard Deviation
10 years:		
Males:	10.41	0.29
Females:	10.18	0.27
13 years:		
Males:	13.44	0.44
Females:	13.37	0.39
16 years:		
Males:	16.34	0.41
Females:	16.55	0.45

Instruments and Scoring

The researcher interviewed each subject using Kohlberg's Moral Judgment Interview and a sexual abuse reasoning interview.

Kohlberg's Measure of Moral Judgment

Kohlberg's Moral Judgement Interview, Form A (Colby et al., 1987). The interview consists of three standard moral dilemmas (see Appendix C). Each dilemma poses a conflict between moral issues encompassing life, law, punishment, moral conscience, authority, and contract (promise). Following the presentation of each dilemma, probing questions are used to elicit responses indicative of the subject's stage of reasoning, with reasoning defined as the characteristic point of view used in making decisions and in justifying those decisions. The subject is asked to decide which issue takes priority in the dilemma. For example, one might be confronted with the options of breaking a law to save a life or obeying the law when such obedience will result in the death of a human being. After choosing the issue to take priority (i.e., making a moral judgment), the subject is asked to provide a rationale for the judgment. The subject's responses are then categorized. This categorization of responses is based not only on the relevant issue, but also on various norms and elements (see Table 2). A response might indicate the subject has chosen obedience to law over preservation of life with the

Table 2

Norms and Elements Used in Making Moral Judgments

Norms	
1. Life	6. Authority
(a) Preservation	7. Law
(b) Quality	8. Contract
2. Property	9. Civil Rights
3. Truth	10. Religion
4. Affiliation	11. Conscience
5. Erotic love and sex	12. Punishment

Modal elements

Upholding normative order:

1. Obeying/consulting persons or deity. Should obey/get consent.
2. Blaming/approving. Should be blamed for, disapproved (should be approved).
3. Retributing/exonerating. Should retribute against (should exonerate).
4. Having a right/having no right.
5. Having a duty/having no duty.

Table 2 (continued)

Value elements
Egoistic consequences
6. Good reputation/bad reputation.
7. Seeking reward/avoiding punishment.
Utilitarian consequences
8. Good individual consequences/bad individual consequences.
9. Good group consequences/bad group consequences.
Ideal or harmony-serving consequences
10. Upholding character.
11. Upholding self-respect.
12. Serving social ideal or harmony.
13. Serving human dignity and autonomy.
Fairness
14. Balancing perspective or role taking.
15. Reciprocity or positive desert.
16. Maintaining equity and procedural fairness.
17. Maintaining social contract or freely agreeing.

Note. From The Measurement of Moral Judgment, Vol. 1 (p. 42) by A. Colby and L. Kohlberg, 1987, New York: Cambridge University Press.

rationale based on submission to authority (norm #6) in order to avoid punishment (element #7).

The Standard Issue Scoring Manual. The scoring manual contains criterion judgments (CJ's) each of which is based on a combination of issue, norm, and element and categorized as to structural stage of reasoning (i.e., 1., 1/2, 2, 2/3, 3, 3/4, 4, 4/5). Each scorable response is matched to a criterion judgment.

Using these matches, the subject's percent usage of structural stage is determined for each relevant issue resulting in an issue score. Combining the issue scores from each dilemma, a global stage score (GSS) is determined. This score is the modal stage of reasoning if only one stage accounts for 25% or more of the scorable responses. If two stages are represented by 25% or more of the responses, the GSS is a combination of the two stages (i.e., 1/2, 2/3, 3/4, or 4/5).

Another measure of a subject's level of moral reasoning is the weighted average score (WAS). The WAS is the sum of the products of the percent of usage of each stage and the number of that stage. The WAS can range from 100 (100% usage of Stage 1) to 500 (100% usage of Stage 5). Since the WAS is a linear combination of a number of component scores, it is reasonable to assume (drawing upon the Central Limit Theorem) that it is approximately normally distributed. The WAS, therefore, can be regarded as a continuous variate and

analyzed using parametric statistics (Colby et al., 1987; Nisan & Kohlberg, 1982; Snarey et al., 1984; Walker et al., 1987).

Psychometric issues. Construct validity is the validity concept of choice for a developmental measure and must be examined empirically (Colby & Kohlberg, 1987; Cronbach, 1984). If the assessment of construct validity is interpreted to mean the fit of the data, obtained from validation tests, to the primary components of the theory surrounding the construct, the construct validity of Kohlberg's measure of moral development has been supported. "The primary theoretical definition of structural moral development is that of an organization passing through an invariant developmental sequence" (Colby & Kohlberg, 1987, p. 69). As discussed in chapter II, empirical data obtained from longitudinal studies (Colby et al., 1983; Holstein, 1976; Kuhn, 1976; Nisan & Kohlberg, 1982; Snarey et al., 1984; White et al., 1978) fit this theoretical construct. That is, the assessment of subjects reflected their passing through an invariant sequence of moral judgment stages. This invariant sequence of stages was found in the reasoning of subjects regardless of culture and gender. Such positive results simultaneously validate the measure and the construct (Cronbach, 1984).

In addition to the invariance of stage sequence (i.e., the assumptions of hierarchical sequentiality and universality), evidence consistent with the assumption of structural wholeness has been provided through empirical research. Again, the data fit this component of the theoretical construct (i.e., the stage as a structural whole). If a stage is a structural whole, the individual's reasoning transcends situational moral dilemmas. A valid assessment instrument would, therefore, assess the individual as reasoning at the same stage regardless of the moral dilemma. Research has provided evidence that Kohlberg's measure of moral judgment assesses individuals as reasoning consistently across various dilemmas (Colby et al., 1983; Gilligan et al., 1971; Lockwood, 1975; Snarey et al., 1984). These results again validate the measure and the construct (Cronbach, 1984).

A test-retest reliability coefficient of .93 was determined, based on the results of repeated interviews with 43 subjects. The time span between interviews ranged from three to six weeks. The test-retest interviews were also used to estimate interrater reliability. The percent agreement among raters using Form A was found to range from 75% to 88% (Colby & Kohlberg, 1987).

Finally, a coefficient of internal consistency, Cronbach's alpha, for Form A was determined to be .92. In calculating this coefficient, issue scores were used as

items. Such a coefficient provides evidence that Kohlberg's Moral Judgment Interview measures a single construct (Colby & Kohlberg, 1987).

Measure of Sexual Abuse Reasoning

The sexual abuse reasoning interview. The interview is a modified form of Kohlberg's Moral Judgment Interview (see Appendix D). Based on the same norms and elements as Kohlberg's Moral Judgment Interview (see Table 2), each of the three sexual abuse dilemmas involves a decision to report or not to report sexual abuse with sexual abuse defined as the touching of a child's private parts by an adult or the touching of the adult's private parts by a child against the child's wishes. Following the presentation of each dilemma are probing questions that were constructed using Kohlberg's questions as prototypes.

Scoring the sexual abuse reasoning interview. Responses to the questions were scored using a modified version of the Standard Issue Scoring Manual (Colby et al., 1987). This modification included the replacement of some standard dilemma criterion judgments with judgments relevant to the abuse dilemmas but parallel to the standard CJ's in sociomoral perspective (i.e., characteristic point of view used in making moral judgments) (see Appendix E for the modified scoring manual).

Psychometric issues. The validity concepts appropriate for the sexual abuse reasoning interview and its scoring are

content validity and construct validity based on convergence. Content validity of the sexual abuse reasoning interview and its scoring has been judged to be adequate by Dr. Ann Higgins, a Harvard University professor and a contributing author of The Measurement of Moral Judgment, Vol. 1 (Colby & Kohlberg, 1987).

> The dilemmas and probe questions...parallel the Kohlberg dilemmas so they will yield stage scorable material according to Kohlberg's theory.... The categories of [the scoring] manual...will allow assessment of the material by stage (personal communication, January 8, 1989)

(see Appendix F for personal correspondence in its entirety).

Assuming the construct validity of Kohlberg's measure and content validity of the sexual abuse reasoning measure, a positive correlation between the two measures indicates convergence and thus supports a construct validity claim (Cronbach, 1969). Based on the results of a pilot study (Tennant, 1988), the correlation coefficient between weighted average scores obtained from Kohlberg's Moral Judgement Interview and WAS's from the sexual abuse reasoning interview was determined. Based on 30 cases, a coefficient of .89, $p < .001$, supports convergence.

Interrater reliability was estimated using a random sample of 20 protocols of the sexual abuse reasoning interviews. These protocols were independently scored by the researcher and two University of North Carolina at Greensboro graduate students who were trained by the

researcher to use the modified scoring manual in assessing responses and determining global stage scores and weighted average scores. Percent agreement figures based on GSS's ranged from 80% to 84% exact stage agreement and from 96% to 100% within 1/2 stage. These figures meet the agreement criteria suggested by Colby and Kohlberg (1987) (i.e., 75% exact agreement and 90% agreement within 1/2 stage).

In addition to percentage agreement on GSS's, pairwise Pearson Product Moment correlation coefficients using the weighted average scores assigned independently by each scorer were determined. These coefficients ranged from .88 to .91. Colby's and Kohlberg's (1987) criterion for such a correlation coefficient is .90. Using a Fisher's Z transformation, the smallest coefficient, .88, was not significantly different from .90, $Z = -0.396$, $p = .3483$, indicating acceptable interrater reliability.

Procedure

After the sample was selected, school principals were given lists of the students participating in the study. Dates were determined for the interviews.

The subjects were interviewed individually in their respective schools. Before beginning the interview, the researcher explained the procedure, emphasizing the voluntary nature of the subject's participation and the lack of penalty if the subject chose to withdraw from the study. The researcher reminded the subjects that some of the

stories (i.e., hypothetical dilemmas) concerned sexual abuse and asked each subject to provide a definition of such abuse. If a subject was unable to do so or provided an inaccurate definition, the researcher defined childhood sexual abuse (see Appendix D).

The presentation order of Kohlberg's Moral Judgment Interview (standard moral dilemmas and questions) and the sexual abuse reasoning interview (sexual abuse reporting dilemmas and questions) was randomly assigned using the flip of a coin. One interview immediately followed the other with the combined interviews taking about 30 to 40 minutes. For each interview, the subject was read three dilemmas. As previously discussed, probing questions followed each dilemma. The interviews were tape recorded for later transcription and scoring.

When scoring the protocols, the researcher was blind to the subject's name, age, gender, and score assigned to the subject's other interview, to prevent any halo effect or contamination. The scoring of the Kohlberg interview protocols followed the procedures described in The Measurement of Moral Judgment, Vol. 1 (Colby & Kohlberg, 1987 and The Measurement of Moral Judgment, Vol. 2 (i.e., the scoring manual) (Colby et al., 1987). The sexual abuse interview protocols were scored using the modified scoring manual (see Appendix E). Each subject was assigned a global

stage score and a weighted average score (see Appendix G for a sample of transcribed and scored interviews).

Data Analysis

Before analyzing the continuous data, the assumptions of independence of subjects and homoscedasticy were evaluated. Due to the design of the study, the assumption of independence is justified. Using Hartley's F max procedure (Glass & Hopkins, 1984), homoscedasticity was tested, and it was also found to be justified. Normality was not tested due to sample size and the robustness of the ANOVA to deviations from normality.

Addressing issues of the effects of age, gender, and their interaction on reasoning about sexual abuse reporting (i.e., testing hypotheses (a), (b), and (c)), an analysis of variance was conducted with the WAS from the sexual abuse dilemmas as the dependent variable and an alpha level of .05. Tukey's HSD multiple comparison procedure was applied to the only significant main effect, that of age.

Summary statistics including main effect means, their respective standard deviations, and interaction means were calculated. These means were plotted to illustrate the results of the ANOVA.

The main effects and the interaction effect of age and gender were also estimated with the GSS as the measure of sexual abuse reasoning. Being categorical data, the GSS's were analyzed using the Grizzle-Starmer-Koch (GSK) linear-

models approach (Kleinbaum, Kupper, & Muller, 1988). Using this analytic procedure, the stages 1, 1/2, 2, 2/3, 3, and 3/4 were assigned weights of 1 to 6 respectively. A general weighted-least-squares regression technique was then applied to the cell proportions to test the null hypotheses of no main effects and no interaction effect, in a manner analogous to the ANOVA procedure for quantitative data. Also produced by this analysis were predicted weighted values ranging from 1 to 6 for each age-gender combination.

Testing the null hypothesis of no difference between children's reasoning about Kohlberg's standard moral dilemmas and sexual abuse dilemmas, another analysis of variance was conducted treating dilemma type as a repeated measure (i.e., within subject effect) with age and gender as between-subjects variables.

Finally, to examine the possible correlation between children's reasoning about sexual abuse reporting dilemmas and their reasoning about Kohlberg's standard moral dilemmas, a Pearson Product Moment correlation coefficient was calculated and tested for significance. The WAS was used as the unit of measurement.

CHAPTER IV

RESULTS AND DISCUSSION

Presented in chapter IV are the results of the statistical analyses used to test the five hypotheses delineated in chapter III. Also presented are the results of a posteriori multiple comparison procedures that were used to examine significant main effects. An interpretation and discussion of the statistical findings follow their presentation. Finally, limitations of the study are delineated.

Results

Hypotheses (a), (b), and (c): Age, Gender, and Interaction Effects

To test the null hypotheses of no age effect, no gender effect, and no age-gender interaction effect on children's reasoning about sexual abuse reporting, both parametric and nonparametric statistical analyses were conducted. These effects were investigated using a 3 (age: 10, 13, 16 years) x 2 (gender) factorial analysis of variance with the continuous measure of sexual abuse reasoning (WAS) as the dependent variable. As previously discussed, such parametric statistics have been used on WAS's (Colby et al., 1987; Nisan & Kohlberg, 1982; Snarey et al., 1984; Walker et al., 1987) in the past.

Being an assumption of parametric analyses, homoscedasticity was tested using Hartley's F max test for equal variances. With variances ranging from 369.41 to 950.49, this test justified the assumption, F max (6, 9) = 2.57, p > .05.

Turning to an examination of mean effects, the main effect of age for this sample was found to be statistically significant, F (2, 54) = 79.32, p < .0001. Neither the effect of gender nor the interaction effect of age and gender were significant, with respective F- statistics, F (1, 54) = 0.14, p = .7055 and F (2, 54) = 0.53, p = .5920 (see Table 3 for main effect and interaction effect means). The coefficient of determination produced by this model was .747.

Table 3

Sexual Abuse Mean WAS for Age, Gender, and Age-Gender Interaction

	Age in Years			
	10	13	16	Gender Means
Female	177.133	222.795	269.078	223.002
Male	170.638	227.184	278.570	225.464
Age Means	173.886	224.990	273.824	

A posteriori multiple comparisons using Tukey's HSD procedure produced results indicating that all the age means were significantly different at α = .05. Mean WAS scores for subjects aged 10, 13, and 16 years were 173.89, 224.99, and 273.83 respectively (see Figure 1 for a plot of age means).

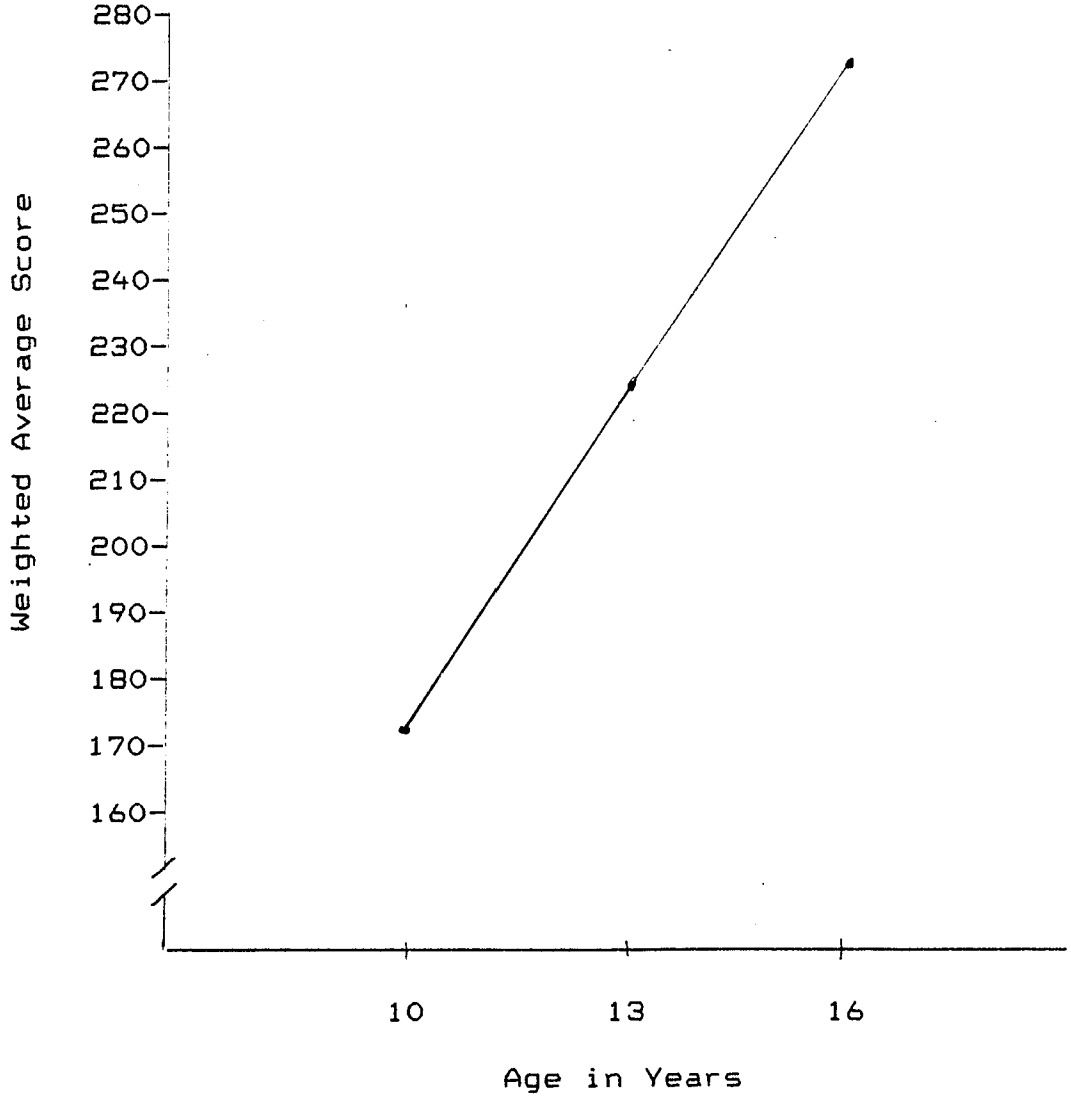

Figure 1. Plot of mean sexual abuse WAS for subjects aged 10, 13, and 16 years.

The results of these parametric analyses dictated rejection of the null hypothesis that age has no effect on children's reasoning about sexual abuse reporting. The null hypotheses of no gender effect and no age-gender interaction effect were retained.

The main effect of age, the main effect of gender, and the interaction effect of age and gender were also examined using nonparametric statistics. With the global stage score as the measure of sexual abuse reasoning, the Grizzle-Starmer-Koch linear models approach to categorical analysis produced results congruent with those of the analysis of variance and supportive of equivalent decisions. The main effect of age was significant with a χ^2 (2, N = 60) = 94.34, $p < .0001$. The gender effect was nonsignificant with χ^2 (1, N = 60) = 0.20, p = .6579, as was the age-gender interaction, χ^2 (2, N = 60) = 0.12, p = .9418. Including the interaction term resulted in a full model with no remaining degrees of freedom in the residual term. Elimination of the interaction was therefore necessary, and resulted in a model which yielded a Goodness of Fit χ^2 of 0.12 with p = .9418. Another product of this analysis was the predicted weighted scores. These scores illustrate age-gender combinations as they relate to global stage scores (see Table 4 for predicted weighted scores).

Table 4

Predicted Sexual Abuse GSS Weighted Values for Age-Gender Combinations

	Female	Male
10 years	2.47	2.53
13 years	3.42	3.48
16 years	4.32	4.38

Note: Scores of 1, 2, 3, 4, 5, 6 represent respectively the stages 1, 1/2, 2, 2/3, 3, 3/4.

Hypotheses (d) and (e): Reasoning Differences as a Function of Dilemma Type

Examining the question of a difference between subjects' reasoning about Kohlberg's standard moral dilemmas and their reasoning about sexual abuse reporting dilemmas, another analysis of variance was conducted treating dilemma type as a repeated measure. The effect of dilemma type was found to be nonsignificant, F (1, 54) = 0.28, p = .5987, thus supporting retention of the null hypotheses that no difference exists between the levels of reasoning used in response to the two types of dilemmas.

The age-dilemma interaction effect was, however, found to be significant, F (2, 54) = 3.94, p = .0252 (see Table 5 for age-dilemma interaction means). A plot of these

interaction means illustrates the nonparallelism (see Figure 2). For the 10 and 13-year age groups, the sexual abuse WAS's were higher than those for the Kohlberg WAS's. The direction of the difference was reversed for the 16-year age group. For these subjects, the mean Kohlberg WAS was higher than the mean sexual abuse WAS.

