Parenting by Lying in Childhood Predicts Lying to Parents and Socio-emotional Adjustments in Adulthood

by

Rachel Marie Santos

A thesis submitted in conformity with the requirements for the degree of Master of Arts
Graduate Department of Applied Psychology and Human Development
Ontario Institute for Studies in Education
University of Toronto

© Copyright by Rachel Marie Santos 2016
Parenting by Lying in Childhood Predicts Lying to Parents and Socio-emotional Adjustments in Adulthood

Rachel Marie Santos
Master of Arts
Graduate Department of Applied Psychology and Human Development
University of Toronto
2016

Abstract

Honesty is a highly valued trait. It is thus not surprising that parents devote considerable efforts to promote honesty and punish lying. However, little emphasis is placed on parents being honest with their children. In fact, many parents often lie to their children for parenting purposes, known as ‘parenting by lying’. This study examines the long-term effects of parenting by lying during childhood on adults’ honesty to their parents and their socio-emotional adjustment. Results show that parenting by lying is associated with dishonesty towards parents. Moreover, mediation analyses reveal that greater parenting by lying predicts greater severity of antisocial personality problems, which is partially mediated by lying to parents. In contrast, the relation between parenting by lying and externalizing problems is fully mediated by lying to parents. This suggests that although lying may seem to be a tool for parents, its long-term impact on children’s socio-emotional development must be considered.
Acknowledgments

I am forever grateful to have completed my Master’s degree surrounded by people who supported my journey. I would like to start by thanking my supervisor, Dr. Kang Lee, for his guidance and encouragement in the development, execution, and writing of my thesis. Kang, I am very grateful to have completed my thesis under someone as influential as you, and I am excited to continue working under your supervision. I would also like to thank Sarah Zanette, my co-supervisor. Sarah, without your support and outstanding editing/formatting techniques, this thesis might not have been possible. Thank you so much for all of your help. Additionally, I would like to thank all of the graduate students, lab managers, and research assistants at the Lee Lab for fostering an open and respectful environment for me to present my research ideas. You are all talented individuals and I thank you for all of your suggestions and positive criticism over the past two years. I would especially like to thank Sherman Kwok, who has since moved on to pursue his own graduate studies. Sherman, I cannot thank you enough for all of the time that have you dedicated to running participants and entering data for this project.

Lastly, I would like to thank my incredible family, friends, and classmates for standing beside me throughout this process. To my parents, you have always been there for me, and your love and support is surely one of the main reasons for my academic success. Thank you from the bottom of my heart for always being there to listen and support me in many areas of life. To my partner, you continue to stand beside me and support my journey through academia; thank you for your unconditional love, encouragement, and positive outlook.
# Table of Contents

Acknowledgments................................................................................................................... iii

Table of Contents.................................................................................................................... iv

List of Tables ......................................................................................................................... vi

List of Figures ....................................................................................................................... vii

List of Appendices ................................................................................................................. viii

Chapter 1 .................................................................................................................................. 1

1 Introduction .......................................................................................................................... 1

1.1 Lying in Everyday Life ................................................................................................. 1

1.2 The Practice of ‘Parenting by Lying’ ........................................................................... 2

1.3 Negative Effects of Lying ........................................................................................... 3

1.4 The Current Study ........................................................................................................ 4

Chapter 2 .................................................................................................................................. 6

2 Method ................................................................................................................................. 6

2.1 Participants ..................................................................................................................... 6

2.2 Materials and Procedure .............................................................................................. 6

2.2.1 Lying to parents questionnaire ............................................................................... 6

2.2.2 Parent lying questionnaire ..................................................................................... 7

2.2.3 Adult self-report (ASR) questionnaire .................................................................. 7

2.3 Data Analysis Strategy ................................................................................................. 8

Chapter 3 .................................................................................................................................. 10

3 Results ................................................................................................................................. 10

3.1 Parenting by Lying Predicting Participants’ Lying to Parents ....................................... 10

3.2 Self-reported Lying to Parents Predicting Socio-emotional Adjustment Difficulty ..... 10

3.2.1 Internalizing problems ......................................................................................... 11
3.2.2 Externalizing problems ................................................................. 11
3.2.3 Antisocial personality problems ....................................................... 11
3.3 Parenting by Lying Predicting Socio-emotional Adjustment Difficulties .......... 12
  3.3.1 Internalizing problems .................................................................. 12
  3.3.2 Externalizing problems .................................................................. 13
  3.3.3 Antisocial personality problems ....................................................... 13
3.4 Explaining the Relation Between Parenting by Lying and Adjustment Difficulty ........ 13
  3.4.1 Parenting by lying and internalizing problems ................................. 14
  3.4.2 Parenting by lying and externalizing problems .................................... 14
  3.4.3 Parenting by lying and antisocial personality problems ....................... 15
Chapter 4........................................................................................................ 17
4 Discussion ..................................................................................................... 17
  4.1 Parent Lying and Later Dishonesty ....................................................... 17
  4.2 Lying and Socio-emotional Adjustment Difficulties ............................... 18
  4.3 Parenting by Lying and Later Socio-emotional Adjustment Difficulties .......... 19
  4.4 Limitations and Future Research .......................................................... 20
  4.5 Conclusion ............................................................................................ 21
References ........................................................................................................ 22
Appendix A ...................................................................................................... 25
Appendix B ...................................................................................................... 26
Appendix C ...................................................................................................... 28
Appendix D ...................................................................................................... 29
Appendix E ...................................................................................................... 30
Appendix F ...................................................................................................... 32
Appendix G ...................................................................................................... 35
List of Tables

Table 1. Participants’ own lying predicting socio-emotional adjustment difficulties.................. 12
List of Figures

Figure 1. Conceptual mediation model for socio-emotional adjustment difficulties .................. 14

Figure 2. Full mediation model between parent lying and externalizing problems. .................. 15

Figure 3. Partial mediation model between parent lying and antisocial personality problems.... 16
List of Appendices

Appendix A: Ethics Approval Letter ................................................................. 25
Appendix B: Letter of Information ................................................................. 26
Appendix C: Consent Form ........................................................................... 28
Appendix D: Referral Form ......................................................................... 29
Appendix E: Lying to Parent Questionnaire ............................................... 30
Appendix F: Parenting by Lying Questionnaire .......................................... 32
Appendix G: Adult Self-report Questionnaire ............................................. 34
Chapter 1

1 Introduction

Honesty is a highly valued and respected trait in our society (Bureau & Mageau, 2014; Engels, Finkenauer, & van Kooten, 2006). As such, approximately 73% of parents in the United States report that teaching their child(ren) to be honest is one of the most important moral lessons in childhood (Ban & Cummings, 1999). Similarly, Chinese immigrant mothers consistently endorse instilling a good moral character in their children by promoting traits such as honesty (Chao, 1995). Therefore, it is no surprise that parents and guardians teach their children the value of honesty through the promotion of truth-telling and punishment of lie-telling (Barnes, 1994; Heyman, Luu, & Lee, 2009; Stouthamer-Loeber, 1986). However, paradoxically, little emphasis is placed on parents being honest with their children (Barnes, 1994). In fact, many parents lie to their children as a parenting technique (Brown, 2002; Heyman, Hsu, Fu, & Lee, 2013).

Considering prior research indicates that being lied to can have negative consequences (Hays & Carver, 2013; Kahn & Turiel, 1988), it is possible that adults whose parents lied to them during childhood may go on to experience negative outcomes later in life as a result, though this has yet to be empirically tested. The present study directly addressed this research question.

