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DIFFERENCES IN FRUSTRATION REACTIONS OF NURSERY SCHOOL CHILDREN

by

Sharon Marshall

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Child Development

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Sharon Marshall

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INTRODUCTION

General Discussion

The study of frustration has been of interest to various people including psychiatrists, psychologists, and educators for a number of years. These people have been interested in frustration because the complexity of our modern life has involved so many frustrating experiences. Frustration has been defined by Dollard (8, p. 7) as "an interference with the occurrence of an instigated goal response at its proper time." Ruch (21, p. 151) defined frustration as "the denial or thwarting by some obstacle which lies between a need and its goal." These two definitions are in essence identical. The average person has many obstacles which block or thwart his goals daily. Some of these may be insignificant such as missing a bus, while others may be of utmost importance such as losing a job. Missing a bus may be annoying but it may be corrected by catching a later bus. Losing a job may be a very threatening experience which might affect a person's whole attitude toward life.

The important consideration in this study was not that frustration exists, but what reactions were made to frustration by three and four year old children. The responses that are made to frustration may be important because individual personality traits may be developed from these responses. The author has been particularly interested in the frustration of children and their responses to them, because children are forming the habits and patterns of reactions that could become deeply inbedded in their personality.

Examples of frustration can easily be seen by observing any group of nursery school children. A little boy wants a certain tricycle which another child has. The goal or motive for the little boy is to get the tricycle. He is blocked, though, because someone else is using the tricycle. His reactions to the situation could be any one of several: he might physically take the tricycle away from the other child; talk the other child into giving up the tricycle or sharing it with him; wait his turn; or he might decide not to play with the tricycle after all. It is very likely he will try a method which has been successful in the past.

Parents and educators could benefit by studying the frustration reactions of children. In this way they can develop a deeper understanding of children and their behavior, and help children to develop wise and acceptable ways of handling their problems.

Statement of Problem

One of the main purposes of this research was to study the reactions of nursery school children when they were confronted with a series of controlled frustrating situations. This study was chosen because the author had an interest in learning more about frustration and reactions to frustration as these appear in children.

The second purpose of this research was to observe the different reactions of the children after they were returned to the familiar surroundings of nursery school. It was thought that the children might display delayed reactions of frustration in the familiar surroundings of the nursery school that they did not display in the experimental situation.

Hypotheses

To predict that children will react one way or another because of their age or sex is difficult or even impossible because children are unique in their behavior patterns. For the purpose of this research, nevertheless, certain assumptions were made pertaining to frustration reactions of children. The particular hypotheses of this study were presented in the null form for the purpose of statistical analysis.

1. Sex of children is not a factor influencing children's responses to a frustrating situation. Boys may be expected to respond in much the same way as girls.

2. Age of children is not a factor influencing children's responses to a frustrating situation. Older children may be expected to respond in much the same way as younger children, when comparing children of three and four years of age.

3. Age and sex, in combination, are not factors influencing children's responses to a frustrating situation. Older girls and older boys may be expected to respond to frustration in much the same way as younger girls and younger boys.

REVIEW OF LITERATURE

General Discussion

The literature contains several theories concerning frustration. The most well known is the frustration and aggression theory of Dollard and his associates (8). They contended:

Aggression is always the consequence of frustration. More specifically the proposition is that the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression. From the point of view of daily observation, it does not seem unreasonable to assume that aggressive behavior of the usually recognized varieties is always traceable to and produced by some form of frustration. (8, p. 1)

Dollard and his associates also stated that aggressive behavior could take many forms. They said aggression could be directed at the frustrating agent or it could be directed at innocent bystanders. They said acts of aggression directed against the agent perceived to be the source of frustration would be direct acts of aggression, while any act of aggression against objects other than the frustrating agent would be indirect aggression.

Later Doob and Sears (9, p. 294) who were a part of the Dollard group, added to the above hypothesis and said "frustration is followed not only by aggression which may vary in the degree to which it is expressed overtly but also by substitute responses." They said that in many frustrating situations, however, it was difficult to find evidence of either substitute or overt aggression in the behavior of the frustrated person.