This significant interaction was examined for simple main effects. Tests of the simple main effect of age yielded no significant differences in mean WAS for each dilemma type. Controlling experimentwise error rate required an alpha of .0167. The largest difference between the relevant simple main effect means produced a p value > .05. The gender-dilemma interaction and the 3-way age-gender-dilemma interaction were not significant (see Table 6 for WAS descriptive statistics and GSS distributions for both dilemma types).

Table 5

Mean WAS for Age (10, 13, and 16 years) - Dilemma (Sexual Abuse and Kohlberg) Interaction

	Sexual Abuse Dilemmas	Kohlberg Dilemmas
10 years	173.89	169.65
13 years	224.98	217.20
16 years	273.82	282.07

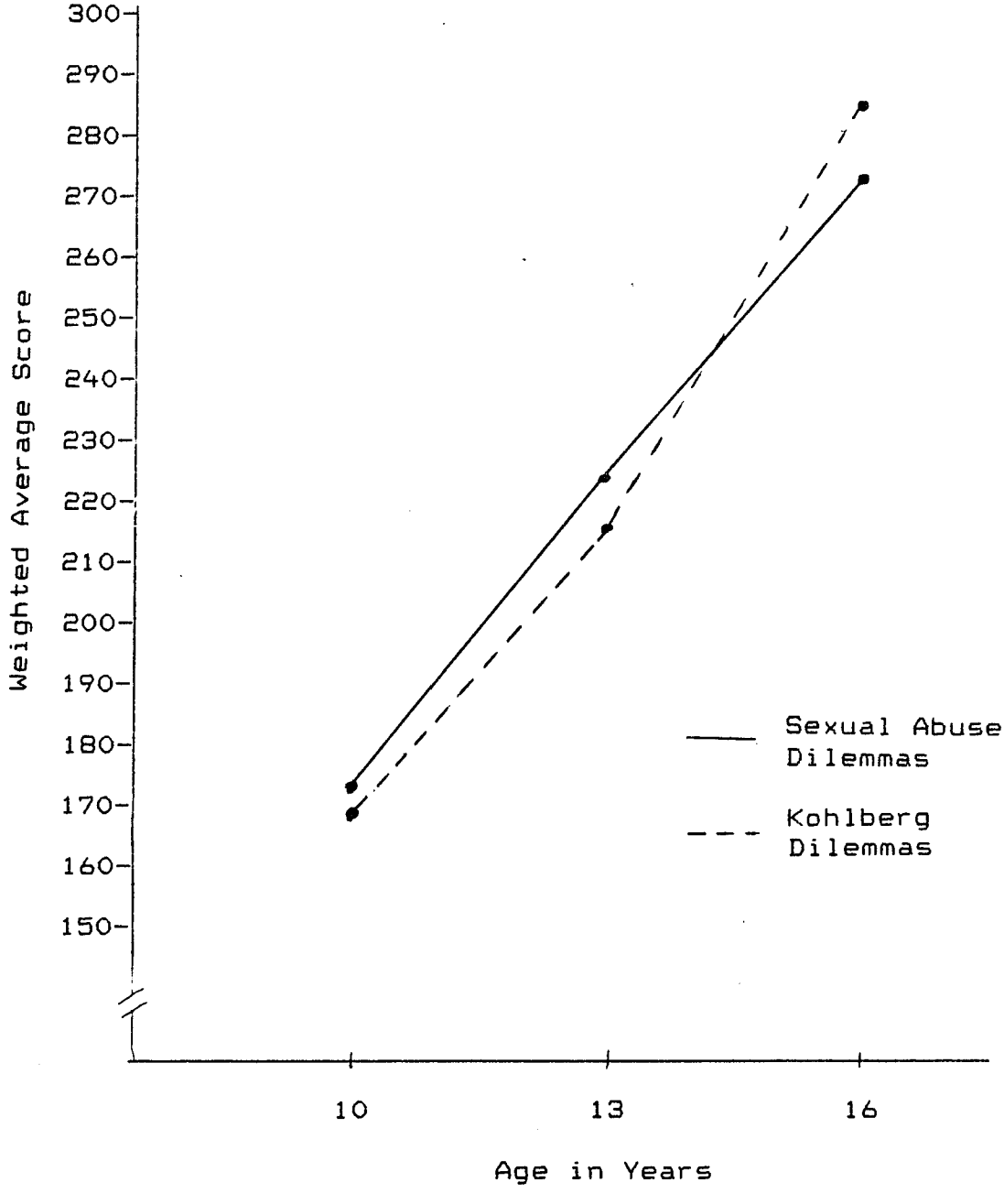

Figure 2. Plot of mean WAS for age (10, 13, and 16 years) - dilemma (sexual abuse and Kohlberg) interaction.

Table 6

Level of Reasoning as a Function of Age, Gender, and Dilemma Type

Group (by Dilemma)	GSS Frequency						WAS	
	1	1/2	2	2/3	3	3/4	M	SD
Sexual Abuse								
10 years:		10	10				173.89	21.30
Female:		5	5				177.13	25.44
Male:		5	5				170.64	16.93
Kohlberg								
10 years:		13	7				169.65	27.13
Female:		6	4				176.59	24.61
Male:		7	3				162.71	20.86
Sexual Abuse								
13 years:			11	9			224.98	21.60
Female:			6	4			222.80	24.59
Male:			5	5			227.18	19.22
Kohlberg								
13 years:		2	9	9			217.20	29.18
Female:		1	5	4			216.48	36.95
Male:		1	4	5			217.91	20.76
Sexual Abuse								
16 years:			1	13	4	2	273.82	30.16
Female:			1	6	2	1	269.08	30.34
Male:				7	2	1	278.57	30.83
Kohlberg								
16 years:				12	8		282.07	21.76
Female:				6	4		280.88	21.04
Male:				6	4		283.27	23.55

Finally, as a measure of the correlation between level of reasoning about standard moral dilemmas and level of reasoning about sexual abuse dilemmas, a Pearson Product Moment correlation coefficient was computed between Kohlberg WAS scores and sexual abuse WAS scores. The resulting correlation was .93, $p < .0001$, and the null hypothesis of no correlation was, therefore, rejected.

Discussion

This study examined the issues of age and gender as they relate to children's reasoning about sexual abuse reporting dilemmas. Also investigated was the relationship between such reasoning and reasoning about standard moral dilemmas.

Reasoning as a Function of Age

As expected, the results of the analysis of variance using sexual abuse WAS as the dependent variable suggested that level of reasoning about sexual abuse dilemmas is a function of age, with the level of reasoning higher for older children than for younger children. Such a finding was consistent with previous developmental moral reasoning research (Colby et al., 1983; Kuhn, 1976; Nisan & Kohlberg, 1982; White et al., 1978) and suggested that children's reasoning about sexual abuse reporting is developmental in nature and can be classified into categories based on sociomoral perspectives similar to those used in categorizing moral reasoning. Thus, the finding supported the assumption of hierarchical sequentiality.

The rationales generally reported by the 10-year-old children to justify their decisions were based on the sociomoral perspectives characteristic of Stages 1/2 and 2 of Kohlberg's moral development theory. Such characteristic perspectives include remnants of egocentrism, instrumental purpose, and equal exchange (Colby & Kohlberg, 1987). These children tended to base their decisions concerning sexual abuse reporting on: (a) the possible harm to the victim should the abuse continue; (b) the possible punishment resulting from a report of the abuse; (c) the response of the victim's mother upon discovery (e.g., disbelief); (d) the effect on the offender of possible incarceration; and (e) the embarrassment to the victim resulting from exposure of the abuse.

The 13-year-old subjects' rationales were divided between Stage 2 and Stage 2/3 reasoning. In addition to the Stage 2 reasons, approximately half of these subjects justified their decisions with rationales characteristic of a transitional stage between 2 and 3. These children tended to incorporate concerns involving possible negative effects on the victim's or the offender's family into their justifications. The negative effects, however, retained the instrumental aspect expressed by those reasoning at Stage 2. A characteristic response of this transitional stage was the concern that no one would provide the material necessities for the offender's family should the offender be

incarcerated. Feelings for particular individuals were also reported as reasons on which decisions should be based. For example, love for an abused sibling might be sufficient motivation to report the abuse, while love for the offender might prevent the reporting of abuse.

Evidence of passage into Stage 3 marked the reasoning reported by nearly 30% of the oldest group of subjects, while the majority were assessed as remaining at Stage 2/3. Those subjects demonstrating Stage 3 reasoning exhibited an apparent evolution to a higher level of concern for others. That the reporting of abuse could destroy the family unit, and the relations within the family, characterized this level of reasoning. Reference to this destruction of relationships within the family illustrates this evolution from concern for the family's material needs to the family's relationships and emotional well-being. Awareness of, and the resulting concern for, others is also exemplified by the Stage 3 response that an offender should be reported to prevent his abusing other children.

Stage 3 sociomoral perspectives as described by Kohlberg (1987) support such categorizations. The sociomoral perspective characteristic of this stage of reasoning is one of perceiving oneself in relationships with others, of sharing feelings with others, and of respecting others (Colby & Kohlberg, 1987).

Stage 3/4 reasoning, the highest stage demonstrated by the subjects constituting this sample, was represented by only two of the 16-year-old subjects. Examples of responses assessed as structurally beyond Stage 3, but not yet of Stage 4 status, include reference to: (a) the duty of a parent to care for and protect his/her child and the failure of an offending parent to do so; and (b) the right of every child not to be forced into submission to abuse.

Reasoning as It Relates to Gender

The second of Kohlberg's assumptions, that of universality, also was supported by the findings of this study. The nonsignificance of both the gender effect and the age-gender interaction effect paralleled previous findings (Bear & Richards, 1981; Bielby & Papalia, 1975; Gibbs et al., 1984; Haan et al., 1976; Timm, 1980; Walker, 1982, 1984; Walker et al. 1987) that generally, male and female subjects of the same age do not differ in their stage of moral reasoning.

Reasoning as It Relates to Dilemma Type

The nonsignificant effect found for dilemma type when the variable was treated as a repeated measure and the significant correlation between sexual abuse WAS's and the standard moral WAS's suggested similarity in the levels of reasoning used by subjects when responding to the two types of dilemmas. This similarity in reasoning levels, with categorization based on similar sociomoral perspectives, is

consistent with Kohlberg's assumption of structural wholeness. That is, an individual will reason at the same stage regardless of dilemma. As previously discussed, other researchers, including Gilligan et al. (1971) and Lockwood (1975), have obtained similar results with the application of Kohlberg's theory to reasoning in situations other than those presented by the dilemmas in Kohlberg's Moral Judgment Interview.

One finding that appears to refute the validity of the structural wholeness assumption and, perhaps, render the nonsignificant dilemma effect meaningless, is the significant effect of the age-dilemma interaction. Structural wholeness should yield such an interaction nonsignificant. The effect of age on WAS was more linear (see Figure 2) for the sexual abuse dilemmas than for the standard dilemmas. The effect, as reported earlier, was a disordinal interaction with nonsignificant simple main effects.

If, however, the significance of the age-dilemma interaction was not the result of a Type I error, and rejecting the null hypothesis of no age-dilemma interaction was the correct decision, another explanation is needed. Perhaps 16-year-old subjects actually reason at a lower level when reasoning about sexual abuse reporting than when reasoning about Kohlberg's standard moral dilemmas. Such a finding would be consistent with that of Gilligan et al.

(1971) who investigated the reasoning of 50 high school juniors using Kohlberg's standard moral dilemmas and dilemmas concerning such issues as premarital and extramarital sex standards, abortion, and pornography. Fifty percent of the subjects were assessed as reasoning at the same level for the two dilemma types. Of those who reasoned at different levels, 80% reasoned at a lower level for the sexually oriented dilemmas than for Kohlberg's dilemmas. Gilligan et al. suggested as possible explanations for this difference in reasoning level: (a) a cultural or social condition; (b) a relationship between affect and cognition; or (c) the nature of the transition in reasoning level relevant to that particular age group.

Another possible explanation for the discrepancy in reasoning level is that the older subjects might have been more hesitant to discuss the sexual abuse dilemmas than the standard dilemmas. This hesitancy might have been due to the sensitive nature of the subject matter, thus leading them to report superficial reasoning about sexual abuse.

Finally, although the probe questions following each dilemma are semi-structured, some freedom to probe deeply is necessary, especially at the higher levels of reasoning. Therefore, differential probing by the interviewer perhaps led to the apparent interaction. Kohlberg's Moral Judgment Interview has been used for 30 years, and the probe questions for this interview have been tested for

effectiveness. Using the newly-developed sexual abuse interview, the interviewer might have failed, due to few sample probe questions, to probe effectively when interviewing the 16-year-old subjects. Effective probing is essential to tap the subject's highest level of reasoning (Colby & Kohlberg, 1987). Without such probing, a subject can be assessed as reasoning at a level below his or her actual highest level of reasoning. Thus, in addition to the explanations offered by Gilligan et al., a Type I error, and sensitivity of the subject matter, differential probing may have resulted in the age-dilemma interaction.

Limitations

Differential probing by the interviewer is not only a possible reason for the unexpected interaction effect, but it also illustrates one of the limitations of this study. Effective and unbiased interviewing is essential to the validity of a study examining children's reasoning by using interviews (Colby & Kohlberg, 1987). Being familiar with Kohlberg's theory and, therefore, expecting the level of reasoning to be a function of the subject's age, the interviewer, while attempting to maintain objectivity, might have probed more persistently with the older children than with the younger children. For example, a 10-year-old subject might justify a decision to report abuse with the statement, "Marla should tell someone that she is being abused so that the abuse will stop." If asked why the abuse

should stop, the subject might say, "Because if it doesn't stop, Marla might get hurt." Further probing would generally yield no higher level of reasoning, and the interviewer might be tempted to stop probing the issue. With an older subject, however, further probing would probably elicit a higher level of reasoning exemplified by a response such as, "If Marla doesn't report the abuse, the offender would not only continue abusing Marla and probably hurting her, but would possibly abuse other children as well." The interview is semi-structured, but, as described previously, some freedom is necessary for effective probing (Colby & Kohlberg, 1987). This freedom could be a source of bias.

Another limitation is the untested construct validity of the sexual abuse interview and its scoring procedure. As stated earlier, construct validity was claimed on the basis of the content validity of the sexual abuse interview and scoring procedure, the construct validity of Kohlberg's interview and scoring procedure, and the convergence of scores from the two interviews, as demonstrated by their significant linear correlation. As with the construct validation of Kohlberg's measure of moral development, longitudinal studies using the sexual abuse interview and scoring would be appropriate. Being the only feasible approach to investigating the research questions of this study, a cross-sectional design was used. Therefore, until

a longitudinal validation study can be conducted on the measure of sexual abuse reasoning, a threat to internal validity exists.

The sampling procedure and the resulting composition of the sample is another limitation since they threaten the internal and external validity of the study. Due to the nature of the study and the sensitivity of the subject matter, random sampling from a large population was not possible. Being composed of volunteers, the sample cannot be accepted as representative of the general population. The findings, therefore, cannot be generalized to a population exceeding that of children whose parents are willing to allow their participation in such a study.

Finally, the difficulty of obtaining the sample and the size of the sample prohibited controlling for every variable that might have confounding effects. One such variable is socioeconomic status (SES), a variable found by Colby et al. (1983) to have a moderate correlation with level of reasoning. The superintendent of the school system in which the study of children's reasoning about sexual abuse reporting was conducted permitted the researcher to request informed parental consent to interview the subjects, but did not permit collecting of personal data. Also, blocking on the categorical variable SES would have reduced cell sizes to a level associated with unacceptable statistic power. Socioeconomic status might be correlated with level of

reasoning and, therefore, be worthy of discussion as a threat to internal validity. There is, however, no reason to believe that the distribution of SES would be different for the different age groups or for the genders.

While generalizability of the results of this study is limited, the findings are generally consistent with previous findings concerning children's reasoning. Therefore, the results not only support Kohlberg's assumptions of hierarchical sequentiality, universality, and structural wholeness, but also provide knowledge of children's reasoning about sexual abuse reporting.

CHAPTER V

CONCLUSIONS

Summary

Children's reasoning about sexual abuse reporting was investigated to clarify the possible relationships between age, gender and such reasoning. The need for such a study was supported by research results suggesting that the true prevalence of childhood sexual abuse significantly exceeds the incidence of reported cases of abuse.

The assumed underreporting of sexual abuse, plus the empirically supported premise that abuse is harmful to the victim, substantiate the need to increase the reporting of sexual abuse. Ideally, increased reporting would render the discovered offenders harmless to children, thus decreasing the prevalence of abuse. Not only would the number of abused children decrease as a result of increased reporting, but also the harmful effects to known victims might be lessened through treatment.

One means of increasing the probability that victims will report abuse is the development and presentation of effective educational-prevention programs. A program's effectiveness might be associated with the relevance to the target children of discussions concerning reporting issues.

To provide information upon which educational-prevention programs can be based, Kohlberg's five-stage

developmental theory of moral reasoning was applied to children's reasoning about sexual abuse reporting. The application of this theory required the development of an interview about the reporting of sexual abuse using Kohlberg's Moral Judgment Interview as a prototype. The sexual abuse interview consisted of three dilemmas, each followed by probing questions designed to elicit the subject's level of reasoning used in making decisions about sexual abuse reporting.

Sixty boys and girls, ages 10, 13, and 16 were interviewed using the sexual abuse interview and Kohlberg's Moral Judgment Interview. Both interviews were scored, and each subject was assigned a global stage score and a weighted average score for each interview.

Statistical analyses of the data produced findings suggesting the developmental nature of reasoning about sexual abuse reporting (i.e., supporting Kohlberg's assumption of hierarchical sequentiality). Kohlberg's assumptions of universality and structural wholeness were supported by nonsignificant effects of gender, of an age-gender interaction, and of dilemma type.

The only unexpected finding in this study was the significant age-dilemma interaction effect, which failed to support the assumption of structural wholeness. The nonsignificant simple main effects of the interaction, however, produced some evidence in support of the

assumption.

Based on the results of this study, it seems apparent that the reasons children use to make and justify decisions concerning the reporting of sexual abuse can be categorized using Kohlberg's criteria for stage scoring. The structural nature of the stages through which individuals pass as their moral reasoning evolves from egocentrism, to perceiving oneself in relationship to society and making moral judgments based on a societal orientation, is exemplified by their reported rationales used to justify their decisions about sexual abuse reporting.

Implications for Counselors

The information provided by the results of this study can be useful to professional counselors in developing and implementing educational-prevention programs for children. The findings might also be helpful to counselors' understanding of children's reactions to sexual abuse. Finally, counselors' knowledge of age-relevant reasoning about sexual abuse reporting might increase their effectiveness when working with adults who were victimized as children.

Educational-Prevention Programs

Examination of the rationales used by the various age groups of subjects provided information that might be useful to counselors for the development and implementation of effective educational-prevention programs (see Table 7 for rationales characteristic of stages 1 through 3/4).

Table 7

Characteristic Reasoning about Sexual Abuse Reporting

Stage 1 Reasoning: Egocentric point of view Physical interests Absolute obedience to authority	
Reasons to Report	**Reasons not to Report**
1. Abuse is wrong.	1. The offender will punish the victim.
2. The offender is bad.	2. A child should obey.
3. The victim is supposed to tell.	3. The offender is bigger than the victim.
4. The victim *will* be punished for not telling.	
5. It is the law to tell.	
6. A person is not supposed to abuse.	
7. It is not right not to tell.	

Stage 1/2 Reasoning: Transition from Stage 1 characteristics to Stage 2 characteristics.	
Reasons to Report	**Reasons not to Report**
1. The victim *might* be punished for not telling.	1. The offender might take privileges away from the victim.
	2. The offender *might* punish the victim for telling.

Table 7 (continued)

Stage 2 Reasoning:	Concrete individualistic perspective Awareness of other's needs Instrumental purpose Equal exchange

	Reasons to Report		Reasons not to Report
1.	The offender will not abuse the victim again.	1.	The victim wants to stay on good terms with the offender especially if parent.
2.	The victim should not have to put up with such abuse.	2.	The mother might not believe the victim.
3.	The victim might/will get hurt (i.e., abuse could result in harm to the victim.)	3.	The mother might get mad at the victim.
4.	Telling would get back at the offender.	4.	The offender might be incarcerated.
5.	A sibling might be abused.	5.	The victim would be embarrassed if others found out.
6.	The abuse could become more frequent and/or more serious.	6.	The offender might hurt the mother.
7.	A father should not make a child do something he/she does not want to do.		
8.	Abuse has negative effects on the victim.		
9.	A victim could become pregnant and/or acquire a sexually transmitted disease.		

Table 7 (continued)

Stage 2/3 Reasoning: Transition from stage 2 characteristics to stage 3 characteristics.

	Reasons to Report		Reasons not to Report
1.	Conscience will bother the victim if he/she does not tell.	1.	The victim should obey the offender (if a parent) because he/she has raised the victim.
2.	One should tell if a sibling is being abused because of love for him/her.	2.	With offender in jail no one could care for his family.
3.	An individual has no other choice but to tell.	3.	The victim loves or trusts the offender.
		4.	Mother might become upset.

Stage 3 Reasoning: Relationships with others
Golden Rule behavior
Shared feelings, agreements

	Reasons to Report		Reasons not to Report
1.	The offender might abuse others.	1.	It is important to preserve a relationship.
2.	It is inhumane not to help a child.	2.	Mother might leave, and the family will fall apart.
3.	The victim could have difficulty with relationships in her/his adult life.	3.	People might get the wrong impression and think the victim bad.
4.	The offender is wrong to take advantage of a child's trust.	4.	Incarceration of the offender can lead to destruction of the family.

