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Shame in Adolescence: A Pilot-Study Utilizing the Thurston-Cradock Test

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Shame in Adolescence:
A Pilot-Study Utilizing the Thurston-Cradock Test

by

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Presented to the Faculty of the
Graduate School of Clinical Psychology
George Fox University
in Partial Fulfillment
of the requirements for the degree
Doctor of Psychology
in Clinical Psychology

Newberg, Oregon

October 27, 2000

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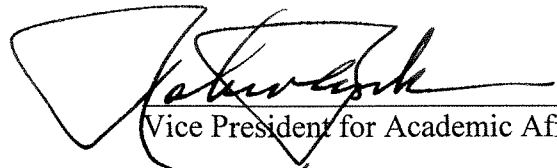
Graduate School of Clinical Psychology

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As a Dissertation for the Psy.D. degree

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Abstract

This study was designed to contribute evidence for the validity of Thurston-Cradock Test (of Shame) and to contribute to the growing set of empirical studies relating to shame dynamics in adolescence. The Thurston-Cradock Test is a newly published projective instrument for assessing shame dynamics. Its use had previously been limited to adult populations. Subjects were research volunteers at adjudicated and a non-adjudicated private high schools ranging in age from 14-18 years. The adjudicated group included 31 subjects, 15 male and 16 female, while the private school group included 21 subjects, 11 male and 10 female. A comparison of means using a series of independent-sample t-tests, correcting for differences in variance, was conducted to look for differences and similarities between the populations. The same method was used to compare genders. In addition, a correlation matrix was created to look for relationships among shame variables. This study supports current psychological literature indicating that shame is a ubiquitous process during adolescence and that unacknowledged or unresolved shame may lead to a higher incidence of maladaptive responses to shame. This study

also shows that there are differences in shame dynamics between adjudicated and non-adjudicated adolescent populations and gender effects among adolescents. A correlation between numbers of words used and both contempt scores and aggression scores was found, perhaps representing the very nature of these styles of defense. This study discusses additional significant results, makes recommendations for examiner protocol in administering the instrument, and suggests several areas for further research.

Acknowledgements

It has become clear to me over the last five years that successful completion of graduate school, like the successful raising of a child, requires a village. If it were not for the patience of my son, the flexibility of my parents, the cheerleading and faith of my sisters, the support and encouragement of my friends, the wisdom and compassion of my advisors, the belief in my path by a psychologist in the community, and the guts of my husband (who not only took on the chaos of my graduate student lifestyle but also parenting responsibilities for an energetic 7 year old between my third and fourth years of this process), I would never have survived base camp, let alone made it to the summit.

Although there is no way humanly possible to express my gratitude for your presence in my life, it is my hope that this page can at least highlight your importance to me. Logan, for your laughter and hugs, Mom & Dad for your “Gumby” approach to my crazy life, Rita & Becky (and John, Olivia & Sawyer) for keeping the faith and keeping me grounded, Deb. B., Deb L., Colleen, Lauren, Liz, Mike, Pam, and Paul for your tolerance of my periodic “absences” from contact and willingness to be there when I came up for air, Clark for trusting in me enough to accept me into the program when I applied in July for an August start, Kathleen for giving me space to hang quietly while I sorted directions, Nancy for teaching me that intelligent women have boundaries, belly laugh, state their opinion, ride mt. bikes *and* wear pink (not to mention your encouragement, willingness to listen, and ability to reframe to the positive), Jan for your continuous presence as I have sorted through the attic, basement, storage rooms and musty boxes of my life, and Kirk for your love, energy, and commitment to brutal honesty- **THANK YOU-**

from the center of my soul. Each of you, through your love and presence during graduate school and always remind me constantly of the joy & miracle of being human.

RKPB

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Chapter 1

Introduction

Shame has been identified in a myriad of personal, interpersonal and societal areas. Some authors indicate shame having some value as a teaching tool- helping one to learn how to problem solve and to understand the rules, goals, and morals of one's family and of the larger community (Broucek, as cited in Miller, 1996, p.17; Lindsay-Hartz, De Rivera, & Mascolo, 1995; Miller, 1996). However, more often shame is pathological and has been shown to be significant in the development of psychopathology, criminality and violence (Lewis, 1987; Retzinger, 1991; Tangney, Wagner, & Gramzow, 1989; Thurston & Cradock, 1997). The previous statement provides a snapshot of the potential devastation created out of chronic or unresolved shame. This shame not only affects the shamed one, but also families, organizations, and societies. To this end, it seems imperative that clinicians have a solid grasp of shame- its development, its various masks, and its treatment.

More directly in line with this study, adolescence has been noted as a period of ubiquitous shame (Anastasopoulos, 1997; Emde & Oppenheim, 1995; Kaufman, 1989; Reimer, 1996; Spero, 1984). Given our awareness of the potential outcomes of shame, the universality of shame in adolescence, and the dramatic rise in adolescent violence and suicide (U.S. Department of Health and Human Services, 1996; University of West Virginia, 1999) it seems imperative that a fuller understanding of shame in adolescence be developed. Unfortunately, the literature in this area is slim.

Prior to focusing specifically on shame in adolescence, a general review of the theoretical and definitional literature regarding shame is warranted.

Historical Perspective

The understanding of shame as a negative emotion that results from a heightened awareness of self goes back at least to Charles Darwin (1872 as cited in Goldberg, 1991). However, the majority of those writing about shame credit Freud with the introduction of this psychological concept. Morrison (1989) indicates that Freud identified shame as both a defense and an affective response as far back as 1895. Freud later came to regard shame strictly as a defense against the sexual impulses, primarily exhibitionism and voyeurism. He identified “social anxiety” as the fear of a loss of love from an admired other thereby involving the presence of external authorities or sanctions. Barrett (1995) believes Freud’s concept of social anxiety became the shame described by other psychoanalytic theorists. In this process of social exposure shame develops as the defense against rejection and, if left unresolved, leads to narcissism. In this context, narcissism is defined as a false self-image and the presence of beliefs about the self that cannot be substantiated or confirmed. Narcissism is anything that is done to draw attention to the one’s assumed self-image rather than the person he or she is. Narcissism then, is the mask one wears to protect the self from shame (Nathanson, 1992).

Along these same lines, Piers and Singer (1953) believed that shame is a response to one’s inability to live up to the ego ideal. Their theory postulates that shame is not based upon responses to real world functions, but instead is created out of inner tension, which is part of the process of ego function and superego development.

Tomkins (1963), an affect theorist, identified shame as an innate emotion, which manifests very rapidly on the face of an infant. He considers shame to be a primary human

affective function. From this he concluded that shame (and other primary affects) is not initially the result of acquired experience. From Tomkins' (1963) perspective, shame is activated when one's excitement and enjoyment are partially blocked, which results in a corresponding reduction in exploration and willingness to expose the self. Repetitions of this process lead to various patterns of responses to shame that can affect the development of self. In describing the state of shame Tomkins states "...shame is an affect of relatively high toxicity, that...strikes deepest into the heart of man, [and]... is felt as a sickness of the soul which leaves man naked, defeated, alienated and lacking in dignity" (p. 185).

Drawing from Tomkin's work, Kaufman (1989) describes shame as the "affect of inferiority" felt as an "inner torment" (p. 17) that may be present from birth on. It may be experienced as an entirely internal function or experienced in the presence of others. When experienced in the presence of others shame impedes one's ability to speak or communicate, further deepening one's indignity, alienation and defeat.

H.B. Lewis (1971) describes shame as aggression toward the self that occurs when one fails to live up to the idealized parent or ego ideal that one carries. As such, shame is an emotion of attachment.

The self-psychologists, such as Wurmser (1981), Kohut (Morrison, 1987), Morrison (1987) and Broucek (Miller, 1996), view shame as an attachment or social emotion. According to these theorists, the foundation of shame occurs early in life in the relationship between infant and primary caregiver or significant others. When the child fails to elicit empathic responses and mirroring from these others the child may experience an ineffective sense of self (shame). If appropriate development does not occur during these interactions, shame can become a generalized response.

Lewis (1995a) argues that shame requires cognitive development and results when one has conscious awareness of the self; is aware of expected personal or social standards; and evaluates the total self, as opposed to some aspect of the self or behavior, as falling short of or failing with regard to the standards.

Nathanson (1987b) approaches shame as a family of emotions including humiliation, dishonor, and disgrace, among others. While finding shame to be a universal experience he also recognizes the cultural foundations of shame. The specifics of shame, how it is experienced, and the situations that result in it vary both between individuals and between cultures. Furthermore, according to several authors (Emde & Oppenheim, 1998; Goldberg, 1991; Greenwald & Harder, 1998; Kaufman, 1989), shame about shame is a significant issue in U.S. culture making it a very difficult area to study.

Miller (1996) points out that shame is a “category of experiences that evolves as development proceeds” (p. 17). She views the capacity to experience shame as originating in the hardwiring of the brain. However, this biological capacity is greatly influenced by the set of experiences (context) in which one develops. Thus, one’s particular response set with regard to shame is not separate from one’s biological, social, or psychological factors. Her views fit well with recent research on brain functioning that indicate one’s neurochemistry and mood may affect one’s sensitivity to shame. Gilbert and McGuire (1998), Greenwald and Harder (1998), and Schore (1998), all indicate that while there is indeed a significant link between shame and psychopathology, it may not be that shame results in psychopathology. Rather, perhaps psychobiological factors result in shame and perhaps some people are genetically predisposed to shame-proneness.

Although theories of shame development vary, there is consistency in the literature with regard to the defining characteristics and process of the shame experience. It is agreed that shame is a complex and unwanted, public or private, experience of the global self as inferior, defective, insufficient and insignificant, which produces an intense desire to hide, disappear or die. This excruciating experience disrupts ongoing behavior, produces confusion, an inability to speak, and a folding in or withdrawal of the body (as in the dropping of one's head and shoulders or slouching) presumably to disappear from the sight of the self or other. Emotionally the reaction is so deeply intense and devastating that one wishes to be rid of it and often will powerfully defend against it (Gilbert, 1998; Goldberg, 1991; Jacoby, 1996; Kaufman, 1989; M. Lewis, 1995b; Miller, 1996).

Thus, it can be seen that ideas regarding the development of shame have evolved dramatically. Originally seen as a strictly biological, evolutionary-based affect, shame later came to be viewed as strictly drive focused. Affect theorists refuted the drive model. Self-psychology incorporated both innate and drive theory, while current biological research and systems theory have further informed our views. At present, shame development can be viewed from a biopsychosocial model that includes possible biological predisposition with early and continuous development occurring within the context of relationship with the self, others, and the larger community. The experience of shame is a potentially overwhelming and profoundly devastating experience of devaluation of the self which, when experienced as chronic, unrepaired, and unacknowledged, generates pain so great as to cause one to defend powerfully against it.

Shame Defenses

Generally, defenses against shame fall into three broad categories. These categories have been well documented in shame literature (Miller, 1996; Morrison, 1989; Nathanson, 1987a;

Thurston & Cradock, 1997) and include narcissistic injury, narcissistic rage, and narcissistic grandiosity.

Withdrawal and feeling rejected categorize narcissistic injury. One's response is to move away from painful, shameful experiences. Lewis (1995) indicates one may substitute symptoms of depression in chronic shaming experiences in order to protect the self from being destroyed.

Narcissistic rage is a second response to shame. This rage is a protective measure to mask one's humiliation. This reaction can range from mild indignation to full on aggression or violence (Dutton, 1990; Nathanson, 1989; Retzinger, 1991; Yorke, 1990). Examples of this abound in several recent incidents that have been well reported in the media, including several incidents of homicide perpetrated by high school students in Colorado, Oregon and other states.

Third, narcissistic grandiosity results in the devaluation of others accompanied by inflation of the self. Reich (1960, as cited in Miller, 1996) describes this phenomenon as the "compensatory, narcissistic fantasy [that] affirms the denial. It is as if the person is saying, 'it is not so. I am not helpless, bleeding, destroyed. On the contrary, I am bigger and better than anyone else. I am the greatest, the most grandiose'" (p. 88).

Shame in Adolescence

The current literature about shame in adolescence is limited. The overarching emphasis in the literature is on early childhood through early latency and on adulthood. It seems that the intervening years of late latency through adolescence and the developmental process during this time have not been given adequate attention. Fortunately, the limited research that is available offers powerful commentary on shame in adolescence and on the need for further research. Kaufman (1989) describes adolescence as a "developmental epoch during which there is a rapid magnification of shame" (p. 43). Metacognition becomes possible, hormonal changes set in, the

sex drive matures and the pressure to conform or fit in is intense. These changes create a number of new avenues for shame. These include male-female relations, differing rates of physical and emotional maturation, and cultural ideals of what characteristics are desirable in males and females. As such, self-examination greatly intensifies. Emde and Oppenheim (1995) identify group experiences outside the family as fundamental in adolescent shame. Existing shame becomes magnified when a person is in the public eye. The shame of this period can easily result in even well intentioned comments or observations from parents, peers, coaches or others to be perceived as critical of the self. Spero (1984) views adolescence as a developmental crisis point in which shame has the ability to grasp and re-awaken prior unresolved shame issues. Spero also identifies teenage impulsiveness and repellent behavior as protection from shame. Kaufman (1989) identifies withdrawal, rage, and other affective disruptions with this painful affect. In line with what is known about shame defenses, this affect has been linked to suicide and aggression in adolescence (Shreve, 1988; Shreve & Kinkel, 1989). Anastasopoulos (1997) sums up the adolescent propensity for shame in the following statement:

In adolescence shame is a ubiquitous phenomenon, as this developmental stage consists of all the parameters that can trigger feelings of shame. The emotional regression connected with the emergence of primitive impulses, conflicts and defences; the grandiose phantasies and the increased narcissism; the preoccupation with bodily functions and body image; the tendency to idealization; and the need for social acceptance constitute the matrix within which shame and shame derived feelings can develop. (p. 103-104)

Shame about shame also exacerbates the shame experience at this period. In adolescence one's present being and future ideal may be worlds apart. However, the adolescent expectation is

to act as if one's idealized future is easily within one's grasp. Acknowledging one's shortcomings or exposing one's weakness can be devastating, opening one up to ridicule, harassment, teasing, and humiliation at the hands of peers. For example, those who do not conform to cultural ideals; especially tender, compassionate boys; strong, intelligent girls; and gay/lesbian youth are frequently isolated as outsiders.

The most recent population studies (U.S. Department of Health and Human Services, 1996) indicate that 20% of the adolescent population are experiencing mental health disorders at any point in time. Thus, in 1996, at any given time, one in five adolescents were experiencing mental health issues. In addition, 10% of this population were experiencing emotional disturbances severe enough to disrupt daily functioning in the home, at school, and in society. Further, rates of adolescent suicide and violence have skyrocketed in recent years. According to a recent report from the University of West Virginia (1999) homicide is the second leading cause of death among adolescents in the United States, while suicide is third. The adolescent suicide rate increased over 200% from 1965 to 1995 while the increase in the general population was less than 20%.

It has been noted in this review that shame is a very powerful affect. The adolescent period is rife with situations and experiences that generate and exacerbate shame. When unresolved, shame leads to narcissism, which results in the use of three primary defenses including deflation, contempt, and aggression. These factors, when coupled with current rates of homicide and suicide within the adolescent population indicates a strong need for further research.

Present Study

Recent theories on shame suggest that most adolescents are shame prone (Anastasopoulos, 1997; Kaufman, 1989; Reimer, 1996). But how is shame measured? The Thurston-Cradock Test (TCT) has been utilized with adults but not with adolescents. As such, this research was implemented to begin to develop TCT data regarding shame in adolescence, further develop test protocol of the TCT with this population, and explore potential differences in adjudicated and non-adjudicated adolescent populations and between males and females.

Chapter 2

Methods

Participants

One hundred volunteer high school students participated in this study. The students were recruited from two private high schools in a metropolitan setting. One of the schools serves at-risk and adjudicated teens. Teens are sent to this school as either a last chance prevention for those at high-risk of becoming involved in the juvenile justice system or as last chance alternate to a juvenile facility for students involved in the juvenile justice system. The second school is religiously affiliated. The first school was recruited due to the affiliation with the juvenile system and the desire to have a sample of adolescents in obvious trouble. The second sample was selected due to availability and similarity in student body size. Of the initial 100 students contacted, 67 students completed the Thurston-Cradock Test (TCT). Of the 33 that did not complete the test, 32 did not due to lack of parental permission, absence on the day of testing, or inability to meet at a later date to complete testing, and 1 refused. From the remaining 67, 15 were deemed invalid due to insufficient queries of responses and not included in the final analysis. The remaining 52 students ranged in age from 14-18 with a mean age of 16.7 years and had 9-12 years of education with a mean education of 10.9 years. The sample was 50% male and 50% female. The adjudicated and private students represented 59.6% and 40.4% of the sample respectively. Forty-three students identified their ethnic background as “Caucasian” or “White”, three as “Hispanic”, one as “Native American”, and five elected not to provide this information. Students identified their families as “Very healthy/ healthy” (55.6%), “Somewhat healthy”

(25%), or “Dysfunctional/ Very Dysfunctional” (11.5%) and themselves as “Well-adjusted/adjusted” (67.3%), “Somewhat adjusted” (17.3%) or “Struggling/Seriously Struggling” (10.2%). Other than the number of subjects used from each school, no significant differences were identified in demographic data.

Instruments

Participants completed a demographic questionnaire, the Thurston-Cradock Test of Shame (TCT), the 16 Personality Factors Test (16-PF), and a self-rating scale of behaviors developed especially for this project. The 16-PF and self-rating scale were used and reported in a separate study. The demographic questionnaire included questions about age, gender, grade in school, ethnicity, and indicators of family and personal mental health.