Doob and Sears (9) divided aggression into two categories which they called overt and non-overt aggression. Overt aggression was defined as direct aggression against the agent which was the source of frustration and non-overt aggression was defined as any form of aggression which did not involve aggressive acts against the frustrating agent. They also thought that when punishment for overt aggression was anticipated other forms of responses would be used to relieve frustration.

Another widely held theory of frustration is that it may lead to regression. Barker, Dembo, and Lewin (2, p. 441) stated, "One of the conditions which may lead to regression is a situation in which the person is in a state of blocked tension." Thus, when a person is frustrated his reaction may include regression or withdrawal from the situation. Barker, Dembo, and Lewin (2, p. 441) defined regression as, "a going back to a less mature way of behaving which the individual has outgrown."

In a critique of the Barker, Dembo, and Lewin experiment Child and Waterhouse (6, p. 361) interpreted the data somewhat differently and concluded that: "Frustration of an activity will produce lowered quality of performance in a second activity to the extent that it leads to the making of responses which interfere with the responses of the second activity."

Floyd L. Ruch (21) in his text Psychology and Life, discussed frustration in general terms. He classified the obstacles that could lead to frustration into three main categories. They are environmental, personal, and conflict. He said each of these in turn could produce a corresponding type of frustration. He defined environmental frustration as frustration encountered when an obstacle in the environment blocks the satisfying of some need or goal for an individual. Personal frustration

was defined as frustration which occurs when a person is prevented from reaching his goals because of physical or personality limitations. He stated that both physical and psychological barriers may be sources of frustration. Ruch defined conflict as the need to choose between two strong but opposing motives.

Ruch grouped the reactions to frustration in three categories of aggression, withdrawal, and compromise. He said aggression was a fundamental reaction to frustration in which the individual's behavior takes the form of attacking either the obstacle blocking or something beside the blocking obstacle. Withdrawal behavior was defined as directly opposed to aggression. This type of behavior he stated (21, p. 158), "may take the obvious form of actual physical flight or . . . the more subtle form of retreating within a 'shell' of psychological defenses which insulate and protect the individual from threats to the self." He defined compromise in terms of giving in to the threats that frustration implies, but not completely relinquishing the goals which the frustration blocks.

Related Studies and Methods

In 1953 Sears and associates (22) did a pilot study of some child rearing antecedents of aggression and dependency in young children. Their hypotheses were (1) the amount of dependency in young children would be positively related to the amount of maternal nurturance in infancy, (2) the amount of aggression in preschool children would positively related to the amount of frustration of the children at home, and (3) the amount of aggression in preschool children would be negatively related to severity of maternal punishment for aggression.

None of their hypotheses received complete support from the data they collected, but the second hypothesis did receive partial support. An interesting part of this research which relates to this present study was that they found preschool boys were slightly more aggressive than girls.

Muste and Sharpe (19) found in a study of 30 children that their subjects tended to increase their role of aggression as they grew older. Also they found that boys tended to play a more aggressive role than girls. This study indicated that environment was a factor in the frequency of aggressive behavior. They seemed to think that young boys and girls have already been influenced by different standards of behavior and their behavior is a reflection of the cultural pattern. They also found that a child's individual emotional experiences and his own patterns of sensitivity and responsiveness would be directly related to his responses to frustration.

At Whittier College Dorothy W. Baruch (4) observed that a group of 46 children from 1.10 to 5.6 years of age expressed aggressive behavior in doll play more than in any other play situation. The children displayed feelings of aggression toward the various members of the doll family. The most used way of showing aggression seemed to be separating a single member of the doll family such as burying it, twisting it, or even drowning it in the toilet.

Ivar (12) performed some experiments on the effect of exposure to symbolic aggression by means of motion pictures on the play behavior of children. The majority of children in this sample showed an increase in aggressive doll play after exposure to aggressive motion pictures.

In a study by Jerome Kagan (13) boys aged 6.1 to 10.2 who were rated

aggressive by teachers produced more fighting themes when shown pictures that suggested aggression than those boys who were rated less aggressive. In a later study Kagan (14) found that boys who were rated more aggressive by their teachers told more stories involving anger between parent and child than those boys who were considered less aggressive. Non-aggressive boys were more anxious about alienation from their mother than from the father. It was suggested that anxiety over alienation from the mother would lead to relatively strong inhibitory responses with respect to aggressive behavior since mothers are apt to be less permissive of aggression than fathers.