1.1 Lying in Everyday Life

Although honesty is taught and encouraged by parents throughout childhood, lie-telling remains a common behaviour among children, adolescents, and adults (DePaulo, Kashy, Kirkendol, Wyer, & Epstein, 1996; Evans & Lee, 2010; Lee, 2013). In fact, results from a classic diary study found that community members report lying in one out of every five interactions (DePaulo et al., 1996). Lying to others can occur in many different forms depending on the motivations within a social interaction. One common type of lie is known as an antisocial or “black” lie. Antisocial lies are lies told to conceal a transgression and/or benefit the liar at the expense of another (Xu, Bao, Fu, Talwar, & Lee, 2010). Due to the violation of moral rules present within an antisocial lie, parents and caregivers universally discourage antisocial lie-telling from a young age (Xu et al., 2010). In contrast, prosocial or “white” lies are lies told with the intention to help another and/or spare another person’s feelings and are often accepted in our society (Xu et al., 2010). Lastly, yet another common type of lie is referred to as an instrumental lie. Instrumental
lies are lies told to influence the emotional and/or behavioural state of another person (Heyman et al., 2013). For example, research suggests that parents tell their children a variety of different instrumental lies as a way to influence their behaviour. This practice of parents lying to their children as a means of influencing their child’s emotional states and behaviour is a specific form of instrumental lying, referred to in the literature as ‘parenting by lying’ (Heyman et al., 2013; Heyman, Luu, & Lee, 2009).

### 1.2 The Practice of ‘Parenting by Lying’

The first published paper on parenting by lying was conducted on Tzeltal-speaking Mayan farmers in Tenejapa, a rural community located in Southern Mexico (Brown, 2002). In her study, Brown (2002) observed that parents would frequently engage in lie-telling in an attempt to control their child’s behaviour. For example, farmers would lie to their children about rabid animals in the wild to discourage their children from wandering off the farm. This observation set the framework for the concept of parenting by lying. Since Brown’s (2002) study, several researchers have begun to further investigate this phenomenon, examining the various types of lies parents tell their children, the frequency at which they engage in lying to their children, and whether the practice of parenting by lying differs across cultures (Heyman et al., 2013).

Heyman, Luu, and Lee (2009) explored the practice of parenting by lying through two avenues; First, they gathered undergraduate reports of their parents’ lying to them during childhood and their parents’ teachings about honesty; second, they collected self-report data from parents regarding their own lying to their children. The researchers found that 88% of undergraduates report having been lied to as a child even though their parent maintained a concurrent emphasis on the importance of honesty. Additionally, Heyman, Luu, and Lee (2009) found that parents who were the most punitive about lies told by their children were the same parents who lied to their children at higher rates. Similarly, when asked to report on their own lying behaviour and beliefs of honesty, parents reported that although they teach their children that lying is unacceptable, they often use lying as a means of behavioural and/or emotional control over their children (Heyman, Luu, & Lee, 2009).

Subsequent research by Heyman, Hsu, Fu, and Lee (2013) further examined parenting by lying by categorizing the types of lies parents most commonly tell their children. Upon surveying parents from the US and China, Heyman et al. (2013) found that the instrumental lies parents
most frequently told their children could be categorized into four categories: lies related to eating, lies related to leaving or staying (e.g., threatening to leave/abandon a child if they did not comply with a request to follow a parent), lies related to misbehaviour, and lies related to spending money. Overall, parents in both countries use lies as a tool to increase their child’s compliance with behaviour and/or emotion. For example, to help stop a child from crying in a public place, a parent may lie and tell the child that if they stop crying they will give them a candy once they get home, although the parent has no intention of doing so. Cross-cultural comparison from this study indicates that parenting by lying is a common parenting practice across cultures. In particular, Heyman et al. (2013) found that approximately 84% of US parents and 98% of Chinese parents admit lying to their children for a variety of reasons. The most common are lies related to leaving/staying. However, despite this widespread practice of parents lying to their children across cultures, recent research suggests that lying, and being lied to, has negative implications that may affect development throughout childhood.

### 1.3 Negative Effects of Lying

Excessive lying in children is related to a number of problematic outcomes (DePaulo & Bell, 1996; Engels, Finkenauer, & van Kooten, 2006; Perkins & Turiel, 2007). For example, childhood excessive lying to others is related to an increased risk of developing externalizing problems such as aggression and fighting, as well as antisocial personality. For example, Engels, Finkenauer, and van Kooten (2006) found that adolescents who engaged in higher rates of lying to their parents were more likely to display problematic behaviours. However, less is known about the association between lying and internalizing problems (e.g., anxiety/depression) (Engels, Finkenauer, & van Kooten, 2006). Research by Kahn and Turiel (1988) shed light on the potentially negative effects deception may have on children, in particular on their relationships with others. In their research, Kahn and Turiel (1988) found that being lied to by their peers led young children to have decreased trust in their friends in the elementary school. Specifically, children reported feelings of being let down and betrayed after having been deceived.

More recent research has explored how parent’s lies to their children impacts development. Notably, Hays and Carver (2014) found that children were more likely to engage in dishonest behaviour (i.e., peeking at a toy and lying about their peeking) towards parents who had
previously lied to them. This has potentially problematic implications, as children who are frequently lied to by their parents may go on to become excessive lie-tellers themselves. Frequent lying is related to a number of negative outcomes (DePaulo & Bell, 1996; Engels, Finkenauer, & van Kooten, 2006; Perkins & Turiel, 2007) and thus parenting by lying may have long-term negative consequences on children and their development. However, no research to date has tested this possibility.

### 1.4 The Current Study

Considering the above findings, the aim of the current study is to determine whether the practice of parenting by lying in childhood has any long-term impact on one’s socio-emotional adjustment in adulthood. To the best of our knowledge, no research has explored the long-term socio-emotional effects of parenting by lying. To address this gap in the literature, we propose three main research questions:

- **RQ₁**: Does parenting by lying predict an individual’s own lying to their parents later in adulthood?

- **RQ₂**: Does an individuals’ own lying to parents predict socio-emotional adjustment difficulties in adulthood, in particular internalizing, externalizing, and antisocial personality problems?

- **RQ₃**: Does parenting by lying during childhood predict an individuals’ socio-emotional adjustment difficulties in adulthood, in particular internalizing, externalizing, and antisocial personality problems?

In the examination of these three research questions, we propose the following three hypotheses:

- **H₁**: A greater endorsement of parenting by lying during childhood will predict a greater endorsement of lying to one’s own parents during adulthood.

- **H₂**: A greater endorsement of lying to one’s parents during adulthood will be associated with higher rates of internalizing, externalizing, and antisocial personality problems.
$H_3$: A greater endorsement of parenting by lying during childhood will predict higher rates of internalizing, externalizing, and antisocial personality problems in adulthood.
Chapter 2

2 Method

2.1 Participants

Fifty female undergraduate students participated in the current study ($M = 20.73$ years, $SD = 4.83$ years). We limited our sample to females due to difficulty in recruiting male participants. Participants were recruited from a large North American university through online advertisements and flyers posted throughout campus. The ethnic composition of our sample reflected the diversity of the city from which the participants were recruited. According to self-report, 63% of the participants were Asian, 16% were White, 3% were Black, 2% were biracial/multiethnic, 2% were Hispanic, 11% indicated another ethnicity, and 2 participants (3%) chose not to indicate their ethnicity. Participants were compensated $5.00 for their time.

2.2 Materials and Procedure

Prior to participation, participants were provided with a letter of information and consent form detailing the nature of the research objectives, procedure, and potential risks and benefits of participation. Once informed consent was obtained, participants independently completed the following questionnaires in a quiet room on campus.

2.2.1 Lying to parents questionnaire

The lying to parents questionnaire is a 12-item measure adapted from research by Engels, Finkenauer, and van Kooten (2006). The purpose of this measure is to determine how adults endorse various types of lies told to their parents. Participants were asked to indicate how often they engage in a variety of lie-telling behaviours with their parent(s)/guardian(s).

