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The Fairy Tale Test: Evaluating Personality Characteristics of Children across Cultures and Languages

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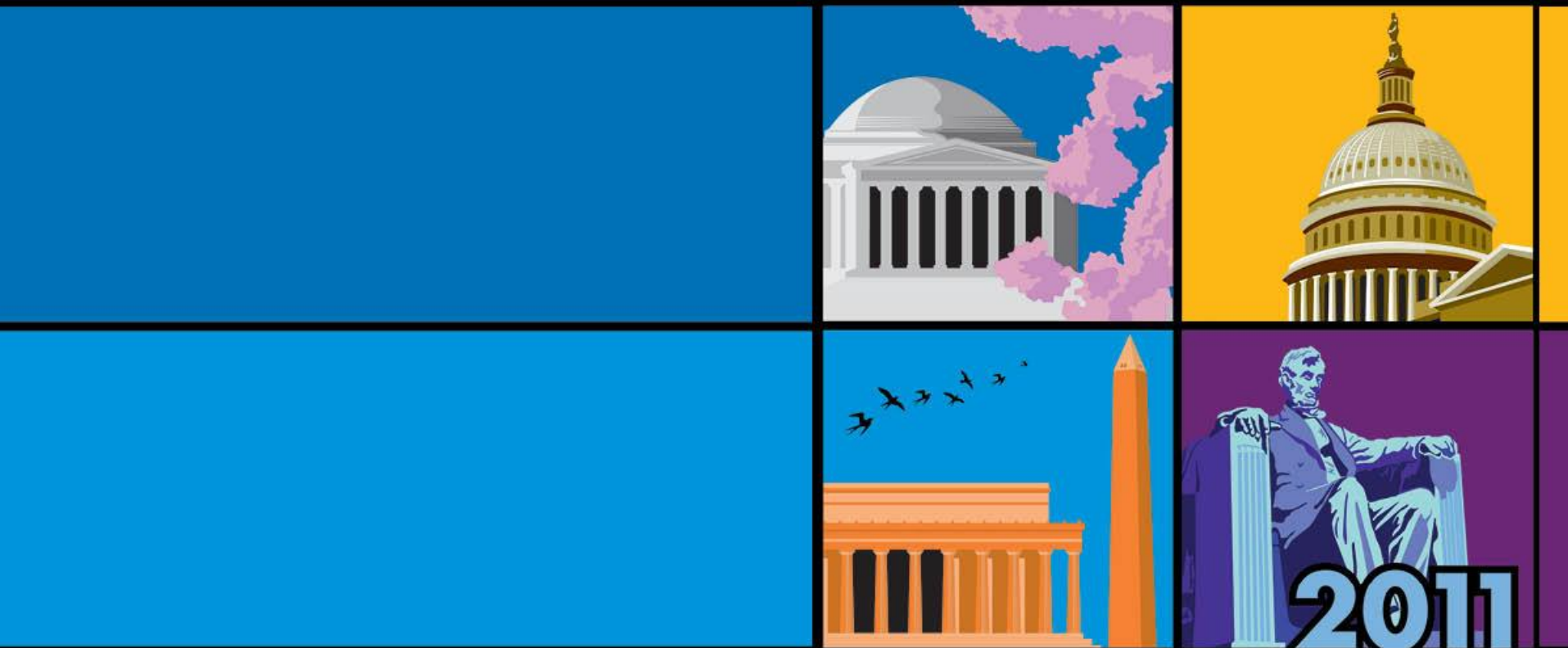


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The Fairy Tale Test: Evaluating Personality Characteristics of
Children Across Cultures and Languages

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- Chair
 - Carina Coulacaglou, Ph.D.
 - Author and Developer of The Fairy Tale Test
- Presenters
 - Elena Savina, Ph.D.
 - Kimberly Brown, MA
 - Glenna Andrews, Ph.D.
- Discussant
 - Carina Coulacaglou

The Fairy Tale Test: An Introduction

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- Carina Coulacaglou
 - Athens Greece

Study of Personality Characteristics of Russian and Greek Children Using The Fairy Tale Test

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- Elena Savina
 - James Madison University, VA, USA
 - Orel State University, Russia

The Fairy Tale Test: Characteristics of Children from the Midwest United States

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- Kimberly Brown
 - Ball State University
 - Muncie, IN