Table 7 (continued)

	Reasons to Report		Reasons not to Report
5.	The offender needs rehabilitation.	5.	The mother might think the child is bad or guilty.
6.	Abuse increases the chances that a victim will grow up to be an abuser, thus continuing the cycle of abuse.		
Stage 3/4 Reasoning:	Transition from Stage 3 characteristics to Stage 4 characteristics: Societal point of view Social roles and rules		
	Reasons to Report		Reasons not to Report
1.	A child's well-being is more important than obeying.	1.	The victim should obey an offending parent because he/she is head of the household.
2.	The offender (if a parent) has a duty to care for and protect his/her child, and he/she is not doing so.		
3.	No one has a right to force one to submit to abuse.		

The goals of most educational-prevention programs include primary prevention and secondary prevention. Primary prevention refers to the prevention of initial abuse, while secondary prevention consists of encouragement

to report past or current abuse (Haugaard & Reppucci, 1988). It is the contention of the researcher that age-relevant rationales for decisions about reporting could be an integral part of a program from a primary as well as a secondary prevention orientation.

In developing and implementing effective programs, counselors could use knowledge of these age-relevant rationales to emphasize those reasons for reporting that are characteristic of the target children. That is, discussing specific types of coercion that parallel characteristic reasoning of an age group should logically be more effective in preventing abuse than would be discussion of coercion seemingly irrelevant to the children. For example, discussing the possible threat of punishment or the promise of a material reward to silently allow the abuse may be effective with young children reasoning at Stages 1/2 or 2. Older children, who are reasoning at Stage 3, however, may not be intimidated or bribed with such a threat or promise. These children might be coerced into allowing the abuse to preserve the relationship with an offender who is a loved and trusted friend or relative. An offender who implies destruction of a relationship or the loss of love might be effective in his efforts to assure cooperation from a victim reasoning at Stage 3.

Similarly, discussion of age-relevant rationales might be effective for secondary prevention. Children might be

told to report abuse to their mothers for a variety of reasons: (a) because abuse is wrong; (b) because the offender is wrong to abuse; or (c) because the victim should not have to suffer such experiences. A child reasoning at a stage higher than that characterized by these reasons, if incestuously abused, might not be prepared to deal with a resulting fear, such as possible destruction of the family, should his or her mother know of the abuse.

Understanding Children's Reactions to Abuse

The findings of this study might also help counselors to understand children's reactions to abuse. Understanding a child who reports abuse only after suffering silently for a period of time might be difficult for counselors. Possibly neither children nor counselors can provide an explanation for delayed reporting. A counselor who understands the development of reasoning as it applies to sexual abuse reporting might be more understanding of a child's reactions and, therefore, be more helpful to the child.

Counseling Adult Victims of Childhood Sexual Abuse

Not only children, but also adults who were sexually victimized as children could benefit, via their counselors, from knowledge of age-relevant reasoning about abuse reporting. These adults often experience feelings of guilt years after the abuse (Haugaard & Reppucci, 1988). The memory of the abuse and, for some victims, the realization

that reporting perhaps could have ended the abuse, may sustain the guilt. An understanding of the reasons many children are afraid or unable to report abuse might lessen the adult's guilt. For example, an adult woman who has reached Stage 4 of reasoning may not understand why, as a 12-year-old child, she did not report her victimization, especially in the absence of a threat of punishment. As the findings of this study suggest, children assessed as reasoning at Stage 2/3, a common stage for children of age 12, might not report sexual abuse for reasons such as loyalty to the offender or the possibility that the mother would become emotionally distraught. Another reason characteristic of Stage 2/3 reasoning is the concern that if an offender is incarcerated, his or her family would be without a caretaker. The understanding that such fears and concerns are characteristic of children at a particular stage of their development might alleviate some of the detrimental, long-lasting guilt experienced by adults who were sexually abused in childhood. Counselors could effectively incorporate into the counseling process, their understanding of the developmental aspect of children's reasoning about sexual abuse reporting.

Findings concerning children's reasoning about sexual abuse reporting contribute information on which effective program development and implementation can be based. In addition, as a result of the findings of this study, the

possible increase in counselors' understanding of children's reasoning supports the utility of categorizing children's rationales regarding reporting. Still, further research is indicated, and the results of this study provide a foundation and perhaps motivation for such research.

Recommendations

The limitations inherent in sexual abuse research make a methodologically sound study with flawless internal and external validity virtually impossible (Haugaard & Reppucci, 1988). The sensitivity of the subject matter, as well as ethical issues relevant to such research, make random sampling of children difficult. Nonetheless, a random sample selected from a population larger than that used for this study would increase the generalizability of research findings. Therefore, efforts to study such a sample are recommended.

Since many sexual abuse victims are younger than those constituting the youngest age group used in this study, the addition of a younger age group would be expected to further support Kohlberg's assumptions and would provide additional knowledge of children's reasoning about sexual abuse reporting. To interview a group of younger children, the interview would need to be modified to be comprehensible for the subjects, but such modification seemingly would be worthwhile.

Another recommendation to increase knowledge of sexual abuse reporting is the investigation of known sexual abuse victims. If these victims had suffered more than a single abusive incident before reporting or before being discovered, their responses to the sexual abuse interview might provide the rationales children actually use in deciding about reporting the abuse. The researcher has found that victims seem to gain short-term therapeutic effects from discussing abuse from a hypothetical orientation. Therefore, if interviewed with sensitivity, these children might provide information helpful in the prevention of abuse to others while experiencing beneficial therapy for themselves.

The unexpected finding of an age-dilemma interaction suggests yet another need for further research. This significant disordinal interaction with nonsignificant simple main effects is difficult, if not impossible, to explain. A study using a larger sample might provide information helpful to the explanation of this phenomenon.

Finally, one important finding, ancillary to this study, provides a foundation for further research and for the implementation of programs resulting from such research. Although obtaining a population from which to select a sample for this study was difficult, it was, nevertheless, obtained. School administrators supported a study of a sensitive issue, risking public controversy in a

conservative, rural area of North Carolina. The cooperation of a school superintendent, school principals, parents, and students possibly suggests a slight increase in public acceptance of the study of sexual issues in schools. Such a finding seems important not only because it suggests the possibility of further research, but also because it suggests the possible acceptance of the incorporation into the school curriculum, of programs resulting from such research.

One purpose of this study was to provide knowledge upon which to base effective sexual abuse educational-prevention programs. The findings seem to have provided such knowledge and, in addition, the possibility that programs resulting from these findings have a chance of being implemented and accepted by the schools. Thus the results of this study may prevent the victimization of some children who otherwise would have been sexually abused.

BIBLIOGRAPHY

Adams-Tucker, C. (1985). Defense mechanisms used by sexually abused children. Children Today, 14, 9-12, 34.

Bales, J. (1988, June). Child abuse prevention efficacy called in doubt. Monitor, p. 27.

Bear, G. G., & Richards, H. C. (1981). Moral reasoning and conduct problems in the classroom. Journal of Education Psychology, 73, 664-670.

Bender, L., & Grugett, A. E. (1952). A follow-up report on children who had atypical sexual experience. American Journal of Orthopsychiatry, 22, 825-837.

Biaggio, A. M. (1976). A developmental study of moral judgment of Brazilian children and adolescents. International Journal of Psychology, 10, 71-78.

Bibace, R., & Walsh, M. (1980). Development of children's concepts of illness. Pediatrics, 66, 912-917.

Bielby, D. D. & Papalia, D. E. (1975). Moral development and perceptual role-taking egocentrism: Their development and interrelationship across the life-span. International Journal of Aging and Human Development, 6, 293-308.

Breuer, J. & Freud, S. (1962). Studies on Hysteria (1893-1895). In J. Strachey (Ed. and Trans.), The standard edition of the complete psychological works of Sigmund Freud (Vol. 2). London: Hogarth Press.

Browne, A. & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. Psychological Bulletin, 99, 66-77.

Bryer, J., Nelson, B., Miller, J., & Krol, P. (1987). Childhood sexual and physical abuse as factors in adult psychiatric illness. American Journal of Psychiatry, 144, 1426-1430.

Burgess, A. & Holmstrom, L. (1975). Sexual trauma of children and adolescents. Nursing Clinics of North America, 10, 551-563.

Burgess, A., Hartman, C., & McCormack, A. (1987). Abused to abuser: Antecedents of socially deviant behaviors. American Journal of Psychiatry, 144, 1431-1436.

Carmen, E. H., Rieker, P., & Mills, T. (1984). Victims of violence and psychiatric illness. American Journal of Psychiatry, 141, 378-383.

Chaneles, S. (1967). Child victims of sexual offenses. Federal Probation, 31, 52-56.

Cochran, W. G., Mosteller, F., & Tukey, J. W. (1954). Statistical problems of the Kinsey report on sexual behavior in the human male: A report of the American Statistical Association Committee for Research in Problems of Sex. Washington: American Statistical Association.

Colby, A., & Kohlberg, L. (1987). The measurement of moral judgment (Vol. 1). Cambridge: Cambridge University Press.

Colby, A., Kohlberg, L., Gibbs, J., & Lieberman, M. (1983). A longitudinal study of moral judgment. Monographs of the Society for Research in Child Development, 48, 1-124.

Colby, A., Kohlberg, L., Speicher, B., Hewer, A., Candee, D., Gibbs, J., & Power, C. (1987). The measurement of moral judgment (Vol. 2). Cambridge: Cambridge University Press.

Conte, J. (1985). The effects of sexual abuse on children: A critique and suggestions for future research. Victimology: An International Journal, 10

Conte, J., & Berliner, L. (1981). Sexual abuse of children: Implications for practice. Social Casework, 62, 601-606.

Coons, M., & Milstein, V. (1986). Psychosexual disturbances in multiple personality: Characteristics, etiology, and treatment. Journal of Clinical Psychiatry, 47, 106-110.

Cronbach, L. J. (1969). Validation of educational measures. In P. Dubois (Chairman), Proceedings of the 1969 Invitational Conference on Testing Problems, (pp. 35-52). Princeton: Educational Testing Service.

Cronbach, L. J. (1984). Essentials of psychological testing (4th ed.). New York: Harper & Row.

DeFrancis, V. (1969). Protecting the child victim of sex crimes committed by adults. Denver: American Humane Association.

DeJong, A., Hervada, A., & Emmett, G. (1983). Epidemiologic variations in childhood sexual abuse. Child Abuse and Neglect, 7, 155-162.

DeYoung, M. (1982). The sexual victimization of children. Jefferson, NC: McFarland.

Ellerstein, N., & Canavan, W. (1980). Sexual abuse of boys. American Journal of Diseases of Children, 134, 255-257.

Elliot, M. (1985). Learning to kiss and tell. Time Educational Supplement, 3600, 18-19.

Emslie, G., & Rosenfeld, A. (1983). Incest reported by children and adolescents hospitalized for severe psychiatric problems. American Journal of Psychiatry, 140, 708-711.

Fagan, J., & McMahon, P. (1984). Incipient multiple personality in children. Journal of nervous and mental disease, 172, 26-35.

Farber, E., Showers, J., Johnson, C., Joseph, J., & Oshins, L. (1984). The sexual abuse of children: A comparison of male and female victims. Journal of Clinical Child Psychology, 13, 294-297.

Finkelhor, D. (1979). Sexually victimized children. New York: Free Press, 1979.

Finkelhor, D. (1984a). How widespread is child sexual abuse? Children Today, 13, 18-20.

Finkelhor, D. (1984b). Child sexual abuse. New York: Free Press.

Finkelhor, D. & Browne, A. (1985). The traumatic impact of child sexual abuse: A conceptualization. American Journal of Orthopsychiatry, 55, 530-541.

Freud, S. (1962). The complete works of Sigmud Freud Vol. 3). J. Strachey (Ed.). London: Hogarth Press.

Friedrich, W. N. & Reams, R. (1987). Course of psychological symptoms in sexually abused young children. Psychotherapy, 24, 160-170.

Fritz, G., Stoll, K., & Wagner, N. (1981). A comparison of males and females who were sexually molested as children. Journal of Sex and Marital Therapy, 7, 54-59.

Fromuth, M. E. (1986). The relationship of chilhood sexual abuse with later psychological and sexual adjustment in a sample of college women. Child Abuse and Neglect, 10, 5-15.

Gagnon, J. H. (1965). Female child victims of sex offenses. Social Problems, 13, 177-192.

Gibbs, J., Arnold, K., & Burkhart, J. (1984). Sex differences in the expression of moral judgment. Child Development, 55, 1040-1043.

Gilligan, C. (1977). In a different voice: Women's conception of self and morality. Harvard Educational Review, 47, 481-517.

Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Cambridge: Harvard University Press.

Gilligan, C., Kohlberg, L., Lerner, J., & Belenky, M. (1971). Report to the U.S. Commission on Obscenity and Pornography, (Vol. 1 No. 52560010). Washington, D.C.: U.S. Government Printing Office.

Glass, G., & Hopkins, K. (1984). Statistical methods in education and psychology. Englewood Cliffs: Prentice Hall, Inc.

Gomes-Schwartz, B., Horowitz, J., & Sauzier, M. (1985). Severity of emotional distress among sexually abused preschool, school-age, and adolescent children. Hospital and Community Psychiatry, 36, 503-508.

Haan, N. (1978). Two moralities in action contexts: Relationships to thought, ego regulation, and development. Journal of Personality and Social Psychology, 36, 286-305.

Haan, N., Langer, J., & Kohlberg, L. (1976). Family patterns of moral reasoning. Child Development, 47, 1204-1206.

Haan, N., Smith, M. B., & Block, J. H. (1968). The moral reasoning of young adults: Political-social behavior, family background, and personality correlates. Journal of Personality and Social Psychology, 10, 183-201.

Hartman, M., Finn, S., & Leon, G. (1987). Sexual-abuse experiences in a clinical population: Comparisons of familial and nonfamilial abuse. Psychotherapy, 24, 154-159.

Haugaard, J., & Reppucci, N. D. (1988). The sexual abuse of children. San Francisco: Jassey-Bass.

Herman, J. (1981). Father-daughter incest. Cambridge: Harvard University Press.

Herman, J. (1986). Histories of violence in an outpatient population: An exploratory study. American Journal of Orthopsychiatry, 56, 137-141.

Holstein, C. (1976). Irreversible, stepwise sequence in the development of mora judgment: A longitudinal study of males and females. Child Development, 47, 51-61.

Husain, A., & Chapel, J. (1983). History of incest in girls admitted to a psychiatric hospital. American Journal of Psychiatry, 140, 591-593.

Jacobson, A., & Richardson, B. (1987). Assault experiences of 100 psychiatric hospital. American Journal of Psychiatry, 144, 908-913.

James, J., & Meyerding, J. (1977). Early sexual experience and prostitution. American Journal of Psychiatry, 134, 1381-1385.

Kalnins, I., & Love, R. (1982). Children's concepts of health and illness--and implications for health education: An overview. Health Education Quarterly, 9, 104-113.

Keasy, C. B. (1972). The lack of sex differences in the moral judgment of preadolescents. Journal of Social Psychology, 86, 157-158.

Kent, C. (1979). Child sexual abuse prevention project: An educational program for children. Hennepin County, Minn.: Hennepin County Attorney's Office.

Kercher, G. A., & McShane, M. (1984). The prevalence of child sexual abuse victimization in an adult sample of Texas residents. Child Abuse and Neglect, 8, 495-502.

Kinsey, A., Pomeroy, W., Martin, C., & Gebhard, P. (1953). Sexual behavior in the human female. Philadelphia: Saunders.

Kleinbaum, D. G., Kupper, L. L., & Muller, K. E. (1988). Applied regression analysis and other multi-variable methods (2nd ed.). Boston: PWS-Kent.

Kohlberg, L. (1958). The development of modes of moral thinking and choice in the years ten to sexteen. Unpublished doctoral dissertation, University of Chicago, Chicago.

Kohlberg, L. (1981). Essays in moral development: Vol. 2. The philosophy of moral development. New York: Harper & Row.

Koocher, G. (1973). Childhood, death, and cognitive development. Developmental Psychology, 9, 369-375.

Kramer, R. (1968). Changes in moral judgment response pattern during late adolescence and young adulthood: Retrogression in a developmental sequence. Unpublished doctoral dissertation, University of Chicago, Chicago.

Krebs, D. & Gillmore, J. (1982). The relationship among the first stages of cognitive development, role-taking abilities, and moral development. Child Development, 53, 877-886.

Kuhn, D. (1976). Short-term longitudinal evidence for the sequentiality of Kohlberg's early stages of moral judgment. Developmental Psychology, 12, 162-166.

Landis, J. (1956). Experiences of 500 children with adult sexual deviants. Psychiatric Quarterly Supplement, 30, 91-109.

Leming, J. (1978). Intrapersonal variations in stage of moral reasoning among adolescents as a function of situational context. Journal of Youth and Adolescence, 7, 405-416.

Lockwood, A. (1975). Stages of moral development and students' reasoning on public policy issues. Journal of Moral Education, 5, 51-63.

Mannarino, A. P., & Cohen, J. (1986). A clinical-demographic study of sexually abused children. Child Abuse and Neglect, 10, 17-23.

Meiselman, K. (1978). Incest. San Francisco: Jossey-Bass.

Mrazek, F. J. (1984). Sexual abuse of children. In B. Lahey & A. E. Kazdin (Eds.), Advances in child clinical psychology (Vol. 6, pp. 199-215). New York: Plenum Press.

Nakashima, I., & Zakus, G. E. (1977). Incest: Review and clincal experience. Pediatrics, 60, 696-701.

Nasjleti, M. (1980). Suffering in silence: The male incest victim. Child Welfare, 59, 269-275.

National Center for Child Abuse and Neglect. (1981). Study findings: National study of incidence and severity of child abuse and neglect. Washington, D.C.: Department of Health, Education and Welfare.

Ney, P., Moore, C., McPhee, J., & Trought, B. (1986). Child abuse: A study of the child's perspective. Child Abuse and Neglect, 10, 511-518.

Nisan, M., & Kohlberg, L. (1982). University and cross-cultural variation in moral development: A longitudinal and cross-sectional study in Turkey. Child Development, 53, 865-876.

O'Neal, P., Schaefer, J., Bergmann, J., & Robins, L. (1960). A psychiatric evaluation of adults who had sexual problems as children: A thirty-year follow-up study. Human Organization, 19, 32-39.

Orzek, A. (1985). The child's cognitive processing of sexual abuse. Child and Adolescent Psychotherapy, 2, 110-114.

Paperny, D., & Deisher, R. W. (1983). Maltreatment of adolescents: The relationship to a predisposition toward violent behavior and delinquency. Adolescence, 18, 499-506.

Parikh, B. (1980). Development of moral judgment and its relation to family environmental factors in Indian and American families. Child Development, 51, 1030-1039.

Perrin, E., & Gerrity, P. S. (1981). There's a demon in your belly: Children's understanding of illness. Pediatrics, 67, 841-849.

Peters, J. (1976). Children who are victims of sexual assault and the psychology of offenders. American Journal of Psychotherapy, 30, 398-421.

Peters, S. D. (1984). The relationship between childhood sexual victimization and adult depression among Afro-American and white women. Unpublished doctoral dissertation, University of California, Los Angeles, CA.

Piaget, J. (1960). The general problems of the psychobiological development of the child. In J. M> Tanner & B. Inhelder (Eds.), Discussions on child development: Proceedings of the World Health Organization study group on the psychobiological development of the child (Vol. IV). New York: International Universities Press.

Potter, P., & Roberts, M. (1984). Children's perceptions of chronic illness: The roles of disease symptoms, cognitive development, and information. Journal of Pediatric Psychology, 9, 13-25.

Putnam, F., Post, R., Guroff, Jr. (1983). One hundred cases of multiple personality disorder (New Research Abstract No. 77). Washington, D.C.: American Psychiatric Association.

Redpath, C., & Rogers, C. (1984). Healthy young children's concepts of hospitals, medical personnel, operations, and illness. Journal of Pediatric Psychology, 6, 29-40.

Reilly, T., Hasazi, J., & Bond, L. (1983). Children's conceptions of death and personal mortality. Journal of Pediatric Psychology, 8, 21-31.

Rest, J. (1973). The hierarchical nature of moral judgment: A study of patterns of comprehension and preference of moral stages. Journal of Personality, 41, 86-109.

Roland, B., Zelhart, P., Cochran, S., & Funderburk, V. (1985). MMPI correlates of clinical women who report early sexual abuse. Journal of Clinical Psychology, 41, 763-766.

Rosch, E. (1975). Universals and cultural specifics in human categorization. In R. W. Breslin, S. Bochnre, & W. Lorner (Eds.), Cross-cultural perspectives on learning (pp. 177-202). New York: John Wiley and Sons.

Russell, D. E. (1983). The incidence and prevalence of intrafamilial and extrafamilial sexual abuse of female children. Child Abuse and Neglect, 7, 133-146.

Sarafino, E. P. (1979). An estimate of nationwide incidence of sexual offenses against children. Child Welfare, 58, 127-135.

Schultz, L., & Jones, P. (1983). Sexual abuse of children: Issues for social service and health professional. Child Welfare, 67, 99-108.