Specifically, the lying to parents questionnaire measures the endorsement of three types of lies told to parents: antisocial lies (i.e., lying to intentionally hurt another, lying to conceal a transgression; 8 items), prosocial lies (i.e., lying to prevent hurting someone’s feelings; 2 items), and lies told by exaggeration (2 items). Sample items include: how often do you “...lie to your parents about what you do with your friends” (antisocial lying), “...sometimes do not tell the truth so you do not have to hurt someone else’s feelings” (prosocial lying), and “...exaggerate to
your parents about the things you experience” (lying by exaggeration). Participants rated each statement on a 5-point Likert scale ranging from 0 = never to 4 = very often. The 12 items were summed together to create a total participant lie score. Higher scores indicate a greater endorsement of lying to parents.

2.2.2 Parent lying questionnaire

The parent lying questionnaire, developed by Heyman et al. (2013), was designed to produce a total instrumental lie score based on four categories of common instrumental lies told to children by parents (i.e., lies related to eating, lies related to leaving/staying, lies related to misbehaviour, and lies related to money). For example, lies related to eating are assessed with items such as, “…you need to finish all your food or you will get pimples all over your face”. Lies related to leaving/staying are assessed using items such as, “…if you do not come with me now, I will leave you here by yourself (with no intention of leaving child)”. Lies related to misbehaviour are assessed using items such as, “…if you do not behave, I will call the police”. Lastly, lies related to money are assessed using items such as, “…we do not have enough money to buy that toy (when family has enough money)”.

The parent lying measure is composed of 16 questions (4 items per lie-type). Participants were asked to read each statement and indicate whether they remember their parent(s)/guardian(s) saying these statements to them as a child by indicating “yes”, “no”, or “I don’t know”. Following the coding scheme used in Heyman et al. (2013), we generated four individual lie category scores - one for each of the four instrumental lie categories. A score of 1 was awarded if the participant indicated “yes” to any one of the four instrumental lies within a lie-type category; otherwise, they were given a score of 0. We then created a total parent instrumental lie score by summing the four category scores together, with scores ranging from 0 (parents did not endorse any instrumental lies indicated in any category) to 4 (at least one lie was endorsed within each of the four categories).

2.2.3 Adult self-report (ASR) questionnaire

The ASR is a 126-item questionnaire measuring adults’ overall adaptive functioning (e.g., relationships with others.) and behavioural, emotional, and social problems based on the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) (Achenbach, 2003). From this
information, the ASR produces a profile of an adult’s functioning on three scales: adaptive functioning scale, syndrome scale, and DSM-oriented scale. Each of these scales has been normed on a national sample for each gender at ages 18-59.

For the purpose of this study, we examined socio-emotional functioning as measured through the internalizing and externalizing problems scores produced by the syndrome scale and the antisocial personality problems score derived from the DSM-oriented scale. Internalizing problems as measured by the ASR includes items assessing anxiety and depression, withdrawn behaviour, and somatic complaints. In contrast, externalizing problems examine aggression, rule-breaking, and intrusive behaviour.

Participant responses were scored using licensed ASEBA software, which creates gender-specific standardized t-scores for each subscale. These scores are then used to categorize respondents into three diagnostic groups: typically developing, borderline-clinical, and clinical. For internalizing/externalizing problems, participants with t-scores less than or equal to 59 indicate typical development, scores of 60-62 indicate experiencing problems at a borderline-clinical level, and scores equal to or greater than 63 are considered to be at the clinical level. Similarly, the antisocial personality problems scale is scored such that that participants with t-scores less than or equal to 64 indicate typical development, scores of 65-69 indicate experiencing problems at a borderline-clinical level, and scores equal to or greater than 70 are considered to be at the clinical level.

2.3 Data Analysis Strategy

To explore the research questions of interest we first conducted three simple linear regressions to explore the relationship between: (1) parenting by lying and participants’ own lying, (2) participant’s own lying and self-reported socio-emotional adjustment difficulties (e.g., internalizing, externalizing, and antisocial personality problems), and (3) parenting by lying and participant self-reported socio-emotional adjustment difficulties, while controlling for participants’ own lying. Lastly, we conducted a mediation analysis in an attempt to explain the relationship between parenting by lying and socio-emotional adjustment difficulties in adulthood.
To demonstrate a mediation analysis, four conditions must be met (Baron & Kenny, 1986): (1) the independent variable must show significant association with the outcome variable (path c), (2) the independent variable must show significant association with the mediator (path a), (3) the mediator must show significant association with the outcome variable (path b), and (4) the initial significance between the independent variable and the outcome variable must be reduced or nullified with the addition of the mediator variable (path c’).
Chapter 3

3 Results

The goal of the current study was to determine if the practice of parenting by lying during childhood has a long-term impact on socio-emotional adjustment in adulthood. To evaluate this potential relationship, we first investigated whether parenting by lying predicts the endorsement of one’s own lying towards their parents in adulthood. Next, we examined whether the endorsement of one’s own lying predicts difficulties in self-reported socio-emotional adjustment (internalizing, externalizing, and antisocial personality problems) and whether parenting by lying during childhood predicts the same self-reported socio-emotional adjustment difficulties in adulthood. Finally, we sought to explain the relationship between parenting by lying and socio-emotional adjustment difficulties through a mediation analysis.

3.1 Parenting by Lying Predicting Participants’ Lying to Parents

We conducted a simple linear regression to determine whether the practice of parenting by lying during childhood predicts the frequency of participants’ own lying in adulthood. Parenting by lying was entered as the predictor variable and participant lying as the dependent variable. Parenting by lying significantly predicted participants’ score of lying to their parents, with parenting by lying explaining 8% of the total variance, $\Delta R^2 = .08$, $\Delta F(1, 48) = 4.33$, $p = .043$. Thus, as parents endorse a greater the number of lies told to children, participants also report a higher endorsement of lying to their parents during adulthood, $b_{\text{parent lying}} = .29$, $t(49) = 2.08$, $p = .043$, $r_{\text{part}} = .29$.

3.2 Self-reported Lying to Parents Predicting Socio-emotional Adjustment Difficulty

To determine whether participants’ endorsement of lying to their parents predicts self-reported socio-emotional adjustment difficulties, we conducted three separate simple linear regressions. Specifically, for each of the three regressions, participant lying was entered as the predictor variable and either internalizing, externalizing, or antisocial personality problems was entered as the predicted variable.
3.2.1 Internalizing problems

Results demonstrated a significant positive linear relationship between participant lying and self-reported internalizing problems, with participant lying explaining 26% of the variance in internalizing problems, $\Delta R^2 = .26$, $\Delta F(1, 45) = 15.72$, $p < .001$. Specifically, as participants endorsed telling more lies to parents, the severity of internalizing problems also increased, $b_{lying} = .51$, $t(46) = 3.96$, $p < .001$, $r_{part} = .51$ (see Table 1).

3.2.2 Externalizing problems

Similar results were found for the relationship between participant lying and self-reported externalizing problems, with participant lying towards parents explaining 31% of the variance in externalizing problems, $\Delta R^2 = .31$, $\Delta F(1, 45) = 20.04$, $p < .001$. Specifically, as participants endorsed telling more lies to parents, the severity of externalizing problems also increased, $b_{lying} = .56$, $t(46) = 4.48$, $p < .001$, $r_{part} = .56$ (see Table 1).

3.2.3 Antisocial personality problems

Finally, we found a third significant positive relationship between participant lying and self-reported antisocial personality problems, with participant lying explaining 36% of the variance in antisocial personality problems, $\Delta R^2 = .36$, $\Delta F(1, 45) = 25.65$, $p < .001$. Specifically, as participants endorsed telling more lies to parents, the severity of antisocial personality problems also increased, $b_{lying} = .60$, $t(46) = 5.06$, $p < .001$, $r_{part} = .60$ (see Table 1).