Mary Olstead Coons (7) studied the differences in reaction to frustration of children when rated by sociometric means. She assumed that the child who was highly accepted within a social group would not be affected as much by frustration as the child who was less accepted. She divided a group of children into high, middle, and low levels of acceptance by their group. She found that in dealing with frustrations the highly accepted child would probably direct his aggressive feelings outward and blame other people and things instead of himself.

In a study done by Allison and Hunt (1) unjustified frustration was found likely to produce more aggression than justified frustration. If a person felt that the frustration was necessary he would be less likely to display aggression than if he felt the frustration was unnecessary.

Gerald Patterson (20) developed a non-verbal test for the assessment of aggression in children. He found a significant age difference in the kind of response to frustration chosen. There seemed to be a tendency for younger children aged six to nine to choose aggressive reactions more frequently than the older children aged ten to twelve.

Margaret Body (5) studied the patterns of aggression in two groups of preschool children. One group consisted of children enrolled in a university nursery school and the other group were children in a day care center. She found marked differences in the amount of aggression in speech and action between the two groups. The university nursery school children showed more patterns of aggression than did the day care center children. She also found individual differences among children of both groups in their patterns of aggression. She indicated that society's approval and disapproval of aggressive acts can be an important factor in the aggressive patterns used by children.

Havighurst and Davis (11) found that children of lower economic status tended to be more aggressive. Parents of these children usually were proud of the aggressive behavior their children displayed.

McKee and Leader (18) found no clear cut differences in the aggressive responses of boys and girls and older and younger children in a study they did concerning the relationship of socio-economic status and aggression in competitive behavior of preschool children. Their failure to find any differences was very puzzling to them and they said it might be because of the type situation used to determine the amount of aggression. The situation used elicited a great deal of verbal behavior. The literature tends to show that girls have a verbal superiority which gives them a real advantage not normally enjoyed in a less structured free play situation.

Leah Brooks McDonough (17) in a doctoral dissertation sought to find out if older children would respond more strongly than younger children to frustration and if there would be differences between boys and girls. Out of 100 subjects she found no differences in the responses of older

and younger children and boys and girls to frustration.

There were few studies found concerning the reaction of regression or withdrawal to frustration. Barthol (3) did find that when a person who had learned two alternate responses to a stimulus was placed under great stress and frustration, he responded to the stimulus of the earlier learned behavior. Barker, Dembo, and Lewin (2) in their study of regression indicated that children generally regress in their behavior when confronted with a frustrating situation. They found that out of 30 children studied 22 of them regressed to an earlier form of behavior. They also found that regression for the younger children 28 to 40 months was less than for the older children 42 to 61 months.

The late Eugene Lerner (15) devised a projective play technique for the purpose of observing and experimentally testing certain personality characteristics of preschool children. A series of play situations were devised in which the experimenter played a standardized and active role throughout.

He stated there were certain difficulties in applying controlled or standardized play techniques because the experimenter cannot prevent unpredictable tangential behavior of children. They may ask such questions as, "Where did you get this toy?" "Can I take it home?" "What shall I do with it?" These questions can be stayed off through standard statements such as "What do you think?" "Guess."

The two parts to Lerner's play techniques are primarily frustration situations. The first one consisted of giving children successively a group of toys to play with without interruption, but only for a short while. The experimenter then progressively interfered by taking the toys away and handing the children a switch-like stick to play with. This

was done seven times.

The second method constructed by Lerner involved test situations in which the experimenter presented obstructions to the child's play. The play technique was a double game in which the experimenter and child met, collided, and interacted in the situation. A series of nine encounters were arranged in which the investigator blocked the child. Dolls, houses, and trains were the toys used to do this.

Lerner defended the validity of the play techniques constructed when he stated:

As for any qualms about 'real' frustration versus experimentally produced frustration in play situations, we consider that in playing with preschool children we probably approximate 'nearness to life' situations of 'life-likeness' of meaning as closely as we ever do later on, when dealing with older personalities. It is not necessary here to analyze the reasons why playing is such a valid medium of self expression and communication for nursery school children. When spontaneously engrossed and then blocked in game situations, the young child's natural tendency or ability to assert, defend, or otherwise do something about his immediate spheres of influence (ego spheres) will be surely involved - a fact well known to parents, nursery school teachers, and research observers. (16, p. 165)

Lerner's play techniques also appeared in a film "Frustration Play Techniques" (24).