Sedney, M. A., & Brooks, B. (1984). Factors associated with a history of childhood sexual experience in a nonclinical female population. Journal of the American Academy of Child Psychiatry, 23, 215-218.

Shah, C. P., Holloway, C. P. & Valkil, D. V. (1982). Sexual abuse of children. Annals of Emergency Medicine, 11, 18-23.

Sgroi, S. (1975). Sexual molestation of children: The last frontier in child abuse. Children Today, 4, 19-25.

Silbert, M. H., & Pines, A. M. (1983). Early sexual exploitation as an influence in prostitution. Social Work, 28, 285-289.

Snarey, J., Reimer, J., & Kohlberg, L. (1984). The socio-moral development of kibbutz adolescents: A longitudinal, cross-cultural study. Developmental Psychology, 21, 3-17.

Sullivan, E. V., McCullough, G., & Stager, M. A. (1970). A developmental study of the relationship between conceptual, ego, and moral development. Child Development, 41, 399-411.

Summit, R. C. (1983). The child sexual abuse accommodation syndrome. Child Abuse and Neglect, 7, 177-193.

Tennant, C. V. (1988). Pilot study for children's reasoning about sexual abuse reporting. Unpublished manuscript.

Timm, J. T. (1980). Group care of children and the development of moral judgment. Child Welfare, 59, 323-333.

Tufts' New England Medical Center, Division of Child Psychiatry (1984). Sexually exploited children: Service and research project. Final report for the Office of Juvenile Justice and Delinquency Prevention. Washington, D.C.: U.S. Department of Justice.

Turiel, E. (1966). An experimental test of the sequentiality of developmental stages in the child's moral judgments. Journal of Personality and Social Psychology, 3, 611-618.

Walker, L. J. 91982). The sequentiality of Kohlberg's stages of moral development. Child Development, 53, 1330-1336.

Walker, L. J. (1984). Sex differences in the development of moral reasoning: A critical review. Child Development, 55, 677-691.

Walker, L. J., de Bries, B., & Bichard, S. (1984). The hierarchical nature of stages of moral development. Developmental Psychology, 20, 960-966.

Walker, L., de Bries, B., & Trevethan, S. D. (1987). Moral stages and moral orientations in real-life and hypothetical dilemmas. Child Development, 58, 842-858.

Werner, H., & Kaplan, B. (1963). Symbol formation. New York: John Wiley and Sons.

White, C. B. (1975). Moral development in Bahamian school children: A cross-cultural examination of Kohlberg's stages of moral reasoning. Developmental Psychology, 4, 535-536.

White, C. B., Bushnell, N., & Regnemer, J. L. (1978). Moral development in Bahamian school children: A 3-year examination of Kohlberg's stages of moral development. Developmental Psychology, 14, 58-65.

Wolters, W. H., Zwann, E., Wagenaar-Schwenee, P. M., & Deenen, T. (1985). A review of cases of sexually exploited children reported to the Netherlands State Police. Child Abuse and Neglect, 9, 571-574.

Wurtele, S. K., & Miller, C. L. (1987). Children's conceptions of sexual abuse. Journal of Clinical Child Psychology, 16, 184-191.

Wyatt, G. E. (1985). The sexual abuse of Afro-American and white-American women in childhood. Child Abuse and Neglect, 9, 507-519.

Wyatt, G. E., & Peters, S. D. (1986). Issues in the definition of child sexual abuse in prevalence research. Child Abuse and Neglect, 10, 231-240.

Appendix A

Letter to Parents

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

Dear Parents,

As a former school teacher, a child counselor, and currently a doctoral student in counseling and research at UNCG, I am conducting research to study children's reasoning about sexual abuse. Nearly all sexual abuse research has involved the study of victims. Being interested in the prevention aspect of abuse, I want to study the reasoning of children who have **not** been victimized. I have received the cooperation of the Randolph County Schools to conduct such a study.

Childhood sexual abuse affects many lives. Estimates indicate that 1 in 4 girls and 1 in 7 boys are sexually abused before the age of 16. Abuse can lead to psychological problems that continue throughout the victim's life. Therefore, prevention of abuse is an issue that must be addressed.

For my study I need to interview children ages 10, 13, and 16. This interview will include my reading the child stories, some of which involve an abusive situation. Each story will be followed by questions concerning the main character in the story. **No questions** will ask for information concerning any personal experiences or experiences involving a person known to the child. Each interview will take approximately 30 minutes. All materials to be used in this study have been reviewed and approved by the University's Committee on the Protection of Human Subjects.

I am asking for your permission to let me present these stories and questions to your child. Your child's name **will not** be revealed, and all individual results will be confidential.

Being the mother of four school age children, I am aware of parents' concerns regarding the well-being of their children. If you would be willing to have your child participate in a study that will give us information helpful in the development of effective prevention programs in our schools, please sign the consent form and ask your child to return it to his or her school. I will be glad to talk with you and let you read the stories and questions if you have any reservations about your child's participation in this study. Feel free to call me at 629-2829.

Sincerely,

Cheryl Tennant

Cheryl Tennant
Doctoral Student,
Counselor Education, UNCG

Appendix B

Consent Form

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

CONSENT

I, the undersigned, declare that I am the father, mother or legal guardian of _____ who was born on the _____ day of _____, 19____. I hereby give Cheryl Tennant permission to tape record an individual interview with the above child concerning the subject of sexual abuse. I understand the questions will be of a hypothetical nature, and the interviewer will not seek information from the child concerning any personal experiences or experiences involving a person known to the child. The child's name will not be revealed by the interviewer. All communications will be the personal property of Cheryl Tennant.

I further acknowledge that the child may withdraw from the study at any time without penalty.

This the _____ day of _____, 19____.

_____
Signature of (mother) (father) or (legal guardian)

_____
Address:

_____

_____
Telephone Number

Appendix C

Kohlberg's Moral Judgment Interview

Kohlberg's Moral Judgment Interview

Dilemma III

Issues: Law vs Life

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging 10 times what the drug cost him to make. He paid $400 for the radium and charged $4,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only get together about $2,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug, and I'm going to make money from it." So having tried every legal means, Heinz gets desperate and considers breaking into the man's store to steal the drug for his wife.

1. Should Heinz steal the drug?

1a. Why or why not?

2. [If subject originally favors stealing, ask:] If Heinz doesn't love his wife, should he steal the drug for her?

2. [If subject originally favors not stealing, ask:] Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Suppose the person dying is not his wife but a stranger. Should Heinz steal the drug for the stranger?

3a. Why or why not?

4. Is it important for people to do everything they can to save another's life?

4a. Why or why not?

5. In general, should people try to do everything they can to obey the law?

5a. Why or why not?

5b. How does this apply to what Heinz should do?

Dilemma III'

Issues: Punishment vs. Conscience

Heinz did break into the store. He stole the drug and gave it to his wife. Heinz was arrested and [taken] to court. A jury was selected. The jury's job is to find whether a person is innocent or guilty of committing a crime. The jury found Heinz guilty. It is up to the judge to determine the sentence [decide whether or not to make Heinz go to jail.]

1. Should the judge give Heinz some sentence, or should he suspend the sentence and let Heinz go free [send Heinz to jail or should he let him go free]?

1a. Why is that best?

2. Thinking in terms of society [in general], should people who break the law be punished?

2a. Why or why not?

2b. How does this apply to how the judge should decide?

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience [doing what he/she believes to be the right thing

to do]?

3a. Why or why not?

Dilemma I

Issues: Authority vs. Contract

Joe is a 14-year-old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the $100 it cost to go to camp and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved from the paper route. Joe didn't want to give up going to camp, so he thinks of refusing to give his father the money.

1. Should Joe refuse to give his father the money?

1a. Why or why not?

2. The father promised Joe he could go to camp if he earned the money. Is the fact that the father promised the most important thing in the situation [story]?

2a. Why or why not?

3. In general, why should a promise be kept?

4. Is it important to keep a promise to someone you don't

know well and probably won't see again?

4a. Why or why not?

5. What do you think is the most important thing a father should be concerned about in his relationship to his son [most important thing a father should think about in trying to be a good father to his son]?

5a. Why is that the most important thing?

6. In general, what should be the authority of a father over his son [should a father expect a son always to obey]?

6a. Why?

7. What do you think is the most important thing a son should be concerned about in his relationship to his father [the most important thing a son should think about in trying to be a good son]?

7a. Why is that the most important thing?

Appendix D

Sexual Abuse Reasoning Interview

Sexual Abuse Reasoning Interview

Before presenting dilemmas, make subject comfortable, explain the interview, tell him/her that he/she may withdraw from interview at any time, and be certain that he/she knows what sexual abuse is.

Example of introduction: "I am doing some research on what reasons kids use when making decisions. I am going to read you some stories. They are not true stories. After reading each story, I will ask you some questions. You will not be graded on your answers. Some of the stories and questions will deal with sexual abuse. Do you know what sexual abuse is? [If subject says, "Yes", ask;] What does it mean? [If subject says, "No", give the following definition:] It is someone touching your private parts when you don't want him/her to or making you touch his/her private parts. Private parts refers to that part of your body that is covered by a swim suit."] I will be tape recording your answers to the questions. I will then type what you have said, but I will not use your name. You may withdraw from this interview at anytime."

After the interview, ask if the subject has any questions. Do not allow subject to leave with undue fears or confusion.

Dilemma 1

Issues: Authority vs Life (quality)

[When this dilemma and the probe questions are presented, the gender and age of the sexual abuse victim must agree with the gender and age of the interviewee.]

Marla [Bill] is a 10 [13, 16]-year-old girl [boy]. She [he] lives with her [his] mother and her [his] younger sister [brother], Sara [Jimmy]. Her [his] mother works evenings, so Marla [Bill] has to help with the housework and help care for Sara [Jimmy]. Usually each evening her [his] mother's boyfriend, Bob, comes over to help out until their mother gets home. A few weeks ago, after Sara [Jimmy] was in bed, Bob sat down beside Marla [Bill] to watch T.V. He began telling her [him] how much he liked her [him] and hoped that she [he] liked him also. He started to touch her [him] in ways that frightened and confused Marla [Bill]. She [he] didn't know what to do or say. When they heard Marla's [Bill's] mother driving in the garage, he stopped. Bob said, "Marla [Bill], don't tell anyone about what 'we' did." Marla [Bill] thought, "'We' didn't do anything! <u>You</u> did it," but was afraid to say anything. Then Bob said in a rather mean voice, "You had <u>better</u> not say anything or you <u>and</u> your little sister [brother] will be sorry."

A week passed. One evening Bob did the same thing again. Afterwards he said, "I'm glad you didn't tell anyone our little secret." The confusion and fear on Marla's [Bill's] face must have made Bob think she [he] might tell someone, so he said,"Do you understand? You are not to tell anyone?" Marla [Bill] thinks about what to do.

1. Should Marla [Bill] tell someone what Bob has been doing?

1a. Why or why not?

2, In deciding what to do, what do you think she [he] would consider in making her [his] decision?

2a. [For each consideration, ask] Should she [he] be concerned about that?

2b. Why or why not?

2c. What should she [he] consider in making her [his] decision?

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusng her [his] younger sister [brother]. Should she [he] tell someone?

3a. Why or why not?

4. Suppose Bob is not abusing Marla [Bill] or her [his] sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill]

doesn't know (i.e., a stranger). Bob tells Marla [Bill] not to tell. Should she [he] tell someone?

4a. Why or why not?

5. Is it important for people to do everything they can to keep a child from being abused?

5a. Why or why not?

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?

6a. Why or why not?

7. What do you think she [he] would consider in making her [his] decision?

7a. [For each consideration ask;] Should she [he] be concerned about that?

7b. Why or why not?

7c. What should she [he] consider in making her [his] decision?

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/ her child?

8a. Why?

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?

9a. Why?

Dilemma 2

Issues: Law vs Contract

Jill, an 11-year-old girl, seemed very quiet one day in school. Her teacher, Ms. Brown, was worried about her since Jill is normally a happy, outgoing child. Ms. Brown asked her if something was the matter. Jill just said, "No." For two weeks Jill remained quiet and seemed sad. Again, Ms. Brown asked Jill if she would like to talk about anything. Jill said, "If I tell you something, will you promise not to tell anyone? You've got to promise--cross-your-heart--that you won't tell." Ms. Brown promised her she wouldn't tell. Jill told Ms. Brown that her favorite uncle had sexually abused her. "But he said if I told anyone, he could be put in prison, and then my aunt and cousin would be left all alone. I love them so much, and I know it would hurt them very much if Uncle John were sent to prison. So, Ms. Brown, you can't tell anyone. He only did it once. Maybe it won't happen again. I'll be all right."

It is a law that teachers must tell someone if he/she thinks a child is being abused. Ms. Brown thinks about what Jill told her and about what she should do.

1. Should Ms. Brown tell Jill's secret or keep the secret?

1a. Why or why not?

2. What do you think Ms. Brown would consider in making her decision?

2a. [For each consideration, ask] Should she be concerned about that?

2b. Why or why not?

2c. What should Ms. Brown consider in making her decision?

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?

3a. Why or why not?

4. In general, why should a promise be kept?

5. Is it important to keep a promise to someone you don't know well and probably won't see again?

5a. Why or why not?

6. In general, should people try to do everything they can to obey the law?

6a. Why or why not?

6b. How does this apply to what Ms. Brown should do?

Dilemma 3

Issues: Authority vs. Life (quality)

Johnny is 9 years old. He lives with his mother, father, and brother. Johnny has a real problem. His father has been sexually abusing him for several months. His father ordered him not to tell anyone. He doesn't know what to do. It is very scary and confusing when his father touches him like he does and when his father makes Johnny touch him. Johnny is having trouble deciding what to do.

1. Should Johnny tell anyone what his father is doing?
1a. Why or why not?
2. What do you think Johnny would consider in making his decision?
2a. [For each consideration, ask] Should he be concerned about that?
2b. Why or why not?
2c. What should Johnny consider in making his decision?

Issues: Punishment vs. Conscience

Johnny told his mother. She was very angry with Johnny's father, but she was <u>not angry with Johnny</u>. She

asked Johnny's father to get counseling or move out of the house. He refused to do either. So, when his father was at work, Johnny's mother took Johnny and moved to another state where the father could not find them.

The father told the police that his wife had kidnapped his son. The police found Johnny and his mother. Johnny's mother was arrested and taken to court. A jury was selected. The jury's job is to find whether a person is innocent or guilty of committing a crime. The jury found Johnny's mother guilty of kidnapping. It is up to the judge to decide whether or not Johnny's mother should go to jail.

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?

1a. Why is that best?

2. In general and in thinking about society, should people who break the law be punished?

2a. Why or why not?

2b. Should that reason influence the judge in Johnny's mother's case?

3. Johnny's mother was doing what her conscience told her

[what she thought was right] when she ran away with Johnny. She wanted to be sure that her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?

3a. Why or why not?

Appendix E

Scoring Manual for

Sexual Abuse Reasoning Interview

Scoring Manual for Sexual Abuse Reasoning Interview

Sexual Abuse Dilemma 1 (and part 1 of Dilemma 3)

Chosen Issue: Life (quality)

Main Dilemma Question on the Issue:
Should one report sexual abuse when ordered by an authority figure not to do so?

Standard Probes:

1. Why should Marla [Bill, Johnny] tell someone?
2. If Marla's [Bill's] sister [brother] is being abused, why should Marla [Bill] tell someone?
3. If Marla [Bill] doesn't know the victim, why should she [he] tell someone?
4. Why is it important for people to do everything they can to keep a child from being abused?

Stage 1

Criterion Judgment #1
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Blaming (approving) (2)
Stage: 1
Criterion Judgment: 1. Marla [Bill, Johnny] should tell because Bob [father] is bad;
or because he is not nice;
or because he should not abuse.
2. Marla [Bill, Johnny] should tell because abusing someone is wrong;
or because it is against the law.

Criterion Judgment #2
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Authority
Element: Seeking reward (avoiding punishment) (7)
Stage: 1
Criterion Judgment: Marla [Bill, Johnny] should tell because she [he] should always tell if someone touches her [his] private parts when against her [his] wishes.

Criterion Judgment #3
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Punishment
Element: Seeking reward(avoiding punishment) (7)
Stage: 1
Criterion Judgment: Marla [Bill, Johnny] should tell because she [he] will be punished if she [he] does not tell

Stage 1/2

Criterion Judgment #4
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Punishment
Element: Seeking reward(avoiding punishment) (7)
Stage: 1/2
Criterion Judgment: Marla [Bill/Johnny] should tell because she [he] might be punished for not telling.

Stage 2

Criterion Judgment #5
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: 1. Marla [Bill, Johnny] should tell because she [he] should not have to put up with that;
or because she [he] will/might be hurt;
or so he will not do it again
or so she [he] will have to be afraid;
or because the abuse could become more frequent and/or more serious.
2. Marla [Bill,Johnny] should tell because abuse could have negative effects on her [him].

Criterion Judgment #6
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Balancing perspectives or role taking (14)
Stage: 2
Criterion Judgment: 1. Marla [Bill, Johnny] should tell because if you or I were Marla [Bill, Johnny], you [I] would tell.

2. Marla [Bill, Johnny] should tell because you [I] would not want to put up with that.

Criterion Judgment #7
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Retributing (exonerating) (3)
Stage: 2
Criterion Judgment: Marla [Bill, Johnny] should tell to get back at Bob [father] for doing that.

Criterion Judgment #8
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Affiliation
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: 1. Marla [Bill] should tell that her [his] sister [brother] is being abused because her [his] sister [brother] might get hurt.
2. Marla [Bill] should tell if she [he] is being abused because her [his] sister [brother] might be abused.

Criterion Judgment #9
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Affiliation
Element: Seeking reward (avoiding punishment) (7)
Stage: 2
Criterion Judgment: Marla [Bill] should tell that her [his] sister [brother] is being abused if she [he] thiks it would be worth the rist of punishment from Bob [father].

Criterion Judgment #10
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Authority
Element: Having a right (4)
Stage: 2
Criterion Judgment: 1. Marla [Bill, Johnny] should tell because a father [father figure] should not make a child do something he/she does not want to do.
2. Marla [Bill, Johnny] should tell because she [he] does not like having him abuse her [him].

Criterion Judgment #11
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Good (bad) group consequences (9)
Stage: 2
Criterion Judgment: Marla [Bill, Johnny] should tell or it is important for people to do everything they can to keep a child from being abused because if a child gets seriously hurt, people close to that child might be very hurt.

Criterion Judgment #12
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Having a right (4)
Stage: 2
Criterion Judgment: Marla [Bill, Johnny] should tell or is it important for people to do everything they can to keep a child from being abused because no one should abuse anyone.

Stage 2/3

Criterion Judgment #13
Dilemma: 1
Issue: Life (quality)
Norm: Conscience (affiliation)
Element: Blaming (approving) (2)
Stage: 2/3
Criterion Judgment: Marla [Bill] should tell that her [his] sister [brother] is being abused because she [he] would not have much choice;
or because her [his] sister [brother] means a lot to her [him].

Stage 3

Criterion Judgment #14
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: Marla [Bill, Johnny] should tell so that Bob [father] will be stopped and unable to do it to other children.

Criterion Judgment #15
Dilemma: 1
Issue: Life (quality)
Norm: Life (quality)
Element: Serving human dignity and autonomy (13)
Stage: 3
Criterion Judgment: Marla [Bill] should tell someone that Bob is abusing a sibling or stranger because we are all human beings and should be willing to help others; **or** because it would be inhumane not to help any child.

Criterion Judgment #16
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life (quality)
Element: Good (bad) individual consequences
Stage: 3
Criterion Judgment: Marla [Bill, Johnny] should tell because abuse could lead to difficulty with future relationships.

Criterion Judgment #17
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Affiliation
Element: Blaming (approving) (2)
Stage: 3
Criterion Judgment: Marla [Bill, Johnny] should tell someone if her [his] father is abusing her [him] because it is wrong for him to take advantage of his child's trust.

Criterion Judgment #18
Dilemma: 1
Issue: Life (quality)
Norm: Affiliation
Element: Having a duty (5)
Stage: 3

Criterion Judgment: Marla [Bill] should tell someone if her [his] sister [brother] is being abused because she [he] should care about her [him];
or because she [he] is suppose to take care of a sister [brother].

Criterion Judgment #19
Dilemma: 1
Issue: Life (quality)
Norm: Conscience
Element: Upholding self-respect (11)
Stage: 3
Criterion Judgment: Marla [Bill] should tell someone if her [his] sister [brother] is being abused because if she [he] does not try, she [he] will have it on her [his] conscience and will not be able to live with herself [himself].

Criterion Judgment #20
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Law (conscience)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: Marla [Bill, Johnny] should tell someone because what Bob [father] is doing is against the law; it is wrong; and if no one finds out about it, he might do it to other children, too.

Criterion Judgment #21
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Conscience
Element: Upholding character (10)
Stage: 3
Criterion Judgment: Marla [Bill, Johnny] should tell someone not only to stop him from abusing her [him], but also so that he can be rehabilitated.

Criterion Judgment #22
Dilemma: 1
Issue: Life (quality)
Norm: Affiliation (Life)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: It is important for people to do everything they can to keep a child from being abused because if a child is

abused, he/she might grow up to abuse his/her children.