In sum, a greater endorsement of lying to parents in adulthood significantly predicted greater socio-emotional adjustment difficulties as measured by self-reported internalizing, externalizing, and antisocial personality problems.
Table 1

**Participants’ Own Lying Predicting Socio-emotional Adjustment Difficulties**

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Internalizing problems $\Delta R^2$</th>
<th>$\beta$</th>
<th>Externalizing problems $\Delta R^2$</th>
<th>$\beta$</th>
<th>Antisocial personality problems $\Delta R^2$</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant Lying</td>
<td>.26***</td>
<td>.51</td>
<td>.31***</td>
<td>.56</td>
<td>.36***</td>
<td>.60</td>
</tr>
</tbody>
</table>

$p < .001***$

### 3.3 Parenting by Lying Predicting Socio-emotional Adjustment Difficulties

Next, we examined whether parenting by lying in childhood predicts participant self-reported socio-emotional adjustment difficulties in adulthood, after controlling for the participants’ own lying. We conducted three hierarchical linear regressions using two predictor variables; participant lying was entered on the first step and parenting by lying entered on the second step. In each regression, one of the three socio-emotional adjustment variables acted as the dependent variable.

#### 3.3.1 Internalizing problems

Parenting by lying did not significantly predict participants’ internalizing problems after controlling for participant’s own lying to parents. As discussed above, the first regression model (participant lying predicting internalizing problems) was significant (see Table 1). However, the second model, with parenting by lying entered as the second step, was not significant, $\Delta R^2 = .02 \quad \Delta F(1, 44) = 1.27, p = .267$. Therefore, parenting by lying did not uniquely account for a significant portion of the variance in internalizing problems after controlling for participant’s own lying to parents.
3.3.2 Externalizing problems

Parenting by lying did not significantly predict participants’ externalizing problems after controlling for participant’s own lying. As discussed above, the first regression model (participant lying predicting externalizing problems) was significant (see Table 1). However, the second model, with parenting by lying entered as the second step, was not significant, $\Delta R^2 = .05$. $\Delta F(1, 44) = 3.32$, $p = .075$. Therefore, parenting by lying did not uniquely account for a significant portion of the variance in externalizing problems after controlling for participant’s own lying to parents.

3.3.3 Antisocial personality problems

We found significant results in the prediction of antisocial personality problems. As previously established, the first step of the regression (participant lying predicting antisocial personality problems) was significant (see Table 1). Additionally, the second step of the regression was also significant, $R^2 = .43$, $\Delta R^2 = .07$. $\Delta F(1, 44) = 5.42$, $p = .025$. Parenting by lying significantly and uniquely accounted for 7% of the variance in self-reported antisocial personality problems, above and beyond the contribution of the participant’s own lying in the first step, $b_{\text{parent lying}} = .28$, $t(46) = 2.33$, $p = .025$, $r_{\text{part}} = .26$. Therefore, as the number of lies endorsed by parents increases, so does a participant’s self-reported antisocial personality problems, even after controlling for the significant effect of participant’s own lying.

3.4 Explaining the Relation Between Parenting by Lying and Adjustment Difficulty

Finally, we sought to explain the significant relationships found among participants’ own lying towards parents, parenting by lying during childhood, and self-reported socio-emotional difficulties in adulthood using a mediation model (Baron & Kenny, 1986). Specifically, we explored whether the relationship between parenting by lying and self-reported internalizing, externalizing, and antisocial personality problems could be explained by a participants’ own lying towards their parents in adulthood (see Figure 1).
Figure 1. Conceptual mediation model for socio-emotional adjustment difficulties. In order for a mediation model to exist, four conditions must be met: (1) parent lying must show significant association with the adjustment difficulty (path c), (2) parent lying must show significant association with participant lying, the mediator (path a), (3) participant lying must show a significant association with the adjustment difficulty (path b), and (4) the initial significance between parent lying and the adjustment difficulty must be reduced or nullified with the addition of participant lying as the mediator (path c’).

3.4.1 Parenting by lying and internalizing problems

We were unable to establish a significant correlation ($r = .28, p = .053$) between parenting by lying and internalizing problems (path c) and thus, as per the Baron and Kenny (1986) approach to mediation analysis, a mediation was not appropriate for this model.

3.4.2 Parenting by lying and externalizing problems

We found significant correlations between parenting by lying and externalizing problems (path c), $r = .37, p = .010$; parenting by lying and participant lying (path a), $r = .29, p = .043$; and participant lying and externalizing problems (path b), $r = .56, p < .001$. When participant lying was added to the model as a mediator, the direct effect between parenting by lying and externalizing problems was no longer significant (path c’), $r = .23, p = .075$. This indicates that parenting by lying influences participants’ tendency to lie to their parents, which in turn influences the development of externalizing problems later in life (see Figure 2).
3.4.3 Parenting by lying and antisocial personality problems

Similar to the model above, we found significant correlations between parenting by lying and antisocial personality problems (path c), $r = .43, p = .003$; parenting by lying and participant lying (path a), $r = .29, p = .043$; and participant lying and antisocial personality problems (path b), $r = .60, p < .001$. When participant lying was added into the model as a mediator, the direct effect between parenting by lying and antisocial personality problems continued to remain significant, albeit with less significance than the previously established relationship (path c), $r = .28, p = .025$. This result suggests that parenting by lying influences the development of later antisocial personality problems in two ways. The first way is the direct pathway between parenting by lying and antisocial personality problems, and the second is the indirect pathway by which parenting by lying influences participants’ tendency to lie to their parents, which in turn affects the development of antisocial personality problems (see Figure 3).
*p < .05, **p < .01, ***p < .001

**Figure 3.** Partial mediation model between parent lying and antisocial personality problems. The initial significant association between parent lying and internalizing problems (β = .43) was only moderately reduced (β = .28) with the addition of participant lying as a mediator, indicating a partial mediation. This suggests that parenting by lying influences the development of antisocial personality problems in two ways: (1) through the direct pathway between parenting by lying and antisocial personality problems, and (2) through the influence that parenting by lying has on a participants’ tendency to lie to their parents, which in turn affects their antisocial personality problems.
Chapter 4

4 Discussion

The purpose of the current study was to examine whether the practice of parenting by lying during childhood has any adverse outcomes on socio-emotional adjustment in adulthood. To address this, we explored whether: (1) parenting by lying in childhood is predictive of a participants’ own lying to parents in adulthood, (2) a participants’ own lying to parents predicts self-reported socio-emotional adjustment difficulties in adulthood, and (3) whether parenting by lying predicts the same participant-reported socio-emotional adjustment difficulties. Additionally, we sought to explain the relationship between parenting by lying and participant-reported adjustment difficulties using mediation analyses.

We found that a greater endorsement of instrumental lies told to children by their parents is associated with higher reports of dishonesty towards parents in adulthood. Additionally, a greater endorsement of self-reported adulthood lying to parents is related to greater internalizing, externalizing, and antisocial personality problems in adulthood. Furthermore, a greater endorsement of instrumental lies told to children by their parents is uniquely predictive of antisocial personality problems in adulthood, but not predictive of internalizing or externalizing problems. Lastly, our findings indicate that the relationship between parenting by lying and participant-reported externalizing problems is fully mediated by a participants’ lying to parents in adulthood. However, the relationship between parenting by lying and participant-reported antisocial personality problems is only partially mediated by a participants' own lying.