Keister (15) used a specially constructed puzzle box to produce frustration in children. Children were instructed to put the pieces of the box back into it. This was an almost impossible task even for adults to accomplish because the pieces had to fit in a certain order. The responses that children made to this technique were many and varied. Most of the children attempted to solve the problem. Some of the children tried to retreat from the situation.

Lorraine Storey (22) in a study done at Utah State University utilized three frustrating techniques that she devised from Lerner's

play situations and Keister's puzzle box. The first technique she used was to give the children some toys to play with for a short time. Then she took the toys away from the children and played with them herself for a short time. This was done three successive times. After the third time she gave the children a stick to play with for a short time. The second technique consisted of giving the child a train to push on some tracks. As the child pushed the train she blocked him with a doll. This was done three times. At the end of the third time she put the equipment away and handed the child the same stick used in the previous situation. The last technique she used was a puzzle in which two of the pieces were too large. She let the child play with it for a little while and then put it away and took the child back to the nursery school.

She found no significant differences between older and younger children and boys and girls when comparing their reactions to the frustration situations. She did find that children were more likely to attack themselves before they would attack an authority.

Summary of Literature

The theory that frustration leads to aggression as Dollard (8) and his associates early defined it, has been modified by later investigations. Studied by Barker, Dembo, and Lewin (2) and Barthol and D. Ku (3) have indicated that responses to frustration may include either regression or withdrawal. Most studies have supported the finding by Doob and Sears (9), not only that frustration may lead to aggression, either overt or covert, but also may lead to substitute forms of behavior.

The Dollard hypothesis that aggression is always caused by frustration has been under question by many sources. The review of literature

shows that a variety of things are thought to be potential causes of aggression. Ivar (12) and Kagan (13, 14) have found that the suggestion of aggression through pictures and movies may be a factor in promoting aggressive behavior in boys, six to ten years of age. Body (5) has suggested that aggression might be affected by socioeconomic conditions and Coons (7) has described the effect social status has on the degree of aggression manifested in children. Both studies have recognized that experiences are influenced by environmental forces.

Allison and Hunt (1) have concluded that unjustified frustration was more likely to cause aggression than justified frustration.

Muste and Sharpe (19) observed in children that as they grew older children increased their role of aggression. Sears and his associates (24) found boys were slightly more aggressive than girls.

McKee and Leader (18), Storey (23), and McDonough (18) investigated frustration reactions of preschool children and found no significant differences in the reactions to frustration between boys and girls or older and younger children.

Frustration situations have been used to study the general pattern of responses of children. Lerner (16) and Keister (15) used a series of situations to determine the variable pattern of children's responses, in terms of personality characteristics.

Although the research to date has explored many areas of reactions to frustration the findings could hardly be said to be in complete agreement. The study attempted to undertake further exploration into the preschool child's methods of coping with situations which presumably prevent him from attaining his goal.

METHODS AND PROCEDURE

General Procedure

The procedure utilized for this research was a standardized play situation technique. A series of three frustrating play situations were presented to 37 children enrolled in the Utah State University nursery school during the spring of 1962.

The first frustrating situation was a blocking technique in which the investigator was the obstacle. Each child was given a garden set, two small plastic trucks, and two rubber dolls to play with for 40 seconds. The investigator assumed the role of passive observer. At the end of the 40 seconds the child was told by the investigator, "Now it is time for me to play with the toys and you watch, all right?" The toys were manipulated by the investigator for 10 seconds. This procedure was repeated three times. The last time the child played with the toys the investigator said, "Now I'll put the toys away, all right?" The toys were put away and each child was handed a switch type stick to play with for 40 seconds.

The second play situation was a blocking technique also. The investigator again blocked the child but in a more direct way. A small wooden train was handed to each child with the instructions for him to push his train along some blocks set up for train tracks. The investigator stopped each child's train with a four inch rubber doll by saying, "My doll stops your train. What happens?" This procedure was repeated three times and after the last time the equipment was put away and each

child was handed the same stick used in the previous situation. At the end of 40 seconds the stick was put away.