Evaluating Differences in Projection of Feelings Between Children with Spanish or English as First Language using the FTT

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- Glena Andrews
 - Northwest Nazarene University, Nampa ID
 - Julie Barrass, MA
 - Life Counseling Center, Nampa, ID

Sample

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- 125 children ages 6-12
 - Primarily from the northwest states
 - 64 girls; 59 boys
 - 9 did not know story of Little Red Riding Hood
 - 78 English first language
 - 34 Spanish first language
 - 11 bilingual from infancy



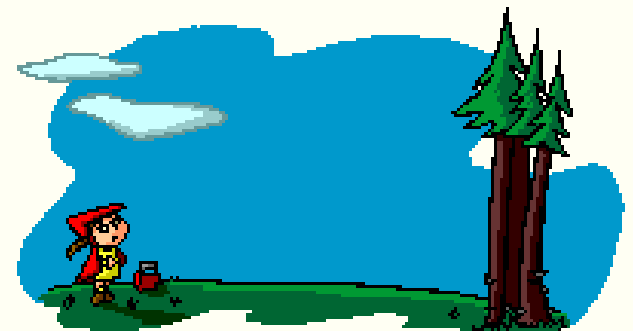
Selected Variables

- Adaptation to Fairy Tale Content
- Need for Affiliation
- Need for Approval
- Aggression (hostile)
- Fear of Aggression
- Ambivalence (6 types)

Adaptation to Fairy Tale Content

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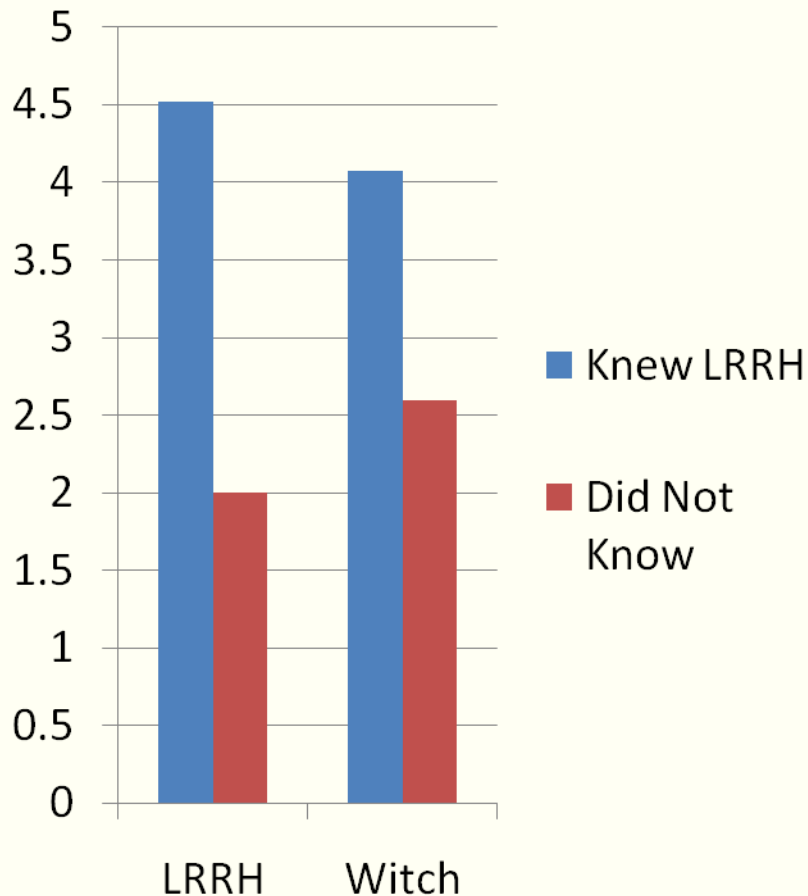
- Measures to child's ability to confine her or his responses to fairy tale content consistent with a known version
- Reflects the child's level of reality testing



