

학령전기 아동의 심적 표상 : 부모에 대한 심적 표상과의 관계를 중심으로*

MENTAL REPRESENTATION OF PRESCHOOL CHILDREN : ASSOCIATION WITH PARENTAL MENTAL REPRESENTATION

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요 약 : 본 연구는 3세에서 7세 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 관계를 조사하였다. 연구 대상자는 55명(남자 32명, 여자 23명)의 아동과 그 부모로, Picture Vocabulary Test - Revised, MacArthur Story - Stem Battery(MSSB), Peabody Picture Vocabulary Test - Revised를 사용하여 심적 표상을 측정하였다. 연구 결과는 다음과 같다.

- 1) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = 0.40$ 로 유의하였다.
- 2) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = 0.52$ 로 유의하였다.
- 3) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = 0.75$ 로 유의하였다.
- 4) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = -0.43$ 로 유의하였다.
- 5) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = 0.29$ 로 유의하였다.
- 6) 아동의 심적 표상(MSSB)과 부모의 심적 표상(MSSB) 간의 상관관계는 $r = 0.28$ 로 유의하였다.

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중심 단어 :

서론

가

가

MacArthur Story - Stem Battery(M-SSB)

5). 13

가

가

report) 8 (self - 7

가

1)2). , 가

(dysfunctional

(internal mental parenting)

representation) 3). , 가 6-9).

가 10), 8), 11)12)

가

(clinical play interview)

가 MSSB

4).

가

가

가 가 , 가
(content theme),
가 MSSB (emotional reaction), (parental
representation) 가 MacArthur
Narrative Coding Manual¹³⁾ manual
가 ,
가 20 5
가
가 ,
가 ,
가
가 MSSB가

연구 방법

1. 연구대상
3 7
23)
가

2. 연구 절차
가
2

MSSB(40)
MSSB

3. 평가도구

MSSB⁵⁾

13

가

4. 자료분석
1) (narrative theme)
SAS ()
2) MSSB

(distress), (concern), (anxiety) -
SAS

Table 1. Characteristics of participants

Variables	Division	N	Mean	SD
Age	3 years	1(1.8%)		
	4 years	24(43.6%)		
	5 years	25(45.5%)		
	6 years	5(9.1%)		
Sex	M	32(58.2%)		
	F	23(41.8%)		
Intelligence	FSIQ1	55	116.1	12.7
	VIQ2	55	116.2	13.4
PPVT	3 years	1(1.8%)	53.0 mo.	
	4 years	24(43.6%)	66.0 mo.	9.8
	5 years	25(45.5%)	77.8 mo.	7.1
	6 years	5(9.1%)	80.2 mo.	5.6

Table 2. Frequencies of content themes(n = 55) in narratives

Content Theme	Frequency	Content theme	Frequency
Atypical response	3.16	Shame	0.87
Reparation/guilt	2.42	Sharing	0.75
Punishment	2.38	Tattling	0.69
Personal injury	2.15	Interpersonal conflict resolution	0.45
Non-compliance	2.00	Escalation of conflict	0.45
Affection	1.98	Dishonest	0.40
Empathy/helping	1.82	Blame	0.35
Affiliation	1.78	Repetition	0.27
Aggression	1.76	Verbal conflict	0.24
Exclusion	1.56	Refused empathy/helping	0.07
Compliance	1.27	Teasing/taunting	0.05

3)

Kappa

Table 3. Means of parental mental representation in narratives(n = 55)

	Mean	SD
Positive representation	4.53	1.64
Negative representation	0.45	0.81
Disciplinary representation	2.53	1.69

결 과

1. 아동의 Narrative 내용

Narrative 가 13가
24
0
13
24
(sharing), (rivalry/jealousy), (exclusion),
(aggression), / (empathy/helping),
/ (refused empathy/helping),
(interpersonal conflict resolution), (tattling),
(compliance), (non - compliance),
(escalation of conflict), (shame),
(affiliation), / (teasing/taunting),
(dishonesty), (affection), (punishment),
/ (reparation/guilt), (verbal con-
flict), (blame), (personal injury),
(atypical response), (repetition)
Narrative
Table 2