The TCT involves a set of stimulus cards that are administered to the respondent. The cards are similar to those used in the Thematic Apperception Test (TAT; Murray, 1943). As in the TAT, the respondent is asked to tell a story with a beginning, middle, and end. Thus, subjects are invited to respond to the themes depicted in the cards in an individualized way. The projective nature of the instruments suggests that an individual's shame-proneness will be projected onto the cards via the stories told (Thurston & Cradock, 1997). Subjects are asked to respond to ten cards. Five cards have explicit shame themes that range from subtle to obvious shame content (public shame, shame from being caught, etc.). The other five are more neutral (for a brief description of the cards see Appendix A and for a complete description of the cards see Thurston & Cradock, 1997).

The scoring system of the TCT has been modeled after other empirically validated projective instruments including the Rorschach, the Roberts Apperception Test for Children (RATC), the Thematic Apperception Test (TAT) and the Tell Me A Story (TEMAS; Thurston &

Cradock, 1997). The structured scoring system, developed with meticulous attention to shame theory, provides an instrument that accesses the multidimensional aspects of shame, has clinical relevance, and lends itself to empirical study.

Procedures

Letters with an informed consent form were sent home to parents or guardians one to two weeks prior to the day of the assessment. The letters outlined briefly the purpose and process of the research. On the day of testing, students were gathered in a group setting. Those under age 18 were required to provide a signed informed consent and also asked to sign a separate informed assent to participate. It was explained to students that they were completing the testing instruments for the purpose of research to be used in obtaining information regarding adolescence. Methods of confidentiality of the information were discussed. The instruments were handed out in numbered packets and the students were instructed that all items in the packet were numbered and these numbers would be their identifier on all aspects of the testing process. Students completed the demographic questionnaire and the self-report behavior questionnaire in a group setting. Three by five note cards were provided for students to indicate if they wished to see a copy of the final study.

Both during and following completion of the pencil and paper portion of the process, students were individually given the TCT with a facilitator trained in standard procedure and protocols for this instrument. Facilitators were graduate students in clinical psychology. Students that were unable to complete all aspects of testing on the day of the paper and pencil instruments were rescheduled for testing at a later time.

Individual TCT responses were scored a minimum of three times by graduate students trained in scoring protocol for this instrument. If differences in scoring remained after 3 raters

had scored them, they were scored by one of the test's authors and then discussed among the researchers until scoring was agreed upon. In this way scoring remained consistent and issues surrounding scoring were identified.

Data Analysis

The TCT scores for the two different schools were compared using a comparison of means with a series of independent-sample t-tests calculated, taking into account equal or unequal variances. Means were computed for shame score, type of shame, negative affect, each type of story resolution, overall story resolution, adaptivity score (combined score of “highly adaptive” and “adaptive” resolutions), deflation, contempt, aggression, personalization, laughter, total time and total word count to investigate overall scores and scores for each individual card. The same analysis, comparison of means using a series of independent-sample t-tests, correcting for differences in variance, was then conducted for gender. Finally, a correlation matrix was created to examine relationships between shame scores, maladaptive resolution scores, adaptive resolution scores, deflation, contempt, and aggression scores, time, and word count.

Chapter 3

Results

As discussed, the two schools utilized in this study were an adjudicated high school for at-risk or high-risk adolescents and a religiously oriented private school. In comparing the schools there was no significant difference in the amount or type (direct or indirect) of shame expressed, although significant results were found in a number of areas. The non-adjudicated sample produced more adaptive story resolutions (See Table 1) with a mean adaptivity score of 3.3 (“highly adaptive” and “adaptive”) resolutions compared to a mean of 1.7 of these resolution types for the adjudicated group. In responding to the cards, the non-adjudicated population evidenced greater personalization and laughter overall as well as on several individual cards and produced a higher overall word count (See Table 2).

The adjudicated population reflected a greater number of unresolved or ambivalent responses (See Table 1). They also showed trends toward greater negative affect overall, and toward greater deflation, contempt and aggression on individual cards (See Table 2).

Table 1

Type of story resolution by school

<u>Resolution</u>	<u>Adjudicated (N= 31)</u>	<u>Non-adjudicated (N= 21)</u>
<u>Scores</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
Overall Scores		
Adaptive	1.4 (1.2) +	2.9 (2.3) + *
Ambivalent/Unresolved	5.0 (2.2) + *	3.2 (2.5) +
Adaptivity	1.7 (1.4) +	3.3 (2.7) + **
Individual Card Scores		
Resolution Type		
Card 3	3.6 (.5)***	3.0 (.8)
Card 8	3.0 (.7)**	2.6 (.7)

***p<.01

**p<.05

*p.<.10

Table 2

Response characteristics by school

<u>Response</u>	<u>Adjudicated (N= 31)</u>	<u>Non-adjudicated (N= 21)</u>
<u>Scores</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
Overall Scores		
Personalization	1.1 (1.5)	2.7 (3.5)**
Laughter	.5 (.8)	1.3 (1.4)***
Words	838 (353)	1,072 (491)**
Negative Affect	1.5 (1.6) *	.8 (1.2)
Individual Card Scores		
Deflation		
Card 7	.7 (.9)**	.2 (.4)
Contempt		
Card 1	.7 (.7)*	.3 (.3)
Aggression		
Card 2	.3 (.6)*	.1 (.2)
Card 6	2.3 (1.2)*	1.7 (1.4)

***p<.01

**p<.05

*p<.10

Analyzing the data by gender also produced significant results. Females responded with more shame overall and on individual cards (See Table 3) and produced a greater number of type 1 highly adaptive responses overall and on several individual cards (See Table 4). Females also reflected a trend toward greater deflation on one card (See Table 5).

Table 3

Shame characteristics by gender

<u>Gender</u>	<u>Male (N= 26)</u>	<u>Female (N= 26)</u>
<u>Shame</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
Overall Scores		
Shame	6.3 (7.1)	2.0 (1.6)*
Individual Cards		
Shame		
Card 1	.6 (.4)	.8 (.4)*
Card 3	.7 (.4)	.9 (.3)*
Card 6	.6 (.4)	.8 (.3)*

* $p < .10$

The scores for males, on the other hand, reflected greater deflation on a single card (See Table 5) and both greater laughter and personalization on individual cards (See Table 5).

Because the scoring system on the TCT requires shame to be present in order for deflation, contempt, or aggression to be scored, there were expected correlations between these items, which though statistically significant, are not meaningful. Significant relationships of interest are that shame score is positively correlated with word count (.289) and word count is

positively correlated with contempt (.424) and aggression (.376) but not deflation. Finally, contempt is positively correlated with both aggression and deflation (.725 and .324).

Table 4

Type of story resolution by gender

<u>Gender</u>	<u>Male (N= 26)</u>	<u>Female (N= 26)</u>
<u>Resolution</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
Overall		
Highly Adaptive	.1 (.3)	.7 (.9)***
Individual Cards		
Highly Adaptive		
Card 9	.0 (.0)	.1 (.3)*
Card 10	.0 (.2)	.3 (.5)***

***p<.01

*p<.10

Table 5

Response characteristics by gender

<u>Gender</u>	<u>Male (N= 26)</u>	<u>Female (N= 26)</u>
<u>Response</u>	<u>Mean (SD)</u>	<u>Mean (SD)</u>
Individual Cards		
Deflation		
Card 3	.2 (.4)*	.0 (.2)
Card 8	.3 (.6)	.7 (.8)*
Laughter		
Card 2	.1 (.3)**	.0 (.0)
Card 8	.1 (.3)*	.0 (.0)
Personalization		
Card 2	.3 (.4)*	.1 (.3)
Card 7	.2 (.4)*	.0 (.2)
Card 8	.2 (.4)*	.0 (.2)

**p<.05

*p<.10

Table 6

Correlations

Subscale	1	2	3	4	5	5	7
(n=67)							
1. Shame	1.000	.206	.665**	.754**	.723**	.089	.289*
2. Resolution	.206	1.000	.321*	.314*	.260	-.789**	-.115
3. Deflation	.665**	.321*	1.00	.324*	.354**	-.059	-.031
4. Contempt	.754**	.314*	.324*	1.00	.725**	-.095	.424**
5. Aggression	.723**	.260	.354**	.725**	1.00	.022	.376**
6. Adaptation	.089	-.789**	-.059	-.095	.022	1.00	.242
7. Words	.289*	-.115	-.031	.424**	.376**	.242	1.00

**Significant at .01 level (2-tailed)

*Significant at .05 level (2-tailed)

Chapter 4

Discussion

This study looked at shame responses on the Thurston-Cradock Test of Shame (TCT) in two high school groups, one adjudicated and one non-adjudicated, as the TCT had not yet been utilized with adolescents. As such, this research was implemented to begin to develop TCT data regarding shame in adolescence, further develop test protocol of the TCT with this population, and explore potential differences in adjudicated and non-adjudicated adolescents and between male and female adolescents. The results presented both support existing literature and generate questions where hypotheses can be offered but require additional research.

Shame is thought to be a ubiquitous phenomenon during adolescence (Anastasopoulos, 1997; Emde & Oppenheim, 1996; Kaufman, 1989; Reimer, 1996). This study found shame to be prevalent regardless of the type of school attended. For example, participants in both schools indicated shame in both the neutral and shame specific cards. Even gender differences were limited, raising questions about the similarity in shame experienced by both males and females.

Research demonstrates that psychopathology, criminality and violence can develop when shame issues are unresolved (Lewis, 1987; Retzinger, 1991; Tangney, Wagner, & Gramzow, 1989; Thurston & Cradock, 1997). In this study, the adjudicated group had elevated unresolved or ambivalent responses overall, suggesting that this group may have difficulty in resolving shame experiences. Also, they had more aggressive and contemptuous responses on individual cards suggesting that the defenses they employ may result in more hostile and violent outcomes.

Finally, the greater expression of negative affect when shame was not indicated may be a reflection of their perception of both themselves and the world.

The non-adjudicated group produced a greater level of adaptive and highly adaptive story resolutions, despite their higher mean word count. Since word count was positively correlated with shame score this may indicate both the ability to recognize and resolve shame experiences.

Shame theorists identify personalization and laughter as ways of coping with shame. Personalization reflects a direct projection of the self into the story and laughter is used to distance oneself and to discharge tension aroused by shame (Thurston & Cradock, 1997). The non-adjudicated group's utilization of both greater personalization and more laughter is notable. Perhaps these results reflect an ability on the part of the non-adjudicated group to name their shame and to distance themselves enough to create adaptive resolutions. This may also more simply reflect differences in socioeconomic status and associated enriched learning environments.

The gender differences identified in this study may reflect gender-specific concerns. Female developmental issues may include language, focus on relationship, and cultural/physical inequality, while males may experience the cultural expectation of being tough in the face of physical and emotional pain. One significant area of interest, however, appears to be in gender identity. Males reflect a nearly significant trend of personalization and laughter on those cards reflecting shame specifically experienced by a male and those involving athletic events. Females, on the other hand, reflect greater shame on cards with female figures perceived as experiencing beauty concerns or loss of power or are perceived as being cruel. In addition, the vast majority of respondents' stories for cards depicting androgynous figures identified that figure experiencing shame as female. Finally, the character identified as experiencing shame in the stories was often

a character not meeting cultural role expectations for their gender. The pressure to conform to idealized expectations during this developmental period is immense. This becomes particularly concerning when the literature indicates that failure to conform is shaming and that shame is linked to suicide and aggression (Anastasopoulos, 1997; Kaufman, 1985; Reimer, 1996; Shreve & Kinkel, 1989).

Correlations and the lack of correlation in some instances in this study are curious. The correlation between deflation and contempt, and contempt and aggression indicate a possible progression in shame responses up the scale from inflation to aggression or perhaps that contempt is the escalation of deflation, and aggression is the escalation of contempt. This is particularly notable given that no correlation is noted between deflation and aggression. Further, the correlations between word count and both contempt and aggression may reflect the very nature of these response types. Both contempt and aggression involve a “discharge” of emotion and this correlation may indicate that this occurs not only in action but also projectively through the number of words used in responses to the TCT cards.

There are limitations to this study that must be noted. First, the TCT is in final stages of development and publication and had not been utilized previously with this age group. While part of the purpose of this study was to examine the effectiveness of examiner instructions, the process resulted in much learning during the data collection phase. For example, the need to nuance and operationalize queries by the examiner became very evident when attempting to score words such as “upset” or “bad,” which are potentially but not necessarily words used to describe shame. In addition, the need to use the first two cards as teaching scenarios with regard to development of a story with a beginning, middle, and end was also identified. If the story does

not have an end or outcome, even if it is ambivalent or the issues are unresolved, it cannot be scored appropriately. This issue resulted in the elimination of 15 participants from this study.

Second, adolescents are highly varied in their response times and styles. Response times ranged from less than 10 minutes to over two hours with a mean of approximately 30 minutes ($SD=19$). Number of words per response ranged from as few as 325 words to as many as 2,500 with a mean of 933 ($SD=426$). This wide variability may be partially mitigated in future studies with the issues regarding query and teaching addressed in test protocol.

Third, limited generalizability is an issue. The diversity represented in this study matches the population in this state fairly well but does not represent populations in most other areas or in the U.S. as a whole. Finally, the sample used was more heavily loaded on the later years of adolescence and on the higher grades.

These limitations present a number of areas for further research including replication of this study using revised protocol, a more diverse population (including broader ethnicity, socioeconomic status, and sexual orientation) and a heavier emphasis on early adolescence. Additionally more comprehensive studies of gender effects on shame would be useful as would the addition of a public high school to the mix.

Studies comparing adolescents with adults, and clinical and non-clinical adolescents would also advance the information available regarding shame in this population. Finally, a word analysis of defense responses and an outcome analysis of shame reduction versus anger management therapy in adjudicated populations would greatly advance knowledge of shame dynamics in adolescence.

In summary, this study lends support to existing literature. It reflects the universal nature of shame in adolescence and the potential repercussions of unresolved shame. The study begins

to identify adolescent shame characteristics and makes recommendations to operationalize the tester protocol for the TCT. Finally, this study suggests a number of areas for future research.

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Appendix A
Card Descriptions

1. Female Looking in the Mirror
2. *Children in Classroom doing math on board (Males highlighted)
3. *Coach & Player interacting on the sidelines (player figure androgynous)
4. Boys walking down bus aisle
5. Girl playing with cat (color)
6. *Child receiving spanking (Male child, female adult)
7. Person walking through doorway into room with others (androgynous figure)
8. *Baseball game (male players)
9. *Family on porch w/gang in yard (color)
10. Boys walking by woman in alley with dog

*Explicit shame content in card

Appendix B

Letter to Parents or Guardian

(DATE)

Dear Parent or Guardian:

This letter is being sent to ask for your assistance and permission. On (date) we will be at (school) to collect information on adolescence.

This information will be used in three research studies being conducted regarding adolescent development and behavior. Because adolescence is a very important transition period during development and can be a time of increased psychological pain, it is our hope that these studies will help us begin to develop methods of identifying teens at risk and prevention programs for these teens.

The information gathering process will involve approximately 2 hours of your child's time to complete. This time will be used to have your child complete 2 standardized tests and 2 brief questionnaires. A unique number will identify your child, not by name and no one except the researchers will be able to see your child's score.

If you desire information about the final research, it will be available by contacting the University. We will provide each child with an individual report discussing his or her personality characteristics. This will be made available through Portland Adventist Academy. These will be provided not by name but also by your child's unique number to assure your child's confidentiality.

We hope that you will consent to your teen's participation in this important research. It is only through this type of research that we can understand and provide appropriate resources to the next generations. Please sign the attached Consent Form and return it to (school) by (Day, date).

Thank you for your time and assistance. If you have questions or want additional information, please contact one of the people listed below in the Department of Clinical Psychology. The telephone number is 503/538-8383.

Nancy S. Thurston, Psy.D.
Kathy Meier, M.A.
Renee Pirkle-Botero, M.A.
Steve Rote, M.Div.

Appendix C

Consent to Participate

Consent to Participate

The following test administration is part of a research project through the Department of Clinical Psychology at George Fox University. The primary researchers, Kathy Meier, M.A., Renée Pirkel-Botero, M.A., and Steve Rote, M.Div. each currently have a Master's Degree and are entering the final portion of their formal schooling at George Fox University.

The testing is part of ongoing research at George Fox University run by Professor Nancy S. Thurston, Psy.D. of George Fox University (telephone 503-554-2752). The research goals of the project are to update existing tests used with adolescents, begin development of methods for identifying teens at risk, and creating prevention programs for these teens. We are trying to get information about how today's teens may differ from those of ten or twenty years ago in their response to these questions.

Your son or daughter will receive feedback on his or her results, and all we are asking is to use the results for research in addition to what help the testing gives your child. Your son or daughter's name will not be written on the test materials at any time, only a code number, assuring that your child's identity will be confidential.

Please sign below to indicate your permission for your son or daughter to participate and thank you for supporting this important research.

Respectfully,

Nancy S. Thurston, Psy.D.
Kathy Meier, MA
Renée Pirkel-Botero, MA
Steve Rote, M.Div.

The nature of the testing has been explained to me, as well as the general purpose and potential benefits that may come from it. I understand that if my son or daughter participates in the testing he or she may stop at any point with no adverse consequences. I understand that if I have any questions I may contact Dr. Thurston or one of the researchers at 503/554-2752.

By signing below, I consent to have my son/daughter participate in the research described above.

Name of son or daughter _____

Signature of Parent _____ **Date** _____

Appendix D

Assent to Participate

Assent Form

You are about to take 2 standardized tests and complete 2 brief questionnaires. Questions asked concern normal personality traits like warmth, conscientiousness and shyness. They also include some questions about behavior, social activities, and areas of difficulty like stress and anxiety.