Not from FTT

Adaptation to Fairy Tale Content

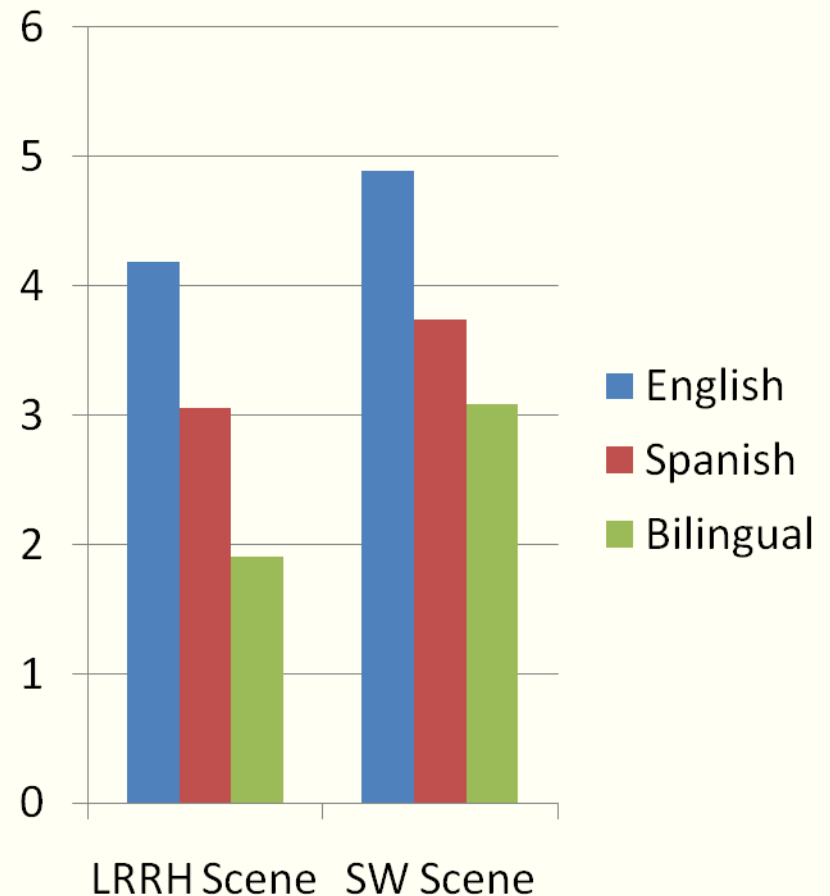
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- Children who knew Little Red Riding Hood and Snow White had significantly higher AFTC for LRRH and Witch cards only.

Adaptation to Fairy Tale Content

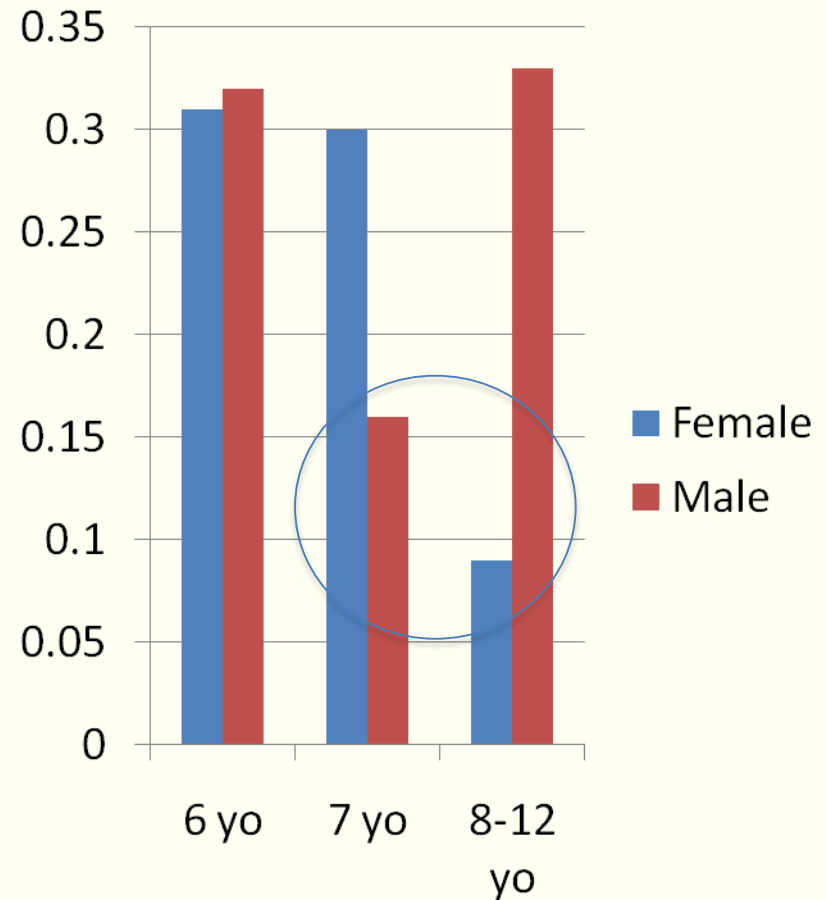
- English first language children adhered to the fairy tale content more for the two sets of scene cards



Adaptation to Fairy Tale Content

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- 7 year old males and 8-12 year old females varied from content more than others for Snow White Scenes.