4.1 Parent Lying and Later Dishonesty

Although parenting by lying is a common parenting practice for parents across the globe (Heyman, Hsu, Fu, & Lee, 2013; Heyman, Luu, & Lee, 2009), this study is the first to examine the long-term effects of parenting by lying on the development of dishonesty later in life. Our findings suggest that children who are exposed to more frequent lying by their parents during childhood are more likely to be dishonest with their parents later in life. These results are similar to a recent study by Hays and Carver (2014) that revealed children are more likely to transgress and lie about committing a transgression immediately after a parent lies to them. This immediate dishonesty can be explained by the social learning theory, whereby children learn behaviours...
through direct observation of their parents (Bandura, 1977). In particular, a child who recognizes and observes that their parent lying is lying to them will be more likely to engage in lie-telling behaviours during similar circumstances. Perhaps, the continuation of this theory into adulthood can assist in explaining the long-term effect that lies told by parents during childhood has on the development of dishonesty in later adulthood as seen through the results of this study.

Another possible explanation for why adults who were lied to by their parents go on to report a greater endorsement of lying to their parents in adulthood can be seen through the effect that lying has on the early parent-child relationship. Specifically, Engels, Finkenauer, and van Kooten (2006) have shown that frequent lying decreases the quality of the parent-child relationship as well the communication between this dyad. It is possible that lying by parents at an early age negatively impacts our relationship with parents by highlighting the potential for a lack of trust in our early caregivers. This lack of trust indirectly influences the parent-child relationship by establishing lying as an acceptable means of communication. Perhaps this acceptability of lying within the parent-child relationship contributes to the explanation for why adults who were lied to by their parents report a greater endorsement of dishonesty to their parents.

4.2 Lying and Socio-emotional Adjustment Difficulties

A significant amount of literature is dedicated to exploring the socio-emotional effects of lying to others generally (Engels, Finkenauer, & van Kooten, 2006; Ennis, Vrij, & Chance, 2008; Perkins & Turiel, 2007) as well as lying to parents specifically (Cumsille, Darkin, & Martinez, 2010; Jensen, Arnett, Feldman, & Cauffman, 2004; Smetana, Villalobos, Tasopoulos-Chan, Gettman, & Champron-Barr, 2009). These studies suggest that higher rates of dishonesty towards parents is associated with a variety of internalizing (e.g., depression and/or emotional difficulties), externalizing (e.g., aggression), and antisocial personality problems in adolescence.

The results of the current study extend these findings to adulthood. Specifically, our results support the current literature by suggesting that, similar to during adolescence, dishonesty towards parents in adulthood is associated with a host of internalizing, externalizing, and antisocial personality problems. One explanation for this may be that the recognition of lying to parents as a morally wrong and unacceptable behaviour contributes to the experience of these socio-emotional adjustment difficulties (Jensen, Arnett, Feldman, & Cauffman, 2004). That is, perhaps lying to one’s parent triggers feelings of guilt and regret (internalizing problems), anger
and aggression (externalizing problems), and the later development of antisocial personality problems such as the violation of others’ rights.

4.3 Parenting by Lying and Later Socio-emotional Adjustment Difficulties

The current study is the first to examine the relationship between parenting by lying in childhood and the development of socio-emotional adjustment difficulties in adulthood. In partial support of our hypothesis, our results indicate that parenting by lying during childhood is unrelated to the development of internalizing problems, indirectly associated with the development of externalizing problems, and directly related to the development of antisocial personality problems in adulthood. Thus, it appears that the practice of parenting by lying is more instrumental in influencing the changing of personality characteristics, as seen through the development of antisocial personality problems, than it is in influencing more internalizing traits of feelings and emotions and externalizing traits of anger and aggression (American Psychiatric Association, 2013).

The DSM-V criteria for antisocial personality problems can further help to explain this relationship. One of the main criteria that must be met for the diagnosis of antisocial personality disorder is an impairment in interpersonal functioning, which can occur through repeated acts of deceit towards others (American Psychiatric Association, 2013). Therefore, perhaps more frequent parenting by lying during childhood indirectly influences the increase of one’s own dishonest behaviour towards their parent, which in turn impedes the interpersonal relationship as the child develops into adulthood. Our last and final research question was focused on exploring this link.

Specifically, our results suggest that parenting by lying during childhood does not affect the reporting of internalizing problems in adulthood. However, our mediation results reveal that an individuals’ own lying fully mediates the relationship between parenting by lying during childhood and the reporting of externalizing problems in adulthood. This suggests that parenting by lying influences participants’ tendency to lie to their parents, which in turn influences the development of later externalizing problems. Similar results were evident when explaining the relationship between parenting by lying and antisocial personality problem. In particular, we found that an individuals’ own lying partially mediates the relationship. This suggests that
parenting by lying influences the development of antisocial personality problems in two ways. One is the direct pathway to parenting by lying to antisocial personality problems. The other is that parenting by lying influences participants’ tendency to lie to their parents, which in turn affects their antisocial personality problems.

4.4 Limitations and Future Research

There are several noteworthy limitations in the present research study. First and foremost is the sample size. In addition to our sample size being small, our analysis only included female participants. Because males and females display different rates of internalizing and externalizing problems (typically, males display more externalizing behavioural challenges and females more internalizing behavioural challenges (Zahn-Waxler, Shirtcliff, & Marceau, 2008)), our results may not accurately represent the presentation of socio-emotional adjustment difficulties in adulthood as a whole. Additionally, several researchers have suggested various sex differences in lying such as boys being more tolerant of lying (Kelfikangas-Jarvinen & Lindeman, 1997) as well as a higher frequency of lying in males (Stouthamer-Loeber, 1986). Thus, future research should aim to include a more representative, diverse, and sex equal sample.

Another major limitation of this study is the retrospective nature of the parent lying measure. More specifically, participants were asked to recall events from their childhood that may or may not have been evident to them at the time. To help mitigate the possibility of this inconsistency, participants were actively instructed to only answer the items they were sure of. The inclusion of this step in the research methodology was to help decrease responding to items in which they were unsure; however, in hindsight a measure of memory reliability would have made an ideal addition to this project. Furthermore, a longitudinal design with parenting by lying data collected from parents during the participant’s childhood would be most ideal to reveal the relations between parenting by lying, lying to parents in adulthood, and social-emotional adjustments.

Third, the present study focused on adults in North America. It is important to collect data from different countries to understand the impact that lying has on the development of children across the globe. In addition, the exploration of cross-cultural differences would help to further understand cultural differences in the practice of parenting by lying as well as the unique influences that this practice exerts on development. Continuing research in this field is essential in order to understand and optimize development from childhood through to adulthood.
4.5 Conclusion

In summary, the present study demonstrates the long-term impact of parenting by lying on development into adulthood. Specifically, we found that parenting by lying during childhood influences an individual’s dishonesty towards parents in adulthood, and that parenting by lying is predictive of the development of antisocial personality problems later in life. Additionally, our results expand the current literature by demonstrating that lying to parents can have significantly adverse outcomes on one’s socio-emotional adjustment. This research contributes to our limited understanding of the negative effects of lying to children. Further, understanding the long-term effects of parenting by lying on later adult adjustment will allow us to further understanding and optimize development from childhood through to adulthood.
References


Appendix A

Ethics Approval Letter

PROTOCOL REFERENCE # 31209

February 17, 2015

Dr. Kang Lee
DEPT OF APPL. PSYCHOLOGY & HUMAN DEVELOPMENT
CISEJUT

Dear Dr. Lee,

Re: Your research protocol entitled, “Effects of parent lying on later socio-emotional development”

We are writing to advise you that the Social Sciences, Humanities, and Education Research Ethics Board (REB) has granted approval to the above named research protocol under the REB’s delegated review process. Your protocol has been approved for a period of one year and ongoing research under this protocol must be renewed prior to the expiry date.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events in the research should be reported to the Office of Research Ethics as soon as possible.

Please ensure that you submit an Annual Renewal Form or a Study Completion Report 15 to 30 days prior to the expiry date of your current ethics approval. Note that annual renewals for studies cannot be accepted more than 30 days prior to the date of expiry.