Your parents have given permission for this testing to be used as part of research being conducted by George Fox University, and we hope that you will also assent to it. The process will take a total of about two hours of your time and some people report that it is an interesting and enjoyable experience. It will certainly cause you to think about yourself. One section has a large number of questions, but you may stop and rest for a while if you get tired. Please keep moving along and do each section quickly and seriously.

You will receive feedback on your results and all we are asking is to use the results for research. Your name will not be written on the test materials at any time, only a code number, assuring that your identity will remain confidential.

Please sign below to indicate your assent to participate and thank you for supporting this important research.

Respectfully,

Nancy S. Thurston, Psy.D.
Kathy Meier, MA
Renée PirkI-Botero, MA
Steve Rote, M. Div.

The nature of the testing has been explained to general purpose, as well as the potential benefits and me that may come from it. I understand that I may stop at any point with no adverse consequences.

By signing below, I consent to participate in the research described above.

Name _____

Signature _____ Date _____

Appendix E

Background Data Sheet

BACKGROUND DATA SHEET

Research Code _____

Student Age _____

Grade in School _____

Gender (circle)

Female

Male

Family Origin (circle)

White

Black/African American

Hispanic/Latino(a)

American Indian/Alaskan Native

Asian/Pacific Islander

Other

Which phrase best describes your family relationships?

Very healthy

Healthy

Somewhat healthy

Dysfunctional

Very dysfunctional

Which phrase best describes you:

Well adjusted

Adjusted

Somewhat adjusted

Struggling

Seriously struggling

Appendix F

Raw Data

Explanation Of Raw Data

Column 1:	Subject Identification Number
Column 2:	Age
Column 3:	Gender
Column 4:	Grade in School
Column 5:	Ethnicity
Column 6:	Rating of Family Functioning
Column 7:	Rating of Personal Functioning
Column 8:	Victim/Bully/Aggressive-Victim Rating
Column 9:	No Data
Column 10:	Shame Indication Card 1
Column 11:	Direct Shame Card 1
Column 12:	Indirect Shame Card 1
Column 13:	Negative Affect- No Shame Indicated Card 1
Column 14:	Resolution Type Card 1
Column 15:	Highly Adaptive Resolution Card 1
Column 16:	Adaptive Resolution Card 1
Column 17:	Ambivalent Resolution Card 1
Column 18:	Maladaptive Resolution Card 1
Column 19:	Severely Maladaptive Resolution Card 1
Column 20:	Deflation Card 1
Column 21:	Deflation Powerful Figure Card 1
Column 22:	Deflation Vulnerable Figure Card 1

Column 23: Inflation/Contempt Card 1

Column 24: Inflation/Contempt Powerful Figure Card 1

Column 25: Inflation/Contempt Vulnerable Figure Card 1

Column 26: Aggression Card 1

Column 27: Aggression Powerful Figure Card 1

Column 28: Aggression Vulnerable Figure Card 1

Column 29: Personalization

Column 30: Laughter

Columns 31-52: Repeat Columns 9-30 Card 2

Columns 53-74: Repeat Columns 9-30 Card 3

Columns 75-96: Repeat Columns 9-30 Card 4

Columns 97-118: Repeat Columns 9-30 Card 5

Columns 119-140: Repeat Columns 9-30 Card 6

Columns 141-162: Repeat Columns 9-30 Card 7

Columns 163-184: Repeat Columns 9-30 Card 8

Columns 185-206: Repeat Columns 9-30 Card 9

Columns 207-228: Repeat Columns 9-30 Card 10

Column 229: Total Shame

Column 230: Total Direct Shame

Column 231: Total Indirect Shame

Column 232: Total Negative Affect

Column 233: Total Resolution Score

Column 234: Total Highly Adaptive Resolution Score

Column 235: Total Adaptive Resolution Score

Column 236: Total Ambivalent/Unresolved Score

Column 237: Total Maladaptive Score

Column 238: Total Highly Maladaptive Score

Column 239: Total Deflation Score

Column 240: Total Deflation Powerful Figure

Column 241: Total Deflation Vulnerable Figure

Column 242: Total Inflation/Contempt Score

Column 243: Total Inflation/Contempt Powerful Figure

Column 244: Total Inflation/Contempt Vulnerable Figure

Column 245: Total Aggression Score

Column 246: Total Aggression Powerful Figure

Column 247: Total Aggression Vulnerable Figure

Column 248: Total Personalization Score

Column 249: Total Laughter Score

Column 250: Shame

Column 251: Adaptivity

Column 252: Narcisistic Rage

Column 253: Narcissitic Injury

Column 254-256: Sorting

Column 257: Total Time

Column 258: Total Word Count

	id	age	gender	grade	school	ethn	family
1	0	5	F	12	2	1	4
2	1	1	M	9	1	4	3
3	2	5	F	12	1	1	2
4	3	4	F	12	1	3	.
5	4	4	M	11	1	1	2
6	5	3	F	10	1	1	4
7	6	2	F	9	1	1	2
8	7	3	F	10	1	1	2
9	8	5	F	12	1	1	3
10	9	2	M	9	1	1	2
11	10	2	F	9	1	1	3
12	12	3	F	10	1	1	3
13	13	5	M	12	1	1	2
14	15	3	F	10	1	.	3
15	16	3	F	11	1	1	2
16	16	3	F	10	1	.	2
17	17	3	F	10	1	1	3
18	18	1	M	9	1	3	1
19	20	1	M	9	1	1	2
20	21	3	F	10	1	1	3
21	22	3	M	10	1	1	2
22	23	4	F	12	1	1	2
23	24	2	F	9	1	1	3
24	27	2	M	9	1	1	3
25	28	2	M	9	1	1	1
26	31	2	M	9	1	1	5
27	33	3	F	10	1	1	5
28	34	.	M	.	1	.	.
29	35	4	M	11	1	1	2
30	36	.	M	.	1	.	.
31	37	2	F	9	1	1	4
32	40	4	F	11	1	1	2
33	45	4	F	12	2	1	3
34	47	5	F	12	2	1	2
35	49	5	M	12	2	.	.

	personal	victim	var1_1	var2_1	var3_1	var4_1	var5_1
1	4	1	.	1	0	1	0
2	3	2	.	0	0	0	0
3	2	1	.	1	1	0	0
4	2	2	.	0	0	0	0
5	2	2	.	1	0	1	0
6	2	4	.	1	0	1	0
7	2	3	.	1	0	1	0
8	1	2	.	1	0	1	0
9	3	4	.	0	0	0	0
10	2	2	.	1	0	1	0
11	2	1	.	1	0	1	0
12	3	1	.	1	0	1	0
13	2	2	.	0	0	0	0
14	1	2	.	1	0	1	0
15	2	2	.	1	0	1	0
16	2	1	.	0	0	0	0
17	1	3	.	1	0	1	0
18	3	2	.	1	0	1	0
19	2	2	.	1	0	1	0
20	4	3	.	1	1	0	0
21	1	4	.	1	1	0	0
22	2	2	.	1	0	1	0
23	3	2	.	1	1	0	0
24	3	4	.	0	0	0	0
25	2	4	.	1	0	1	0
26	2	2	.	0	0	0	1
27	3	4	.	0	0	0	0
28	.	2	.	0	0	0	1
29	1	2	.	1	0	1	0
30	.	2	.	1	0	1	0
31	4	3	.	1	1	0	0
32	2	3	.	1	0	1	0
33	4	2	.	1	1	0	0
34	2	1	.	1	0	1	0
35	.	4	.	1	0	1	0

	var6_1	var7_1	var8_1	var9_1	var10_1	var11_1	var12_1
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3	3	0	0	1	0	0	3
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5	3	0	0	1	0	0	1
6	3	0	0	1	0	0	1
7	3	0	0	1	0	0	3
8	2	0	1	0	0	0	2
9	3	0	0	1	0	0	0
10	3	0	0	1	0	0	1
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15	3	0	0	1	0	0	1
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17	3	0	0	1	0	0	3
18	3	0	0	1	0	0	2
19	3	0	0	1	0		1
20	3	0	0	1	0	0	1
21	4	0	0	0	1	0	1
22	4	0	0	0	1	0	1
23	4	0	0	0	1	0	1
24	3	0	0	1	0	0	0
25	4	0	0	0	1	0	3
26	2	0	1	0	0	0	0
27	3	0	0	1	0	0	0
28	3	0	0	1	0	0	0
29	3	0	0	1	0	0	1
30	4	0	0	0	1	0	2
31	3	0	0	1	0	0	1
32	3	0	0	1	0	0	1
33	5	0	0	0	0	1	1
34	2	0	1	0	0	0	1
35	3	0	0	1	0	0	1

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9	0	0	0	0	0	0	0
10	0	1	0	0	0	0	0
11	0	1	2	1	0	0	0
12	0	1	1	0	1	0	0
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14	0	1	0	0	0	0	0
15	0	1	0	0	0	0	0
16	0	0	0	0	0	0	0
17	0	1	0	0	0	0	0
18	0	1	0	0	0	0	0
19		1	2	0	1	0	0
20	0	1	0	0	0	0	0
21	0	1	2	1	0	0	0
22	0	1	2	0	1	0	0
23	0	1	3	1	0	0	0
24	0	0	0	0	0	0	0
25	0	1	2	1	0	0	0
26	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0
29	0	1	0	0	0	0	0
30	0	1	1	0	1	0	0
31	0	1	0	0	0	0	0
32	0	1	0	0	0	0	0
33	0	1	0	0	0	3	0
34	0	1	0	0	0	0	0
35	0	1	0	0	0	0	0

	var20_1	var21_1	var22_1	var1_2	var2_2	var3_2	var4_2
1	0	1	1	.	1	0	1
2	0	0	0	.	1	0	1
3	0	0	0	.	1	0	1
4	0	0	0	.	1	0	1
5	0	0	0	.	1	0	1
6	0	0	0	.	1	1	0
7	0	0	0	.	1	0	1
8	0	0	0	.	0	0	0
9	0	0	0	.	1	1	0
10	0	1	1	.	1	0	1
11	0	1	0	.	1	1	0
12	0	0	0	.	0	0	0
13	0	0	0	.	1	0	1
14	0	0	0	.	1	0	1
15	0	0	0	.	1	0	1
16	0	1	0	.	1	1	0
17	0	1	0	.	0	0	0
18	0	0	0	.	1	1	0
19	0	1	0	.	1	0	1
20	0	0	1	.	1	1	0
21	0	1	0	.	1	0	1
22	0	0	0	.	1	0	1
23	0	1	0	.	1	1	0
24	0	0	0	.	1	1	0
25	0	0	0	.	1	0	1
26	0	0	0	.	0	0	0
27	0	0	0	.	1	1	0
28	0	0	0	.	0	0	0
29	0	0	0	.	1	0	1
30	0	0	0	.	1	1	0
31	0	0	0	.	1	1	0
32	0	0	0	.	1	0	1
33	1	0	0	.	1	1	0
34	0	0	0	.	0	0	1
35	0	0	0	.	1	0	1

	var5_2	var6_2	var7_2	var8_2	var9_2	var10_2	var11_2
1	0	2	0	1	0	0	0
2	0	4	0	0	0	1	0
3	0	4	0	0	0	1	0
4	0	3	0	0	1	0	0
5	0	4	0	0	0	1	0
6	0	3	0	0	1	0	0
7	0	5	0	0	0	0	1
8	0	3	0	0	1	0	0
9	0	4	0	0	0	1	0
10	0	2	0	1	0	0	0
11	0	3	0	0	1	0	0
12	0	3	0	0	1	0	0
13	0	3	0	0	1	0	0
14	0	4	0	0	0	1	0
15	0	3	0	0	1	0	0
16	0	4	0	0	0	1	0
17	0	1	1	0	0	0	0
18	0	2	0	1	0	0	0
19	0	2	0	1	0	0	0
20	0	3	0	0	1	0	0
21	0	4	0	0	0	1	0
22	0	3	0	0	1	0	0
23	0	4	0	0	0	1	0
24	0	3	0	0	1	0	0
25	0	4	0	0	0	1	0
26	1	2	0	1	0	0	0
27	0	4	0	0	0	1	0
28	1	3	0	0	1	0	0
29	0	5	0	0	0	0	1
30	0	3	0	0	1	0	0
31	0	4	0	0	0	1	0
32	0	3	0	0	1	0	0
33	0	4	0	0	0	1	0
34	0	1	1	0	0	0	0
35	0	4	0	0	0	1	0

	var12_2	var13_2	var14_2	var15_2	var16_2	var17_2	var18_2
1	1	0	1	2	1	0	0
2	1	0	0	3	1	1	1
3	0	0	0	2	1	1	2
4	1	0	1	0	0	0	0
5	2	0	1	2	1	0	0
6	1	0	1	1	1	0	0
7	3	0	1	1	1	0	0
8	0	0	0	0	0	0	0
9	1	0	1	2	1	0	0
10	0	0	0	2	1	0	0
11	1	0	1	2	1	0	0
12	0	0	0	0	0	0	0
13	0	0	0	1	1	0	0
14	3	0	1	1	1	0	0
15	1	0	1	0	0	0	0
16	0	0	0	1	1	1	2
17	0	0	0	0	0	0	0
18	1	0	1	2	1	0	0
19	1	0	1	0	0	0	0
20	1	0	1	1	1	0	0
21	1	0	1	3	1	0	0
22	1	0	1	1	1	0	1
23	1	0	1	1	1	0	0
24	1	1	0	2	1	0	0
25	1	0	1	2	1	0	0
26	0	0	0	0	0	0	0
27	1	0	1	3	1	0	2
28	0	0	0	0	0	0	0
29	1	0	1	0	0	0	0
30	1	0	1	2	1	0	0
31	2	0	1	2	1	0	0
32	1	0	1	2	1	0	0
33	3	0	1	2	1	0	0
34	1	1	0	1	1	0	0
35	1	0	1	2	1	0	0

	var19_2	var20_2	var21_2	var22_2	var1_3	var2_3	var3_3
1	0	0	0	0	.	1	1
2	1	0	0	0	1	1	0
3	1	0	0	0	.	1	0
4	0	0	0	0	.	1	0
5	0	0	0	0	.	0	0
6	0	0	0	0	.	1	0
7	0	0	0	0	.	1	1
8	0	0	0	0	.	1	0
9	0	0	1	0	.	1	1
10	0	0	0	1	.	1	0
11	0	0	0	0	.	1	1
12	0	0	1	0	.	1	0
13	0	0	0	0	.	1	0
14	0	0	0	0	.	1	0
15	0	0	0	0	.	1	1
16	1	1	0	0	.	1	1
17	0	0	0	0	.	1	0
18	0	0	0	0	.	1	0
19	0	0	0	0	.	1	0
20	0	0	1	0	.	1	0
21	0	0	1	0	.	1	0
22	1	0	0	0	.	1	1
23	0	0	0	0	.	1	1
24	0	0	0	1	.	0	0
25	0	0	0	0	.	1	1
26	0	0	0	0	.	1	1
27	1	0	0	0	.	1	0
28	0	0	0	0	.	0	0
29	0	0	0	0	.	1	0
30	0	0	1	0	.	1	1
31	0	0	0	0	.	1	1
32	0	0	0	0	.	1	0
33	0	0	0	0	.	0	0
34	0	0	0	0	.	1	0
35	0	0	0	1	.	1	0

	var4_3	var5_3	var6_3	var7_3	var8_3	var9_3	var10_3
1	0	0	2	0	1	0	0
2	1	0	3	0	0	1	0
3	1	0	3	0	0	1	0
4	1	0	4	0	0	0	1
5	0	1	3	0	0	1	0
6	1	0	3	0	0	1	0
7	0	0	2	0	1	0	0
8	1	0	4	0	0	0	1
9	0	0	3	0	0	1	0
10	1	0	4	0	0	0	1
11	0	0	3	0	0	1	0
12	1	0	4	0	0	0	1
13	1	0	4	0	0	0	1
14	1	0	4	0	0	0	1
15	0	0	3	0	0	1	0
16	0	0	4	0	0	0	1
17	1	0	4	0	0	0	1
18	1	0	4	0	0	0	1
19	1	0	4	0	0	0	1
20	1	0	3	0	0	1	0
21	1	0	4	0	0	0	1
22	0	0	4	0	0	0	1
23	0	0	4	0	0	0	1
24	0	1	4	0	0	0	1
25	0	0	4	0	0	0	1
26	0	0	4	0	0	0	1
27	1	0	4	0	0	0	1
28	0	1	4	0	0	0	1
29	1	0	3	0	0	1	0
30	0	0	4	0	0	0	1
31	0	0	4	0	0	0	1
32	1	0	4	0	0	0	1
33	0	0	4	0	0	0	1
34	1	0	2	0	1	0	0
35	1	0	3	0	0	1	0

	var11_3	var12_3	var13_3	var14_3	var15_3	var16_3	var17_3
1	0	1	0	1	0	0	0
2	0	1	0	1	1	1	1
3	0	0	0	0	3	1	1
4	0	0	0	0	3	1	0
5	0	0	0	0	0	0	0
6	0	0	0	0	3	1	1
7	0	1	0	1	0	0	0
8	0	0	0	0	1	0	1
9	0	2	0	1	0	0	0
10	0	0	0	0	3	1	0
11	0	1	0	1	3	1	0
12	0	2	0	1	3	0	1
13	0	0	0	0	3	1	0
14	0	1	0	1	3	0	0
15	0	1	0	1	3	1	0
16	0	0	0	0	1	0	1
17	0	0	0	0	3	1	1
18	0	1	0	1	0	0	0
19	0	0	0	0	3	1	0
20	0	1	0	1	3	1	0
21	0	1	0	1	3	1	0
22	0	1	0	1	3	0	1
23	0	1	0	1	3	1	0
24	0	0	0	0	0	0	0
25	0	1	1	0	1	1	0
26	0	1	0	1	0	0	0
27	0	0	0	0	1	0	1
28	0	0	0	0	0	0	0
29	0	0	0	0	3	0	1
30	0	1	0	1	3	1	0
31	0	1	0	1	1	0	1
32	0	1	0	1	0	0	0
33	0	0	0	0	0	0	0
34	0	1	0	1	0	0	0
35	0	1	0	1	3	1	0