Need for Approval

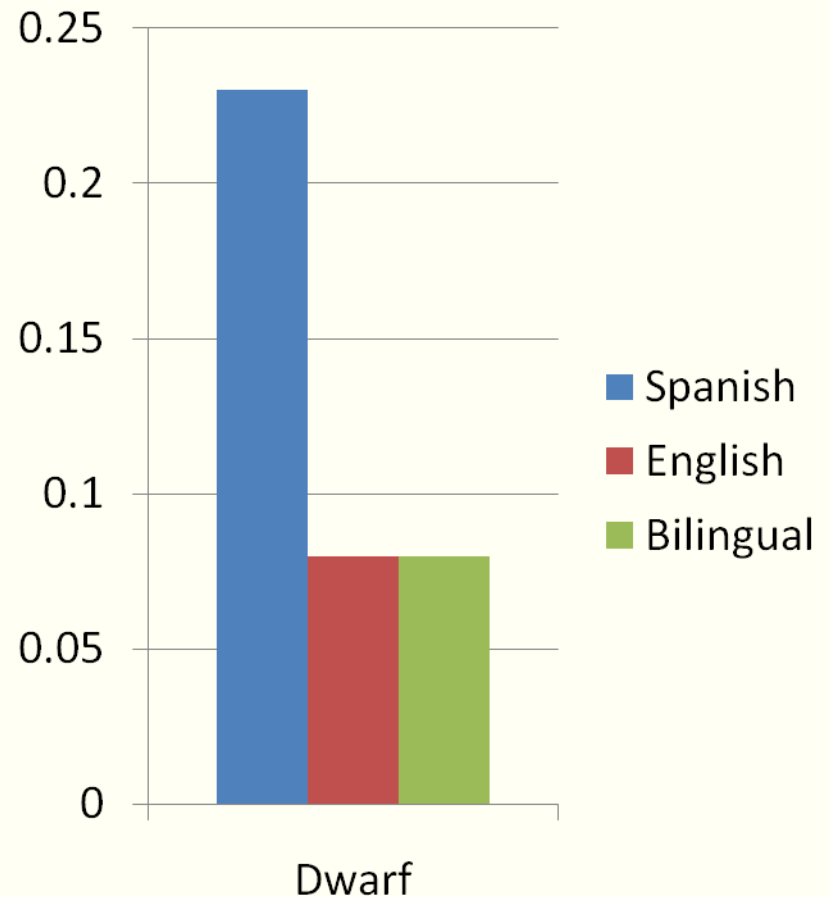
- One of the fundamental needs in children
- Reflects the child's need for encouragement for her or his actions to help maintain self-esteem
- Most commonly pulled with Giant cards and LRRH scenes.

Need for Approval

- Differences with the Dwarf cards
 - Spanish first language children expressed more need for approval