Stage 3/4

Criterion Judgment #23
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Life
Element: Serving human dignity and autonomy (13)
Stage: 3/4
Criterion Judgment: Marla [Bill, Johnny] should tell someone because a child's well-being (quality of life) is more important than obeying.

Criterion Judgment #24
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Affiliation
Element: Having a duty (5)
Stage: 3/4
Criterion Judgment: Marla [Bill, Johnny] should tell someone if the father is abusing his daughter [son] because a father has a duty to care for and protect his children. He is not.

Criterion Judgment #25
Dilemma: 1
Issue: Life (quality)
Norm: Life
Element: Serving social ideal or harmony (12)
Stage: 4
Criterion Judgment: People should do everything they can to keep a child from abuse because people must have some sense of responsibility for others for the sake of society or humanity;
or because people msut be willing to help others if society is to survive, not decay, or advance.

Criterion Judgment #26
Dilemma: 1 or 3
Issue: Life (quality)
Norm: Authority
Element: Balancing perspectives or role taking (14)
Stage: 4
Criterion Judgment: Marla [Bill, Johnny] should tell someone instead of obeying because the

father is not worthy of a child's normal obligation of respect.

Stage 4/5

Criterion Judgment #27
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Balancing perspectives or role taking (14)
Stage: 4/5
Criterion Judgment: The most important thing a parent should consider is that he/she should earn respect for his/her actions; **or** that setting a good example, rather than commanding a child, is the best way to bring up his/her child; **or** that he/she should not use his/her authority beyond legitimate limits or abuse his/her authority.

Criterion Judgment #28
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Maintain social contract or freely agreeing (17)
Stage: 4/5
Criterion Judgment: 1. The most important thing a parent should consider is that he/she has accepted responsibility for his/her child.
2. The most important thing a child should consider is that his/her duty as a son/daughter does not include sacrificing one's physical and/or psychological well-being to obey since his/her parent accepted responsibility for the child's well-being.

Stage 5

Criterion Judgment #29
Dilemma: 1
Issue: Life (quality)
Norm: Life (quality)
Element: Serving human dignity and autonomy (13)
Stage: 5
Criterion Judgment: A person should do everything possible to keep a child from being abused because being safe from such abuse is a basic human right;

or because abusing a child is violating a basic human right.

Criterion Judgment #30
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Upholding character (10)
Stage: 5
Criterion Judgment: The most important thing a parent should consider is the full development of his/her child as a person with universalizable moral standards, ideals, or principles.

Criterion Judgment #31
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Serving human dignity and autonomy (13)
Stage: 5
Criterion Judgment: The most important thing a parent/child should consijder is that the other person should be respected as an individual human being.

Criterion Judgment #32
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Maintaining equity (16)
Stage: 5
Criterion Judgment: The most important thing a parent/child should consider is that both persons are individuals with equal rights or persons who should have respect for one another's rights.

Criterion Judgment #33
Dilemma: 1
Issue: Life (quality)
Norm: Authority
Element: Maintaining social contract or freely agreeing (17)
Stage: 5
Criterion Judgment: The most important thing a parent/child should consider is that parental authority is legitimate only insofar as it is agreed to or accepted by both parties with informed consent; **or** that parental expectations should not violate what the child understands as just or moral behavior.

Sexual Abuse Dilemma 1

Chosen Issue: Authority

While most children choose telling [Life (quality)] over remaining silent (Authority), the following criterion judgments can be used to score the responses to the questions concerning what Marla, Bill, and Johnny might consider in making the decision to report or not to report. These criterion judgments are also to be used to answer to general questions concerning authority and parent-child relationships.

Main Dilemma Question on the Issue:
Should a daughter [son] obey her [his] father [father figure] even if doing so means relinquishing personal rights to physical and psychological well-being?

Standard Probes:

1. Why shouldn't Marla [Bill, Johnny] Tell someone?
   or What might Marla [Bill, Johnny] consider in making the decision to tell or not to tell?
2. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child? Why is that the most important thing?
3. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent? Why is that the most important thing?

Stage 1

Criterion Judgment #1
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Seeking reward (avoiding punishment) (7)
Stage: 1
Criterion Judgment:
1. Marla, Bill, or Johnny might think that Bob or father would spank, hit, or beat her [him].
2. The most important thing a child should consider is that he/she should obey because he/she will be spanked, hit, or beaten if he/she does not obey.

Criterion Judgment #2
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Obeying (consulting) (1)
Stage: 1
Criterion Judgment: 1. She [he] might think that she [he] should obey her [his] father because he is boss;
or because the father is bigger or more powerful.
2. The most important thing a child should consider is that he/she should obey his/her parent because the parent is bigger or more powerful.

Stage 1/2

Criterion Judgment #3
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Seeking reward (avoiding punishment) (17)
Stage: 1/2
Criterion Judgment: She [he] might think that her [his] father might take away her [his] privileges or punish her [him].

Stage 2

Criterion Judgment #4
Dilemma: 1 or 3
Issue: Authority
Norm: Affiliation
Element: Seeking reward (avoiding punishment) (17)
Stage: 2
Criterion Judgment: 1. She [he] might think that if she [he] obeys her [his] father and remains silent, he will like her [him], give her [him] special privileges, and/or buy her [him] things.
2. The most important thing a child should consider is to stay on good terms with his/her parent because he/she will do things for him/her, like him/her more, or do what he/she whants.
3. The most important thing a parent should consider is that if he/she does not stay on good terms with the child, he/she might rebel, or will not do what the parent wants.

Criterion Judgment #5
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Balancing perspectives or role taking (14)
Stage: 2
Criterion Judgment: She [he] might think that she [he] should obey her [his] father because he has done a lot of good things for her [him]; that is, he has fed her [him], and bought her [his] clothes.

Criterion Judgment #6
Dilemma: 1 or 3
Issue: Authority
Norm: Affiliation
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: 1. She [he] might think that she [he] should not tell because her [his] mother might not believe her [him] and/or get mad at her [him] and/or punish her [him]/
2. She [he] might think that she [he] should not tell because Bob [father] might get mad at her [him] and/or punish her [him].

Criterion Judgment #7
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Having a right (4)
Stage: 2
Criterion Judgment: The most important thing a parent should consider is not to make his/her child do something he/she does not want to do.

Criterion Judgment #8
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: The most important thing a parent should consider is to give his/her child what he/she wants, or help the child get what he/she wants.

Criterion Judgment #9
Dilemma: 1 or 3

Issue: Authority
Norm: Affiliation
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: 1. She [he] might think she [he] should not tell because her [his] father might get sent to prison.
2. She [he] might think she [he] should not tell because she/he would be embarrassed if others found out.

Stage 2/3

Criterion Judgment #10
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Reciprocity or positive desert (15)
Stage: 2/3
Criterion Judgment: 1. She [he] might think that she [he] should obey her [his] father because her [his] father has brought her [him] up or raised her;
or because of how much her [his] father has done for her [him];
or because Marla [Bill, Johnny] would not be in this world without him.
2. The most important thing a child should consider is that parent brought him/her up or raised him/her;
or to think about how much his/her parent has done for him/her
or that he/she wouldn't be in this world without the parent.

Criterion Judgment #11
Dilemma: 1
Issue: Authority
Norm: Affiliation
Element: Good (bad) group consequences (9)
Stage: 2/3
Criterion Judgment: The most important thing a child should consider is that he/she and his/her parent should stick together, help each other; not tell on each other.

Stage 3

Criterion Judgment #12
Dilemma: 1 or 3
Issue: Authority
Norm: Affiliation
Element: Balancing perspectives or role taking (14)

Stage: 3
Criterion Judgment: 1. The most important thing a child/parent should consider is to try to understand the other, respect the other's feelings, see each other's point of view, be willing to listen to each other, or think what it would be like to be a child or parent.
2. The most important thing a parent should consider is to keep his/her word to the child and not put the child in an awkward position.
3. The most important thing a child should consider is that his/her parent is only human, or makes mistakes, too.

Criterion Judgment #13
Dilemma: 1 or 3
Issue: Authority
Norm: Affiliation
Element: Serving social ideal or harmony (12)
Stage: 3
Criterion Judgment: 1. She [he] might think that she [he] should obey to preserve their relationship.
2. The most important thing a parent/child should consider is to show love, respect, or trust because this builds or maintains a good relationship.

Criterion Judgment #14
Dilemma: 1 or 3
Issue: Authority
Norm: Affiliation
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: She [he] might think that she [he] should not tell because her [his] mother might leave the father and the family would fall apart;
or she [he] might think that she [he] should not tell because her [his] father might be sent to prison and then the family would fall apart.

Criterion Judgment #15
Dilemma: 1 or 3
Issue: Authority
Norm: Authority (affiliation)
Element: Good (bad) reputation (6)
Stage: 3

Criterion Judgment: She [he] might think that she [he] should not tell because people might think she [he] is bad;
or others might get the wrong impression.

Criterion Judgment #16
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Obeying (consulting) (1)
Stage: 3
Criterion Judgment: The most important thing for a child to consider is that his/her parent has his/her best interests at heart or is doing his/her best to bring up the child.

Criterion Judgment #17
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Reciprocity or positive desert (15)
Stage: 3
Criterion Judgment: The most important thing for a child to consider is to show appreciation, gratitude, or respect for everything his/her parent has done for him/her.

Criterion Judgment #18
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Upholding character (10)
Stage: 3
Criterion Judgment: The most important thing a parent should consider is that he/she should set a good example for his/her child, guide him/her, or teach him/her right from wrong.

Stage 3/4

Criterion Judgment #19
Dilemma: 1 or 3
Issue: Authority
Norm: Authority
Element: Obeying (consulting) (1)
Stage: 3/4
Criterion Judgment: 1. She [he] might think that she [he] should obey because the parent is head of the household and should be obeyed.

2. The most important thing a child should consider is that a good child should respect, honor, or obey his/her parent.

Criterion Judgment #20
Dilemma: 1
Issue: Authority
Norm: Affiliation
Element: Serving social ideal or harmony (12)
Stage: 3/4
Criterion Judgment: The most important thing a parent or child should consider is trust because trust is the bsais of any good relationship.

Criterion Judgment #21
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Upholding character (10)
Stage: 3/4
Criterion Judgment: The most important thing a parent should consider is that setting a bad example will influence his/her child later in his/her life, or have an effect on the child's character formation;
or that the parent has an effect on the child's character because the child imitates or learns from the parent.

Criterion Judgment #22
Dilemma: 1
Issue: Authority
Norm: Affiliation
Element: Serving social ideal or harmony (12)
Stage: 4
Criterion Judgment: The most important thing for a parent to consider is that there must be trust if the family tradition is to be preserved.

Criterion Judgment #23
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Obeying (consulting) (1)
Stage: 4
Criterion Judgment: The most important thing a child should consider is that he/she has the responsibility to respect and obey the

parent because of the parent's authority and guardianship.

Criterion Judgment #24
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Good (bad) group consequences (9)
Stage: 4
Criterion Judgment: The most important thing a parent/child should consider is that the parent should be respected because disrespect will be destructive to the family; **or** members of the family must respect each other because the family is the backbone of society.

Criterion Judgment #25
Dilemma: 1
Issue: Authority
Norm: Authority
Element: Upholding character (10)
Stage: 4
Criterion Judgment: The most important thing a parent should consider is that he/she is responsible for the moral training and character development of his/her child; **or** that the parent should ensure that the child becomes a responsible adult or a good member of society.

Sexual Abuse Dilemma 2

Chosen Issue: Contract
or
If the chosen issue is Law, these criterion judgments are applicable to some of the responses to the questions concerning applicable to some of the responses to the questions concerning what Ms. Brown might consider in making the decision to report or not to report.

Main Dilemma Question in the Issue:
Should one break a promise of secrecy regarding sexual abuse:

Standard Probes:

1. Why should Ms. Brown keep Jill's secret? **or** What might Ms. Brown consider in making the decision to tell or not to tell?
2. Why is the promise the most important thing in this situation?
3. In general why should a promise be kept?
4. Why is it important to keep a promise to someone you don't know and probably won't see again?

Stage 1

Criterion Judgment #1
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Blaming (approving) (2)
Stage: 1
Criterion Judgment: 1. It is important to keep a promise because if you do not, you would be lying, it is a lie, or it is bad. (Note: March score this point only if Contract is the chosen issue.)
2. Ms. Brown should keep the secret because if she does not, she would be lying.

Criterion Judgment #2
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Seeking reward (avoiding punishment) (7)
Stage: 1
Criterion Judgment: 1. It is important to keep a promise because if you do not then <u>you get</u> punished.

2. Ms. Brown should keep the promise [or might consider keeping the secret] because Jill will be punished.

Stage 1/2

Criterion Judgment #3
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Seeking reward (avoiding punishment) (7)
Stage: 1/2
Criterion Judgment: 1. It is important to keep a promise because if you do not, you might get hit or punished.
2. Ms. Brown should keep the secret [or might consider keeping the secret] because Jill might be hit or punished.

Stage 2

Criterion Judgment #4
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Seeking reward (avoiding punishment) (7)
Stage: 2
Criterion Judgment: A promise should be kept so that the other person will keep a promise to you or give you something in return;
or because you may need that person to do something for you someday;
or because if you don't, others may bother you or get mad at you.

Criterion Judgment #5
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: 1. A promise should be kept because if you do not, others may get mad at you.
2. Ms. Brown should keep the secret [or might consider keeping the secret] because if she tell, Jill might get mad at her;
or because Jill's aunt and cousin might get mad at Jill;
or because Jill's uncle might get sent to prison.

Stage 2/3

Criterion Judgment #6
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) reputation (6)
Stage: 2/3
Criterion Judgment: 1. It is important to keep a promise so that you will keep your friends; **or** because if you do not, others will not believe, confide in, or trust you again; **or** because no one wants the reputation of being two-faced.
2. Ms. Brown should keep the secret [or might consider keeping the secret] because if she tells, Jill (and others) will not believe, confide in, or trust her again.

Criterion Judgment #7
Dilemma: 2
Issue: Contract
Norm: Conscience
Element: Upholding self-respect (11)
Stage: 2/3
Criterion Judgment: 1. It is important to keep a promise because if you do not, your conscience will bother you.
2. Ms. Brown should keep the secret [or might consider keeping the secret] because if she tells, her conscience will bother her.

Criterion Judgment #8
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) individual consequences (8)
Stage: 2/3
Criterion Judgment: It is important to keep a promise because the person promised has expectations or hopes up; **or** because the other person is looking forward to what was promised or would be let down.

Criterion Judgment #9
Dilemma: 2
Issue: Contract

Norm: Contract
Element: Reciprocity or positive desert (15)
Stage: 2/3
Criterion Judgment: It is important to keep a promise because if you do then the other person will help you out in ways you will really appreciate.

Stage 3

Criterion Judgment #10
Dilemma: 2
Issue: Contract
Norm: Affiliation
Element: Serving social ideal or harmony (12)
Stage: 3
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because telling breaks up the relationship;
or because she is causing Jill to lose faith in her or in the relationship.

Criterion Judgment #11
Dilemma: 2
Issue: Contract
Norm: Authority
Element: Upholding character (10)
Stage: 3
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because telling is setting a bad example for Jill;
or is giving the impression that it's all right to break a promise.

Criterion Judgment #12
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) reputation (6)
Stage: 3
Criterion Judgment: 1. It is important to keep a promise to show others your good character, or so that you will leave a good impression;
or so that others won't form a bad impression, image, or opinion of you.
2. Ms. Brown should keep the secret [or might consider keeping the secret] so that others won't form a bad impression of her.

Criterion Judgment #13
Dilemma: 2
Issue: Contract
Norm: Affiliation
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because if she tells, Jill's aunt might leave the uncle, and the family would fall apart;
or Jill's uncle might be sent to prison, and then the family would fall apart.

Stage 3/4

Criterion Judgment #14
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) reputation (6)
Stage: 3/4
Criterion Judgment: 1. It is important to keep a promise to show that you are a trust worthy person, and that others can trust you.
2. Ms. Brown should keep the secret [or might consider keeping the secret] to show that she is a trustworthy person, and that others can trust her.

Criterion Judgment #15
Dilemma: 2
Issue: Contract
Norm: Affiliation
Element: Serving social ideal or harmony (12)
Stage: 3/4
Criterion Judgment: 1. It is important to keep a promise because friendship or any relationship is based on trust;
or because a relationship grows when you can be relied upon can rely upon the other person.
2. Ms. Brown should keep the secret [or might consider keeping the secret] because her relationship with Jill was based on trust.

Criterion Judgment #16
Dilemma: 2
Issue: Contract

Norm: Authority
Element: Upholding character (10)
Stage: 3/4
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because she should set a good example for Jill;
or so Jill will learn to trust others.

Stage 4

Criterion Judgment #17
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Upholding character (10)
Stage: 4
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because she should be setting an example of honor, responsibility, or dignity.

Criterion Judgment #18
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Maintaining social contract or freely agreeing (17)
Stage: 4
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because promise is a pact, contract, commitment, sacred covenant or formal agreement.

Criterion Judgment #19
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) reputaton (6)
Stage: 4
Criterion Judgment: It is important to keep a promise to show that you are a responsible or honorable person;
or because if you do not have the integrity to keep your word, others will lose their respect for you.

Criterion Judgment #20
Dilemma: 2
Issue: Contract

Norm: Contract
Element: Upholding self-respect (11)
Stage: 4
Criterion Judgment: It is important to keep a promise for the sake of personal honor, integrity, or self-respect;
or in order to be consistent with one's beliefs.

Stage 4/5

Criterion Judgment #21
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Maintaining social contract or freely agreeing (17)
Stage: 4/5
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because she made a commitment or freely assumed a responsibility to keep the promise.

Criterion Judgment #22
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Good (bad) group consequences (9)
Stage: 4/5
Criterion Judgment: It is important to keep a promise because trust is essential to any society.

Stage 5

Criterion Judgment #23
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Maintaining social contract or freely agreeing (17)
Stage: 5
Criterion Judgment: Ms. Brown should keep the secret [or might consider keeping the secret] because promises are a necessary form of social agreement if people are to live together in society;
or because promises are the foundations of human relations or support the basic understanding among people on which society is based;

or because human relationships are based on trust as a method by which people can effectively deal with one another.

Criterion Judgment #24
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Serving human dignity and autonomy (13)
Stage: 5
Criterion Judgment: It is important to keep a promise because this affirms the worth or dignity of the other person.

Criterion Judgment #25
Dilemma: 2
Issue: Contract
Norm: Contract
Element: Maintain equity (16)
Stage: 5
Criterion Judgment: It is important to keep a promise to show that the other person's claim or rights as an individual are just as important as one's own.

Sexual Abuse Dilemma 2

Chosen Issue: Law

Main Dilemma Question on the Issue:
Should one uphold the law when it means breaking a promise to a trusting child?

Standard Probes:
1. Why should Ms. Brown tell Jill's secret?
2. In general, why should people try to do everything they can to obey the law?

Stage 1

Criterion Judgment #1
Dilemma: 2
Issue: Law
Norm: Law
Element: Blaming (approval) (2)
Stage: 1
Criterion Judgment: Ms. Brown should tell the secret because it is against the law to keep the secret.

Criterion Judgment #2
Dilemma: 2
Issue: Law
Norm: Law
Element: Seeking reward (avoiding punishment) (7)
Stage: 1
Criterion Judgment: Ms. Brown should tell the secret because if she does not, she will be punished, put in jail, or get in trouble.

Criterion Judgment #3
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Blaming (approving) (2)
Stage: 1
Criterion Judgment: Ms. Brown should tell the secret because what Jill's uncle is doing is wrong. He is bad.

Criterion Judgment #4
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Seeking reward (avoiding punishment) (7)
Stage: 1

Criterion Judgment: Ms. Brown should tell the secret because you are always supposed to tell if someone is abusing someone.

Stage 1/2

Criterion Judgment #5
Dilemma: 2
Issue: Law
Norm: Law
Element: Seeking reward (avoiding punishment) (7)
Stage: 1/2
Criterion Judgment: Ms. Brown should tell the secret because if she does not, she <u>might</u> get in trouble.

Stage 2

Criterion Judgment #6
Dilemma: 2
Issue: Law
Norm: Law
Element: Obeying (consulting) (1)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because the person(s) who made the law intended it to be obeyed.

Criterion Judgment #7
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because Jill shouldn't have to put up with that;
or Jill might be hurt;
or so her uncle will not do it again.

Criterion Judgment #8
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Balancing perspectives or role taking (14)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because if you or I were Jill, we would not want to put up with the abuse.

Criterion Judgment #9
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Retributing (exonerating) (3)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because someone needs to get back at the uncle for doing that.

Criterion Judgment #10
Dilemma: 2
Issue: Law
Norm: Affiliation
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because she likes Jill;
or because Jill might get hurt.

Criterion Judgment #11
Dilemma: 2
Issue: Law
Norm: Conscience (affiliation)
Element: Blaming (approving) (2)
Stage: 2
Criterion Judgment: Ms. Brown should tell the secret because she would not have much choice;
or because jill means a lot to her.

Stage 2/3

Criterion Judgment #12
Dilemma: 2
Issue: Law
Norm: Law
Element: Good (bad) group consequences (9)
Stage: 2/3
Criterion Judgment: It is important to obey the law because if one person breaks the law, others will too, and there will be trouble for everyone;
or because rules that are not followed do no good.