The third situation was another blocking technique consisting of a puzzle that was impossible to work. Each child was given a ginger bread man puzzle to work. The puzzle had five ordinary looking pieces, but the head and leg were actually too large. After each child had tried to work the puzzle for two minutes it was put away and the child was taken to the nursery school.

Each child was observed for 10 minutes after he returned to the nursery school. The reactions of each child were classified into previously determined categories of direct and indirect aggression, accommodation, and withdrawal.

The three play situations in this study were used in previous research by Lorraine Storey. The first two units were constructed as a simplified form of blocking techniques of the frustration hostility games devised by Eugene Lerner (16). The third unit in this study was especially devised by Lorraine Storey (23) from a technique used by Mary Elizabeth Keister (15) in which children replaced pieces in a special puzzle box.

Standard Procedure for Each Unit

Unit 1

Each child was led into the experimental laboratory and told to sit at a small table while the investigator brought some toys to play with. After the toys were put on the table for the child to play with the following standard procedure was used.

"Now you may play with these toys. You may play with them anyway

you like in here." The toys were placed on a small table in front of each child. The investigator sat in another small chair nearby, but did not participate in any way unless the child asked a question. In this case the investigator repeated the directions to the child. Each child was allowed to play with the toys for 40 seconds. A stop watch was used to time the periods exactly.

"Now I'll play with the toys and you watch, all right?" The investigator proceeded to take the toys from the child and manipulated them for 10 seconds. If the child was reluctant to give up the toys the investigator repeated the instructions and gently took the toys from the child.

The above procedure was repeated two more times. At the end of the last time the investigator told each child, "Now it is time to put the toys away." The investigator picked up the toys and returned them to a table in the corner of the room. If a child was reluctant to give up the toys the directions were repeated and the investigator took the toys from the child.

After the toys were put away the investigator handed each child a switch like stick and said, "And now you may play with this stick instead of the toys. You may play with it anyway you like." The child was allowed to have the stick for 40 seconds, then the investigator said, "And now I'll put the stick away all right?" When a child was reluctant to give up the stick the directions were repeated and the investigator gently took the stick away from the child.

Unit 2

The investigator took a small wooden train, four long wooden blocks, and a four inch rubber doll from a table in the corner of the room. Each

child was told that they were going to play another game.

"This shall be your train and this shall be my doll." The investigator handed each child the train and kept the doll. "The blocks shall be the train tracks." The investigator arranged the blocks on the floor in a straight line. "You push your train from here and I'll come from here." The investigator indicated to each child to push his train from one end of the tracks and she pushed the doll from the other end. "Let's meet in the middle and my doll stops your train. What happens?" After each child indicated a response either physically or verbally the investigator repeated the instructions for each child to push his train along the tracks two more times. If a child was reluctant to push his train along the tracks the instructions were repeated and in some instances the investigator actually showed the child how to push his train.

At the end to the last try the investigator put the toys away and handed each child the same stick used in the first unit, and he was allowed to play with it for 40 seconds.

Unit 3

A ginger bread man puzzle was placed on the small table or wherever each child happened to be in the room and he was given these instructions. "And now you may finish this puzzle. You can do it yourself. Here are the pieces for you to put in the puzzle--the arm and these pieces." The investigator laid the pieces face up so each child could see them. The arm was indicated so each child would have something to start with.

After each child had tried to work the puzzle for two minutes the investigator told him, "And now I'll put the puzzle away, all right?" When a child was reluctant to give up the puzzle the investigator repeated the instructions and gently took it away from the child. Each child was

then taken back to the nursery school.

Unit 4

After each child was taken back to the nursery school they were observed for 10 minutes by the investigator.

Testing Laboratory

The location of this research was the play therapy room in the Family Life Building of Utah State University. It was about 20' x 20' and along one side were high windows above eye level. On the opposite side of the room were one-way vision mirrors. A small square table from the nursery school was used to put the toys on and there were two small chairs for the child and the investigator to use. The toys were placed on a large table, in the corner of the room, when not in use. In the opposite corner another large table was turned on its side which had a tape recorder placed behind it.