If your research is funded by a third party, please contact the assigned Research Funding Officer in Research Services to ensure that your funds are released.

Best wishes for the successful completion of your research.

Yours sincerely,

Sarah Wakefield, Ph.D.
REB Chair

Dean Sharpe
REB Manager

OFFICE OF RESEARCH ETHICS
McBurney Building, 12 Queen’s Park Crescent West, 2nd Floor, Toronto, ON M5S 1S5 Canada
Tel: +1 416 946-5272 Fax: +1 416 945-5700 ethics.review@utoronto.ca http://www.research.utoronto.ca/ferc/research-administration/ethics
Appendix B

Information Letter

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
OF THE UNIVERSITY OF TORONTO
252 Bloor Street West

Toronto, Ontario, Canada, M5S 1V6
Tel: (416) 923-6641

Dear Participant,

You are invited to participate in a study looking at the effects of parent lying by the Child Development Research Group at the Dr. Eric Jackman Institute of Child Studies, located at the University of Toronto. This study will take approximately 30 – 45 minutes to complete. You have been recruited through advertisements located around the University of Toronto campus. Our goal for this research is to gain a better understanding of the effects of parenting by lying on later adult adjustment.

Your participation in this study is completely voluntary and you may refuse to participate. If you chose to participate, you may withdraw your participation at any time and may decline to answer any questions throughout the session. Consequently, withdrawing from the study will result in your data being removed from the all analysis and results. Your data will be kept in a secure location at all times. You will not be penalized for both refusal to participate and/or withdrawing your participation, and will receive full compensation for your time.

Risks to participants are considered to be very minimal. In some of the questionnaires, you will be asked to think back and report on your childhood experiences. Although all statements involve everyday scenarios that you may or may not have experienced (e.g. your parent telling you a harmless white-lie), in some situations these statements may elicit negative memories. Additionally, some questions touch on sensitive topics, such as mental health concerns, criminal activity, use of alcohol and drugs, etc. It will be explained to you that you may leave these questions blank, select “I don’t know” as an answer, or withdraw your participation at any time. We hope that this study will provide you with valuable insight to conducting research in the psychological sciences. Additionally, this research is expected to further the literature on deception and to highlight the implications of lying to children at a young age.

As a thank-you for your participation, you will receive $5.00 cash. You may keep this form for your records which contains all our contact information should you have any questions or concerns.
The information gathered for the study is confidential, except as required by law (such as disclosure of harming oneself or someone else) and is secured at the Dr. Eric Jackman Institute of Child Study. All gathered information will be combined with data collected from other participants and only group norms will be reported. Please feel free to call Dr. Kang Lee at if you have any questions about the study. You may also call the Ethics Review Office at (416) 946-3273 to inquire about your rights as a research participant, or to report research-related problems.

Sincerely,

[Signature]

Dr. Kang Lee
Professor & Director
OISE/University of Toronto
Phone: 416-934-4503
kang.lee@utoronto.ca

Rachel Santos
Graduate Researcher
OISE/University of Toronto
Phone: 416-934-4503
rachel.santos@mail.utoronto.ca
Appendix C

Consent Form

Having read and understood the consent form, I (check one):

_____ I would like to participate  _____ I would NOT like to participate

Your name: _______________________

Your date of birth: ____________ (day/month/year)

| Your signature: ______________________ | Date: ____________ |

Please provide your contact information if you would like a summary of the results:

_____ I would like a summary of the results  _____ I would NOT like a summary of the results

Mailing Address: ______________________  Email: ______________________

____________________________________  Phone: ______________________

Would you be willing to have us contact you at a later time for related research?

_____ YES  _____ NO
Appendix D

Referral Form

Dear Participant;

Thank you for your participation in this research study!

Some of the questions presented involved sensitive topics that may have been difficult to think about/answer. The University of Toronto has several counselling and psychological services available to students, such as the University of Toronto Counselling and Psychological Services (CAPS). This center offer a wide variety of support, assessment, and treatment for students. For more information about these services follow the information below:

**University of Toronto Counselling and Psychological Services (CAPS)**

Phone: 416-978-8070 or visit [http://caps.utoronto.ca/main.htm](http://caps.utoronto.ca/main.htm)

Location: 214 College Street, Main Floor, Room 111 Koffler Student Services Centre, Toronto, ON, M5T 2Z9
Appendix E

Lying to Parents Questionnaire

Please indicate how often you do the following to your parent(s)/guardian(s):

1. Exaggerate to your parents about the things you experience?
   - Never □ Rarely □ Sometimes □ Often □ Very often

2. Lie about the things that you are engaged in?
   - Never □ Rarely □ Sometimes □ Often □ Very often

3. Tell a white lie?
   - Never □ Rarely □ Sometimes □ Often □ Very often

4. Are not completely honest with your parents?
   - Never □ Rarely □ Sometimes □ Often □ Very often

5. Conceal things from them that are going on at school (relationship with teachers, grades)?
   - Never □ Rarely □ Sometimes □ Often □ Very often

6. Lie about the reasons why you did not meet an agreement with your parents?
   - Never □ Rarely □ Sometimes □ Often □ Very often

7. Picture things better than they actually are?
   - Never □ Rarely □ Sometimes □ Often □ Very often

8. Consciously do not tell your parents the truth when you have a conversation with them?
   - Never □ Rarely □ Sometimes □ Often □ Very often

9. Do not tell your parents important things when asked?
   - Never □ Rarely □ Sometimes □ Often □ Very often
10. Lie to your parents about what you do with your friends?
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often

11. Only tells your parents part of the story when they ask you something?
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often

12. Sometimes do not tell the truth so you do not have to hurt somebody else’s feelings?
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Very often
Appendix F
Parenting by Lying Questionnaire

Please indicate whether or not you remember your parent(s)/guardian(s) saying these statements to you as a child:

1. “You need to finish all your food or you will get pimples all over your face.”
   Yes  No  Don’t remember

2. “If you don’t come with me now, I will leave you here by yourself.” (when parent has no intention of doing it)
   Yes  No  Don’t remember

3. “If you don’t behave, I will call the police.”
   Yes  No  Don’t remember

4. “We don’t have enough money to buy that toy.” (when family has money)
   Yes  No  Don’t remember

5. “If you swallow a watermelon seed, it will grow into a watermelon in your stomach.”
   Yes  No  Don’t remember

6. “I won’t go out while your taking a nap.” (when parent intends to go out)
   Yes  No  Don’t remember

7. “If you lie to someone, your nose will grow longer.”
   Yes  No  Don’t remember

8. A child wants to buy a candy and his/her mother says, “there is no candy in this store.” (when it’s not true)
   Yes  No  Don’t remember

9. “Finish all your food or you’ll grow up to be short.”
   Yes  No  Don’t remember

10. “If you don’t follow me, a kidnapper will come to kidnap you while I’m gone.”
    Yes  No  Don’t remember
11. “If you don’t quiet down and start behaving, the lady over there will be angry with you.” (it is clear that the lady wouldn’t care)

Yes  No  Don’t remember

12. When passing a toy shop, child asks to go in and buy a toy. Parent says, “we will come back to buy toys next time.” (when parent has no intention to do so)

Yes  No  Don’t remember

13. “There’s not more candy in the house.” (even though there actually is)

Yes  No  Don’t remember

14. “Daddy is not out having fun. He is at an important business meeting.” (when the father is actually out for fun)

Yes  No  Don’t remember

15. “If you don’t behave, we will throw you into the ocean to feed the fish.”