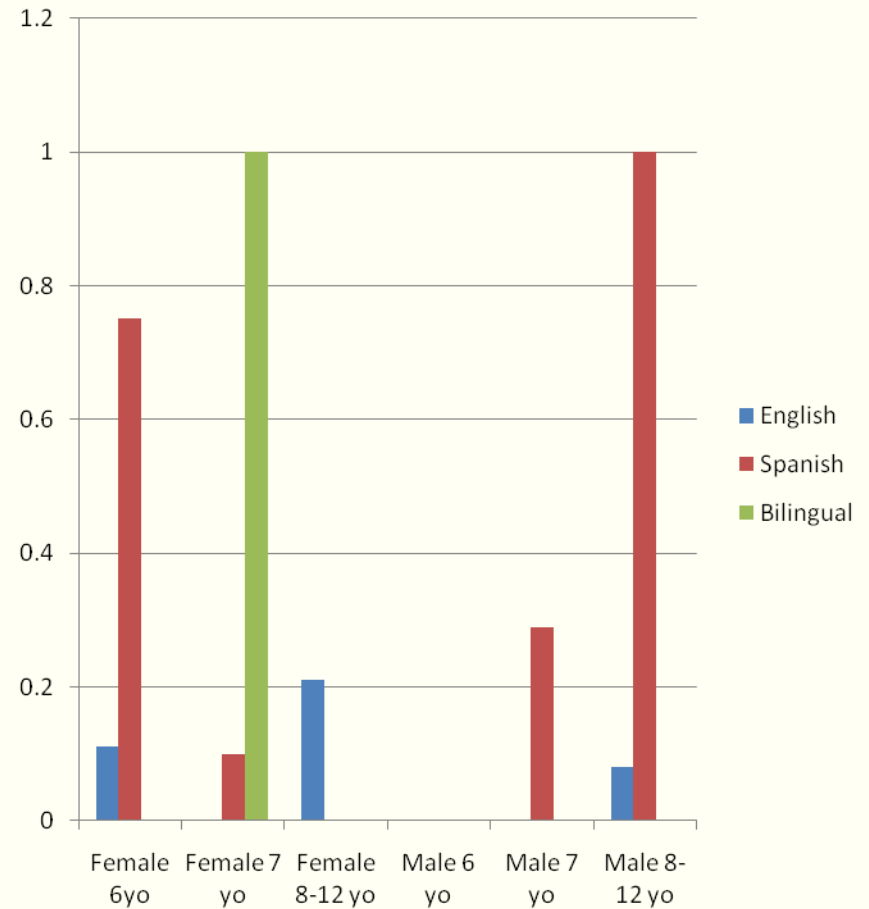


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Need for Approval

- A 3-way interaction for gender, language and age for the dwarf cards:
 - Less need for approval expressed by English first language children

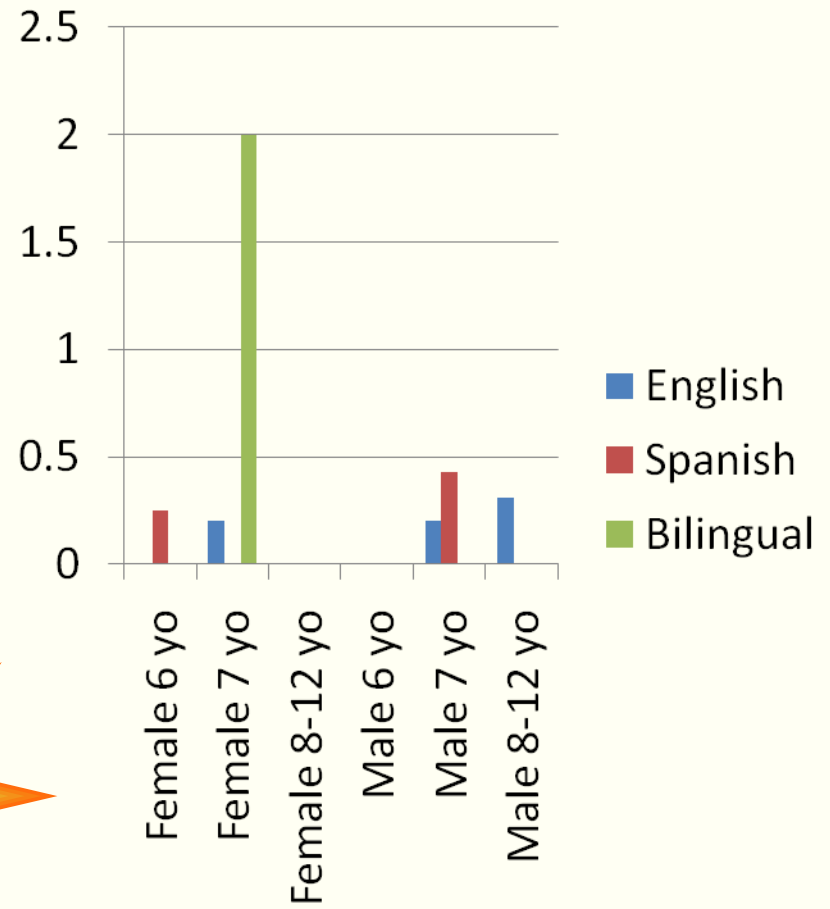


Need For Affiliation

- The child's response shows a need
 - to be friendly
 - To acquire friends
 - To become part of a social milieu
 - To please another
- Most common with Dwarf and Giant cards