The room was not specifically designed for research purposes. It was not sound proof and noises from the outside interfered with the recording of children's comments. Also several children were distracted by things happening outside and asked to be lifted up so they could see out the window.

Subjects

The subjects of this research were the children of the laboratory nursery school. Four nursery groups were in operation with 16 to 18 children in each group. Two of the groups met in the morning and two in the afternoon. There was a head teacher with each group and several assistants who were in training for child development work. The nursery

school laboratory has two large play rooms with a common play ground. Each room is equipped with one-way vision mirrors so that children can be observed without the investigator being seen.

The children in the nursery school ranged in age from 2.8 to 5.0 years. Many of the parents were university staff members or professional towns people. Most of the children were within the normal range in all aspects of growth.

Thirty-seven children, 17 boys and 20 girls were used in this particular study. Eighteen younger children ranged from 3.5 to 4.1 years of age and 19 older children from 4.5 to 5.1 years of age. The modal age for the younger children was 3.8 and the modal age for the older children was 4.9.

Recording

The observer was another graduate student in child development. She stood in the observation booth outside the play therapy room and made a running account of every child's reaction for each situation. A tape recorder was also used to pick up the words and other sounds of the children.

After the children were returned to the nursery school the investigator observed them for 10 minutes and recorded their behavior.

A combination of the observer's account of each situation and the verbal comments made by the children were summarized into a case study for each child. A copy of the case studies is in Appendix A.

Classification Scale

The classification scale in this research was carefully chosen after analyzing how other researchers had classified frustration reactions of children. The four categories selected were direct and indirect aggression, accommodation, and withdrawal. Direct aggression was defined as any attack by a child either physically or verbally against an obstacle which blocked him or had blocked him from reaching a goal. Indirect aggression was considered any attack by a child either physically or verbally against something other than the obstacle which blocked him or had been blocking him. These definitions were used by Dollard and associates (8) and Doob and Sears (9) in their studies of frustration.

For the purpose of this study a classification of accommodation was utilized. This was defined as any behavior in which a child showed either no sign of frustration, as far as could be detected by the investigator, or he controlled his frustration to a point that he could continue to try and reach a goal. There was no literature available which used this exact term, but the author felt it was a type or reaction encountered.

Withdrawal was defined as any form of behavior by which a child retreated or attempted to retreat from a situation. This could be either conscious or unconscious on the part of a child. The definition was taken from Barker, Dembo, and Lewin (2) and Ruch (21).

A classification of non-aggression was utilized when the data was analyzed for the reactions of the children after they returned to the nursery school. Non-aggression was considered any form of behavior the child displayed other than attack either physically or verbally against teacher, other children, or play materials. The classifications of

accommodation and withdrawal were considered a part of non-aggression.

Frustration could have been classified in many other ways, but because of the relative inexperience of the investigator and the difficulty of classifying data the above categories were the only ones used.

For each unit the researcher determined what would be defined as direct and indirect aggression, accommodation, and withdrawal.

Unit 1

This was a blocking technique in which each child was blocked by the investigator who took toys away from the child three times during the situation and played with them while the child watched. After the third time the child played with the toys he was given a stick to play with. Direct aggression in this unit was any behavior either physical or verbal by which a child attacked the investigator who blocked him.

Indirect aggression was any behavior either physically or verbally by which the child attacked an object other than the obstacle doing the blocking, such as a table, chair, floor, or toys.

When a child continued to play with the toys and stick either showing no visible frustration or controlling his frustration it was classified as accommodation.

Withdrawal was any behavior by a child which took the form of retreating from the situation by not playing with the toys or stick or making very little attempt to play with them.

Unit 2

This was a blocking technique in which each child was given instructions to move a train along some wooden blocks laid out as railroad tracks, but the investigator stopped each child from moving the train

by meeting the train midway with a doll.

Direct aggression was any behavior either physically or verbally in which a child attacked the investigator who blocked the train with a doll.

Indirect aggression was any behavior either physically or verbally in which a child attacked an object in the room other than the investigator.

If a child made an attempt to reach the end of the tracks or covered up his feelings by compromising with the situation this was classified as accommodation.

Withdrawal was any behavior in which a child retreated from the situation by backing the train up or stopping when blocked. Also if a child did not attempt to play with the stick this was considered a form of withdrawal.