	var18_3	var19_3	var20_3	var21_3	var22_3	var1_4	var2_4
1	2	1	0	0	0	.	1
2	2	1	0	0	0	.	1
3	2	1	0	0	0	.	1
4	1	0	1	0	0	.	0
5	0	0	0	0	0	.	1
6	0	0	0	0	0	0	.
7	2	1	1	0	0	.	1
8	0	0	0	0	0	.	1
9	2	1	1	1	0	.	1
10	3	0	1	0	0	.	0
11	2	1	0	0	0	.	1
12	2	1	0	0	0	.	1
13	2	1	1	0	0	.	1
14	2	1	0	0	0	.	1
15	0	0	0	0	0	.	1
16	2	1	0	0	0	.	1
17	1	1	0	0	0	.	1
18	2	1	0	0	0	.	1
19	1	0	1	0	0	.	0
20	2	1	0	0	0	.	1
21	2	1	0	0	0	.	1
22	1	1	1	0	0	.	0
23	2	1	0	0	0	.	1
24	0	0	0	0	0	.	1
25	2	1	1	0	0	.	1
26	2	1	0	0	0	.	1
27	3	1	1	0	0	.	1
28	0	0	0	0	0	.	1
29	3	1	1	1	0	.	1
30	2	1	0	0	0	.	1
31	2	0	0	0	0	.	1
32	2	1	1	0	0	.	1
33	0	0	0	0	0	.	1
34	1	1	0	1	1	.	1
35	2	1	1	0	0	.	1

	var3_4	var4_4	var5_4	var6_4	var7_4	var8_4	var9_4
1	1	0	0	2	0	1	0
2	0	1	0	4	0	0	0
3	1	0	0	2	0	1	0
4	0	0	1	3	0	0	1
5	1	0	0	3	0	0	1
6	0	0	0	1	0	0	0
7	1	0	0	4	0	0	0
8	0	1	0	1	1	0	0
9	0	1	0	3	0	0	1
10	0	0	0	3	0	0	1
11	1	0	0	3	0	0	1
12	1	0	0	3	0	0	1
13	1	0	0	3	0	0	1
14	0	1	0	4	0	0	0
15	1	0	0	3	0	0	1
16	1	0	0	3	0	0	1
17	0	1	0	2	0	1	0
18	1	0	0	4	0	0	0
19	0	0	0	3	0	0	1
20	0	1	0	3	0	0	1
21	1	0	0	3	0	0	1
22	0	0	0	3	0	0	1
23	1	0	0	4	0	0	0
24	1	0	0	3	0	0	1
25	0	1	0	3	0	0	1
26	1	0	0	3	0	0	1
27	1	0	0	3	0	0	1
28	1	0	0	4	0	0	0
29	0	1	0	4	0	0	0
30	1	0	1	3	0	0	1
31	0	1	0	3	0	0	1
32	0	1	0	2	0	1	0
33	1	0	0	4	0	0	0
34	1	0	0	2	0	1	0
35	1	0	0	3	0	0	1

	var10_4	var11_4	var12_4	var13_4	var14_4	var15_4	var16_4
1	0	0	1	0	1	0	0
2	1	0	1	1	0	1	0
3	0	0	1	0	1	2	1
4	0	0	0	0	0	0	0
5	0	0	1	0	1	1	1
6	1	0	0	0	0	0	0
7	1	0	1	0	1	2	1
8	0	0	0	0	0	2	1
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	0	0	1	0	1	1	1
12	0	0	0	0	0	1	1
13	0	0	2	0	1	1	1
14	1	0	1	0	1	2	1
15	0	0	1	0	1	1	1
16	0	0	0	0	0	2	1
17	0	0	0	0	0	2	1
18	1	0	1	0	1	2	1
19	0	0	0	0	0	0	0
20	0	0	1	0	1	2	1
21	0	0	1	0	1	2	1
22	0	0	0	0	0	0	0
23	1	0	2	0	1	1	1
24	0	0	1	0	1	1	1
25	0	0	0	0	0	1	0
26	0	0	2	0	1	1	1
27	0	0	1	0	1	1	1
28	1	0	0	0	0	2	1
29	1	0	0	0	0	2	1
30	0	0	1	0	1	2	1
31	0	0	0	0	0	2	1
32	0	0	1	0	1	2	1
33	1	0	0	0	0	2	1
34	0	0	1	0	1	2	1
35	0	0	1	0	1	2	1

	var17_4	var18_4	var19_4	var20_4	var21_4	var22_4	var1_5
1	0	0	0	0	1	0	.
2	1	0	0	0	0	0	.
3	0	0	0	0	0	0	.
4	0	0	0	0	0	0	.
5	0	0	0	0	0	0	.
6	0	0	0	0	0	0	.
7	0	0	0	0	0	0	.
8	0	0	0	0	0	0	.
9	1	0	0	0	1	0	.
10	0	0	0	0	0	0	.
11	0	0	0	0	0	0	.
12	1	0	0	0	0	0	.
13	0	0	0	0	0	0	.
14	0	0	0	0	0	0	.
15	0	0	0	0	0	0	.
16	0	0	0	0	0	0	.
17	0	0	0	0	1	1	.
18	0	0	0	0	0	0	.
19	0	0	0	0	0	0	.
20	0	0	0	0	0	1	.
21	0	0	0	0	0	0	.
22	0	0	0	0	0	0	.
23	0	0	0	0	0	1	.
24	0	0	0	0	0	0	.
25	1	0	0	0	0	0	.
26	0	0	0	0	0	0	.
27	0	0	0	0	0	0	.
28	0	0	0	0	0	0	.
29	0	0	0	0	0	0	.
30	0	0	0	0	0	0	.
31	0	0	0	0	0	0	.
32	0	0	0	0	0	0	.
33	0	0	0	0	0	0	.
34	1	0	0	0	0	1	.
35	0	0	0	0	0	0	.

	var2_5	var3_5	var4_5	var5_5	var6_5	var7_5	var8_5
1	0	0	0	0	3	0	0
2	1	0	1	0	2	0	1
3	1	1	0	0	4	0	0
4	0	0	0	1	3	0	0
5	0	0	0	1	3	0	0
6	0	0	0	0	3	0	0
7	1	0	1	0	3	0	0
8	0	0	0	1	3	0	0
9	0	0	0	1	3	0	0
10	0	0	0	0	3	0	0
11	1	0	1	0	3	0	0
12	1	0	1	0	3	0	0
13	0	0	0	1	3	0	0
14	0	0	0	0	3	0	0
15	0	0	0	0	3	0	0
16	0	0	0	1	3	0	0
17	0	0	0	0	4	0	0
18	1	0	1	0	2	0	1
19	0	0	0	0	3	0	0
20	1	0	1	0	3	0	0
21	0	0	0	0	3	0	0
22	0	0	0	0	3	0	0
23	0	0	0	0	3	0	0
24	0	0	0	0	3	0	0
25	0	0	0	0	3	0	0
26	1	0	1	0	3	0	0
27	0	0	0	1	3	0	0
28	0	0	0	1	3	0	0
29	1	1	0	0	4	0	0
30	1	0	1	0	3	0	0
31	0	0	0	1	3	0	0
32	0	0	0	1	3	0	0
33	0	0	0	1	3	0	0
34	0	0	0	0	3	0	0
35	1	0	1	0	3	0	0

	var9_5	var10_5	var11_5	var12_5	var13_5	var14_5	var15_5
1	1	0	0	0	0	0	0
2	0	0	0	0	0	0	3
3	0	1	0	1	0	1	1
4	1	0	0	0	0	0	0
5	1	0	0	0	0	0	0
6	1	0	0	0	0	0	0
7	1	0	0	0	0	0	1
8	1	0	0	0	0	0	0
9	1	0	0	0	0	0	0
10	1	0	0	0	0	0	0
11	1	0	0	0	0	0	1
12	1	0	0	2	0	1	1
13	1	0	0	0	0	0	0
14	1	0	0	0	0	0	0
15	1	0	0	0	0	0	0
16	1	0	0	0	0	0	0
17	0	1	0	0	0	0	0
18	0	0	0	2	0	1	0
19	1	0	0	0	0	0	0
20	1	0	0	0	0	0	1
21	1	0	0	0	0	0	0
22	1	0	0	0	0	0	0
23	1	0	0	0	0	0	0
24	1	0	0	0	0	0	0
25	1	0	0	0	0	0	0
26	1	0	0	0	0	0	0
27	1	0	0	0	0	0	0
28	1	0	0	0	0	0	0
29	0	1	0	1	0	1	0
30	1	0	0	0	0	0	3
31	1	0	0	0	0	0	0
32	1	0	0	0	0	0	0
33	1	0	0	0	0	0	0
34	1	0	0	0	0	0	0
35	1	0	0	0	0	0	3

	var16_5	var17_5	var18_5	var19_5	var20_5	var21_5	var22_5
1	0	0	0	0	0	1	1
2	1	1	0	0	0	0	0
3	1	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	1	2	1	0	0	0
8	0	0	0	0	0	0	0
9	0	0	0	0	0	1	1
10	0	0	0	0	0	0	0
11	0	1	0	0	0	0	0
12	1	0	1	0	1	0	0
13	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0
15	0	0	0	0	0	0	1
16	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0
18	0	0	2	1	0	0	0
19	0	0	0	0	0	0	0
20	1	0	0	0	0	1	0
21	0	0	0	0	0	0	0
22	0	0	0	0	0	1	0
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	0	2	1	0	0	0
27	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0
29	0	0	3	1	0	0	0
30	1	0	0	0	0	0	0
31	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0
35	1	0	1	1	0	0	1

	var1_6	var2_6	var3_6	var4_6	var5_6	var6_6	var7_6
1	.	1	0	1	0	4	0
2	.	1	0	1	0	2	0
3	.	1	0	1	0	4	0
4	.	0	0	0	1	2	0
5	.	0	0	0	1	3	0
6	.	1	0	1	0	4	0
7	.	1	0	1	0	2	0
8	.	0	0	0	1	3	0
9	.	1	1	0	0	3	0
10	.	1	0	1	1	4	0
11	.	1	0	1	0	4	0
12	.	1	0	1	0	3	0
13	.	1	0	1	0	4	0
14	.	1	0	1	0	4	0
15	.	1	0	1	0	3	0
16	.	1	1	0	0	4	0
17	.	1	0	1	0	2	0
18	.	1	0	1	0	3	0
19	.	1	0	1	0	4	0
20	.	1	0	1	0	3	0
21	.	1	0	1	0	4	0
22	.	1	0	1	0	4	0
23	.	1	1	0	0	4	0
24	.	1	0	1	0	3	0
25	.	0	0	0	1	3	0
26	.	0	0	0	1	2	0
27	.	1	1	0	0	4	0
28	.	1	1	0	0	3	0
29	.	0	1	0	0	3	0
30	.	1	0	1	0	3	0
31	.	0	0	0	0	3	0
32	.	1	0	1	0	4	0
33	.	0	0	0	1	4	0
34	.	1	0	1	0	1	1
35	.	1	0	1	0	3	0

	var8_6	var9_6	var10_6	var11_6	var12_6	var13_6	var14_6
1	0	0	1	0	2	0	1
2	1	0	0	0	0	0	0
3	0	0	1	0	1	0	1
4	1	0	0	0	0	0	0
5	0	1	0	0	0	0	0
6	0	0	1	0	0	0	0
7	1	0	0	0	0	0	0
8	0	1	0	0	0	0	0
9	0	1	0	0	1	0	1
10	0	0	1	0	1	0	1
11	0	0	1	0	0	0	0
12	0	1	0	0	0	0	0
13	0	0	1	0	2	0	1
14	0	0	1	0	1	0	1
15	0	1	0	0	0	0	0
16	0	0	1	0	1	0	1
17	1	0	0	0	0	0	0
18	0	1	0	0	0	0	0
19	0	0	1	0	0	0	0
20	0	1	0	0	0	0	0
21	0	0	1	0	2	0	1
22	0	0	1	0	1	0	1
23	0	0	1	0	0	0	0
24	0	1	0	0	0	0	0
25	0	1	0	0	0	0	0
26	1	0	0	0	0	0	0
27	0	0	1	0	2	0	1
28	0	1	0	0	2	0	1
29	0	1	0	0	0	0	0
30	0	1	0	0	1	0	1
31	0	1	0	0	0	0	0
32	0	0	1	0	2	0	1
33	0	0	1	0	0	0	0
34	0	0	0	0	1	0	1
35	0	1	0	0	0	0	0

	var15_6	var16_6	var17_6	var18_6	var19_6	var20_6	var21_6
1	2	1	0	3	1	1	0
2	1	1	0	3	1	0	0
3	0	0	0	3	1	1	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	3	1	0	3	1	1	0
7	2	1	0	3	1	1	0
8	0	0	0	0	0	0	0
9	3	1	0	3	1	1	1
10	2	1	1	3	1	0	0
11	3	1	0	3	1	1	0
12	2	1	0	3	1	1	0
13	1	0	1	3	1	0	0
14	2	1	0	3	1	0	0
15	1	1	0	3	1	1	1
16	2	1	0	3	1	1	0
17	0	0	0	3	0	0	1
18	3	1	0	3	1	1	0
19	1	1	0	3	1	1	0
20	1	1	0	3	0	1	1
21	2	1	0	3	1	1	0
22	2	0	1	3	1	1	1
23	0	0	0	3	1	0	0
24	1	1	0	1	0	1	0
25	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0
27	3	1	0	3	1	0	1
28	2	1	0	3	1	1	0
29	2	1	0	3	1	1	0
30	2	1	0	3	1	1	0
31	0	0	0	0	0	0	0
32	1	1	0	3	1	1	0
33	0	0	0	0	0	0	0
34	0	0	0	3	1	0	0
35	3	1	0	3	1	1	0

	var22_6	var1_7	var2_7	var3_7	var4_7	var5_7	var6_7
1	0	.	0	0	0	1	4
2	0	.	1	0	1	0	3
3	0	.	1	0	1	0	3
4	0	.	1	0	1	0	3
5	0	1	1	0	1	0	3
6	0	.	1	0	1	0	3
7	0	.	1	0	1	0	3
8	0	.	1	0	1	0	3
9	1	.	1	0	1	0	1
10	0	.	0	0	0	0	3
11	0	.	1	0	1	0	3
12	0	.	1	0	1	0	2
13	0	.	1	0	1	0	4
14	0	.	0	0	0	0	2
15	0	.	0	0	0	0	4
16	0	.	1	1	0	0	4
17	0	.	1	0	1	0	4
18	0	.	1	0	1	0	4
19	1	.	0	0	0	0	2
20	0	.	1	1	0	0	4
21	0	.	1	0	1	0	3
22	0	.	1	1	0	0	3
23	0	.	1	1	0	0	3
24	1	.	1	0	1	0	3
25	0	.	0	0	0	0	2
26	0	.	0	0	0	0	3
27	0	.	0	0	0	1	4
28	0	.	1	0	1	0	3
29	0	.	0	0	0	0	3
30	0	.	1	1	0	0	5
31	0	.	0	0	0	1	3
32	0	.	1	0	1	0	4
33	0	.	1	0	1	0	4
34	0	.	1	1	0	0	2
35	0	.	1	0	1	0	5

	var7_7	var8_7	var9_7	var10_7	var11_7	var12_7	var13_7
1	0	0	0	1	0	0	0
2	0	0	1	0	0	1	0
3	0	0	1	0	0	0	0
4	0	0	1	0	0	0	0
5	0	0	1	0	0	2	0
6	0	0	1	0	0	1	0
7	0	0	1	0	0	0	0
8	0	0	1	0	0	2	0
9	0	1	0	0	1	0	1
10	0	0	1	0	0	0	0
11	0	0	1	0	0	2	0
12	0	1	0	0	0	1	0
13	0	0	0	1	0	0	0
14	0	1	0	0	0	0	0
15	0	0	0	1	0	0	0
16	0	0	0	1	0	2	0
17	0	0	0	1	0	0	0
18	0	0	0	1	0	2	0
19	0	1	0	0	0	0	0
20	0	0	0	1	0	1	0
21	0	0	1	0	0	2	0
22	0	0	1	0	0	2	0
23	0	0	1	0	0	2	0
24	0	0	1	0	0	0	0
25	0	1	0	0	0	0	0
26	0	0	1	0	0	0	0
27	0	0	0	1	0	0	0
28	0	0	1	0	0	1	0
29	0	0	1	0	0	0	0
30	0	0	0	0	1	1	0
31	0	0	1	0	0	0	0
32	0	0	0	1	0	0	0
33	0	0	0	1	0	1	0
34	0	1	0	0	0	0	0
35	0	0	0	0	1	0	0

	var14_7	var15_7	var16_7	var17_7	var18_7	var19_7	var20_7
1	0	0	0	0	0	0	0
2	1	1	1	0	2	0	1
3	0	2	1	1	0	0	0
4	0	3	1	0	2	0	1
5	1	0	0	0	0	0	0
6	1	2	1	0	0	0	0
7	0	3	1	1	0	0	0
8	1	2	1	0	0	0	0
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	1	2	1	0	0	0	0
12	1	1	1	0	0	0	0
13	0	1	0	1	1	0	1
14	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0
16	1	2	1	0	1	0	1
17	0	2	1	0	1	0	1
18	1	3	1	0	2	0	1
19	0	0	0	0	0	0	0
20	1	2	1	0	0	0	0
21	1	2	1	0	0	0	0
22	1	2	1	0	0	0	0
23	1	2	1	0	0	0	0
24	0	1	1	0	0	0	0
25	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0
28	1	2	1	0	1	0	0
29	0	0	0	0	0	0	0
30	1	1	0	1	2	1	1
31	0	0	0	0	0	0	0
32	0	0	0	0	2	0	1
33	1	0	0	0	0	0	0
34	0	2	1	0	1	0	1
35	0	2	1	0	3	1	1