Need for Affiliation

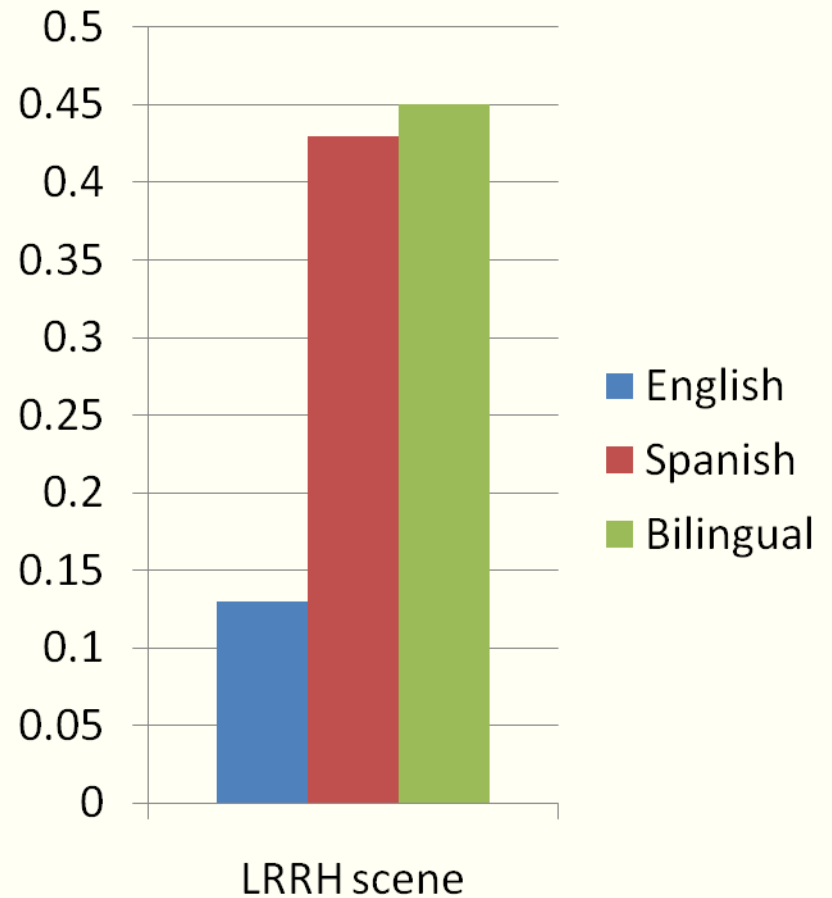
- Witch Cards
 - Main effect for age
 - Significant 3-way interaction