Stage 3

Criterion Judgment #13
Dilemma: 2
Issue: Law
Norm: Life (quality)

Element: Good (bad) group consequences (9)
Stage: 2/3
Criterion Judgment: Ms. Brown should tell the secret so Jill's uncle will be stopped and unable to do it to other children.

Criterion Judgment #14
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Serving human dignity and autonomy (13)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because it would be inhumane to allow the child to be abused anymore.

Criterion Judgment #15
Dilemma: 2
Issue: Law
Norm: Affiliation
Element: Blaming (approving) (2)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because it is so wrong for Jill's uncle to take advantage of Jill's trust.

Criterion Judgment #16
Dilemma: 2
Issue: Law
Norm: Affiliation
Element: Having a duty (5)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because teachers are supposed to help and protect children.

Criterion Judgment #17
Dilemma: 2
Issue: Law
Norm: Conscience
Element: Upholding self-respect (11)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because if she does not do anything about it, she will have it on her conscience and will not be able to live with herself.

Criterion Judgment #18
Dilemma: 2
Issue: Law
Norm: Conscience
Element: Upholding character (10)

Stage: 3
Criterion Judgment: Ms. Brown should tell the secret not only to stop him from abusing Jill, but also so that he can be rehabilitated.

Criterion Judgment #19
Dilemma: 2
Issue: Law
Norm: Affiliation (Life)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because if a child is abused, he/she might grow up to abuse his/her children.

Criterion Judgment #20
Dilemma: 2
Issue: Law
Norm: Law
Element: Good (bad) reputation (6)
Stage: 3
Criterion Judgment: Ms. Brown should tell the secret because for a teacher to break the law would not leave a good impression in the community.

Criterion Judgment #21
Dilemma: 2
Issue: Law
Norm: Law
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: It is important to obey the law because if people think nothing of breaking the law, there would be no point in having laws;
or if everyone breaks the law, there would be chaos.

Stage 3/4

Criterion Judgment #22
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Serving human dignity and autonomy (13)
Stage: 3/4
Criterion Judgment: Ms. Brown should tell; a child's well-being is more important than a promise.

Criterion Judgment #23
Dilemma: 2
Issue: Law
Norm: Law
Element: Good (bad) group consequences (9)
Stage: 3/4
Criterion Judgment: People should obey the law; otherwise laws will no longer be a guide to people.

Criterion Judgment #24
Dilemma: 2
Issue: Law
Norm: Law
Element: Serving social ideal or harmony (12)
Stage: 3/4
Criterion Judgment: People should obey the law because otherwise there would be no caring, or people would just be looking out for themselves.

Criterion Judgment #25
Dilemma: 2
Issue: Law
Norm: Law
Element: Obeying (consulting) (1)
Stage: 4
Criterion Judgment: One should obey the law; respect for the law will be destroyed if citizens feel they may break the law any time they disagree with it.

Criterion Judgment #26
Dilemma: 2
Issue: Law
Norm: Law
Element: Good (bad) group consequences (9)
Stage: 4
Criterion Judgment: It is important to obey the law because laws serve and protect the productive and orderly functioning of society; **or** if citizens decide individually when to obey and when to disobey the law.

Criterion Judgment #27
Dilemma: 2
Issue: Law
Norm: Law
Element: Serving social ideal or harmony (12)
Stage: 4
Criterion Judgment: It is important to obey the law, even a law you do not agree with, because each law is made by the majority and the law

still represents the will of the people.

Stage 4/5

Criterion Judgment #28
Dilemma: 2
Issue: Law
Norm: Law
Element: Serving social ideal or harmony (12)
Stage: 4/5
Criterion Judgment: It is important to obey the law because law makes possible the regularity or consistency which yields freedom and security for all individuals.

Criterion Judgment #29
Dilemma: 2
Issue: Law
Norm: Law
Element: Maintaining social contract or freely agreeing (17)
Stage: 4/5
Criterion Judgment: One should obey the law because once laws are adopted, the individual must accept their restrictions as well as benefits.

Stage 5

Criterion Judgment #30
Dilemma: 2
Issue: Law
Norm: Life (quality)
Element: Serving human dignity and autonomy (13)
Stage: 5
Criterion Judgment: Ms. Brown should tell because being safe from abuse is a basic human right.

Criterion Judgment #31
Dilemma: 2
Issue: Law
Norm: Law
Element: Serving human dignity and autonomy (130
Stage: 5
Criterion Judgment: It is important to obey the law only to the extent that the law in a given situation is fulfilling its legitimate function of protecting fundamental individual or human rights.

Criterion Judgment #32
Dilemma: 2
Issue: Law
Norm: Law
Element: Maintaining equity (16)
Stage: 5
Criterion Judgment: One should obey the law insofar as the law protects the basic rights of some people against infringement of others.

Criterion Judgment #33
Dilemma: 2
Issue: Law
Norm: Law
Element: Maintaining social contract or freely agreeing (17)
Stage: 5
Criterion Judgment: One should obey the law, if people are to live together in society, there must be common agreement.

Sexual Abuse Dilemma 3 (part 1)

Main Dilemma Questions for part 1 of Dilemma 3 are the same as those for Dilemma 1.

Sexual Abuse Dilemma 3 (part 2)

Chosen Issue: Conscience

Main Dilemma Question on the Issue:
Should one release a conscientious person even if he/she breaks the law?

Standard Probes:

1. Why is it best for the judge to suspend the sentence and let Johnny's mother go free (or give a very small punishment/ be lenient)?
2. Thinking in terms of society, why should people who break the law not be punished?
3. Johnny's mother was doing what her conscience told her when she took Johnny away. Why should a lawbreaker not be punished if he/she is acting out of conscience?

Stage 1

Criterion Judgment #1
Dilemma: 3
Issue: Conscience
Norm: Life (conscience)
Element: Good (bad) group consequences (9)
Stage: 1
Criterion Judgment: The judge should be lenient because Johnny's mother protected Johnny from abuse, and Johnny's mother might be an important person.

Stage 2

Criterion Judgment #2
Dilemma: 3
Issue: Conscience
Norm: Life (quality)
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: The judge should be lenient (i.e., let her go free or give a small sentence) because Johnny's mother wanted to help her son;

or she had to do it to protect Johnny.

Criterion Judgment #3
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Retributing (exonerating) (3)
Stage: 2
Criterion Judgment: The judge should be lenient because Johnny's mother was only getting back at his father.

Criterion Judgment #4
Dilemma: 3
Issue: Conscience
Norm: Punishment
Element: Seeking reward (avoiding punishment) (7)
Stage: 2
Criterion Judgment: The judge should be lenient because otherwise people would be irate or give the judge a hard time.

Criterion Judgment #5
Dilemma: 3
Issue: Conscience
Norm: Punishment
Element: Balancing perspectives or role taking (14)
Stage: 2
Criterion Judgment: The judge should be lenient because the judge would have done the same thing if it had been his/her son being abused.

Stage 2/3

Criterion Judgment #6
Dilemma: 3
Issue: Conscience
Norm: Conscience (affiliation)
Element: Blaming (approving) (2)
Stage: 2/3
Criterion Judgment: The judge should be lenient because Johnny's mother was desperate;
or because she did not have much choice;
or her son means a lot to her.

Criterion Judgment #7
Dilemma: 3
Issue: Conscience
Norm: Life
Element: Good (bad) individual consequences (8)
Stage: 2/3

Criterion Judgment: Johnny's mother should not be sent to jail for very long or at all because she was not hurting anyone but instead was helping her son.

Criterion Judgment #8
Dilemma: 3
Issue: Conscience
Norm: Life
Element: Good (bad) group consequences (9)
Stage: 2/3
Criterion Judgment: Johnny's mother should not be sent to jail for very long or at all because that would mean there would be no one to take care of her son and family.

Stage 3

Criterion Judgment #9
Dilemma: 3
Issue: Conscience
Norm: Life (quality)
Element: Blaming (approving) (2)
Stage: 3
Criterion Judgment: The judge should be lenient because Johnny's mother acted out of love for her son;
or she was acting unselfishly
or she was trying to be a good mother;
or she was under emotional strain or tried to be decent but had no choice.

Criterion Judgment #10
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: The judge should be lenient because putting Johnny's mother in jail would be cruel to her family; it would be hard on her children.

Criterion Judgment #11
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Upholding character (10)
Stage: 3
Criterion Judgment: The judge should be lenient because Johnny's mother thought that she was doing right or thought it was right to protect children;
or because Johnny's mother is not a misguided person who needs to be corrected or changed.

Criterion Judgment #12
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Balancing perspectives or role taking (14)
Stage: 3
Criterion Judgment: The judge should be lenient because the judge should have a heart or consider how Johnny's mother felt, or consider her stressful circumstances, or understand her plight or suffering.

Criterion Judgment #13
Dilemma: 3
Issue: Conscience
Norm: Conscience
Element: Retributing (exonerating) (3)
Stage: 3
Criterion Judgment: The judge should be lenient because Johnny's mother has suffered enough.

Criterion Judgment #14
Dilemma: 3
Issue: Conscience
Norm: Life (conscience)
Element: Serving human dignity and autonomy (13)
Stage: 3
Criterion Judgment: The judge should be lenient because Johnny's mother saved her son from further abuse, and the well-being of children is precious and/or important.

Stage 3/4

Criterion Judgment #15
Dilemma: 3
Issue: Conscience
Norm: Conscience

Element: Upholding character (10)
Stage: 3
Criterion Judgment: The judge should be lenient because breaking the law out of love for one's son or preventing a child from being abused, could have been the right decision or could have been right in the mother's view;
or because the mother was acting in accordance with her own conscience;
or because she was doing what she thought about and decided she should do;
or because she had a very hard decision to make and thought about both sides before acting.

Criterion Judgment #16
Dilemma: 3
Issue: Conscience
Norm: Conscience
Element: Balancing perspectives or role taking (14)
Stage: 3/4
Criterion Judgment: 1. The judge should be lenient because in this case there were special circumstances;
or considerable emotional stress.
2. The judge should be lenient because the circumstances and intent should be considered in judging the seriousness of her crime and therefore the severity of her punishment.

Criterion Judgment #17
Dilemma: 3
Issue: Conscience
Norm: Punishment
Element: Upholding character (10)
Stage: 3/4
Criterion Judgment: The judge should be lenient because the purpose of punishment is to improve the prisoner's moral character or to instill moral values, and Johnny's mother is not immoral so she does not need to be reformed.

Criterion Judgment #18
Dilemma: 3
Issue: Conscience
Norm: Life (conscience)
Element: Serving social ideal or harmony (12)
Stage: 3/4

Criterion Judgment: The judge should be lenient in order to set an example for people to be compassionate, kind, or concerned about human life;
or in order to promote or encourage caring, good-will, compassion, or concern among people in society.

Stage 4

Criterion Judgment #19
Dilemma: 3
Issue: Conscience
Norm: Conscience
Element: Serving social ideal or harmony (12)
Stage: 4
Criterion Judgment: The judge should be lenient because the mother was responding to a higher law, that of protecting a life;
or because she was going by a personal law also essential to society.

Criterion Judgment #20
Dilemma: 3
Issue: Conscience
Norm: Conscience
Element: Balancing perspectives or role taking (14)
Stage: 4
Criterion Judgment: The judge should be lenient because the judge has the prerogative to give the minimum sentence allowed by law;
or because the judge should recognize the extenuating or mitigating circumstances and be lenient within the parameters or range of the law.

Criterion Judgment #21
Dilemma: 3
Issue: Conscience
Norm: Conscience (law)
Element: Maintaining equity (16)
Stage: 4
Criterion Judgment: The judge should be lenient because he should realize that the law is not designed to take into account every particular case;
or because the law cannot be more than a set of rigid or simplistic rules and so inequities will occur (or morality, justice, or fairness are not served) if it is applied in every case.

Criterion Judgment #22
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Good (bad) group consequences (9)
Stage: 4
Criterion Judgment: The judge should be lenient because society does not need to be protected from Johnny's mother;
or because punishing Johnny's mother is wasteful to society;
or because the effect of jailing a good citizen can only be detrimental to society.

Criterion Judgment #23
Dilemma: 3
Issue: Conscience
Norm: Punishment
Element: Upholding character (10)
Stage: 4
Criterion Judgment: The judge should be lenient because the purpose of punishment is to instill in prisoners the moral values of their society, to make them productive members of society, or to change their directions and goals, and that is not necessary (appropriate) in this case.

Criterion Judgment #24
Dilemma: 3
Issue: Conscience
Norm: Punishment (conscience)
Element: Balancing perspectives or role taking (14)
Stage: 4
Criterion Judgment: The judge should be lenient to demonstrate that the law is or can be fair, flexible, or humane;
or because the judge should temper respect for law with mercy or fairness in this case.

Stage 4/5

Criterion Judgment #25
Dilemma: 3
Issue: Conscience
Norm: Law (conscience)
Element: Balancing perspectives or role taking (14)
Stage: 4/5
Criterion Judgment: The judge should be lenient because a judge can find a precedent or develop a rule of law which reflects what is right;
or because the judge should interpret the law in light of fairness and equity.

Criterion Judgment #26
Dilemma: 3
Issue: Conscience
Norm: Conscience
Element: Upholding character (10)
Stage: 4/5
Criterion Judgment: The judge should be lenient because in the mother's value system what is right for the individual could come before what is right for society.

Stage 5

Criterion Judgment #27
Dilemma: 3
Issue: Conscience
Norm: Law
Element: Serving social ideal or harmony (12)
Stage: 5
Criterion Judgment: The judge should not punish the mother because a judge's role can include setting a legitimate precedent as a force toward changing laws which are unjust either in general or in their application to the situaiton.

Criterion Judgment #28
Dilemma: 3
Issue: Conscience
Norm: Life (conscience)
Element: Serving human dignity and autonomy (13)
Stage: 5
Criterion Judgment: The judge should be lenient because he should recognize that the right to be

safe from abuse is more basic than parental rights;
or because the right to be safe from abuse is universal or basic.

Sexual Abuse Dilemma 3

Chosen Issue: Punishment

Main Dilemma Question on the Issue:
Should one punish a lawbreaker even if the lawbreaker was acting out of conscience or moral motives?

Standard Probes:

1. Why is it best for the judge to give Johnny's mother a sentence?
2. Thinking in terms of society, why should people who break the law be punished?
3. Johnny's mother was doing what her conscience told her when she took Johnny away. Why should a lawbreaker be punished if he/she is acting out of conscience?

Stage 1

Criterion Judgment #1
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Obeying (consulting) (1)
Stage: 1
Criterion Judgment: The judge should punish Johnny's mother because she took him away from his father, and she didn't have permission.

Criterion Judgment #2
Dilemma: 3
Issue: Punishment
Norm: Law (punishment)
Element: Blaming (approving) (2)
Stage: 1
Criterion Judgment: The judge should punish Johnny's mother because she didn't obey the law, so she is a criminal;
or because it is wrong to kidnap.

Criterion Judgment #3
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Having a duty (5)
Stage: 1
Criterion Judgment: The judge should punish Johnny's mother because it is his job to punish.

Stage 1/2

Criterion Judgment #4
Dilemma: 3
Issue: Punishment
Norm: Property
Element: Blaming (approving) (2)
Stage: 1/2
Criterion Judgment: The judge should punish Johnny's mother because she took Johnny away from his father. Johnny is his father's son as much as he is his mother's son.

Stage 2

Criterion Judgment #5
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Having a right
Stage: 2
Criterion Judgment: The judge should punish Johnny's mother because she had no right to take Johnny away from his father, and the father has a right complain.

Criterion Judgment #6
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Good (bad) individual consequences (8)
Stage: 2
Criterion Judgment: The judge should punish Johnny's mother because if she finds that she can get away with breaking the law, she might try to break the law again.

Criterion Judgment #7
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Reciprocity or positive desert (15)
Stage: 2
Criterion Judgment: Johnny's mother should be made to make up for the crime by going to jail for awhile.

Stage 2/3

Criterion Judgment #8
Dilemma: 3
Issue: Punishment

Norm: Punishment (law)
Element: Good (bad) group consequences (9)
Stage: 2/3
Criterion Judgment: The judge should punish Johnny's mother, or lawbreakers should be punished in order to make things safer for people;
or to discourage others from thinking that they can get away with breaking the law.

Criterion Judgment #9
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Maintaining equity (16)
Stage: 2/3
Criterion Judgment: The judge should punish Johnny's mother because if he got away with breaking the law, it would not be fair to other people who break the law and are punished;
or because then others will think that they, too, should be permitted to break the law and not be punished.

Stage 3

Criterion Judgment #10
Dilemma: 3
Issue: Punishment
Norm: Law (authority)
Element: Obeying (consulting) (1)
Stage: 3
Criterion Judgment: Johnny's mother should be punished because she should have asked for help from the police instead of handling it herself.

Criterion Judgment #11
Dilemma: 3
Issue: Punishment
Norm: Law (punishment)
Element: Good (bad) group consequences (9)
Stage: 3
Criterion Judgment: People who break the law should be punished because otherwise there would be chaos;
or if people think nothing of breaking laws there would be no point in having laws.

Criterion Judgment #12
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Having a duty (5)
Stage: 3
Criterion Judgment: The judge should punish Johnny's mother because when someone has broken the law, a judge is supposed to give a sentence;
or because it is expected of judges to do their duty and give a sentence when people deserve it.

Criterion Judgment #13
Dilemma: 3
Issue: Punishment
Norm: Punishment (conscience)
Element: Upholding character (10)
Stage: 3
Criterion Judgment: People who break the law should be punished if they are misguided or need rehabilitation;
or to make them realize they have done wrong and to regret it;
or to teach them that breaking the law is wrong.

Stage 3/4

Criterion Judgment #14
Dilemma: 3
Issue: Punishment
Norm: Law (punishment)
Element: Good (bad) group consequences (9)
Stage: 3/4
Criterion Judgment: The judge should punish Johnny's mother because otherwise the law will not be a guideline to others;
or as an example that if you break the law, you must pay the penalty;
or that you cannot make exceptions to the law;
or so that people do not start thinking that kidnapping is all right.

Criterion Judgment #15
Dilemma: 3
Issue: Punishment
Norm: Conscience
Element: Blaming (approving) (2)
Stage: 3/4

Criterion Judgment: People who break the law out of conscience should be punished because anyone can fina a justification for what one does;
or what may seem right to one may still be wrong.

Criterion Judgment #16
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Having a duty (5)
Stage: 3/4
Criterion Judgment: The judge should punish Johnny's mother because a judge's function is to uphold the law;
or because a judge has to go by the code books or written statutes.

Criterion Judgment #17
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Maintaining equity (16)
Stage: 3/4
Criterion Judgment: The judge should punish Johnny's mother because if he is not, it would not be fair to others who are living and acting within the limits of the law.

Criterion Judgment #18
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Balancing perspectives or role taking (14)
Stage: 3/4
Criterion Judgment: The judge should punish Johnny's mother because if she was willing to kidnap Johnny, she should be willing to pay the penalty;
or because she must have known she would have to go to jail if caught;
or because she knew what the consequences could be.

Stage 4

Criterion Judgment #19
Dilemma: 3
Issue: Punishment
Norm: Property (punishment)
Element: Good (bad) group consequences (9)

Stage: 4
Criterion Judgment: The judge should punish Johnny's mother for the sake of, or in order to give respect to, parental rights.

Criterion Judgment #20
Dilemma: 3
Issue: Punishment
Norm: Law (punishment)
Element: Obeying (consulting) (1)
Stage: 4
Criterion Judgment: The judge should punish Johnny's mother because respect for the law is essential to society;
or because the law must be respected even when one disagrees with it;
or because failure to punish a lawbreaker is a violation of everything our legal system stands for.

Criterion Judgment #21
Dilemma: 3
Issue: Punishment
Norm: Law (punishment)
Element: Good (bad) group consequences (9)
Stage: 4
Criterion Judgment: Lawbreakers should be punished because the laws have to be consistent for the sake of order in society:
or because exceptions will lead to totally subjective decisions;
or because society will fall apart if everybody breaks the law for whatever they consider good reasons;
or to avoid setting a dangerous precedent.

Criterion Judgment #22
Dilemma: 3
Issue: Punishment
Norm: Law
Element: Serving social ideal or harmony (12)
Stage: 4
Criterion Judgment: Lawbreakers should be punished because laws are set up to promote social welfare or the common good;
or because laws express the will of the majority and are democratically made decisions codified in laws that should be obeyed even if they are bad laws.

Criterion Judgment #23
Dilemma: 3

Issue: Punishment
Norm: Punishment (law)
Element: Obeying (consulting) (1)
Stage: 4
Criterion Judgment: People who break the law out of conscience should be punished because people's consciences differ, and you have to have a common standard or rule for judging acts of conscience.

Criterion Judgment #24
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Having a duty (5)
Stage: 4
Criterion Judgment: The judge should punish Johnny's mother because the judge has sworn to uphold the laws of society.

Criterion Judgment #25
Dilemma: 3
Issue: Punishment
Norm: Punishment
Element: Balancing perspectives or role taking (14)
Stage: 4
Criterion Judgment: The judge should punish Johnny's mother because he took the law into his own hands and has to pay the consequences or be held responsible.

Stage 4/5

Criterion Judgment #26
Dilemma: 3
Issue: Punishment
Norm: Law
Element: Maintaining social contract or freely agreeing (17)
Stage: 4/5
Criterion Judgment: People who break the law should be punished because if the laws are not enforced, if there is no penalty for violating a law, the whole concept of laws which are binding on the individual loses its meaning.