	var21_7	var22_7	var1_8	var2_8	var3_8	var4_8	var5_8
1	0	0	.	1	0	1	0
2	0	0	.	1	0	1	0
3	0	0	.	1	0	1	0
4	0	0	.	0	0	0	1
5	0	0	.	1	0	1	0
6	0	0	.	0	0	0	1
7	0	0	.	1	1	0	0
8	0	0	.	0	0	0	0
9	0	0	.	0	0	0	0
10	0	0	.	0	0	0	1
11	0	0	.	0	0	0	1
12	0	0	.	0	0	0	1
13	0	0	.	0	0	0	0
14	0	0	.	0	0	0	1
15	0	0	.	0	0	0	0
16	0	0	.	1	1	0	0
17	0	0	.	0	0	0	0
18	0	0	.	1	1	0	0
19	0	0	.	1	0	1	0
20	1	1	.	1	1	0	0
21	0	0	.	0	0	0	1
22	0	0	.	1	0	1	0
23	0	0	.	0	0	0	0
24	0	0	.	0	0	0	0
25	0	0	.	0	0	0	1
26	0	0	.	0	0	0	1
27	0	0	.	0	0	0	0
28	0	0	.	0	0	0	1
29	0	0	.	1	0	1	0
30	0	0	.	1	0	1	0
31	0	0	.	0	0	0	0
32	.	.	.	0	0	0	0
33	0	0	.	1	0	1	0
34	0	0	.	1	1	0	0
35	0	0	.	0	0	0	1

	var5_9	var6_9	var7_9	var8_9	var9_9	var10_9	var11_9
1	0	2	0	1	0	0	0
2	0	5	0	0	0	0	1
3	0	4	0	0	0	1	0
4	0	4	0	0	0	1	0
5	0	5	0	0	0	0	1
6	1	3	0	0	1	0	0
7	0	5	0	0	0	0	1
8	1	3	0	0	1	0	0
9	0	3	0	0	1	0	0
10	0	3	0	0	1	0	0
11	0	3	0	0	1	0	0
12	0	3	0	0	1	0	0
13	0	5	0	0	0	0	1
14	0	5	0	0	0	0	1
15	0	3	0	0	1	0	0
16	0	1	1	0	0	0	0
17	0	4	0	0	0	1	0
18	0	5	0	0	0	0	1
19	0	3	0	0	1	0	0
20	0	4	0	0	0	1	0
21	0	4	0	0	0	1	0
22	0	4	0	0	0	1	0
23	0	5	0	0	0	0	1
24	0	3	0	0	1	0	0
25	1	5	0	0	0	0	1
26	0	3	0	0	1	0	0
27	0	5	0	0	0	0	1
28	1	3	0	0	1	0	0
29	0	4	0	0	0	1	0
30	0	5	0	0	0	0	1
31	0	5	0	0	0	0	1
32	0	5	0	0	0	0	1
33	0	4	0	0	0	1	0
34	0	4	0	0	0	1	0
35	0	5	0	0	0	0	1

	var6_8	var7_8	var8_8	var9_8	var10_8	var11_8	var12_8
1	2	0	1	0	0	0	1
2	5	0	0	0	0	1	0
3	4	0	0	0	1	1	1
4	3	0	0	1	0	0	0
5	3	0	0	1	0	0	1
6	3	0	0	1	0	0	0
7	4	0	0	0	1	0	2
8	3	0	0	1	0	0	0
9	3	0	0	1	0	0	0
10	3	0	0	1	0	0	0
11	3	0	0	1	0	0	0
12	2	1	0	0	0	0	0
13	3	0	0	1	0	0	0
14	4	0	0	0	1	0	0
15	3	0	0	1	0	0	0
16	2	0	1	0	0	0	1
17	2	0	1	0	0	0	0
18	2	0	1	0	0	0	2
19	3	0	0	1	0	0	1
20	4	0	0	0	1	0	2
21	3	0	0	1	0	0	0
22	4	0	0	0	1	0	1
23	3	0	0	1	0	0	0
24	3	0	0	1	0	0	0
25	2	0	1	0	0	0	0
26	3	0	0	1	0	0	0
27	3	0	0	1	0	0	0
28	4	0	0	0	1	0	0
29	3	0	0	1	0	0	2
30	3	0	0	1	0	0	0
31	2	0	1	0	0	0	0
32	2	0	1	0	0	0	0
33	2	0	1	0	0	0	1
34	2	0	1	0	0	0	2
35	2	0	1	0	0	0	0

	var13_8	var14_8	var15_8	var16_8	var17_8	var18_8	var19_8
1	0	1	0	0	0	0	0
2	0	0	3	0	1	4	0
3	0	0	0	0	0	0	1
4	0	0	0	0	0	0	0
5	0	1	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	1	3	1	1	0	0
8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0
16	0	1	1	0	1	2	1
17	0	0	0	0	0	0	0
18	0	1	1	1	0	3	0
19	0	1	1	1	0	0	0
20	0	1	2	1	0	0	0
21	0	0	0	0	0	0	0
22	0	1	0	0	0	1	1
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0
29	0	1	0	0	0	0	0
30	0	0	1	1	1	0	0
31	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0
33	0	1	0	0	0	1	1
34	0	1	0	0	0	0	0
35	0	0	0	0	0	0	0

	var20_8	var21_8	var22_8	var1_9	var2_9	var3_9	var4_9
1	0	0	0	.	0	0	0
2	1	0	0	.	1	0	1
3	0	0	0	.	1	0	1
4	0	0	0	.	1	0	1
5	0	0	0	.	1	0	1
6	0	0	0	.	0	0	0
7	0	0	0	.	1	0	1
8	0	0	0	.	0	0	0
9	0	0	0	.	1	0	1
10	0	0	0	.	1	0	1
11	0	0	0	.	1	0	1
12	0	0	0	.	0	0	0
13	0	0	0	.	1	0	1
14	0	0	0	.	1	0	1
15	0	0	0	.	0	0	0
16	0	0	0	.	1	1	0
17	0	0	0	.	1	0	1
18	1	0	0	.	1	0	1
19	0	0	0	.	1	0	1
20	0	0	0	.	1	0	1
21	0	0	0	.	1	0	1
22	0	1	0	.	1	0	1
23	0	0	0	.	1	1	0
24	0	0	0	.	0	0	0
25	0	0	0	.	0	0	0
26	0	0	0	.	1	0	1
27	0	0	0	.	1	0	1
28	0	0	0	.	0	0	0
29	0	0	0	.	1	1	0
30	0	0	0	.	1	0	1
31	0	0	0	.	1	1	0
32	0	0	0	.	1	0	1
33	0	0	0	.	1	1	0
34	0	0	0	.	1	0	1
35	0	0	0	.	1	0	1

	var12_9	var13_9	var14_9	var15_9	var16_9	var17_9	var18_9
1	0	0	0	0	0	0	0
2	0	0	0	3	1	0	4
3	2	0	1	0	0	0	3
4	2	0	1	1	1	0	2
5	0	0	0	3	1	0	3
6	0	0	0	0	0	0	0
7	2	0	1	3	1	0	4
8	0	0	0	0	0	0	0
9	2	1	1	3	1	0	3
10	2	1	0	2	1	0	2
11	0	0	0	3	1	0	3
12	0	0	0	0	0	0	0
13	0	0	0	3	1	0	2
14	2	0	1	3	1	0	2
15	0	0	0	0	0	0	0
16	0	0	0	2	1	0	3
17	2	0	1	3	1	0	2
18	2	0	1	3	1	0	3
19	0	0	0	3	1	0	3
20	0	0	0	3	1	0	3
21	0	0	0	3	1	0	3
22	2	0	1	1	1	0	2
23	0	0	0	2	1	0	3
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	0	0	3	1	0	3
27	2	0	1	3	1	1	4
28	0	0	0	0	0	0	0
29	0	0	0	3	1	0	3
30	2	1	0	3	1	0	3
31	0	0	0	3	0	1	4
32	1	0	1	1	1	0	3
33	0	0	0	2	1	0	2
34	2	0	1	3	1	0	3
35	2	0	1	1	1	0	3

	var19_9	var20_9	var21_9	var22_9	var1_10	var2_10	var3_10
1	0	0	1	1	.	1	0
2	0	1	0	0	.	1	0
3	1	0	0	0	.	1	0
4	1	0	0	0	.	1	0
5	0	1	0	0	.	0	0
6	0	0	0	0	.	0	0
7	1	0	1	0	.	1	0
8	0	0	0	0	0	0	0
9	1	1	0	0	.	1	0
10	0	1	0	0	.	0	0
11	1	1	0	0	.	1	0
12	0	0	0	0	.	1	0
13	1	1	0	0	.	0	0
14	0	1	0	0	.	1	0
15	0	0	0	0	.	0	0
16	1	0	0	0	.	0	0
17	1	0	0	0	.	0	0
18	0	1	0	0	.	1	0
19	0	1	0	0	.	1	0
20	1	1	1	0	.	1	0
21	1	1	0	0	.	1	0
22	1	1	1	0	.	0	0
23	1	1	0	0	.	0	0
24	0	0	0	0	.	0	0
25	0	0	0	0	.	0	0
26	1	1	0	0	.	0	0
27	1	1	0	0	.	1	1
28	0	0	0	0	.	1	0
29	0	1	0	0	.	1	1
30	0	1	0	0	.	0	0
31	0	1	1	1	.	1	0
32	1	1	1	0	.	1	0
33	1	0	0	0	.	0	0
34	1	0	0	0	0	0	0
35	1	1	0	0	.	1	0

	var4_10	var5_10	var6_10	var7_10	var8_10	var9_10	var10_10
1	1	0	2	0	1	0	0
2	1	0	2	0	1	0	0
3	1	0	2	0	1	0	0
4	1	0	4	0	0	0	1
5	0	1	3	0	0	1	0
6	0	0	3	0	0	1	0
7	1	0	1	1	0	0	0
8	0	1	1	1	0	0	0
9	1	0	3	0	0	1	0
10	0	1	2	0	1	0	0
11	1	0	3	1	0	1	0
12	1	0	4	0	0	0	1
13	0	0	3	0	0	1	0
14	1	0	4	0	0	0	1
15	0	0	2	0	1	0	0
16	0	0	1	1	0	0	0
17	0	0	1	1	0	0	0
18	1	0	2	0	1	0	0
19	1	0	2	0	1	0	0
20	1	0	3	0	0	1	0
21	1	0	4	0	0	0	1
22	0	0	3	0	0	1	0
23	0	0	2	0	1	0	0
24	0	0	3	0	0	1	0
25	0	0	1	1	0	0	0
26	0	0	2	0	1	0	0
27	0	0	2	0	1	0	0
28	1	0	4	0	0	0	1
29	0	0	4	0	0	0	1
30	0	1	2	0	1	0	0
31	1	0	1	1	0	0	0
32	1	0	3	0	0	1	0
33	0	0	2	0	1	0	0
34	0	0	2	0	0	0	0
35	1	0	5	0	0	0	0

	var11_10	var12_10	var13_10	var14_10	var15_10	var16_10	var17_10
1	0	0	0	0	1	1	0
2	0	1	0	0	2	1	0
3	0	0	0	0	2	1	1
4	0	0	0	0	3	1	0
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	3	1	0
8	0	0	0	0	0	0	0
9	0	0	0	0	1	1	0
10	0	0	0	0	0	0	0
11	0	1	0	1	2	1	0
12	0	0	0	0	1	1	0
13	0	0	0	0	0	0	0
14	0	0	0	0	1	1	0
15	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0
18	0	0	0	0	2	1	0
19	0	0	0	0	3	1	0
20	0	1	0	1	3	1	0
21	0	0	0	0	1	1	0
22	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0
27	0	1	0	1	0	0	0
28	0	1	0	1	3	1	0
29	0	1	0	0	2	1	0
30	0	0	0	0	0	0	0
31	0	0	0	0	1	1	0
32	0	0	0	0	2	1	0
33	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0
35	1	0	0	0	3	1	0

	var18_10	var19_10	var20_10	var21_10	var22_10	tot1	tot2
1	0	0	0	0	0	.	7.00
2	0	0	0	0	0	1.00	9.00
3	0	0	0	0	0	.	10.00
4	0	0	0	0	0	.	5.00
5	0	0	0	0	0	1.00	6.00
6	0	0	0	0	0	.00	5.00
7	0	0	0	0	0	.	10.00
8	0	0	0	0	0	.00	4.00
9	0	0	0	0	0	.	7.00
10	0	0	0	0	0	.	5.00
11	0	0	0	0	0	.	9.00
12	0	0	0	0	0	.	7.00
13	0	0	0	0	0	.	6.00
14	0	0	0	0	0	.	7.00
15	0	0	0	0	0	.	5.00
16	0	0	0	0	0	.	7.00
17	0	0	0	0	0	.	6.00
18	0	0	0	0	0	.	10.00
19	0	0	0	0	0	.	7.00
20	0	0	0	1	0	.	10.00
21	0	0	0	0	0	.	8.00
22	0	0	0	0	0	.	7.00
23	0	0	0	0	0	.	7.00
24	0	0	0	0	0	.	4.00
25	0	0	0	0	0	.	4.00
26	0	0	0	0	0	.	4.00
27	0	0	0	0	0	.	6.00
28	3	1	0	0	0	.	4.00
29	0	0	0	0	0	.	8.00
30	0	0	0	0	0	.	9.00
31	0	0	0	0	0	.	6.00
32	0	0	0	0	0	.	8.00
33	0	0	0	0	0	.	6.00
34	0	0	0	0	0	.00	7.00
35	3	1	0	0	0	.	9.00

	tot3	tot4	tot5	tot6	tot7	tot8	tot9
1	2.00	5.00	1.00	24.00	1.00	6.00	1.00
2	.00	9.00	.00	32.00	.00	4.00	2.00
3	3.00	7.00	.00	33.00	.00	2.00	3.00
4	.00	5.00	4.00	31.00	.00	2.00	5.00
5	1.00	5.00	4.00	33.00	.00	.00	8.00
6	1.00	4.00	2.00	29.00	.00	.00	8.00
7	3.00	7.00	.00	32.00	1.00	2.00	3.00
8	.00	4.00	4.00	26.00	2.00	1.00	6.00
9	3.00	4.00	1.00	29.00	.00	1.00	8.00
10	.00	5.00	3.00	30.00	.00	2.00	6.00
11	3.00	6.00	1.00	31.00	1.00	.00	9.00
12	1.00	6.00	1.00	30.00	1.00	1.00	6.00
13	1.00	5.00	1.00	34.00	.00	1.00	5.00
14	.00	7.00	1.00	36.00	.00	2.00	1.00
15	2.00	3.00	.00	30.00	.00	1.00	8.00
16	7.00	.00	1.00	29.00	2.00	1.00	3.00
17	.00	6.00	.00	27.00	2.00	3.00	1.00
18	3.00	7.00	.00	31.00	.00	4.00	2.00
19	.00	7.00	.00	29.00	.00	3.00	5.00
20	4.00	6.00	.00	33.00	.00	.00	7.00
21	2.00	6.00	1.00	36.00	.00	.00	4.00
22	2.00	5.00	.00	35.00	.00	.00	5.00
23	7.00	.00	.00	36.00	.00	1.00	3.00
24	2.00	2.00	1.00	31.00	.00	.00	9.00
25	1.00	3.00	3.00	31.00	1.00	2.00	3.00
26	2.00	2.00	4.00	27.00	.00	4.00	5.00
27	4.00	2.00	2.00	35.00	.00	1.00	4.00
28	2.00	2.00	6.00	34.00	.00	.00	6.00
29	4.00	5.00	.00	36.00	.00	.00	5.00
30	4.00	5.00	2.00	35.00	.00	1.00	5.00
31	4.00	2.00	2.00	31.00	1.00	1.00	5.00
32	.00	8.00	1.00	33.00	.00	2.00	4.00
33	4.00	2.00	2.00	36.00	.00	2.00	1.00
34	3.00	5.00	.00	21.00	2.00	5.00	1.00
35	1.00	8.00	1.00	36.00	.00	1.00	5.00