Cohen Kappa

2. 부모에 대한 아동의 정신적 표상

MSSB
13
(negative), (disciplinary)
(positive),
0 13 가
Cohen Kappa
.93, .67, .95 Kappa
.85
Table 3

3. 정서적 반응

(expression of joy), (distress),
(concern), (anxiety), (anger), (sad),
(denial) 가
4 (0~3), 2 (0~1)

가 13 가 Table 4 0.83 가 5% 가 0.60 가 0.92 0.87 10 가 3

4. Narrative 내용의 주제 요인분석
24

Table 4. Means of emotional responses in narratives (n = 55)

	Mean	SD
Distress	3.60	- 3.82
Concern	17.11	4.51
Anxiety	9.44	3.07
Control	0.95	1.60
Joy	22.13	6.15
Anger	0.55	1.03
Denial	0.53	0.84

Table 5. Factor analysis of content themes in narratives

	Factor 1	Factor 2	Factor 3
Atypical response	<u>0.78171</u>	- 0.08360	- 0.10070
Aggression	<u>0.70844</u>	- 0.00576	0.06270
Personal injury	<u>0.70208</u>	0.22070	- 0.00022
Exclusion	<u>0.46012</u>	0.12467	0.07751
Affection	0.11156	<u>0.66749</u>	0.09951
Affiliation	0.12949	<u>0.63679</u>	- 0.20515
Reparation/guilt	- 0.04961	<u>0.39977</u>	0.03447
Punishment	- 0.04894	- 0.00356	<u>0.52217</u>
Non-compliance	0.02950	0.12620	<u>0.41304</u>
*Empathy/helping	0.04668	- 0.03745	0.23107
Eigen value	1.85471	1.10256	0.68755
Explained variance(%)	50.89	30.25	18.86
Cummunality(%)	50.89	81.14	100.00

*Factor loading < 0.30

Table 6. Means of content theme

	Mean	SD
Aggressive theme	8.64	6.28
Prosocial theme	6.18	3.10
Oppositional theme	4.38	2.46

Table 7. Correlations between parental representation and content theme

	Aggressive theme	Prosocial theme	Oppositional theme
Positive representation	0.1480	0.3957*	0.0455
Negative representation	0.5227*	- 0.1218	0.1154
Disciplinary representation	- 0.1789	0.1691	0.7491*

Correlation coefficient, *p < .05

가 5% 가 0.60 가 0.30(Nunnally, 1978) 1 (), (aggressive theme) 2 , / (prosocial theme) 3 (oppositional theme) (Table 5). 가 Table 6

5. 부모에 대한 정신적 표상과 Narrative 주제 요인과의 관계

(Table 7). 가 Narrative 가 가 가 가

Table 8. Correlations between parental representation and emotion

	Distress	Concern	Anxiety
Positive representation	0.2230	- 0.0604	- 0.3474*
Negative representation	0.0954	0.0874	- 0.1264
Disciplinary representation	0.1510	0.0191	0.0155

Correlation coefficient, *p<01

Table 9. Correlations between content theme and emotion

	Distress	Concern	Anxiety
Aggressive theme	0.2828*	0.1648	- 0.0722
Prosocial theme	0.2298	- 0.2892*	- 0.4269**
Oppositional theme	0.2862*	0.0479	0.0168

Correlation coefficient, *p<.05, **p<.001

1. 학령전기 아동은 Narrative에서 어떤 내용을 보였나?

MSSB 24
가

13

Bretherton

5)

가

가

6. 부모에 대한 정신적 표상과 정서와의 관계

Narrative

Table 8

가

가

가

/

-.35

가

, 가 ,

,

. MSSB

가

가

가

7. 주제 요인과 아동의 정서와의 관계

Narrative

Table 9

가

-.43

-.29,

고 찰

(play narrative)

14)15)

가

가

가

가

MSSB
가

2. 학령전기 아동이 보인 Narrative 내용은 어떤 의미를 가지는가?