Criterion Judgment #27
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Good (bad) group consequences (9)

Stage: 4/5
Criterion Judgment: People who break the law should be punished to foster the awareness that there must be limits to freedom as well as freedom in a society.

Criterion Judgment #28
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Maintaining equity (16)
Stage: 4/5
Criterion Judgment: The judge should punish Johnny's mother because the law must reflect equality through an even handed application of the law and its sanctions to all members of society.

Criterion Judgment #29
Dilemma: 3
Issue: Punishment
Norm: Punishment (law)
Element: Maintaining social contract or freely agreeing (17)
Stage: 4/5
Criterion Judgment: The judge should punish Johnny's mother because the judge, having freely chosen this position in society, must now honor his/her obligations or responsibilities;
or if one is living in, accepting, or benefiting from society, then one is obligated to live by society's rules or to accept accountability for one's action.

Appendix F

Letter of content validation from Dr. Ann Higgins,

Harvard University professor and contributing author of:

Colby, A., & Kohlberg, L. (1987). The Measurement of Moral Judgment, Vol. 1. Cambridge: Cambridge University Press.

HARVARD UNIVERSITY
Graduate School of Education
Larsen Hall, Appian Way
Cambridge, Massachusetts 02138

Cheryl Tennant
923 Westmont Drive
Asheboro, North Carolina 27203

January 8,1989

Dear Cheryl,

I have read all your material concerning the project of research on the reasoning of children about reporting sexual abuse for your dissertation. I am impressed with the work you have already done and with your willingness to do more to complete a valid manual about this topic from within Lawrence Kohlberg's theory of stages of moral reasoning.

I think this project is a very worthwhile extension of the moral judgment manual and assessment into an important moral area for our society. This work certainly has face validity. Let me explain.

You have constructed the dilemmas and probe questions in such a way as to parallel the Kohlberg dilemmas so they will yield stage scorable material according to Kohlberg's theory. Also you have constructed the categories of a manual about the dilemmas that will allow assessment of the material by stage, having followed the Standard Issue Scoring Manual. Fleshing out the criterion judgments with material particular to the sexual abuse dilemmas will be helpful in building your manual. Also more interviews will allow you to identify new criterion judgments as well.

A real strength of this study is that you are giving the classic Kohlberg dilemmas plus your own. This is important for the following reason: You can construct your final manual by picking a subset of cases whose reasoning on the classic dilemmas covers the stages used by your sample of students and consider their reasoning on the sexual abuse dilemmas to be the same stage as they used on the classic dilemmas; in other words, assume structured wholeness. Thus you can "test" the fit of your manual to Kohlberg's stages. If there are clear stage differences, they should be noted and explained. The revised manual then can be used to score the rest of your data, blind to the students' stage scores on the classic dilemmas, thus enabling you to test the structured wholeness hypothesis on the rest of the sample.

I congratulate you on undertaking a significant piece of research both for theoreticians in moral development and for people who work with children. Hopefully your work will help parents and others in society who listen to children to understand better what they are saying and thinking, and thus, to be better able to help them.

If I can be of more help, please let me know. I hope to hear about the results of your work.

Sincerely,

Ann Higgins, Ph.D.

Appendix G

Included is an equal stratified random sample of six transcribed interviews. Following each scorable response within the interview is the stage score. Also included are the calculations used to determine both the GSS and the WAS for each sampled protocol. Additional transcribed interviews are available upon request.

Subject #10 Age 10.67 Gender Male L = life A = authority

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
Because he'll just start doing it too much. He'll get in trouble. L2
Who would get in trouble?
The guy doing it. L1

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision?
He might think that Bob might get in trouble. A½

2a. Should she [he] be concerned about that?
Yes.

2b. Why or why not?
Because he wouldn't want him to get in trouble, but he should tell.

2c. What should she [he] consider in making her [his] decision?
That he might start doing it too much and it would get worse. L2

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
Because he could get carried away and it could get worse. L2

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why?
Same reasons. L2

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
I don't know why. Just because they shouldn't be abused. L1

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
Yes.

6a. Why or why not?
Same reasons.

7. What do you think she [he] would consider in making her [his] decision?
He might spank him or something like that. A½

7a. Should she [he] be concerned about that?
No.

7b. Why?
Not really.

7c. What should she [he] consider in making her [his] decision?
I don't know. I guess that he should tell and not to worry about what might happen.

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child?
To teach them to stay out of trouble.

8a. Why?
If they don't, they might get put in jail. A½

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
Obeying them.

9a. Why?
Because if you don't, you get in trouble. But not when they are doing bad things. A1

****

1. Should Ms. Brown tell Jill's secret or keep the secret?
Tell.

L = law
C = Contract

1a. Why or why not?
It's kind of tricky because he would be put in prison. But she should tell so he won't do it anymore. L2

2. What do you think Ms. Brown would consider in making her decision?
That he might get put in prison and that Jill is being abused. C½

2a. Should she be concerned about that?
Not that he might be put in prison.

2b. Why or why not?
Maybe that's what should happen to him.

2c. What should Ms. Brown consider in making her decision?
That Jill might be abused more. C2

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
No.

3a. Why or why not?
The important part is that Jill is being abused.

4. In general, why should a promise be kept?
Because it's a promise. It's wrong to break promises, but Ms. Brown, it's alright. C1

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
Yes.

5a. Why or why not?
You shouldn't break a promise. C1

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because you can get in trouble. L½

6b. How does this apply to what Ms. Brown should do?
She should tell.
****

1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
Because if he's been doing it for several months, he should stop. L2

2. What do you think Johnny would consider in making his decision?
That he might punish him. A½

2a. Should he be concerned about that?
No,

2b. Why or why not?
He wants it to stop.

2c. What should Johnny consider in making his decision?
That he wants it to stop.

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
Let her go free. C = conscience
P = punishment

1a. Why is that best?
His father was doing it to him and they ran away so he couldn't do it. C2

2. In general and in thinking about society, should people who break the law be punished?
Yes.
2a. Why or why not?
If they're not, they will still do it. P½

2b. Should that reason influence the judge in Johnny's mother's case?
No.
3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
No--if it is the right thing, but if they just think it isthe right thing and it's really not the right thing, they should be punished.

3a. Why or why not?
Because they will do it again. P½

Life Authority
(2(1)) ½
Contract Law
½ (2(1))

Punishment Conscience
½ (2)

Both
1 and 2 = 25% or more

GSS = ½

1 × 5 = 5
2 × 10 = 20
15 25

$\frac{25}{15} = 1.6667 \times 100 =$

WAS = 166.67

Subject #~~2~~ #10 Age 10.67 Gender Male

R = life
L = law

1. Should Heinz steal the drug?
I think the man should let him have it and let him pay for it later because she is dying of cancer
Let's say that the guy won't do that--what then?
Try to get the money.

1a. Why or why not?
He shouldn't steal it because he might get put in jail. L 1/2

2. If Heinz doesn't love his wife, should he steal the drug for her?
No

2a. Why or why not?
Same as above.

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
No.

3a. Why or why not?
Same reason.

4. Is it important for people to do everything they can to save another's life?
Yes, but not things like stealing.

4a. Why or why not?
I don't know. You want people to live, but you shouldn't break the law. L 2

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Why or why not?
Because they might get put in jail. L 1/2

****

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Maybe send him to jail for just a little while. P: punishment C: Conscience

1a. Why or why not?
He did steal the drug. I think it's not that bad, but it is sort of bad. And so he won't do it again. He should have just prayed. P½

2. Thinking in terms of society [in general], should people who break the law be punished?
Yes.

2a. Why or why not?
So they won't do it again. P½

2b. How does this apply to how the judge should decide?
Already answered.

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience?
Yes. C guess

3a. Why or why not?
So they won't do it again. P½

****

1. Should Joe refuse to give his father the money?
Yes. C = Contract A = Authority

1a. Why or why not?
He worked for it. He earned it himself. I don't think he should give it to him because he worked hard for it. C2

2. Is the fact that the father promised the most important thing in the situation?
Yes.

2a. Why or why not?
Because he told Joe he could go. He shouldn't go back on that now.

3. In general, why should a promise be kept?
Because a person might be hurt if you break a promise. C2

4. Is it important to keep a promise to a stranger?
Yes.

4a. Why or why not?
You should keep promises.. C1

5. What do you think is the most important thing a parent should be concerned about in his/her relationship to his/her son or daughter?
Didn't I answer this. Well, to teach their kids to stay out of trouble.

5a. Why or why not?
So they won't get in trouble.

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.
Obeying them.

6a. Why is that the most important thing?
If they don't, they might get in trouble. A½

Life 2 Law (½)

Punishment (½) Conscience 2

Contract (2(1)) Authority ½

1 + 5 = 5

2 × 10/15 = 20/25

WAS = 166.67

GSS = ½

Subject #16 Age 9.92 Gender Female L = life A = authority

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
Well to get him to stop because she seems to not like it, and he is dealing with parts of her body that she doesn't want him to touch. L2

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision?
She might say, well would my mother be mad? What would happen to her little sister and her. She might just think, well, I might commit suicide after this. A2

2a. Should she [he] be concerned about that?
Well, I wouldn't really think she would worry about committing suicide. No she really shouldn't worry about those things.

2b. Why or why not?
Because she just needs to tell.

2c. What should she [he] consider in making her [his] decision?
I think she should think about going ahead and telling her mom and not even really worrying. It won't matter what my mom does just as long as she gets him to stop. L2

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
To get him to stop abusing her little sister. L2

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why?
Just to get him to stop. So that little girl down the street won't be afraid as much. L2

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
So we kids won't be like scared and threatened. L2
No.

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
No.

6a. Why or why not?
Same reasons.

7. What do you think she [he] would consider in making her [his] decision?
I think she would think about how mad her dad would be. She should tell, but she might thinkg what would happen if she didn't. She might think that she would be hurt real bad. A1

7a. Should she [he] be concerned about that?
No.

7b. Why?
Because she has to get him to stop.

7c. What should she [he] consider in making her [his] decision?
Just that she must tell to get it to stop.

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child?
In trying to be a good parent, you should think about how you want your kid to grow up--being abused or being happy.

8a. Why?
Because children shouldn't be abused. L2

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
I think the child should think about obeying the rules.

9a. Why?
Because you are supposed to obey the rules. A1

Why are you supposed to obey the rules?
Because if you don't, you might get into trouble and then if you still keep on disobeying the rules as you get older, you might even have to go to jail. In this story, Marla doesn't have to obey her father. A½

****

1. Should Ms. Brown tell Jill's secret or keep the secret?
C=Contract L=law
Yes.

1a. Why or why not?
Because even though Jill's uncle may go to jail, he doesn't need to be abusing her. L1

2. What do you think Ms. Brown would consider in making her decision?
I think she would think about what might happen to the Uncle John in the story and how Jill's aunt and cousin would feel and then what she had to do. C2
If the uncle went to prison, that would mean that the cousin and the aunt wouldn't have as much money coming in and wouldn't have pretty Christmas gifts.

2a. Should she be concerned about that?
No.

2b. Why or why not?
It's more important for her to tell.

2c. What should Ms. Brown consider in making her decision?
Same as 2b.

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
No.

3a. Why or why not?
Because Jill was being abused and she should just go ahead and tell.

4. In general, why should a promise be kept?
Because sometimes people just don't want other people to know things.

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
Not really.

5a. Why or why not?
I don't know. It really wouldn't make any difference.

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because if you don't obey the law, there's some bad things that could happen like going to jail sometimes. L 1/2

6b. How does this apply to what Ms. Brown should do?
She should tell.

****

1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
Because it's just not good for us kids to be abused. It can hurt us. P 2

2. What do you think Johnny would consider in making his decision?
I'd think he'd think about what his father would do to him. How he might feel after that and what his mom or whoever would say and whatever the person that he told would say.are like that.

2a. Should he be concerned about that?
No,

2b. Why or why not?
He should just tell.

2c. What should Johnny consider in making his decision?
He should just think about telling.

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
No.

P = punished
C = conscience

1a. Why is that best?
Because she, well, she was trying to help Johnny.

C2

2. In general and in thinking about society, should people who break the law be punished?
Yes.

2a. Why or why not?
Because they are doing something they weren't supposed to do.

P1

2b. Should that reason influence the judge in Johnny's mother's case?
He'd have to consider that she was getting away from the father, but she did break the law. He'd have to really consider all the punishment that could happen and try to pick the best one. But it shouldn't be a serious one.

3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
Some punishment.

3a. Why or why not?
Because they did break the law.

P1

Authority ½ Life (2) $1 \times 6 = 6$

Law (1) Contract 2 $2 \times \frac{9}{15} = \frac{18}{24}$

Conscience (2) Punishment 1 $\frac{24}{15} = 1.6 \times 100 = 160$

WAS = 160

GSS = ½

Subject ~~#2~~ #16 Age 9.92 Gender Female

L = life
L = law

1. Should Heinz steal the drug?
No.

1a. Why or why not?
Because stealing is wrong and it's against the law. L1

2. If Heinz doesn't love his wife, should he steal the drug for her?
No

2a. Why or why not?
Same as above.

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
No.

3a. Why or why not?
It's wrong.

4. Is it important for people to do everything they can to save another's life?
Yes.

4a. Why or why not?
But like if someone is being put to death for breaking the law, you shouldn't stop them.

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Why or why not?
Because if they don't, they could get put in prison. L½

****

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Some sentence, but not alot.

P = punishment
C = conscience

1a. Why or why not?
Because he was trying to help somebody but he broke the law. C2

2. Thinking in terms of society [in general], should people who break the law be punished?
Yes.

2a. Why or why not?
Because they've broken the law, and they're not supposed to do that. P1

2b. How does this apply to how the judge should decide?
Already answered.

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience?
Yes.

3a. Why or why not?
The judge would have to consider what they did. Then pick the best punishment. Some times it's worse than others.

****

1. Should Joe refuse to give his father the money?
This is hard. But, I guess, yes. C = Contract
A = authority

1a. Why or why not?
Because his father is going to do something that he wants and he's going to use Johnny's money which isn't right. C1

2. Is the fact that the father promised the most important thing in the situation?
Yes.

2a. Why or why not?
Because he said he could but then he changed his mind and that's not good. My did does that sometimes. I think it's bad because you can get all excited about going somewhere and then you don't get to go and you've done all of this extra work and it's not fun. C2/3

3. In general, why should a promise be kept?
Because people want you to keep you promises.

4. Is it important to keep a promise to a stranger?
I guess not.

4a. Why or why not?
Sometimes it is but like if it's a bad promise--no way. Like a promise of sexual abuse, you shouldn't keep it but if it's like what you're going to give your wife for Christmas, then it's okay.

5. What do you think is the most important thing a parent should be concerned about in his/her relationship to his/her son or daughter?
To help your kids to grow up happy.

5a. Why or why not?
Because they want their kids to be happy. A2

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.
To obey their rules.

6a. Why is that the most important thing?
So you won't get in trouble. A1

Law (1(2)) Life 1

Punishment 1 Conscience (2)

Contract 1(2)(3) Authority (2)

GSS = 1/2

1 × 6.67 = 6.67

2 × 7.67 = 15.34

3 × .67 = 2.01

15.01 24.02

24.02 / 15.01 = 1.60026 × 100 =

WAS = 160.03

Subject #12 Age 12.8 Gender male A = authority L = life

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
Because he could hurt him real bad. L2

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision?
Maybe getting AIDS or Bob might hurt him. A½

2a. Should she [he] be concerned about that?
Yes, he wouldn't want to get AIDS.
No, he should tell even if he is afraid of Bob. Someone would protect him.

2b. Why or why not?
Answered in Number 2a.

2c. What should she [he] consider in making her [his] decision?
That he should tell so that Bob will stop it. L2

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
Because he could get hurt real bad. L2

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why?
Because the little boy could get hurt. L2

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
Because if they are abused, they might grow up to abuse their kids.
L3

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
No.

6a. Why or why not?
Because he could get hurt real bad. L2

7. What do you think she [he] would consider in making her [his] decision?
I would be real hard to tell because there's love between them. I don't know, he just would not really want to tell since he loves him. It would probably mess up their relationship. A 2/3

7a. Should she [he] be concerned about that?
I guess not.

7b. Why?
Because he needs to tell.

7c. What should she [he] consider in making her [his] decision?
That he has to tell someone so it won't happen anymore. L2

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child?
Teach them about stuff like this to keep them safe.

8a. Why?
Because they should keep them safe. A2

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
Tell them if something is going on.

9a. Why?
To be safe. A2

****

1. Should Ms. Brown tell Jill's secret or keep the secret? L=law C=contract
Tell.

1a. Why or why not?
Because the uncle could hurt Jill real bad. L2

2. What do you think Ms. Brown would consider in making

her decision?
The uncle might get put in prison and the aunt and cousin wouldn't like that. C2

2a. Should she be concerned about that?
No.

2b. Why or why not?
Because it is more important that Jill might get hurt. L2

2c. What should Ms. Brown consider in making her decision?
Jill might get hurt. L2

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
No.

3a. Why or why not?
The most important part is that Jill might get hurt. L2

4. In general, why should a promise be kept?
If you tell a secret or break a promise, you might not be best friends no more. C2

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
No.

5a. Why or why not?
Probably shouldn't promise them something in the first thing.

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because if they could do something real bad and then do it again again. Then you could just keep breaking the law. L2

6b. How does this apply to what Ms. Brown should do?
She should tell even if is isn't a law.

****

1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
He should tell his grandfather because maybe he could get through to him and tell him to quit doing it. L2

2. What do you think Johnny would consider in making his decision?
He would be afraid of losing his dad like going to prison or something. A2

2a. Should he be concerned about that?
No,

2b. Why or why not?
Because he should tell to get him to quit doing it. L2

2c. What should Johnny consider in making his decision?
Same as above.

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
She should not go to jail.

P = punishment
C = Contract

1a. Why is that best?
The dad should go to jail. If she goes to jail, Johnny would probably go to Daddy, and he will probably sexually abuse him again. C2

2. In general and in thinking about society, should people who break the law be punished?
Yes.

2a. Why or why not?
Because if they ain't, they will go out there and if they get off, they will probably do it again. P½

2b. Should that reason influence the judge in Johnny's mother's case?
Her case is different. She was helping her son. C2

3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
It depends on what they do.

3a. Why or why not? P½
What I said before, if they get away with it, then they might do it again. But in Johnny's mother's case, it's different. If she did it again, it would be alright.

Authority Life
2 (2(3))

Law Contract
(2) 2

Punishment Conscience
½ (2)

$2 \times 13 = 26$

$3 \times \frac{1}{14} = \frac{3}{29}$

$\frac{29}{14} = 2.0714 \times 100$

WAS = 207.14

GSS = 2

Subject #12 Age 12.8 Gender male L = life L = law

1. Should Heinz steal the drug?
In a way yes and in a way no.

1a. Why or why not?
He should get like two jobs and work for the money. If he breaks in and gets sent to jail, then nobody can pay for the radium and she will probably die. L 2/3

2. If Heinz doesn't love his wife, should he steal the drug for her?
No

2a. Why or why not?
Same as above.

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
No.

3a. Why or why not?
Same reason.

4. Is it important for people to do everything they can to save another's life?
Yes, if it ain't breaking the law.

4a. Why or why not?
Because you don't want them to die, but you don't want to be in jail. L 2

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Why or why not?
Because they could do something real bad, and then keep doing it. L 1/2

****

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Send him to jail and give him hard labor. P=punishment C=Contract

1a. Why or why not?
Because I think people get paid for hard labor, and then he could use the money to buy the drug for his wife. They do get paid for hard labor, don't they?
I don't know about that.
Well, if they do, that is what the judge should do.

2. Thinking in terms of society [in general], should people who break the law be punished?
Yes. Usually.

2a. Why or why not?
Because if they don't get punished, they'd probably do it again. P 1/2

2b. How does this apply to how the judge should decide?
I think I already answered that. He doesn't need to worry about him doing it again, but if he could earn money in jail, then send him to jail.

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience? C
Already answered.

3a. Why or why not?
Already answered.

****

1. Should Joe refuse to give his father the money?
Yes. C=Contract A=authority

1a. Why or why not?
Joe worked for it, and he should keep it. He spent his hard labor doing it, and his dad didn't. C 2

2. Is the fact that the father promised the most important thing in the situation?
Yes.

2a. Why or why not?
If his dad breaks a promise, then Joe might not forgive him or even hate him and not go along with what he wants and might mess up their relationship. C3

3. In general, why should a promise be kept?
So you will still be friends. C 2

4. Is it important to keep a promise to a stranger?
No.

4a. Why or why not?
It wouldn't matter if you never saw them anymore.

5. What do you think is the most important thing a parent should be concerned about in his/her relationship to his/her son or daughter?
To teach them about dangerous things to keep them safe.

5a. Why or why not?
So they won't get hurt or anything. A 2

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.
To listen to them.