	tot10	tot11	tot12	tot13	tot14	tot15	tot16
1	2.00	.00	7.00	.00	6.00	5.00	3.00
2	2.00	2.00	5.00	1.00	2.00	18.00	7.00
3	5.00	1.00	9.00	.00	5.00	14.00	6.00
4	3.00	.00	3.00	.00	2.00	10.00	4.00
5	1.00	1.00	7.00	.00	5.00	8.00	4.00
6	2.00	.00	3.00	.00	3.00	9.00	4.00
7	2.00	2.00	12.00	.00	6.00	19.00	7.00
8	1.00	.00	4.00	.00	2.00	5.00	2.00
9	1.00	1.00	6.00	2.00	4.00	9.00	4.00
10	2.00	.00	4.00	1.00	2.00	9.00	4.00
11	1.00	.00	7.00	.00	6.00	19.00	8.00
12	2.00	.00	7.00	.00	4.00	10.00	5.00
13	3.00	1.00	4.00	.00	2.00	10.00	4.00
14	6.00	1.00	9.00	.00	6.00	12.00	5.00
15	1.00	.00	4.00	.00	4.00	5.00	3.00
16	4.00	.00	4.00	.00	3.00	11.00	5.00
17	4.00	.00	5.00	.00	2.00	10.00	4.00
18	3.00	1.00	13.00	.00	8.00	16.00	7.00
19	2.00	.00	3.00	.00	3.00	13.00	5.00
20	3.00	.00	8.00	.00	7.00	18.00	9.00
21	6.00	.00	8.00	.00	6.00	18.00	8.00
22	5.00	.00	9.00	.00	7.00	11.00	3.00
23	5.00	1.00	7.00	.00	5.00	12.00	6.00
24	1.00	.00	2.00	1.00	1.00	5.00	4.00
25	3.00	1.00	5.00	1.00	2.00	6.00	3.00
26	1.00	.00	3.00	.00	2.00	4.00	2.00
27	4.00	1.00	7.00	.00	5.00	11.00	4.00
28	4.00	.00	4.00	.00	3.00	9.00	4.00
29	4.00	1.00	6.00	.00	4.00	12.00	4.00
30	2.00	2.00	9.00	1.00	6.00	18.00	7.00
31	2.00	1.00	4.00	.00	3.00	9.00	3.00
32	3.00	1.00	7.00	.00	6.00	8.00	5.00
33	6.00	1.00	6.00	.00	4.00	6.00	3.00
34	1.00	.00	9.00	1.00	6.00	8.00	4.00
35	1.00	3.00	6.00	.00	5.00	19.00	8.00

	tot17	tot18	tot19	tot20	tot21	tot22	shame
1	.00	5.00	2.00	1.00	4.00	3.00	14.00
2	5.00	16.00	3.00	3.00	.00	.00	18.00
3	5.00	10.00	5.00	1.00	.00	.00	20.00
4	.00	5.00	1.00	2.00	.00	.00	10.00
5	.00	3.00	.00	1.00	.00	.00	12.00
6	1.00	4.00	2.00	1.00	.00	.00	10.00
7	4.00	11.00	4.00	2.00	1.00	.00	20.00
8	1.00	.00	.00	.00	.00	.00	8.00
9	1.00	8.00	3.00	3.00	5.00	2.00	14.00
10	1.00	8.00	1.00	2.00	1.00	2.00	10.00
11	1.00	8.00	3.00	2.00	1.00	.00	18.00
12	3.00	6.00	2.00	2.00	1.00	.00	14.00
13	2.00	8.00	3.00	3.00	.00	.00	12.00
14	.00	7.00	2.00	1.00	.00	.00	14.00
15	.00	3.00	1.00	1.00	1.00	1.00	10.00
16	3.00	13.00	5.00	3.00	1.00	.00	14.00
17	1.00	7.00	2.00	1.00	3.00	1.00	12.00
18	.00	15.00	3.00	4.00	.00	.00	20.00
19	1.00	7.00	1.00	3.00	1.00	1.00	14.00
20	.00	8.00	2.00	2.00	6.00	3.00	20.00
21	.00	8.00	3.00	2.00	2.00	.00	16.00
22	3.00	8.00	5.00	3.00	4.00	.00	14.00
23	.00	8.00	3.00	1.00	1.00	1.00	14.00
24	.00	1.00	.00	1.00	.00	2.00	8.00
25	1.00	2.00	1.00	1.00	.00	.00	8.00
26	.00	7.00	3.00	1.00	.00	.00	8.00
27	2.00	12.00	4.00	2.00	1.00	.00	12.00
28	.00	7.00	2.00	1.00	.00	.00	8.00
29	1.00	12.00	3.00	3.00	1.00	.00	17.00
30	3.00	10.00	3.00	3.00	1.00	.00	18.00
31	2.00	6.00	.00	1.00	1.00	1.00	12.00
32	.00	10.00	3.00	4.00	1.00	.00	16.00
33	.00	6.00	2.00	1.00	.00	.00	12.00
34	1.00	8.00	3.00	1.00	1.00	2.00	15.00
35	.00	15.00	6.00	4.00	.00	2.00	18.00

	adapt	narcrage	narcinj	gendr2	victim2	filter_\$	time
1	7.00	5.00	7.00	1.00	1.00	1	30.00
2	4.00	16.00	5.00	2.00	2.00	1	33.00
3	2.00	10.00	9.00	1.00	1.00	1	14.00
4	2.00	5.00	3.00	1.00	2.00	1	7.00
5	.00	3.00	7.00	2.00	2.00	1	
6	.00	4.00	3.00	1.00	.	0	18.00
7	3.00	11.00	12.00	1.00	3.00	1	21.00
8	3.00	.00	4.00	1.00	2.00	1	17.00
9	1.00	8.00	6.00	1.00	.	0	75.00
10	2.00	8.00	4.00	2.00	2.00	1	12.00
11	1.00	8.00	7.00	1.00	1.00	1	32.00
12	2.00	6.00	7.00	1.00	1.00	1	41.00
13	1.00	8.00	4.00	2.00	2.00	1	7.00
14	2.00	7.00	9.00	1.00	2.00	1	21.00
15	1.00	3.00	4.00	1.00	2.00	1	15.00
16	3.00	13.00	4.00	1.00	1.00	1	40.00
17	5.00	7.00	5.00	1.00	3.00	1	41.00
18	4.00	15.00	13.00	2.00	2.00	1	11.00
19	3.00	7.00	3.00	2.00	2.00	1	22.00
20	.00	8.00	8.00	1.00	3.00	1	
21	.00	8.00	8.00	2.00	.	0	19.00
22	.00	8.00	9.00	1.00	2.00	1	21.00
23	1.00	8.00	7.00	1.00	2.00	1	25.00
24	.00	1.00	2.00	2.00	.	0	104.00
25	3.00	2.00	5.00	2.00	.	0	19.00
26	4.00	7.00	3.00	2.00	2.00	1	10.00
27	1.00	12.00	7.00	1.00	.	0	35.00
28	.00	7.00	4.00	2.00	2.00	1	20.00
29	.00	12.00	6.00	2.00	2.00	1	28.00
30	1.00	10.00	9.00	2.00	2.00	1	35.00
31	2.00	6.00	4.00	1.00	3.00	1	30.00
32	2.00	10.00	7.00	1.00	3.00	1	10.00
33	2.00	6.00	6.00	1.00	2.00	1	16.00
34	7.00	8.00	9.00	1.00	1.00	1	19.00
35	1.00	15.00	6.00	2.00	.	0	40.00

	words
1	789.00
2	1624.00
3	937.00
4	429.00
5	918.00
6	566.00
7	1197.00
8	471.00
9	1096.00
10	423.00
11	667.00
12	1536.00
13	505.00
14	555.00
15	428.00
16	1663.00
17	1320.00
18	785.00
19	777.00
20	765.00
21	915.00
22	879.00
23	904.00
24	498.00
25	746.00
26	436.00
27	849.00
28	853.00
29	1237.00
30	702.00
31	733.00
32	573.00
33	452.00
34	1077.00
35	747.00

	id	age	gender	grade	school	ethn	family
36	50	5	M	12	2	1	2
37	52	5	M	12	2	1	2
38	54	5	M	12	2	1	2
39	60	5	F	12	2	1	2
40	61	5	F	12	2	1	2
41	62	4	F	12	2	1	2
42	64	5	M	12	2	3	2
43	65	5	M	12	2	1	2
44	66	4	M	12	2	1	4
45	73	5	M	12	2	1	2
46	74	5	F	12	2	1	3
47	78	5	M	12	2	1	2
48	81	5	M	12	2	1	1
49	84	4	F	12	2	1	1
50	97	5	M	12	2	1	2
51	98	5	M	12	2	1	3
52	99	5	M	12	2	1	3

	personal	victim	var1_1	var2_1	var3_1	var4_1	var5_1
36	2	4	.	1	0	1	0
37	2	3	.	0	0	0	0
38	2	2	.	1	0	1	0
39	2	4	.	1	0	1	0
40	2	4	.	1	0	1	0
41	1	2	.	1	0	1	0
42	4	2	.	1	0	1	0
43	2	3	.	0	0	0	0
44	2	4	.	1	1	0	0
45	3	4	.	0	0	0	0
46	3	1	.	1	0	1	0
47	2	2	.	1	0	1	0
48	2	4	.	1	0	1	0
49	1	4	.	1	0	1	0
50	1	4	.	1	0	1	0
51	2	2	.	1	1	0	0
52	2	4	.	0	0	0	0

	var6_1	var7_1	var8_1	var9_1	var10_1	var11_1	var12_1
36	3	0	0	1	0	0	1
37	2	0	1	0	0	0	0
38	2	0	1	0	0	0	1
39	2	0	1	0	0	0	1
40	3	0	0	1	0	0	1
41	4	0	0	0	1	0	0
42	1	1	0	0	0	0	2
43	4	0	0	0	1	0	0
44	5	0	0	0	0	1	4
45	3	0	0	1	0	0	0
46	4	0	0	0	1	0	0
47	5	0	0	0	0	1	0
48	3	0	0	1	0	0	1
49	3	0	0	1	0	0	1
50	2	0	1	0	0	0	1
51	4	0	0	0	1	0	2
52	3	0	0	1	0	0	0

	var13_1	var14_1	var15_1	var16_1	var17_1	var18_1	var19_1
36	0	1	0	0	0	0	0
37	0	0	0	0	0	0	0
38	0	1	0	0	0	0	0
39	0	1	1	0	1	0	0
40	0	1	1	0	1	0	0
41	0	0	1	0	1	0	0
42	0	1	1	1	0	0	0
43	0	0	0	0	0	0	0
44	0	1	1	1	0	0	0
45	0	0	0	0	0	0	0
46	0	0	1	1	0	0	0
47	0	0	0	0	0	4	0
48	0	1	0	0	0	0	0
49	0	1	0	0	0	0	0
50	0	1	0	0	0	0	0
51	0	1	0	0	0	0	0
52	0	0	0	0	0	0	0

	var20_1	var21_1	var22_1	var1_2	var2_2	var3_2	var4_2
36	0	0	0	.	1	1	0
37	0	0	0	.	1	1	0
38	0	0	0	.	0	0	0
39	0	0	0	.	1	1	0
40	0	0	0	.	1	1	0
41	0	0	0	.	1	0	1
42	0	1	0	.	1	0	1
43	0	0	0	.	1	1	0
44	0	0	0	.	1	1	0
45	0	1	0	.	0	0	0
46	0	0	0	.	0	0	0
47	1	0	0	.	1	0	1
48	0	1	1	.	1	0	1
49	0	0	0	.	1	0	1
50	0	0	0	.	1	0	1
51	0	1	0	0	1	1	0
52	0	0	0	.	1	1	0

	var5_2	var6_2	var7_2	var8_2	var9_2	var10_2	var11_2
36	0	2	0	1	0	0	0
37	0	2	0	1	0	0	0
38	1	3	0	0	1	0	0
39	0	4	0	0	0	1	0
40	0	4	0	0	0	1	0
41	0	2	0	1	0	0	0
42	0	4	0	0	0	1	0
43	0	3	0	0	1	0	0
44	0	4	0	0	0	1	0
45	0	2	0	1	0	0	0
46	0	2	0	1	0	0	0
47	0	4	0	0	0	1	0
48	0	2	0	1	0	0	0
49	0	3	0	0	1	0	0
50	0	2	0	1	0	0	0
51	0	4	0	0	0	1	0
52	0	2	0	1	0	0	0

	var12_2	var13_2	var14_2	var15_2	var16_2	var17_2	var18_2
36	1	0	1	0	0	0	0
37	1	0	1	2	1	0	0
38	0	0	0	0	0	0	0
39	0	0	0	3	1	0	0
40	2	0	1	0	0	0	0
41	0	0	0	3	1	0	0
42	2	1	1	3	1	0	1
43	1	0	1	2	1	0	0
44	2	0	1	0	0	0	0
45	0	0	0	0	0	0	0
46	0	0	0	0	0	0	0
47	0	0	0	3	0	1	0
48	1	0	1	2	1	0	0
49	1	0	1	2	1	0	0
50	0	0	0	2	1	0	0
51	1	0	1	1	1	0	0
52	1	0	1	2	1	0	0

	var19_2	var20_2	var21_2	var22_2	var1_3	var2_3	var3_3
36	0	0	0	0	.	1	0
37	0	0	0	0	.	1	0
38	0	0	0	0	.	1	1
39	0	0	0	0	.	1	0
40	0	0	0	0	.	1	0
41	0	0	0	0	.	0	0
42	1	0	1	1	.	1	0
43	0	0	1	0	.	0	0
44	0	0	1	0	.	1	1
45	0	0	1	0	.	0	0
46	0	0	0	0	.	1	0
47	0	0	0	0	.	1	0
48	0	0	1	0	.	1	0
49	0	0	0	0	.	1	1
50	0	0	0	0	.	0	0
51	0	0	1	0	.	1	1
52	0	0	0	0	.	1	0

	var4_3	var5_3	var6_3	var7_3	var8_3	var9_3	var10_3
36	1	0	3	0	0	1	0
37	1	0	3	0	0	0	0
38	0	0	3	0	0	1	0
39	1	0	2	0	1	0	0
40	1	0	4	0	0	0	1
41	0	0	2	0	1	0	0
42	1	0	4	0	0	0	1
43	0	0	4	0	0	0	1
44	0	0	4	0	0	0	1
45	0	0	3	0	0	1	0
46	1	0	2	0	1	0	0
47	1	0	2	0	1	0	0
48	1	0	4	0	0	0	1
49	0	0	3	0	0	1	0
50	0	0	2	0	1	0	0
51	0	0	4	0	0	0	1
52	1	0	4	0	0	0	1

	var11_3	var12_3	var13_3	var14_3	var15_3	var16_3	var17_3
36	0	0	0	0	3	1	1
37	0	1	0	1	1	0	1
38	0	1	0	1	2	1	0
39	0	0	0	0	3	1	0
40	0	2	0	1	1	0	1
41	0	0	0	0	0	0	0
42	0	0	0	0	2	1	1
43	0	0	0	0	0	0	0
44	0	1	0	1	3	1	0
45	0	0	0	0	0	0	0
46	0	1	0	1	3	0	1
47	0	1	0	1	0	0	0
48	0	0	0	0	3	1	1
49	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0
51	0	1	0	1	1	1	0
52	0	0	0	0	3	1	0

	var18_3	var19_3	var20_3	var21_3	var22_3	var1_4	var2_4
36	2	1	1	0	0	.	0
37	3	1	0	0	0	.	1
38	1	1	0	0	0	.	1
39	2	1	0	0	0	.	1
40	2	1	0	0	0	.	0
41	0	0	0	0	0	.	0
42	2	1	1	0	0	.	1
43	0	0	0	1	0	0	1
44	0	0	0	1	0	.	1
45	0	0	0	1	0	.	1
46	2	1	0	0	0	.	1
47	0	0	0	0	0	.	1
48	2	1	0	1	0	.	1
49	2	1	1	0	0	.	0
50	0	0	0	0	0	.	1
51	2	1	0	1	0	.	1
52	2	1	0	1	0	.	1

	var3_4	var4_4	var5_4	var6_4	var7_4	var8_4	var9_4
36	0	0	0	2	0	1	0
37	1	0	0	2	0	1	0
38	0	1	0	4	0	0	0
39	1	0	0	2	0	1	0
40	0	0	0	2	0	1	0
41	0	0	0	2	0	1	0
42	0	1	0	3	0	0	1
43	1	0	0	4	0	0	0
44	1	0	0	3	0	0	1
45	0	1	0	3	0	0	1
46	0	1	0	3	0	0	1
47	1	0	0	3	0	0	1
48	0	1	0	1	1	0	0
49	0	0	0	3	0	0	1
50	0	1	0	2	0	1	0
51	1	0	0	3	0	0	1
52	1	0	0	3	0	0	1

	var10_4	var11_4	var12_4	var13_4	var14_4	var15_4	var16_4
36	0	0	0	0	0	0	0
37	0	0	1	0	1	0	0
38	1	0	0	0	0	2	0
39	0	0	1	0	1	0	0
40	0	0	0	0	.	0	0
41	0	0	0	0	0	0	0
42	0	0	0	0	0	2	0
43	1	0	1	1	0	3	0
44	0	0	1	0	1	1	1
45	0	0	2	0	1	2	1
46	0	0	0	0	0	2	1
47	0	0	1	0	1	1	0
48	0	0	1	0	1	1	1
49	0	0	0	0	0	0	0
50	0	0	0	0	0	2	1
51	0	0	1	1	0	1	1
52	0	0	1	0	1	0	0

	var17_4	var18_4	var19_4	var20_4	var21_4	var22_4	var1_5
36	0	0	0	0	0	0	.
37	0	0	0	0	1	1	.
38	1	3	0	1	0	1	.
39	0	0	0	0	0	0	.
40	0	0	0	0	0	1	.
41	0	0	0	0	0	0	.
42	1	0	0	0	0	0	.
43	1	0	0	0	1	0	.
44	0	0	0	0	1	0	.
45	0	3	1	0	1	0	.
46	0	0	0	0	0	1	.
47	1	0	0	0	0	0	.
48	0	0	0	0	1	0	.
49	0	0	0	0	0	0	.
50	0	0	0	0	0	1	.
51	0	0	0	0	1	1	.
52	0	0	0	0	1	0	.