Yes  No  Don’t remember

16. “I did not bring money with me today. We can come back another day.” (when the parent did have money and has no intention to go back)

Yes  No  Don’t remember

Please indicate any specific lies you remember your parent(s)/guardian(s) telling you as a child. You may indicate up to 3 statements. If you do not remember any, please leave this section blank:

1.____________________________________________________________________________

2.____________________________________________________________________________

3.____________________________________________________________________________
### Appendix G

**Adult Self-report questionnaire**

---

**ADULT SELF-REPORT FOR AGES 18-59**

For office use only

<table>
<thead>
<tr>
<th>YOUR GENDER</th>
<th>YOUR AGE</th>
<th>ETHNIC GROUP OR RACE</th>
<th>TODAY'S DATE</th>
<th>YOUR BIRTHDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male ☐ Female ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please fill out this form to reflect your views, even if other people might not agree. You need not spend a lot of time on any item. Feel free to print additional comments. **Be sure to answer all items.**

#### I. FRIENDS:

A. About how many close friends do you have? (Do not include family members.)

- ☐ None
- ☐ 1
- ☐ 2 or 3
- ☐ 4 or more

B. About how many times a month do you have contact with any of your close friends? (Include in-person contacts, phone, letters, e-mail.)

- ☐ Less than 1
- ☐ 1 or 2
- ☐ 3 or 4
- ☐ 5 or more

C. How well do you get along with your close friends?

- ☐ Not as well as I’d like
- ☐ Average
- ☐ Above average
- ☐ Far above average

D. About how many times a month do any friends or family visit you?

- ☐ Less than 1
- ☐ 1 or 2
- ☐ 3 or 4
- ☐ 5 or more

---

#### II. SPOUSE OR PARTNER:

What is your marital status?

- ☐ Never married
- ☐ Married, living with spouse
- ☐ Divorced
- ☐ Widowed
- ☐ Other—please describe:

At any time in the past 6 months, did you live with your spouse or with a partner?

- ☐ No—please skip to page 2.
- ☐ Yes—Circle 0, 1, or 2 beside items A-H to describe your relationship during the past 6 months:

<table>
<thead>
<tr>
<th>0 = Not True</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I get along well with my spouse or partner</td>
<td>E</td>
</tr>
<tr>
<td>B</td>
<td>My spouse or partner and I have trouble sharing responsibilities</td>
<td>F</td>
</tr>
<tr>
<td>C</td>
<td>I feel satisfied with my spouse or partner</td>
<td>G</td>
</tr>
<tr>
<td>D</td>
<td>My spouse or partner and I enjoy similar activities</td>
<td>H</td>
</tr>
</tbody>
</table>

---

Copyright 2003 T. Achenbach
ASEBA, University of Vermont
1 South Prospect St.
Burlington, VT 05401-3456
www.ASEBA.org

**Unauthorized Copying is illegal**

Please be sure you have answered all items. Then see other side.

1-03 Edition - 111
Printed by Web-Link for Administrator on 12/18/2014
Please print. Be sure to answer all items.

III. FAMILY:
Compared with others, how well do you:

- A. Get along with your brothers? □ I have no brothers □ Variable or Average □ Better than Average □ No Contact
- B. Get along with your sisters? □ I have no sisters □ Variable or Average □ Better than Average □ No Contact
- C. Get along with your mother? □ Mother is deceased □ Variable or Average □ Better than Average □ No Contact
- D. Get along with your father? □ Father is deceased □ Variable or Average □ Better than Average □ No Contact
- E. Get along with your biological or adopted children? □ I have no children □ Variable or Average □ Better than Average □ No Contact
  1. Oldest child □ Not applicable □ Variable or Average □ Better than Average □ No Contact
  2. 2nd oldest child □ Not applicable □ Variable or Average □ Better than Average □ No Contact
  3. 3rd oldest child □ Not applicable □ Variable or Average □ Better than Average □ No Contact
  4. Other children □ Not applicable □ Variable or Average □ Better than Average □ No Contact
- F. Get along with your stepchildren? □ I have no stepchildren □ Variable or Average □ Better than Average □ No Contact

IV. JOB: At any time in the past 6 months, did you have any paid jobs (including self-employment and military service)?
- □ No—please skip to Section V.
- □ Yes—please describe your job(s):

Circle 0, 1, or 2 beside items A-1 to describe your work experience during the past 6 months:

<table>
<thead>
<tr>
<th>0 = Not True</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 A. I work well with others</td>
<td>0 1 2 F. I do things that may cause me to lose my job</td>
<td></td>
</tr>
<tr>
<td>0 1 2 B. I have trouble getting along with bosses</td>
<td>0 1 2 G. I stay away from my job even when I'm not sick or not on vacation</td>
<td></td>
</tr>
<tr>
<td>0 1 2 C. I do my work well</td>
<td>0 1 2 H. My job is too stressful for me</td>
<td></td>
</tr>
<tr>
<td>0 1 2 D. I have trouble finishing my work</td>
<td>0 1 2 I. I worry too much about work</td>
<td></td>
</tr>
<tr>
<td>0 1 2 E. I am satisfied with my work situation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. EDUCATION: At any time in the past 6 months, did you attend school, college, or any other educational or training program?
- □ No—please skip to Section VI.
- □ Yes—what kind of school or program?
  What degree or diploma are you seeking? ____________________________ Major? ____________________________
  When do you expect to receive your degree or diploma?

Circle 0, 1, or 2 beside items A-E to describe your educational experience during the past 6 months:

<table>
<thead>
<tr>
<th>0 = Not True</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 A. I get along well with other students</td>
<td>0 1 2 D. I am satisfied with my educational situation</td>
<td></td>
</tr>
<tr>
<td>0 1 2 B. I achieve what I am capable of</td>
<td>0 1 2 E. I do things that may cause me to fail</td>
<td></td>
</tr>
<tr>
<td>0 1 2 C. I have trouble finishing assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Do you have any illness, disability, or handicap? □ No □ Yes—please describe:

VII. Please describe your concerns or worries about family, work, education, or other things: □ No concerns

VIII. Please describe the best things about yourself:

Printed by Web-Link for Administrator on 12/18/2014
**Please print. Be sure to answer all items.**

**IX. Below is a list of items that describe people. For each item, please circle 0, 1, or 2 to describe yourself over the past 6 months. Please answer all items as well as you can, even if some do not seem to apply to you.**