Unit 3

In this situation each child was to work a puzzle that could not possibly be put together because the head and leg were too large. The blocking obstacle in this unit was the puzzle.

Direct aggression was any behavior which a child displayed either physically or verbally against the puzzle.

Indirect aggression was any behavior which a child displayed either physically or verbally against any other object or person in the room except the puzzle.

Accommodation was any behavior in which a child continued to try and work the puzzle until the end of the time limit or seemed to have assumed that he had completed the task.

Withdrawal was any behavior a child displayed which showed

disinterest or retreat from attempting to finish the puzzle.

Unit 4

This was the behavior reaction after each child returned to the nursery school. An assumption was made that a child's behavior in the nursery school might be the result of his experience with the previous frustrating situation. In the opinion of the author direct aggression could not be displayed because the sources of frustration were not present.

Indirect aggression was classified as any behavior used by the child in which he attacked either physically or verbally the teachers, other children, or toys and equipment.

Accommodation was classified as any behavior by a child in which he interacted in a positive manner with the activities carried on in the nursery school group.

Withdrawal was behavior a child displayed which showed disinterest or retreat from the situation. Behavior such as sitting in a corner, not entering any activity or wanting the security of being near a teacher was in this category.

FINDINGS AND DISCUSSION

There were two major purposes of this research: to study the reactions of nursery school children when they were confronted with a series of controlled frustrating situations, and to observe the different reactions of the children after they were returned to the familiar surroundings of the nursery school. The variables considered in this research were the age and sex of children.

The frustrating reactions of the children of this study were classified as direct and indirect aggression, accommodation, and withdrawal. These were chosen because they seemed to represent the majority of the reactions displayed by the children and also because they could be statistically analyzed.

The reactions were tabulated for each child for each unit of the play technique and also the reaction of each child after he was returned to the nursery school. Therefore, each child had four scores, one for each of the three frustration units and one for the nursery school. Table 1 shows the distribution of reactions to the frustration situations.

In Unit 4, the behavior of the child upon his return to the nursery school, there was no classifications of direct aggression. The author assumed that any reactions displayed by the children within a short period of time after they returned to the nursery school would be the result of the previous frustrating experience. Therefore, the children could not display direct aggression, because the sources of the frustration were not present.

Table 1. Children's responses to frustration situations

Units	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of children
1 (toy-stick)	5	5	15	12	37
2 (train-doll)	0	9	4	24	37
3 (puzzle)	5	10	13	9	37
4 (return to n.s.)	0	20	9	8	37
Total	10	44	41	53	148

In Unit 1, the toy-stick situation, there were more cases of accommodation and withdrawal than there were direct and indirect aggression. There were five cases each of direct and indirect aggression, 15 cases of accommodation, and 12 cases of withdrawal. In Unit 2, the train-doll situation, there were more cases of withdrawal than direct or indirect aggression and accommodation. In Unit 3, puzzle, there were just a few more cases of accommodation than indirect aggression or withdrawal. There were five cases of direct aggression, 10 cases of indirect aggression, 13 cases of accommodation, and nine cases of withdrawal. In Unit 4 the children showed more indirect aggression than accommodation or withdrawal. There were 20 cases of indirect aggression, nine cases of accommodation, and eight cases of withdrawal.

Although it was not part of this study to compare the different play units statistically with one another it is interesting to observe the differences in the three units of play and when the children were returned to the nursery school.

There were five cases of direct aggression in Unit 1 and Unit 3 and

no cases in Unit 2. The fact of no cases of direct aggression in Unit 2 might be accounted for because the children were directly blocked by the investigator. They may have felt reluctant about attacking an adult who represented authority.

There were twice as many cases of indirect aggression in Unit 2 and 3 as in Unit 1. This perhaps could be accounted for because the children might have felt more comfortable attacking the doll in Unit 2 and themselves in Unit 3 than other objects or the investigator. Because of the nature of the play techniques it might have been easier for the children to use indirect aggression in Unit 2 and 3 than in Unit 1.

In Unit 1 and 3 there were more cases of accommodation than in Unit 2. Again the nature of the play technique might be the reason for the greater number of aggressive cases. In Unit 1 the child could play with the toys and stick when the investigator was not using them and in Unit 3 the child was not interrupted with his working the puzzle, while in Unit 2 the child was directly blocked by the investigator.