	var2_5	var3_5	var4_5	var5_5	var6_5	var7_5	var8_5
36	0	0	0	0	3	0	0
37	0	0	0	0	1	1	0
38	0	0	0	0	3	0	0
39	1	1	0	0	4	0	0
40	0	0	0	1	3	0	0
41	1	0	1	0	4	0	0
42	1	0	1	0	5	0	0
43	0	0	0	0	4	0	0
44	0	0	0	1	3	0	0
45	1	1	0	0	4	0	0
46	0	0	0	1	3	0	0
47	0	0	0	0	3	0	0
48	0	0	0	1	3	0	0
49	0	0	0	0	2	0	1
50	0	0	0	1	3	0	0
51	0	0	0	0	4	0	0
52	0	0	0	0	3	0	0

	var9_5	var10_5	var11_5	var12_5	var13_5	var14_5	var15_5
36	1	0	0	0	0	0	0
37	0	0	0	0	0	0	0
38	1	0	0	0	0	0	0
39	0	1	0	1	0	1	0
40	1	0	0	0	0	0	0
41	0	1	0	2	0	1	1
42	0	1	0	0	0	0	3
43	0	1	0	0	0	0	0
44	1	0	0	0	0	0	0
45	0	1	0	1	0	1	0
46	1	0	0	0	0	0	0
47	1	0	0	0	0	0	0
48	1	0	0	0	0	0	0
49	0	0	0	0	0	0	0
50	1	0	0	0	0	0	0
51	0	1	0	0	0	0	0
52	1	0	0	0	0	0	0

	var16_5	var17_5	var18_5	var19_5	var20_5	var21_5	var22_5
36	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0
38	0	0	0	0	0	0	0
39	0	0	4	0	1	0	1
40	0	0	0	0	0	0	0
41	0	1	3	0	1	1	1
42	1	0	1	1	0	0	1
43	0	0	0	0	0	1	0
44	0	0	0	0	0	1	0
45	0	0	0	0	0	1	0
46	0	0	0	0	0	0	1
47	0	0	0	0	0	0	0
48	0	0	0	0	0	0	1
49	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0
51	0	0	0	0	0	1	1
52	0	0	0	0	0	1	0

	var1_6	var2_6	var3_6	var4_6	var5_6	var6_6	var7_6
36	.	1	0	1	0	4	0
37	.	1	0	1	0	2	0
38	.	0	0	0	1	3	0
39	.	1	0	1	0	4	0
40	.	1	0	1	0	3	0
41	.	1	0	1	0	4	0
42	.	1	0	1	0	5	0
43	.	1	1	0	0	4	0
44	.	0	0	0	1	4	0
45	.	0	0	0	0	3	0
46	.	1	0	1	0	3	0
47	.	0	0	0	0	2	0
48	.	1	0	1	0	3	0
49	.	1	0	1	0	2	0
50	.	0	0	0	1	3	0
51	0	1	1	0	0	5	0
52	.	1	0	1	0	4	0

	var8_6	var9_6	var10_6	var11_6	var12_6	var13_6	var14_6
36	0	0	1	0	2	0	1
37	1	0	0	0	1	0	1
38	0	1	0	0	0	0	0
39	0	0	1	0	2	0	1
40	0	1	0	0	1	0	1
41	0	0	1	0	0	0	0
42	0	0	0	1	0	0	0
43	0	0	1	0	2	0	1
44	0	0	1	0	0	0	0
45	0	1	0	0	0	0	0
46	0	1	0	0	2	0	1
47	1	0	0	0	0	0	0
48	0	1	0	0	2	0	1
49	1	0	0	0	1	0	1
50	0	1	0	0	0	0	0
51	0	0	0	1	1	0	1
52	0	0	1	0	0	0	0

	var15_6	var16_6	var17_6	var18_6	var19_6	var20_6	var21_6
36	0	0	0	3	1	1	0
37	3	1	0	2	0	1	0
38	0	0	0	0	0	0	0
39	1	1	0	3	0	1	0
40	0	0	0	1	0	1	0
41	3	1	0	3	1	1	0
42	2	1	0	4	0	1	0
43	2	0	1	1	0	1	1
44	0	0	0	0	0	0	1
45	0	0	0	0	0	0	1
46	2	1	0	0	0	0	0
47	0	0	0	0	0	0	0
48	0	0	0	3	1	1	0
49	2	1	0	3	1	1	0
50	0	0	0	0	0	0	0
51	1	1	0	3	1	1	0
52	2	1	1	2	0	1	1

	var22_6	var1_7	var2_7	var3_7	var4_7	var5_7	var6_7
36	0	.	1	0	1	0	3
37	0	.	1	0	1	0	2
38	0	.	0	0	0	1	3
39	0	.	1	1	0	0	2
40	0	.	1	1	0	0	4
41	0	.	1	0	1	0	4
42	0	.	1	0	1	0	5
43	0	.	0	0	0	0	3
44	0	.	0	0	0	1	4
45	0	.	1	0	1	0	3
46	0	.	0	0	0	1	4
47	0	.	0	0	0	0	2
48	0	.	0	0	0	0	3
49	0	.	0	0	0	0	2
50	0	.	1	1	0	0	2
51	0	.	0	0	0	0	3
52	0	.	0	0	0	0	3

	var7_7	var8_7	var9_7	var10_7	var11_7	var12_7	var13_7
36	0	0	1	0	0	0	0
37	0	1	0	0	0	0	0
38	0	0	1	0	0	0	0
39	0	1	0	0	0	1	0
40	0	0	0	1	0	1	0
41	0	0	0	1	0	1	0
42	0	0	0	0	1	0	0
43	0	0	1	0	0	0	0
44	0	0	0	1	0	0	0
45	0	0	1	0	0	0	0
46	0	0	0	1	0	0	0
47	0	1	0	0	0	0	0
48	0	0	1	0	0	0	0
49	0	1	0	0	0	0	0
50	0	1	0	0	0	1	0
51	0	0	1	0	0	0	0
52	0	0	1	0	0	0	0

	var14_7	var15_7	var16_7	var17_7	var18_7	var19_7	var20_7
36	0	1	1	1	0	0	0
37	0	2	1	1	0	0	0
38	0	0	0	0	0	0	0
39	1	0	0	0	0	0	0
40	1	0	0	0	0	0	0
41	1	2	1	1	0	0	0
42	0	2	1	0	4	0	1
43	0	0	0	0	0	0	0
44	0	0	0	0	0	0	0
45	0	2	1	0	0	0	0
46	0	0	0	0	0	0	0
47	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0
50	1	0	0	0	0	0	0
51	0	0	0	0	0	0	0
52	0	0	0	0	0	0	0

	var21_7	var22_7	var1_8	var2_8	var3_8	var4_8	var5_8
36	0	0	.	0	0	0	0
37	0	0	.	0	0	0	0
38	0	0	.	0	0	0	1
39	0	0	.	1	1	0	0
40	0	0	.	1	1	0	0
41	0	0	.	1	1	0	0
42	0	1	.	1	0	1	0
43	1	0	.	0	0	0	0
44	1	0	.	1	0	1	0
45	1	0	.	0	0	0	0
46	0	0	.	1	0	1	0
47	0	0	.	0	0	0	0
48	1	0	0	0	0	0	0
49	0	0	.	1	0	1	0
50	0	0	.	0	0	0	0
51	1	0	.	1	0	1	0
52	0	0	.	0	0	0	0

	var6_8	var7_8	var8_8	var9_8	var10_8	var11_8	var12_8
36	3	0	0	1	0	0	0
37	2	0	1	0	0	0	0
38	3	0	0	1	0	0	0
39	2	0	1	0	0	0	1
40	3	0	0	1	0	0	2
41	4	0	0	0	1	0	1
42	2	0	1	0	0	0	1
43	2	0	1	0	0	0	0
44	4	0	0	0	1	0	1
45	3	0	0	1	0	0	0
46	2	0	1	0	0	0	2
47	2	0	1	0	0	0	0
48	3	0	0	1	0	0	0
49	4	0	0	0	1	0	2
50	2	0	1	0	0	0	0
51	3	0	0	1	0	0	1
52	3	0	0	1	0	0	0

	var13_8	var14_8	var15_8	var16_8	var17_8	var18_8	var19_8
36	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0
38	0	0	0	0	0	0	0
39	0	1	1	1	0	0	0
40	0	1	1	1	0	0	0
41	0	1	3	1	1	0	0
42	0	1	2	1	0	0	0
43	0	0	0	0	0	0	0
44	0	1	0	0	0	0	0
45	0	0	0	0	0	0	0
46	0	1	1	1	0	0	0
47	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0
49	0	1	0	0	0	0	0
50	0	0	0	0	0	0	0
51	0	1	1	1	0	0	0
52	0	0	0	0	0	0	0

	var20_8	var21_8	var22_8	var1_9	var2_9	var3_9	var4_9
36	0	0	0	.	1	0	1
37	0	1	1	.	1	0	1
38	0	0	1	.	1	0	1
39	0	0	0	.	1	1	0
40	0	0	0	.	1	0	1
41	0	0	0	.	1	0	1
42	0	0	1	.	1	0	1
43	0	1	0	.	1	0	1
44	0	1	0	.	1	0	1
45	0	1	0	.	0	0	0
46	0	0	0	.	1	0	1
47	0	0	0	.	1	0	1
48	0	0	0	0	1	0	1
49	0	0	0	.	1	0	1
50	0	0	0	.	0	0	0
51	0	1	0	.	1	1	0
52	0	0	0	.	1	0	1

	var5_9	var6_9	var7_9	var8_9	var9_9	var10_9	var11_9
36	0	3	0	0	1	0	0
37	0	3	0	0	1	0	0
38	0	3	0	0	1	0	0
39	.	1	1	0	0	0	0
40	0	5	0	0	0	0	1
41	0	5	0	0	0	0	1
42	0	2	0	1	0	0	0
43	0	4	0	0	0	1	0
44	0	4	0	0	0	1	0
45	0	3	0	0	1	0	0
46	0	1	1	0	0	0	0
47	0	4	0	0	0	1	0
48	0	5	0	0	0	0	1
49	0	4	0	0	0	1	0
50	0	2	0	1	0	0	0
51	0	5	0	0	0	0	1
52	0	3	0	0	1	0	0

	var12_9	var13_9	var14_9	var15_9	var16_9	var17_9	var18_9
36	2	0	1	0	0	0	0
37	1	1	0	3	1	0	3
38	0	0	0	3	1	0	3
39	1	1	0	0	0	0	0
40	0	0	0	3	1	1	2
41	0	0	0	3	1	0	3
42	0	0	0	3	0	1	3
43	1	0	1	3	1	0	3
44	1	0	1	0	0	0	2
45	0	0	0	0	0	0	0
46	0	0	0	3	1	0	3
47	2	0	1	1	1	0	0
48	2	1	0	1	1	0	3
49	0	0	0	2	1	0	2
50	0	0	0	0	0	0	0
51	1	0	1	1	1	0	4
52	2	0	1	3	1	0	0

	var19_9	var20_9	var21_9	var22_9	var1_10	var2_10	var3_10
36	0	0	0	0	.	0	0
37	1	1	0	0	.	0	0
38	1	0	0	1	.	1	0
39	0	0	0	0	.	1	0
40	0	1	0	0	.	1	0
41	0	1	1	0	.	1	0
42	0	1	0	1	.	1	0
43	0	1	1	0	.	0	0
44	1	0	1	0	.	0	0
45	0	0	1	0	.	0	0
46	0	1	0	0	.	1	0
47	0	0	0	0	.	1	0
48	1	1	0	0	.	1	0
49	0	1	0	0	.	0	0
50	0	0	0	0	.	1	0
51	1	1	1	0	.	1	1
52	0	0	1	0	.	0	0

	var4_10	var5_10	var6_10	var7_10	var8_10	var9_10	var10_10
36	0	0	3	0	0	1	0
37	0	0	2	0	1	0	0
38	1	0	4	0	0	0	1
39	1	0	1	1	0	0	0
40	1	0	4	0	0	0	1
41	1	0	4	0	0	0	1
42	1	0	2	0	1	0	0
43	0	0	4	0	0	0	1
44	0	0	2	0	1	0	0
45	0	0	3	0	0	1	0
46	1	0	1	1	0	0	0
47	1	0	2	0	1	0	0
48	1	0	4	0	0	0	1
49	0	0	3	0	0	1	0
50	1	0	2	0	1	0	0
51	0	0	4	0	0	0	1
52	0	0	3	0	0	1	0

	var11_10	var12_10	var13_10	var14_10	var15_10	var16_10	var17_10
36	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0
38	0	0	0	0	2	1	0
39	0	0	0	0	1	1	0
40	0	2	1	0	1	1	0
41	0	0	0	0	1	1	0
42	0	0	0	0	2	1	0
43	0	0	0	0	0	0	0
44	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0
46	0	1	0	1	2	1	0
47	0	1	0	1	0	0	0
48	0	0	0	0	3	1	0
49	0	0	0	0	0	0	0
50	0	0	0	0	1	1	0
51	0	3	0	1	3	1	0
52	0	0	0	0	0	0	0

	var18_10	var19_10	var20_10	var21_10	var22_10	tot1	tot2
36	0	0	0	0	0	.	6.00
37	0	0	0	0	0	.	6.00
38	0	0	0	0	0	.	5.00
39	0	0	0	0	0	.	10.00
40	0	0	0	0	0	.	8.00
41	0	0	0	0	0	.	8.00
42	0	0	0	0	0	.	10.00
43	0	0	0	0	0	.00	4.00
44	0	0	0	0	0	.	6.00
45	0	0	0	1	0	.	3.00
46	1	0	1	0	0	.	7.00
47	0	0	0	0	0	.	6.00
48	0	0	0	1	0	.00	7.00
49	0	0	0	0	0	.	6.00
50	0	0	0	0	0	.	5.00
51	0	0	0	1	0	.00	8.00
52	0	0	0	0	0	.	5.00

	tot3	tot4	tot5	tot6	tot7	tot8	tot9
36	1.00	5.00	.00	29.00	.00	2.00	7.00
37	2.00	4.00	.00	21.00	1.00	7.00	1.00
38	1.00	4.00	4.00	31.00	.00	1.00	7.00
39	6.00	4.00	.00	24.00	2.00	5.00	.00
40	3.00	5.00	1.00	35.00	.00	1.00	4.00
41	1.00	7.00	.00	35.00	.00	3.00	.00
42	.00	10.00	.00	33.00	1.00	3.00	1.00
43	3.00	1.00	.00	36.00	.00	1.00	2.00
44	4.00	2.00	3.00	37.00	.00	1.00	2.00
45	1.00	2.00	.00	30.00	.00	1.00	8.00
46	.00	7.00	2.00	25.00	2.00	3.00	3.00
47	1.00	5.00	.00	29.00	.00	5.00	2.00
48	.00	7.00	1.00	31.00	1.00	1.00	5.00
49	1.00	5.00	.00	29.00	.00	3.00	5.00
50	1.00	4.00	2.00	22.00	.00	8.00	2.00
51	7.00	1.00	.00	39.00	.00	.00	3.00
52	2.00	3.00	.00	31.00	.00	1.00	7.00

	tot10	tot11	tot12	tot13	tot14	tot15	tot16
36	1.00	.00	6.00	.00	4.00	4.00	2.00
37	.00	.00	5.00	1.00	4.00	11.00	4.00
38	2.00	.00	2.00	.00	2.00	9.00	3.00
39	3.00	.00	8.00	1.00	6.00	10.00	5.00
40	4.00	1.00	11.00	1.00	6.00	7.00	3.00
41	6.00	1.00	4.00	.00	3.00	17.00	6.00
42	3.00	2.00	5.00	1.00	3.00	22.00	8.00
43	7.00	.00	5.00	1.00	3.00	10.00	2.00
44	6.00	1.00	10.00	.00	6.00	5.00	3.00
45	1.00	.00	3.00	.00	2.00	4.00	2.00
46	2.00	.00	6.00	.00	4.00	14.00	6.00
47	2.00	1.00	5.00	.00	4.00	5.00	1.00
48	2.00	1.00	7.00	1.00	4.00	10.00	5.00
49	2.00	.00	5.00	.00	4.00	6.00	3.00
50	.00	.00	2.00	.00	2.00	5.00	3.00
51	5.00	2.00	11.00	1.00	7.00	9.00	7.00
52	2.00	.00	4.00	.00	3.00	10.00	4.00

	tot17	tot18	tot19	tot20	tot21	tot22	shame
36	2.00	5.00	2.00	2.00	.00	.00	12.00
37	2.00	8.00	2.00	2.00	2.00	2.00	12.00
38	1.00	7.00	2.00	1.00	.00	3.00	10.00
39	1.00	9.00	1.00	2.00	.00	1.00	20.00
40	3.00	5.00	1.00	2.00	.00	1.00	16.00
41	4.00	9.00	1.00	3.00	2.00	1.00	16.00
42	3.00	15.00	3.00	4.00	2.00	5.00	26.00
43	2.00	4.00	.00	2.00	8.00	.00	8.00
44	.00	2.00	1.00	.00	8.00	.00	12.00
45	.00	3.00	1.00	.00	10.00	.00	6.00
46	1.00	6.00	1.00	2.00	.00	2.00	14.00
47	2.00	4.00	.00	1.00	.00	.00	12.00
48	1.00	8.00	3.00	2.00	6.00	2.00	14.00
49	.00	7.00	2.00	3.00	.00	.00	12.00
50	.00	.00	.00	.00	.00	1.00	10.00
51	.00	9.00	3.00	2.00	9.00	2.00	16.00
52	1.00	4.00	1.00	1.00	5.00	.00	10.00

	adapt	narcrage	narcinj	gendr2	victim2	filter_\$	time
36	2.00	5.00	6.00	2.00	.	0	31.00
37	8.00	8.00	5.00	2.00	3.00	1	29.00
38	1.00	7.00	2.00	2.00	2.00	1	50.00
39	7.00	9.00	8.00	1.00	.	0	15.00
40	1.00	5.00	11.00	1.00	.	0	22.00
41	3.00	9.00	4.00	1.00	2.00	1	50.00
42	4.00	15.00	5.00	2.00	2.00	1	75.00
43	1.00	4.00	5.00	2.00	3.00	1	29.00
44	1.00	2.00	10.00	2.00	.	0	15.00
45	1.00	3.00	3.00	2.00	.	0	19.00
46	5.00	6.00	6.00	1.00	1.00	1	45.00
47	5.00	4.00	5.00	2.00	2.00	1	37.00
48	2.00	8.00	7.00	2.00	.	0	42.00
49	3.00	7.00	5.00	1.00	.	0	19.00
50	8.00	.00	2.00	2.00	.	0	22.00
51	.00	9.00	11.00	2.00	2.0	1	44.00
52	1.00	4.00	4.00	2.00	.	0	56.00

	words
36	1140.00
37	1281.00
38	1011.00
39	685.00
40	543.00
41	1847.00
42	2174.00
43	820.00
44	476.00
45	815.00
46	1922.00
47	848.00
48	1138.00
49	872.00
50	938.00
51	1065.00
52	1869.00

Appendix G

Curriculum Vitae

CURRICULUM VITAE

Renée K.P. Botero, M.A.