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Need for Affiliation

- LRRH Scene
 - Main affect for language

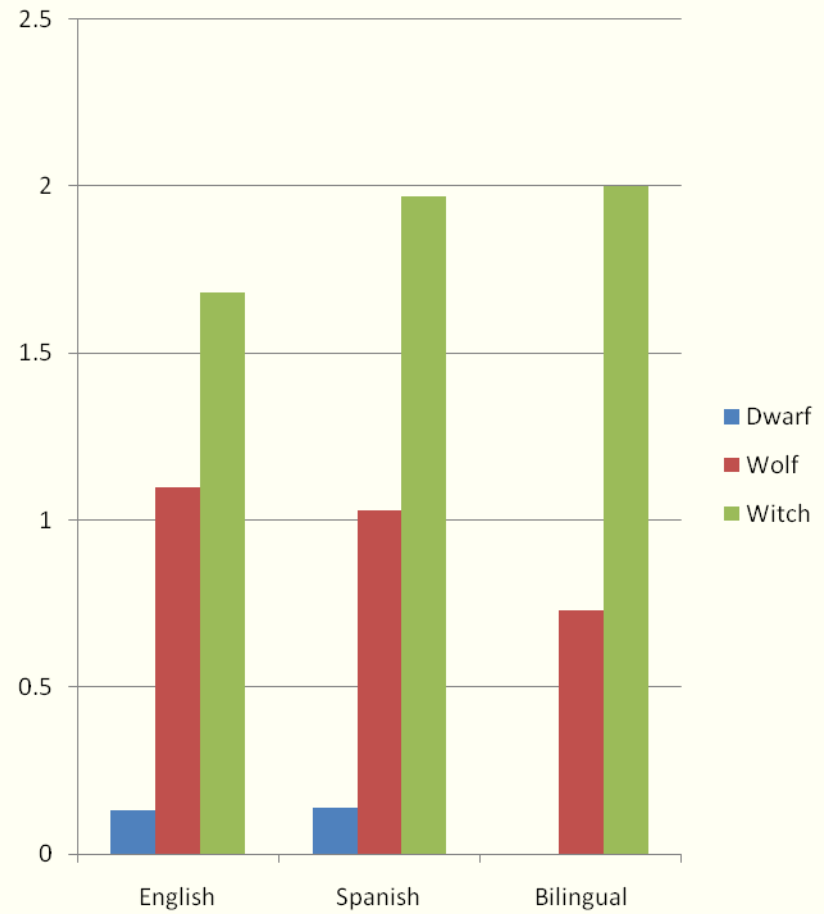


Aggression Type A

- Includes reactions attributed to internal motives or personal reasons
 - Not justified by external causes
 - Discharge of aggressive fantasies or impulses
- Most common with Witch and Giant

Aggression Type A

- No significant differences between independent variables
- Witch card pulls more aggression for all children



Fear of Aggression

- Reflects fear of possible attack
- Threat
- Danger in the present
- Common with all cards but scenes

- No differences based on language, age, or gender

Ambivalence

- Reflects a child who is torn between autonomy and individuation and dependence upon a care provider
- Five types
 - Indecision
 - Hesitant
 - Doubt
 - Alternate Options
 - Conflict

Ambivalence: Indecision

- Occurs when the child has difficulty making a choice or decision
- No significant differences based on language, gender or age

Ambivalence: Hesitant

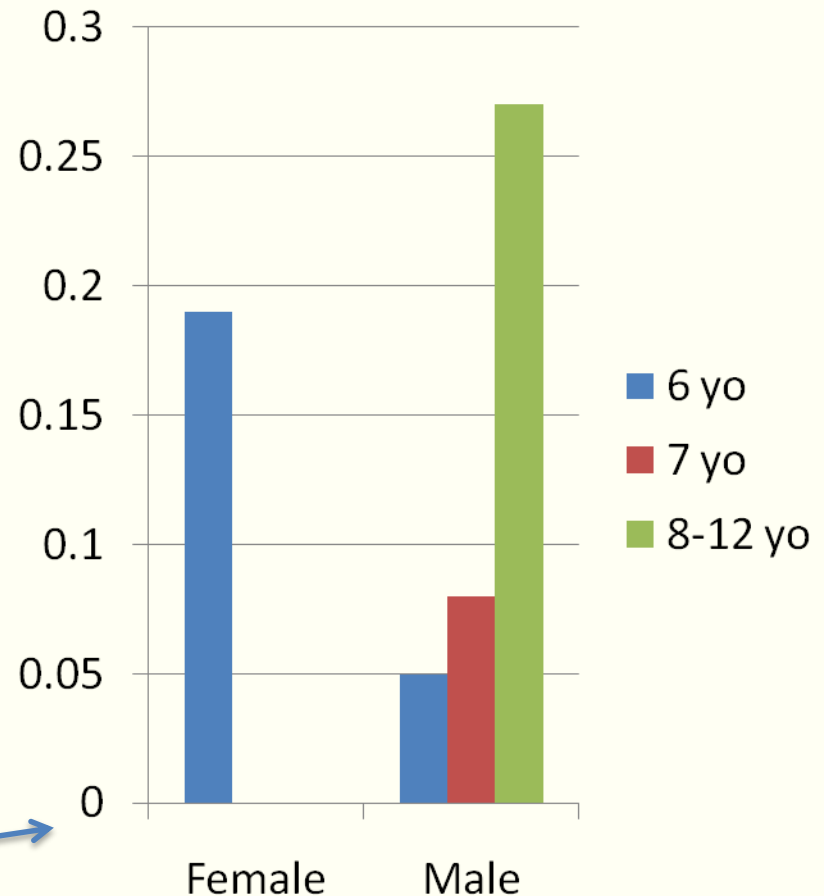
- Demonstrates reluctance in expressing a definite statement or making a commitment
- No significant differences based on language, gender or age