6a. Why is that the most important thing?
So they will be safe and not get hurt. A2

Law 2(1)(3)

Life 2

Punishment (1/2)

Conscience 2

Contract (2)

Authority 2

$1 \times 2.5 = 2.5$

$2 \times 11.5 = 23.0$

$3 \times \frac{1}{15}$

28.5

$\frac{28.5}{15} = 1.9 \times 100$

WAS = 190.00

GSS = 2

Subject #2 Age 13.0 Gender Female L = Life
A = Authority

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
Because it could continue and go farther or something. L2

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision? A2
Her mom would think she was nasty or something. Her mom wouldn't like her. He might beat him up. L½

2a. Should she [he] be concerned about that?
No, but she would.

2b. Why or why not?
She couldn't help but worry about it, but she should tell anyway.

2c. What should she [he] consider in making her [his] decision?
I guess just that she doesn't want it to continue. L2

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
Because her sister is younger and it's not right and she's being hurt. L2

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why?
Because it's not right and she's being hurt. L2

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
Because from the way people talk about it now, people who are abused when they're little can grow up and abuse their children and that just keeps it going and tha's not right. L3

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
No.

6a. Why or why not?
It doesn't make any difference if it is kin or not. She still doesn't want it to continue.

7. What do you think she [he] would consider in making her [his] decision?
She would worry that her mom wouldn't believe her. A2

7a. Should she [he] be concerned about that?
No.

7b. Why?
Because she doesn't want it to continue.

7c. What should she [he] consider in making her [his] decision?
Just that she wants it to stop.

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child? A2
Trusting their daughters or sons.

8a. Why?
Because if you don't have your parents' trust, they won't let you do nothing without calling to make sure you are here or there.

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
Think how much better they have things than some other kids do.

9a. Why?
I don't know.

****

1. Should Ms. Brown tell Jill's secret or keep the secret?
She should talk to Jill and try to get her to tell.

What if Jill won't tell?
Then the teacher should tell.

1a. Why or why not?
Because if it happens again, that little girl could be scared of guys for the rest of her life. L3

2. What do you think Ms. Brown would consider in making her decision?
That Jill could be messed up from the abuse if it continues. And that she doesn't want to break a promise to Jill.

2a. Should she be concerned about that?
Yes.

2b. Why or why not? C 2/3
Because Jill be messed up and because Jill might not trust her anymore

2c. What should Ms. Brown consider in making her decision?
Same as 2b.

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
No.

3a. Why or why not? L2
The most important thing is that Jill has been abused and might be abused again.

4. In general, why should a promise be kept? C 2/3
So you know you have somebody who can trust you. They know they can trust in you.

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
No.

5a. Why or why not?
I guess because if you don't see them, trust isn't important.

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because if not, something might happen. Or if you get in trouble once, then if something else happens, they might not believe you. L2/3

6b. How does this apply to what Ms. Brown should do?
She should tell.

****

1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
Because it could continue and get worse. L2

2. What do you think Johnny would consider in making his decision?
If that's his father messing with him, he might be afraid of guys or something. He might get the wrong impression--he's only 9; he might think all other guys are like that. A3

2a. Should he be concerned about that?
NA,

2b. Why or why not?
NA.

2c. What should Johnny consider in making his decision?
He should think about wanting it to stop. L2

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
I don't think he should send her to jail.

1a. Why is that best? C2
Because she was just trying to get him away from the father.

2. In general and in thinking about society, should people who break the law be punished?
Yes.

2a. Why or why not?
Because they could do it again and next time maybe it could be more serious. P2

2b. Should that reason influence the judge in Johnny's mother's case?
She was just trying to protect her son. It is different. C2

3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
In this case, she shouldn't be punished, but in some cases, they should. It depends on what they do. Her little boy's life could be ruined. She had to do what she did.

3a. Why or why not?
Already answered.

Authority Life
2 (2) $2 \times 12.5 = 25$

Law Contract
(2/3) 2/3 $3 \times \frac{2.1}{14.6} = \frac{6.3}{31.3}$

Conscience Punishment
(2) 2 $\frac{31.3}{14.6} = 2.1233 \times 100 =$

WAS = 212.33

GSS = 2

Subject #2 Age 130 Gender Female

1. Should Heinz steal the drug?
No.

1a. Why or why not?
Because he'd get in trouble. L1

2. If Heinz doesn't love his wife, should he steal the drug for her?
No

2a. Why or why not?
Same as above.

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
No.

L guess 2

3a. Why or why not?
Same reason.

4. Is it important for people to do everything they can to save another's life?
Yes, they should try, but not to go about it in ways that are against the law.

4a. Why or why not?
Because they would get in trouble. L1

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Why or why not?
Because something bad might happen. L 1/2

****

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Send him to jail for just a little while.

1a. Why or why not?
Because he didn't have any right stealing that. But it did cost too much. P2

2. Thinking in terms of society [in general], should people who break the law be punished?
Yes.

2a. Why or why not?
Because they could do it again, and next time it could be worse. P2

2b. How does this apply to how the judge should decide?
Heinz shouldn't think that he could steal again.

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience?
Yes.

C guess 2

3a. Why or why not?
Already answered.

****

1. Should Joe refuse to give his father the money?
Yes.

1a. Why or why not?
Because if the father wants to go on that trip, then he can work for it. That what Joe did. C 2

2. Is the fact that the father promised the most important thing in the situation?
Yes.

2a. Why or why not?
Because Joe might not trust his father anymore. C 2/3

3. In general, why should a promise be kept?
So you can have them trust you. C 2/3

4. Is it important to keep a promise to a stranger?
I guess not.

4a. Why or why not?
Because it wouldn't make any difference.

5. What do you think is the most important thing a parent should be concerned about in his/her relationship to his/her son or daughter?

Trusting their kids. A2

5a. Why or why not?

You just want your parents to trust you because then they will let you do things.

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.

Like I already said to think how you have it better than some kids do.

6a. Why is that the most important thing?

So you will get along with your parents. A3

Law Life
(1(2)) 2

Punishment Consequence
(2) 2

Contract Authority
(2(3)) 2/3

GSS = 2

1 × 2 = 2
2 × 11 = 22
3 × 2 = 6
15 30

30/15 = 2 × 100 = 200

WAS = 200

Subject #1 Age 16.9 Gender Female L = life
A = authority

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
Because it could continue to go on and get worse. L 2

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision?
She might worry that he would try to hurt her if he found out that she told. A ½

2a. Should she [he] be concerned about that?
No.

2b. Why or why not?
She just needs to tell.

2c. What should she consider in making her decision? L 2
Same as 1a.

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
Because it could have an effect on her sister the rest of her life as far as her relationships. He could hurt her.
L 3

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why? L 3
Same reason.

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
As a parent, it is a responsibility to be aware that the child has the right to say "no" if someone tries to touch or hurt them in a way uncomfortable to them. A2

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
No.

6a. Why or why not?
Same reason. L2

7. What do you think she [he] would consider in making her [his] decision?
Her mother might think that she was just jealous of her father and so tried to get him in trouble. A2 3

7a. Should she [he] be concerned about that?
No.

7b. Why?
It is more important to tell and stop the abuse.

7c. What should she [he] consider in making her [his] decision?
The effects the abuse will have on her and that it has to stop. L2

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child?
Concerned about the safety of child and be sure that they know that they have the right to say no to anyone who tries to touch or hurt them. A2

8a. Why?
The parent should keep the child safe.

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
They should be able to talk to their parents .

9a. Why?
Because without that, they wouldn't have much of a relationship. A3

****

1. Should Ms. Brown tell Jill's secret or keep the secret?
She should tell.

L = law
C = Contract

1a. Why or why not?
Not only because it's a law but also to protect the child because chances are it is going to go on. L2

2. What do you think Ms. Brown would consider in making her decision?
Might worry that the child will be mad at her. C2

2a. Should she be concerned about that?
No.

2b. Why or why not?
Because stopping the abuse is the most important thing.

2c. What should Ms. Brown consider in making her decision?
That Jill is being abused.

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
No

3a. Why or why not?
It is important, but as I said before, the fact that Jill is being abused--or has been and probably will be again--is the most important thing. L2

4. In general, why should a promise be kept?
Because you trust the person. If you break a promise others will be hesitant to tell her anything else. C2/3

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
I think so.

5a. Why or why not?
Because even that person should be able to trust you. C 2/3

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because if we don't, everything is going to be a mess. L 3

6b. How does this apply to what Ms. Brown should do?
Well, the law is important, but that is really not the reason for her to tell. I guess if she didn't tell, the abuse could continue.

****

1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
Same reason as for Marla? L 3

2. What do you think Johnny would consider in making his decision?
Same as above. A 2/3

2a. Should he be concerned about that?
No.

2b. Why or why not? L 3
Same as above.

2c. What should Johnny consider in making his decision? L 3
Same as above.

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
No.

P = punishment
C = Conscience

1a. Why is that best?
She had no other choice so no she should not be punished. C 2/3

2. In general and in thinking about society, should people
who break the law be punished?
Yes.

2a. Why or why not?
Because if we didn't punish people who broke the law, people would be doing as they pleased and things would be a mess. P3

2b. Should that reason influence the judge in Johnny's mother's case?
This case is different. She really wasn't doing wrong.

3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
It depends.

3a. Why or why not?
Just because they believe it's right doesn't mean it's right. But in that situation, she did try to do it legally, so she was doing the right thing. C 2/3

Authority Life
2(3)(1) (2(3))

Law (2(3)) Contract 2(3)

Conscience Punishment (2/3) 3

1 × .67 = .67
2 × 7.5 = 15.00
3 × 6.84 = 20.52
15.01 36.19

36.19 / 15.01 = 2.4111 × 100
= 241.11

Both 2+3 = 25% or more: GSS=(2/3) WAS=241.11

Subject #1 Age 16.9 Gender Female

L = life
L = law

1. Should Heinz steal the drug?
Yes

1a. Why or why not?
Because it could mean life or death for his wife. There is a drug available, so she should be able to live whether they have the money or not.

2. If Heinz doesn't love his wife, should he steal the drug for her?
Yes.

2a. Why or why not?
She still has a right to live. L3

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
Yes.

3a. Why or why not?
Same reason. L3

4. Is it important for people to do everything they can to save another's life?
To a certain extent.

4a. Why or why not?
Because everyone has a right to live. But a person L3
shouldn't have to risk his life for someone else, so there are limits to what a person should do? L 2/3

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Because if we don't, everything is going to be a mess.
L3

****

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Well he did break the law so I can understand if they did give him some sentence, but I don't think it should be anything too much.

1a. Why or why not?
Because he was just trying to save his wife's life. C 2/3

2. Thinking in terms of society [in general], should people who break the law be punished?
Yes.

2a. Why or why not?
Because if they weren't punished, people would break the law whenever they wanted, and things would be a mess. P3

2b. How does this apply to how the judge should decide?
Well, Heinz maybe should be punished just a little so people wouldn't get the idea that you can break the law and not be punished, but I still do't think he whould be 'really' punished. P 2/3

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience?

Like I said before, just because someone thinks it's right, that doesn't mean it is right. But for Heinz, he shouldn't be punished much. C 2/3

3a. Why or why not?
Already answered.

****

C = contract
A = authority

1. Should Joe refuse to give his father the money? A
Since he earned the money, I don't think he should have to give it to his father.
C 2

1a. Why or why not?
Already answered.

2. Is the fact that the father promised the most important thing in the situation?
Yes.

2a. Why or why not?
He should try to keep his promise because breaking the promise will disappoint the son and he would be hesitant to believe his father in the future. C3

3. In general, why should a promise be kept?
If you don't keep a promise, others will maybe not trust you again. C2/3

4. Is it important to keep a promise to a stranger?
Yes.

4a. Why or why not?
So that people will trust you.

5. What do you think is the most important thing a parent should be oncerned about in his/her relationship to his/her son or daughter? A2
A parent should take care and teach the child to be safe.

5a. Why or why not?
Children can't always take care of themselves, and the parent must do it. A3

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.
Being able to communicate with your parents.

6a. Why is that the most important thing?
It seems that there wouldn't be anything if you can't communicate. It's important to communicate to understand each other. A3

- Law Life
3(2) (3)

Punishment Conscience
3(2) (2/3)

Authority Contract
3(2) (2/3)

Both 2 and 3 = 25% or more
GSS=(2/3)

$2 \times 5.01 = 10.02$

$3 \times 9.99 = 29.97$

$15.00 \quad 39.99$

$\frac{39.99}{15.00} = 2.666 \times 100 = 266.60$

WAS = 266.60

Subject #14 Age 16,1 Gender Male L = life A = authority

1. Should Marla [Bill] tell someone what Bob has been doing?
Yes.

1a. Why or why not?
It doesn't necessarily have to be his mom that he tells, but he should tell someone. If he tells his mom, his mom might say something to him, but the situation might get worse. If he told somebody else, if it did get worse, they could do something to help him out. He should tell because it could get worse and get really bad. L2

2. In deciding what to do, what do you think she [he] would consider in making her [his] decision?
He might worry that if he tells him mother, she might not believe him. A2
And he'd feel bad if he hadn't told right away; he might feel guilty for not telling earlier L3
He might be afraid that he might really hurt him. L2

2a. Should she [he] be concerned about that?
No.

2b. Why or why not?
Well, as I said, he should tell someone else if he is afraid his mom won't believe him.

2c. What should she [he] consider in making her [his] decision?
Just that he should tell because it will continue and maybe get worse. L2

3. Suppose Bob stops abusing Marla [Bill], but Marla [Bill] finds out that he is abusing her [his] younger sister [brother]. Should she [he] tell someone?
Yes.

3a. Why or why not?
Because he would know that he would want somebody to help him since he went through the same thing. L2

4. Suppose Bob is not abusing Marla [Bill] or her [his] younger sister [brother], but Marla [Bill] finds out that he is abusing a little girl [boy] that Marla [Bill] doesn't know. Bob tells Marla [Bill] not to tell. Should she [he] tell someone?
Yes.

4a. Why?
Because someone needs to help the little boy, and the little boy might not tell his mom. L2

5. Is it important for people to do everything they can to keep a child from being abused?
Yes.

5a. Why or why not?
Because if you didn't and the kid was abused, you wouldn't feel good about yourself. L3

6. Suppose it is Marla's [Bill's] father abusing her [him], and he orders her [him] not to tell. Should she [he] obey her [his] father?
No.

6a. Why or why not?
Because he would want it to stop. L2

7. What do you think she [he] would consider in making her [his] decision?
He might worry that his parents would get a divorce and then he wouldn't have a real family anymore. A3

7a. Should she [he] be concerned about that?
Well, not really, I guess. But he probably would.

7b. Why?
He really wouldn't want his parents to get a divorce, but he really wants the problem to stop.

7c. What should she [he] consider in making her [his] decision?
Like I said. I guess he should just think about making it stop. L2

8. What do you think is the most important thing a parent should be concerned about in his/her relationship with his/her child? A 2/3
Trust and friendship.

8a. Why?
Because you just want to be good friends with your parents and you want to trust each other. A3

9. What do you think is the most important thing a child should be concerned about in his/her relationship with his/her parent?
To try to make them feel good and try to obey all the rules. A3

9a. Why?
So you will have a good relationship and they will trust you.. A3

****

1. Should Ms. Brown tell Jill's secret or keep the secret? L=law C=contract
She should keep the secret.

1a. Why or why not?
Because the little girl doesn't know that teachers are supposed to tell. It wouldn't really be right for her to tell. It is none of her business. C1

2. What do you think Ms. Brown would consider in making her decision?
That she made a promise.

2a. Should she be concerned about that?
Yes

2b. Why or why not?
Like I already said.

2c. What should Ms. Brown consider in making her decision?
That she made a promise to Jill and Jill trusts her to keep it. C2

3. Ms. Brown promised she would keep Jill's secret. Is the fact that she promised the most important thing in this situation?
Yes.

3a. Why or why not?
Same reason as above.

4. In general, why should a promise be kept? C3
To keep a relationship or trust.

5. Is it important to keep a promise to someone you don't know well and probably won't see again?
I guess so.

5a. Why or why not?
I don't know. I guess because a promise is a promise and if you break a promise, you wouldn't feel very good about yourself. C3

6. In general, should people try to do everything they can to obey the law?
Yes.

6a. Why or why not?
Because even if you sometimes break the law accidently sometimes, it will eventually pay off in the long run to obey the law. People just should obey the law because if they don't, the country would be horrible. L3

6b. How does this apply to what Ms. Brown should do?
Well, the law is important and she really should obey it, but in this case, I think she should talk Jill into telling herself. I think she would be able to do that if Jill really trusts her. She could maybe tell Jill that she would go with her to tell. Then Jill would understand.

****
1. Should Johnny tell anyone what his father is doing?
Yes.

1a. Why or why not?
Like I said about Bill, He would want it to stop, so he would have to tell someone. L2

2. What do you think Johnny would consider in making his decision?
That his parents might get a divorce and then what would he do? He wouldn't want to have his mom one week and his dad on the weekend. You know what I mean. He wants a family. A3 But he doesn't want to be abused either.

2a. Should he be concerned about that?
I guess not the part about worrying about them getting a divorce.
But yes about the being abused

2b. Why or why not?
Same as above.

2c. What should Johnny consider in making his decision?
Same as above.

---

1. Should the judge send Johnny's mother to jail or should he be lenient (i.e., let her go free or give her a very small sentence)?
Let her go free.

1a. Why is that best?
He sexually abused her little boy and she had to do what she did. C 2/3

2. In general and in thinking about society, should people who break the law be punished?
Yes. Some should and some shouldn't

2a. Why or why not?
Not all of them should be punished. The ones who do really bad things should be because if they break the law, they need to be reformed. P3

2b. Should that reason influence the judge in Johnny's mother's case?
Well, Johnny's mother doesn't need to be reformed. She was just protecting her son.

3. Johnny's mother was doing what her conscience told her when she ran away with Johnny. She wanted to be sure her son would not be abused anymore. Should a lawbreaker be punished if he/she is acting out of conscience [if he/she is doing what he/she believes to be the right thing to do]?
Just what I said. Some should and some shouldn't. If a person thinks something is right and it is really wrong, then they should be punished.

Who should decide what is right and what is wrong?
I guess the jury.

3a. Why or why not?
Already answered above.

Authority 3(2) Life 2(3) $1 \times 1 = 1$

Law 3 Contract 3(2)(1) $2 \times 5.17 = 10.34$

$3 \times \frac{8.83}{15} = \frac{26.49}{37.83}$

Conscience Punishment 3 (2/3)

$\frac{37.83}{15} = 2.522 \times 100 = 252.20$

WAS = 252.20

Both 2+3 = 25% or more : GSS = 2/3

Subject #14 Age 16.1 Gender Male

L = law
L = life

1. Should Heinz steal the drug?
No

1a. Why or why not?
It's illegal. It's against the law. I understand his wife's dying and he needs to have the money to save her. L2
But there has to be a better way. I guess he already went to everybody to borrow the money. But I think if he kept L3
on asking, he could get the money.

2. If Heinz doesn't love his wife, should he steal the drug for her?
No.

2a. Why or why not?
Same as above.

or

2. Does it make a difference whether or not he loves his wife?

2a. Why or why not?

3. Should Heinz steal the drug for a stranger?
No.

3a. Why or why not?
Same reason.

4. Is it important for people to do everything they can to save another's life?
Well, not everything--but to a point. Well, I guess.

4a. Why or why not?
To feel good about yourself. L3

5. In general, should people try to do everything they can to obey the law?
Yes.

5a. Why or why not?
Like I said before, if they didn't, the country would be terrible and not a good place to live. L3

****

P=punishment C=conscience

1. Should the judge give Heinz some sentence, or should he/she suspend the sentence and let Heinz go free?
Let him go free.

1a. Why or why not?
Because the druggist was ripping him off and making him pay ten times as much. C2

2. Thinking in terms of society [in general], should people who break the law be punished?
Not all of them.

2a. Why or why not?
Like I said before, the ones who do really bad things need to be reformed. P3

2b. How does this apply to how the judge should decide?
Well, Heinz doesn't need to be reformed. He was just trying to save his wife's life. C2

3. Heinz was doing what his conscience told him when he stole the drug [Heinz was doing what he thought was right] when he stole the drug. Should a lawbreaker be punished if he/she is acting out of conscience?
Already answered.

3a. Why or why not?
Already answered. P3

****

1. Should Joe refuse to give his father the money?
Yes.

1a. Why or why not?
I think it's a law that if you earn your own money, your parents shouldn't take it.

2. Is the fact that the father promised the most important thing in the situation?
Yes. But not just that. If he would take his money, he doesn't really seem to be a man of his promise. C 3/4

2a. Why or why not?
Answered in Number 2

3. In general, why should a promise be kept?
To keep a relationship. C3

4. Is it important to keep a promise to a stranger?
Well, yes.

4a. Why or why not?
Because you may turn out being a good friend later on. C2

5. What do you think is the most important thing a parent should be concerned about in his/her relationship to his/her son or daughter?
Like I said before, trust and friendship.

5a. Why or why not?
That's important for a close relationship. A3

6. What do you think is the most important thing a son or daughter should be concerned about in his/her relationship to his/her parent.
To make them feel good and trust you.

6a. Why is that the most important thing?
So you will have a close relationship. A3

Authority Life
(3(2)) 3

Punishment Conscience
3 (2)

Authority Contract
3 (3(2))

$2 \times 5 = 10$

$3 \times \frac{10}{15} = \frac{30}{40}$

$\frac{40}{15} = 2.6667 \times 100 = 266.67$

WAS = 266.67

Both
2 and 3 = 25% or more

GSS = (2/3)