6845 SW 34th Avenue • Portland, OR 97219

Home: (503) 246-6841 • E-mail rkbotoero@teleport.com

EDUCATION

- 1997-Present George Fox University, Newberg, Oregon
Graduate School of Clinical Psychology: **APA Accredited**
Psy.D. Expected 2002
Current GPA: 3.91
- 1999 George Fox University, Newberg, Oregon
Graduate School of Clinical Psychology
M.A. in Clinical Psychology
GPA: 3.90
- 1983-1987 Portland State University
Portland, Oregon
B.S. in Liberal Arts

HONORS AND AWARDS

- 2000 *Letter of Special Commendation* awarded by the full faculty of the Graduate School of Clinical Psychology, George Fox University, for academic and professional performance. Leonardo Marmol, Ph.D., Director of Graduate School of Clinical Psychology.
- 1997-Present Minority Student Scholarship awarded by the Graduate School of Clinical Psychology, George Fox University for academic and professional performance. Leonardo Marmol, Ph.D., Director of Graduate School of Clinical Psychology.
- 1994 Vice President, Agent Programs Division, U.S. Bancorp, Portland, Oregon. Performance-based promotion approved by executive management and Board of Directors.
- 1990 Assistant Vice President, Treasury Management Division, U.S. Bancorp, Portland, Oregon. Performance-based promotion approved by executive management and Board of Directors.
- 1987 Listed in Outstanding Young Women of America
Nominated for Outstanding Young Woman of America
- 1984-1987 Dean's List, Portland State University
- 1983-1987 Academic Scholarship awarded by U.S. Bank for outstanding achievement in business.

CLINICAL EXPERIENCE

- 7/99-Present** **Pre-Intern/Practicum Volunteer** (Total hours: 640 anticipated by 5/00)
Portland Veteran's Affairs Medical Center, Portland, Oregon.
 Practicum experience providing inpatient residential services to adults with dementia, chronic mental illness, and PTSD/substance abuse/personality disorder spectrum diagnoses. Direct services include group psychotherapy for personal growth, life skills training, and lifestyle management/chemical dependency. Clinical services provided in short-stay treatment unit include milieu activities and consultation with interdisciplinary treatment team. Additional services include assessment as part of a Cognitive Screening Methods research project utilizing the Repeatable Battery for Assessment of Neuropsychological Status (RBANS) and the Neurobehavioral Cognitive Status Examination (NCSE) among others. Weekly individual supervision. Supervisor: Raymond Templin, Ph.D., Licensed Psychologist.
- 5/99-8/99** **Mental Health Therapist** (Total hours: 319)
Tualatin Valley Centers, Portland, Oregon.
 Provided outpatient mental health services to adults, adolescents, children, and families in a suburban and an inner-city mental health center. Performed direct services including intake interview, individual therapy with children, adolescents, adults, and families and group psychotherapy. Responsibilities include leading Dialectical Behavior Therapy group. Weekly individual supervision. Supervisor: Kenneth Ihli, Ph.D., Licensed psychologist.
- 8/99-4/00** **Practicum II** (Total hours: 810)
Tualatin Valley Centers Mental Health, Beaverton, Oregon.
 Practicum experience providing outpatient services to adults, adolescents, children, couples and families in a community mental health center. Direct services include intake interviews, crisis intervention, diagnosis, individual and group psychotherapy, coordination with internal treatment groups and various social service agencies. Co-led children's foster care group and adolescent sexual abuse treatment group. Weekly individual and group supervision. Supervisor: Kenneth Ihli, Ph.D., Licensed Psychologist.
- 8/98-7/99** **Practicum I** (Total Hours: 837)
William Temple House, Portland, Oregon.
 Practicum experience providing outpatient services to adolescents, adults, and couples. Site provided extensive experience working with geriatric, low income, and gay and lesbian clients in an urban setting. Conducted personality assessments, intake interviews, individual psychotherapy, and exit evaluations. Weekly group and individual supervision. Supervisors: Susan Bettis, Ph.D. and Carol Dell'Olive, Ph.D., Licensed Psychologist.
- 9/97-8/98** **Prepracticum** (Total hours: 212)
George Fox University, Newberg, Oregon
 Practicum experience providing outpatient services to volunteer undergraduate students including intake interviews, personality assessment, diagnosis, treatment planning and individual psychotherapy. Co-led student growth group. Supervisors: Wayne Colwell, Ph.D., Licensed Psychologist, Brian Whitehall, M.A., and Kelli Pelligrini, M.A.

RELEVANT WORK EXPERIENCE

- 6/00-Present **Graduate Fellow**
George Fox University, Newberg, Oregon. Assistant to the Director of the Department of Psychology. Includes administrative responsibilities, teaching, and development of a continuing education program. Supervisor: Clark Campbell, Ph.D., Licensed Psychologist.
- 4/99-6/00 **Clinical Specialist**
ProtoCall Services, Portland, Oregon. Provide crisis triage services for employee assistance programs, community mental health agencies, and county services including mental health, children services, and elder services. Includes assessment for crisis, hospital placement, insurance coordination, and interaction with on-call psychiatric, medical, and protective service personnel. Supervisor: Linda Rainey, Ph.D.
- 3/96-8/98 **Human Resources Manager and Market Research Analyst**
C.B Richard Ellis, Portland, Oregon, Commercial Division. Managed support staff, screened and interviewed prospective employees, monitored database and conducted market research. Supervisor: Luther Barker, Senior Vice President.
- 6/83-12/95 **Vice-President and National Sales Manager**
U.S. Bancorp, Portland, Oregon. Managed relationships with treasury and finance departments of Fortune 1000 companies. Wrote, presented, and negotiated bids, proposals and contracts. Represented the bank in National Treasury Management Association, managed sales staff, and provided product training to internal groups and client groups. Supervisor: John D. DesCamp III, Vice-President.
- 6/94-4/96 **Market Manager & co-owner**
Pacific Cascade Homes & Development, Portland, Oregon. Negotiated land purchase contracts, custom home contracts, and subcontractor contracts. Managed client, subcontractor, and vendor relationships.

RESEARCH EXPERIENCE

- 2000 **Doctoral Dissertation**
George Fox University, Graduate School of Clinical Psychology, Newberg, Oregon. Title: *Shame in Adolescence: A pilot-study utilizing the Thurston-Cradock Test (TCT)*. Chair: Nancy Thurston, Psy.D., George Fox University. Project included assessment and comparison of 67 students in adjudicated and private high-school populations for shame-proneness and reactivity. Research used to further develop published administration protocol for the Thurston-Cradock Test. Final Defense Completed: 10/27/2000.

- 1999 **Primary Researcher**
George Fox University, Graduate School of Clinical Psychology
 Newberg, Oregon. Title: *Gender Effects on Image of God as Measured by the God Image Scale*. Faculty Supervisor: Rodger Bufford, Ph.D. Research project providing a comparison of means study of 68 diverse ethnic, SES, and occupational men and women. Statistically significant results found and submitted to APA.
- 1999 **Research Team Member**
George Fox University, Graduate School of Clinical Psychology,
 Newberg, Oregon. Title: *Teaching Social Responsibility in Clinical and Counseling Psychology Doctoral Programs*. Assisted with development of survey instrument, data collection & analysis, and writing of final work. Principal Investigator: Clark D. Campbell, Ph.D.
- 1996-1998 **Research Analyst**
CB Richard Ellis, Portland, Oregon. Market research analyst for Oregon market area. Duties included collecting & analyzing data, data base management, and budget management of market research funds.

TEACHING EXPERIENCE

- 2001 **Instructor**
Department of Psychology, George Fox University, Newberg, Oregon.
 PSY425: Abnormal Psychology. Planned and delivered lectures and exams, supervised student case studies, and provided student evaluations to undergraduate students.
- 2000-2001 **Teaching Assistant**
Department of Psychology, George Fox University, Newberg, Oregon.
 PSY381: Counseling. Wrote exams and provided didactic and facilitation of skills lab including demonstration, group and individual role-plays, student supervision and evaluation.
- 2000 **Guest Instructor**
Department of Psychology, George Fox University, Newberg, Oregon.
 PSY330: Personality Theories. Lectured to undergraduate students on Humanistic/Existential theories of personality and the work of Rollo May and James Bugental.
- 1999 **Guest Instructor**
Department of Psychology, George Fox University, Newberg, Oregon.
 PSY360: Learning. Lectured to undergraduate students on the work and theories of Edwin Ray Guthrie-including concepts of association, recency, and punishment.
- 1999 **Guest Instructor**
Metzger Elementary School, Tigard Public Schools, Tigard, Oregon.
 Community Helpers Project. Lectured to teachers on therapy resources for children grades K-3 and presented "*What is a Psychologist?*"

1987-1995

Instructor

U. S. Bancorp, Portland, Oregon. Developed curriculum, presented lectures and examinations to bank employees, trainees, employees of client companies, and undergraduate students in business on a variety of topics including *What is the Federal Reserve?* and *Optimization of Loan Restructuring in the Commercial Market*.

1987

Instructor

Oregon Treasury Management Association, Portland, Oregon. *Passing the National Treasury Management Exam*. Curriculum development, lecturing, and examinations focused on treasury management and standardized test-taking strategies.

PUBLICATIONS

Botero, R. K., Thurston, N. S. The role of shame in behavioral choices of adjudicated students. Journal of Clinical Child Psychology. (Submitted).

Pirkel, R. K., Blair, A. M. Gender effects on image of God as measured by the God Image Scale. Journal of Psychology and Religion. (Submitted).

PRESENTATIONS

Botero, R.K. Shame in culture: A multi-media introduction. (Paper submitted for presentation) Western Psychological Association annual meeting, Maui, HI, May 2001.

Botero, R. K., Meier, K. A. Shame in adolescence: Studies using the Thurston-Cradock Test. (Symposium submitted for presentation) Western Psychological Association annual meeting, Maui, HI, May 2001.

Botero, R.K. Existential therapy with adolescence: A developmental approach. Invited presentation. George Fox University, Graduate School of Clinical Psychology, Quarterly Grand Rounds, Newberg, OR., November, 2000.

Campbell, C. D., Estelle, L., Miller, M., **Pirkel, R. K.**, Ganey, K., Hopkins, S. Teaching social responsibility in clinical and counseling psychology doctoral programs. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA., August 1999.

MEMBERSHIPS AND PROFESSIONAL AFFILIATIONS

12/99-Present	Psi Chi, National Honor Society in Psychology
9/98-Present	Oregon Psychological Association, Student Affiliate
9/97-Present	American Psychological Association, Student Affiliate <ul style="list-style-type: none"> ▪ Division 12 Clinical Psychology ▪ Division 32 Humanistic Psychology ▪ Division 53 Clinical Child Psychology
4/96-Present	National Registry of Emergency Medical Personnel (EMT-B)

VOLUNTEER EXPERIENCE

9/99-Present	Portland Youth Soccer Association, Capitol Hill & Rieke Clubs. Referee.
9/99-Present	Portland Public Schools, Capitol Hill Grade School. Classroom tutor in math and reading grades K-2.
6/98-Present	George Fox University, Peer Mentor. Provide assistance to new students initially and throughout academic process.
9/98-6/99	Newberg Public Schools, Antonia Crater Grade School. Classroom tutor in reading grades K-1.
9/98-6/99	Tigard Public Schools. Templeton and Metzger Elementary Schools. Star Readers Program. Children aged 4-8.
1/96-3/98	Emergency Medical Technician/First Responder. Clackamas County Fire District.

ADDITIONAL CLINICAL TRAINING

9/00-06/01	<u>Existential-Humanistic Training</u> , Bob Edelstein, Ph.D., Portland, Oregon.
8/00-10/00	<u>Supervision Skills Training</u> , Carol Dell'Oliver, Ph.D., Newberg, Oregon.
7/00	Rational Selection of Combination Antidepressant Therapy: Creating a Patient Alliance, Teleconference, Tualatin Valley Centers, Portland, Oregon.
3/00	<u>Atypical Antipsychotics</u> , Seth Cohen, Ph.D., Portland, Oregon.
1/00	<u>Working with African American Clients</u> , Kumea Shorter-Gooden, Ph.D., Portland, Oregon.
11/99	<u>Child Suicide Risk Training</u> , Mark Lewinsohn, Ph.D., Portland, Oregon.

- 10/99 Relevant Issues for Geriatric Clients, Cliff Singer, M.D., Newberg, Oregon.
- 8/99 107th Annual Convention: American Psychological Association.
Boston, MA.
- 4/99 Multi-generational Family Therapy, David Freeman, Ph.D., Portland,
Oregon.
- 10/98 Using the 16PF in Clinical Practice, Michael Karson, Ph.D., ABPP,
Newberg, Oregon.
- 9/98 Scientifically Based Marital Therapy, John Gottman, Ph.D., Portland,
Oregon.
- 5/98 Race and Racism in Psychotherapy, Alice F. Chang, Ph.D. & Nelson de
Jesus, Ph.D., Newberg, Oregon.
- 5/98 Explicit, Implicit, Intentional Clinical Integration, Newton Maloney, Ph.D.,
Newberg, Oregon.
- 4/98 Emergency Services and Crisis Intervention, Michael Connor, Psy.D.,
Newberg, Oregon.
- 12/97 Psychological Ethics and Clinical Practice, Gerald Koocher, Ph.D., ABPP,
Portland, Oregon.
- 10/97 Therapists in the Courtroom: Ethical, Legal, and Clinical Considerations,
Eric M. Johnson, Ph.D., ABPP, Newberg, Oregon.
- 10/97 Neuropsychological issues of Head Injury. Julia Won-Ngan, Ph.D.,
Newberg, Oregon.
- 8/96 Critical Incident Stress Training. CISM Foundation, Ellicott City,
Maryland.
- 4/96 Emergency Medical Technician State & National Exam. State of Oregon,
Salem, Oregon. Listed on National Registry of EMTs.

ASSESSMENT EXPERIENCE

Measure	Administered & Scored (#)	# Reports Written
ADULT		
16PF	3	2
Beck Depression Inventory	18	11
Boston Naming Test	15*	
Brief Symptom Checklist	12	7
Controlled Oral Word Association (FAS)	15*	
Draw a Person (HTP)	7	3
Hooper Test of Visual Organization	15*	
Millon Clinical Multi-Axial Inventory	2	1
MMPI-2	15	7
Neurobehavioral Cognitive Status Exam (NCSE)	25*	
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)	25*	
Rey Auditory Verbal Learning Test	15*	
Rey Complex Figure Drawing	15*	
Rorschach (Exner System)	5	3
Rotter Incomplete Sentences Blank	10	4
Thurston-Cradock Test of Shame (TCT)	4	1
Thematic Apperception Test (TAT)	3	1
WAIS-R	6	4
Wechsler Memory Scale (revised)	4	2
Wide Range Achievement Test	2	1
CHILD & ADOLESCENT		
16-PF	50	3
Behavioral Assessment Scale for Children(BASC)	3	2
Children's Behavior Checklist	5	5
Diagnostic Interview for Children & Adolescents	3	2
Kinetic Family Drawing	2	
Millon Adolescent Personality Inventory	2	1
Rorschach	2	2
SCL-90	3	2
Sentence Completion Instruments	3	2
Thematic Apperception Test (TAT)	4	2
Tell Me a Story (TEMAS)	1	
Thurston-Cradock Test of Shame (TCT)	50	3
Vineland Adaptive Behaviors Scale	1	
Wechsler Individual Achievement Test (WIAT)	2	1
Wide Range Assessment of Memory & Learning	3	1
WISC-III	7	4
Woodcock Johnson Revised Test of Achievement	2	1

*Anticipated by 06/01

RELEVANT COURSEWORK**Cumulative GPA: 3.91**

THEORY & PRACTICE:	Abnormal Psychology Adult Development Child Development Child & Adolescent Therapy Cognitive Behavioral Psychotherapy Family & Couples Therapy Grief & Loss Group Psychotherapy History & Systems of Psychology Human Sexuality Learning & Cognition Organizational Psychology Personality Theory Principles & Techniques of Therapy Psychology of Emotions Psychoneurology/Psychopharmacology Social Psychology Substance Abuse Systems of Psychotherapy
ASSESSMENT:	Cognitive Intellectual Assessment Comprehensive Psychological Assessment Personality Assessment Projective Assessment
RESEARCH:	Psychometrics Research Design Research in Psychology Statistical Methods
DIVERSITY:	Cross Cultural Psychology Psychotherapy with Men Religious Issues in Psychotherapy Contemporary Religious Worldviews
PROFESSIONAL ISSUES:	Ethics for Psychologists Professional Orientation Outcome Assessment
IN PROCESS:	Neuropsychological Assessment Play Therapy