Ambivalence: Doubt

- Refers to uncertainty or disbelief in opinion or belief
- No significant differences based on language, gender or age
- Rarely expressed with the sample in general

Ambivalence: Alternate

- Occurs when a child offers more than one response to the questions
- 6 year olds express more alternative answers for wolf
- Significant interaction for gender and age for witch



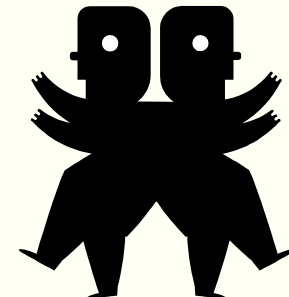
Ambivalence: Alternate

- LRRH Scene
- Significant interactions between language and gender; language and age: age and gender and 3-way
 - Females 8-12 year Spanish first language had the most alternate response

Ambivalence: Conflict

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- Occurs when a child proposed two opposite emotions or two conflicting actions reflecting opposite emotions



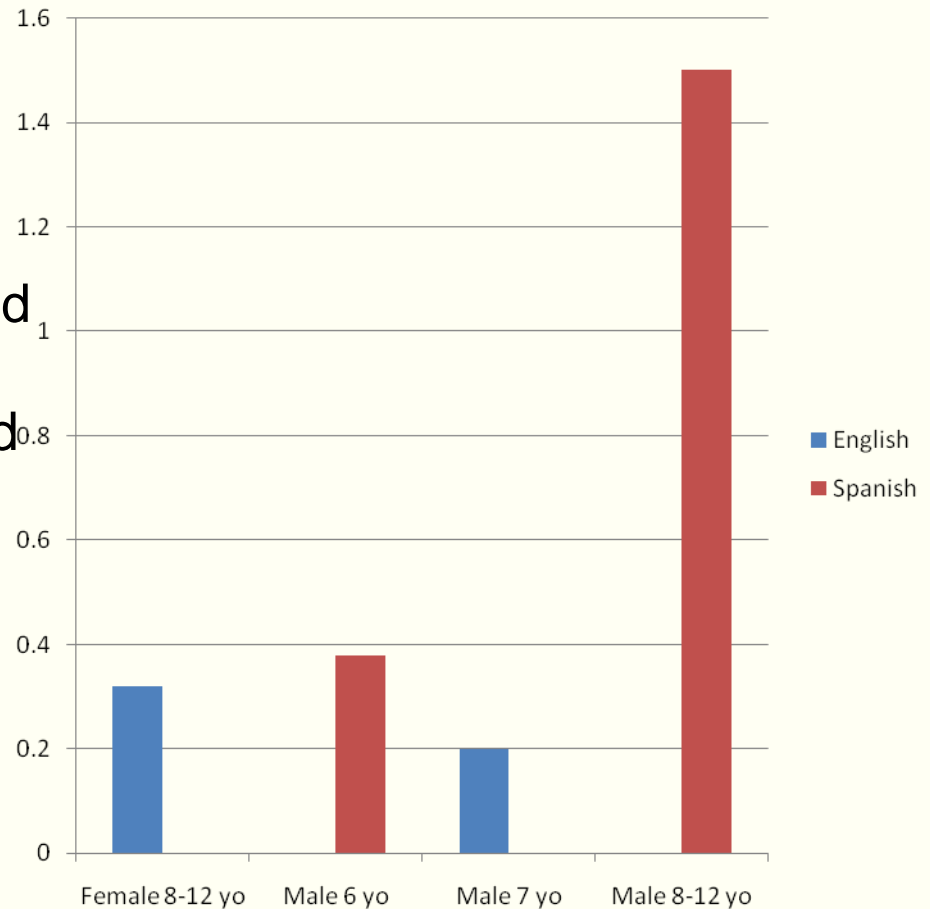
Ambivalence: Conflict

- Snow White Scene

- Significant 3-way interaction

- Most conflict expressed by Spanish first language 8-12 year old males

- No conflict with Bilingual children



Conclusions

- Language does not effect the response overall, but there are some specific cards that appear to elicit different emotions for the children with the different first languages.
- Age and gender do effect some responses along with language but very sparingly.

Acknowledgements :

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