<table>
<thead>
<tr>
<th>0 = Not True</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 1. I am too forgetful</td>
<td>0 1 2 37. I get in many fights</td>
<td>0 1 2 38. My relations with neighbors are poor</td>
</tr>
<tr>
<td>0 1 2 2. I make good use of my opportunities</td>
<td>0 1 2 38. My relations with neighbors are poor</td>
<td>0 1 2 39. I hang around people who get in trouble</td>
</tr>
<tr>
<td>0 1 2 3. I argue a lot</td>
<td>0 1 2 39. I hang around people who get in trouble</td>
<td>0 1 2 40. I hear sounds or voices that other people think aren’t there (describe): _______</td>
</tr>
<tr>
<td>0 1 2 4. I work up to my ability</td>
<td>0 1 2 40. I hear sounds or voices that other people think aren’t there (describe): _______</td>
<td>0 1 2 41. I am impulsive or act without thinking</td>
</tr>
<tr>
<td>0 1 2 5. I blame others for my problems</td>
<td>0 1 2 41. I am impulsive or act without thinking</td>
<td>0 1 2 42. I would rather be alone than with others</td>
</tr>
<tr>
<td>0 1 2 6. I use drugs (other than alcohol and nicotine) for nonmedical purposes (describe): _______</td>
<td>0 1 2 42. I would rather be alone than with others</td>
<td>0 1 2 43. I lie or cheat</td>
</tr>
<tr>
<td>0 1 2 7. I brag</td>
<td>0 1 2 43. I lie or cheat</td>
<td>0 1 2 44. I feel overwhelmed by my responsibilities</td>
</tr>
<tr>
<td>0 1 2 8. I have trouble concentrating or paying attention for long</td>
<td>0 1 2 44. I feel overwhelmed by my responsibilities</td>
<td>0 1 2 45. I am nervous or tense</td>
</tr>
<tr>
<td>0 1 2 9. I can’t get my mind off certain thoughts (describe): _______</td>
<td>0 1 2 45. I am nervous or tense</td>
<td>0 1 2 46. Parts of my body twitch or make nervous movements (describe): _______</td>
</tr>
<tr>
<td>0 1 2 10. I have trouble sitting still</td>
<td>0 1 2 46. Parts of my body twitch or make nervous movements (describe): _______</td>
<td>0 1 2 47. I lack self-confidence</td>
</tr>
<tr>
<td>0 1 2 11. I am too dependent on others</td>
<td>0 1 2 47. I lack self-confidence</td>
<td>0 1 2 48. I am not liked by others</td>
</tr>
<tr>
<td>0 1 2 12. I feel lonely</td>
<td>0 1 2 48. I am not liked by others</td>
<td>0 1 2 49. I can do certain things better than other people</td>
</tr>
<tr>
<td>0 1 2 13. I feel confused or in a fog</td>
<td>0 1 2 49. I can do certain things better than other people</td>
<td>0 1 2 50. I am too fearful or anxious</td>
</tr>
<tr>
<td>0 1 2 14. I cry a lot</td>
<td>0 1 2 50. I am too fearful or anxious</td>
<td>0 1 2 51. I feel dizzy or lightheaded</td>
</tr>
<tr>
<td>0 1 2 15. I am pretty honest</td>
<td>0 1 2 51. I feel dizzy or lightheaded</td>
<td>0 1 2 52. I feel too guilty</td>
</tr>
<tr>
<td>0 1 2 16. I am mean to others</td>
<td>0 1 2 52. I feel too guilty</td>
<td>0 1 2 53. I have trouble planning for the future</td>
</tr>
<tr>
<td>0 1 2 17. I daydream a lot</td>
<td>0 1 2 53. I have trouble planning for the future</td>
<td>0 1 2 54. I feel tired without good reason</td>
</tr>
<tr>
<td>0 1 2 18. I deliberately try to hurt or kill myself</td>
<td>0 1 2 54. I feel tired without good reason</td>
<td>0 1 2 55. My moods swing between elation and depression</td>
</tr>
<tr>
<td>0 1 2 19. I try to get a lot of attention</td>
<td>0 1 2 55. My moods swing between elation and depression</td>
<td>56. Physical problems <strong>without known medical cause:</strong></td>
</tr>
<tr>
<td>0 1 2 20. I damage or destroy my things</td>
<td>0 1 2 56. Physical problems <strong>without known medical cause:</strong></td>
<td>0 1 2 56. Physical problems <strong>without known medical cause:</strong></td>
</tr>
<tr>
<td>0 1 2 21. I damage or destroy things belonging to others</td>
<td>0 1 2 56. Physical problems <strong>without known medical cause:</strong></td>
<td>0 1 2 a. Aches or pains (not stomach or headaches)</td>
</tr>
<tr>
<td>0 1 2 22. I worry about my future</td>
<td>0 1 2 a. Aches or pains (not stomach or headaches)</td>
<td>0 1 2 b. Headaches</td>
</tr>
<tr>
<td>0 1 2 23. I break rules at work or elsewhere</td>
<td>0 1 2 b. Headaches</td>
<td>0 1 2 c. Nausea, feel sick</td>
</tr>
<tr>
<td>0 1 2 24. I don’t eat as well as I should</td>
<td>0 1 2 c. Nausea, feel sick</td>
<td>0 1 2 d. Problems with eyes (not if corrected by glasses) (describe): _______</td>
</tr>
<tr>
<td>0 1 2 25. I don’t get along with other people</td>
<td>0 1 2 d. Problems with eyes (not if corrected by glasses) (describe): _______</td>
<td>0 1 2 e. Rashes or other skin problems</td>
</tr>
<tr>
<td>0 1 2 26. I don’t feel guilty after doing something I shouldn’t</td>
<td>0 1 2 e. Rashes or other skin problems</td>
<td>0 1 2 f. Stomachaches</td>
</tr>
<tr>
<td>0 1 2 27. I am jealous of others</td>
<td>0 1 2 f. Stomachaches</td>
<td>0 1 2 g. Vomiting, throwing up</td>
</tr>
<tr>
<td>0 1 2 28. I get along badly with my family</td>
<td>0 1 2 g. Vomiting, throwing up</td>
<td>0 1 2 h. Heart pounding or racing</td>
</tr>
<tr>
<td>0 1 2 29. I am afraid of certain animals, situations, or places (describe): _______</td>
<td>0 1 2 h. Heart pounding or racing</td>
<td>0 1 2 i. Numbness or tingling in body parts</td>
</tr>
<tr>
<td>0 1 2 30. My relations with the opposite sex are poor</td>
<td>0 1 2 i. Numbness or tingling in body parts</td>
<td>0 1 2 57. I physically attack people</td>
</tr>
<tr>
<td>0 1 2 31. I am afraid I might think or do something bad</td>
<td>0 1 2 57. I physically attack people</td>
<td>0 1 2 58. I pick my skin or other parts of my body (describe): _______</td>
</tr>
<tr>
<td>0 1 2 32. I feel that I have to be perfect</td>
<td>0 1 2 58. I pick my skin or other parts of my body (describe): _______</td>
<td>0 1 2 59. I fail to finish things I should do</td>
</tr>
<tr>
<td>0 1 2 33. I feel that no one loves me</td>
<td>0 1 2 59. I fail to finish things I should do</td>
<td>0 1 2 60. There is very little that I enjoy</td>
</tr>
<tr>
<td>0 1 2 34. I feel that others are out to get me</td>
<td>0 1 2 60. There is very little that I enjoy</td>
<td>0 1 2 61. My work performance is poor</td>
</tr>
<tr>
<td>0 1 2 35. I feel worthless or inferior</td>
<td>0 1 2 61. My work performance is poor</td>
<td>0 1 2 62. I am poorly coordinated or clumsy</td>
</tr>
<tr>
<td>0 1 2 36. I accidentally get hurt a lot, accident-prone</td>
<td>0 1 2 62. I am poorly coordinated or clumsy</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Code 0</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>012</td>
<td>I would rather be with older people than with people of my own age.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I have trouble setting priorities.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I refuse to talk.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I repeat certain acts over and over (describe): ______________</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I have trouble making or keeping friends.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I scream or yell a lot.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I am secretive or keep things to myself.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I see things that other people think aren’t there (describe): ______________</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I am self-conscious or easily embarrassed.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I worry about my family.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I meet my responsibilities to my family.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I show off or clown.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I am too shy or timid.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>My behavior is irresponsible.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I sleep more than most other people during day and/or night (describe):</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I have trouble making decisions.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I have a speech problem (describe):</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I stand up for my rights.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>My behavior is very changeable.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I steal.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I am easily bored.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I do things that other people think are strange (describe):</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I have thoughts that other people would think are strange (describe):</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I am stubborn, sullen, or irritable.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>My moods or feelings change suddenly.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I enjoy being with people.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I rush into things without considering the risks.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I drink too much alcohol or get drunk.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I think about killing myself.</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>I do things that may cause me trouble with the law (describe):</td>
<td></td>
</tr>
</tbody>
</table>

124. In the past 6 months, about how many times per day did you use tobacco (including smokeless tobacco)ogram times per day.

125. In the past 6 months, how many days were you drunk during the total number of days.

126. In the past 6 months, on how many days did you use drugs for nonmedical purposes (including marijuana, cocaine, and other drugs, except alcohol and nicotine)ogram days.