가

10

3가

(),
(agg -
ressive theme), /
(prosocial theme),
(oppositional theme) 가

가

Fonagy

16)

가

Oppenheim
(/ , / , ,)
()

17)

Fonagy

Oppenheim

Fonagy

가

가

Fonagy

가

Zahn - Waxler

Kochanska(1990)

18), Abell Gecas(1997)

가

19)

가

가

3. 아동은 Narrative 과정에서 어떠한 감정반응을 보이는가?
(joy), (concern),
(anxiety) 가

가

4. 아동은 부모에 대해 어떠한 정신적 표상을 가지는가?
가
“ 가 ”
가 가
가
“ ? ” 가 가
“ ” 가
가

5. Narrative에서 표현된 아동의 정서, 주제내용과 부모에 대한 정신적 표상이 어떠한 상관관계를 가지는가?

15). Rudolph (1995) 가 (Story Task) 가

(distress) 20)21) , Warren

3). Warren 24)

/ 가 , Bretherton

(working model) Oppenheim Waters(1995) 3)22)23)

25) 가 Slade

15)

6. 본 연구의 제한점과 후속 연구를 위한 제언

가 (self), 가

가 . Buchsbaum(1992) 가

, Narrative 가

14). Solomon George

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MENTAL REPRESENTATION OF PRESCHOOL CHILDREN : ASSOCIATION WITH PARENTAL MENTAL REPRESENTATION

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Summary : The clinical assessment for preschool children who are known to have problems in self-reporting tends to be dependent on outsiders' reporting. Thus, the direct assessment of children's inner experience, thoughts and feelings is difficult. MacArthur Story-Stem Battery(MSSB) developed to learn more about preschool children's mental representation in play is used in this study to help assess clinical preschool children through developmental study of normal children's mental representation.

Fifty five children(32boys and 23girls) who performed MSSB, IQ Test, Peabody Picture Vocabulary Test-Revised(PPVT) were videotaped and were analyzed. The results of this study were as follows :

1) Children frequently displayed negative mental representation such as atypical negative response, reparation/guilt, punishment, personal injury and so on during emotionally laden play situation.

2) Mental representation of parent appeared positive, disciplinary, and negative in respective.

3) As a result of factor analysis of MSSB content themes, aggressive, prosocial, and oppositional content theme composites were generated. Aggressive content included atypical negative response, aggression, personal injury, and exclusion. Prosocial content included affection, affiliation, and reparation/guilt. Oppositional content included punishment and non-compliance.

4) Mental representation of parent and content themes showed significant correlation. Positive, negative, and disciplinary representation were significantly correlated for prosocial($r = 0.40$), aggressive($r = 0.52$), and oppositional($r = 0.75$) content theme respectively.

5) Among the correlations between parental mental representations and emotional responses, positive parental representation and anxiety showed significant negative correlation($r = -0.43$).

6) Among the correlations between content themes and emotional responses, there were significant positive correlations between aggressive($r = 0.28$) and oppositional content themes($r = 0.29$) and distress, and were significant negative correlations between prosocial content theme and concern($r = -0.29$) and anxiety($r = -0.43$).

According to the above results, preschool children frequently displayed negative mental representation in emotionally conflictual play situation. Children with more prosocial themes in their stories exhibit more positive parental mental representation. Also, children with more aggressive themes tend to display more negative parental representation and negative emotional responses.

KEY WORDS : Preschool children · Mental representation · Play narrative.

□ 부 록 □

부록1. Narrative 내용 항목

(Sharing)	
(Exclusion)	(other-exclusion) (self exclusion)
(Aggression)	(negative quality) 가
/ (Empathy/ helping)	가 가 가 가 가
/ (Refused helping)	/
(Interpersonal conflict resolution)	
(Tattling)	
(Compliance)	
(Escalation of conflict)	
(Shame)	
(Affiliation)	
(Blame)	(blame-self), (blame-other)
(Affection)	
/ (Teasing/taunting)	가
(Dishonesty)	
(Punishment)	가
/ (reparation/guilt)	가
(Verbal conflict)	
(Personal injury)	가 가
(Atypical negative response)	

부록 2. 부모에 대한 정신적 표상

(Positive representation)

1. (Protective) : 가 가
2. (Caregiving) : 가
3. (Affectionate) : 가
4. (Helpful) : 가
5. (Forgiving) :

(Negative Representation)

6. (Physically Abusive) : 가
7. (Verbally Abuse) : 가
8. (Bizarre/Atypical) : 가

(Disciplinary Representation)

9. (Disciplinary) : 가 가
-