It has been previously stated that after the children returned to the nursery school the author felt that they might display their reactions more realistically than when they were in the frustrating situation. This was hypothesized on the basic idea that they would feel free to express their feelings in the familiar surroundings of the nursery school.

It was interesting to observe that the children had twice as many cases of aggression after they returned to the nursery school than they had cases of direct and indirect aggression in either Unit 1 or Unit 2. In Unit 1 there were 10 instances of direct and indirect aggression. In Unit 2 there were nine of indirect aggression and no cases of direct aggression. In Unit 3 there were 15 cases of combined direct and indirect

aggression and in Unit 4 there were 20 cases indirect aggression. There seems to be a trend toward increased aggression as the child progressed from one frustrating situation to the next. Tensions initiated in the first frustrating experiences may have tended to accumulate and cause stronger reactions to those situations which came late in the experiment. This may account for the increase in the number aggressive responses displayed in each stage of the experiment including the child's return to the nursery school.

One of the purposes of this study was to investigate the reactions of children during a frustrating experience and to compare the reactions according to age and sex. The three frustrating techniques were grouped together for the purpose of statistical analysis. The chi square method was used to analyze the data and the Yates' (1) method of correction was employed to compensate for the small number of cases in the study.

Table 2 compares the reactions of boys and girls to the frustrating situations. There were 17 boys and 20 girls. The boys ranged in age from 3.5 to 4.11 and the girls ranged in age from 3.5 to 5.1.

Table 2. Reactions to frustration by sex

Sex	Direct aggres- sion	Indirect aggres- sion	Accommo- dation	With- drawal	Total number of reactions
Boys	6	13	12	20	51
Girls	4	11	20	25	60
Total	10	24	32	45	111
$\chi^2 = 2.88$		$P < .50$		df = 3	

There was no significant difference between the reactions of boys and girls. Both boys and girls seemed to display more withdrawal than any of the other reactions and direct aggression was shown least of all. Also the girls seemed to show accommodation more in proportion to the other reactions than did the boys, though this difference is not significant statistically.

The reactions of older and younger children are shown in Table 3. There were 19 older children between the ages of 4.5 to 5.1 and 18 younger children from age 3.5 to 4.1. There was no significant difference between the reactions of older and younger children. In both older and younger children, as in boys and girls, there seemed to be more accommodation and withdrawal than direct or indirect aggression. There was an exception to this trend to similarity, older children did show proportionately more indirect aggression than did the younger children.

Table 3. Reactions to frustration by age

Age group	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Older	6	15	15	21	57
Younger	4	9	17	24	54
Total	10	24	32	45	111
$\chi^2 = 2.35$		$P > .50$		df = 3	

It is difficult to account for the finding that there are no significant differences between responses of older and younger children, or boys and girls, although this finding is confirmed by McKee and Leader,

Leah Brooks McDonough (18), and Lorraine Storey (24). However, some of the studies done on this subject did show a difference between boys and girls and older and younger children. Sears and his associates (23) found in their research that boys were slightly more aggressive than girls. Muste and Sharpe (20) observed in their subjects that children tended to increase their role of aggression as they grew older and that boys played a more aggressive role than girls.

A further breakdown of the differences between boys and girls and older and younger children was included in this research, because the author felt it might be of interest.

Table 4 shows the difference between older and younger boys. There were nine older boys from 4.5 to 4.11 years of age and eight younger boys from 3.5 to 4.2 years of age. There was no significant differences between the older and younger boys. The table did indicate, however, younger boys show a slight tendency to display withdrawal more frequently than did the older boys.

Table 4. Boys reactions to frustration by age

Age group	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Older	4	9	6	8	27
Younger	2	4	6	12	24
Total	6	13	12	20	51
$\chi^2 = 3.64$		$P > .30$		$df = 3$	

Table 5 shows the relationship between older girls and younger girls. There were 10 older girls from age 4.6 to 5.1 and 10 younger girls from 3.5 to 4.1.

Table 5. Girls reactions to frustration by age

Age group	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Older	2	6	9	13	30
Younger	2	5	11	12	30
Total	4	11	20	25	60
$X^2 = .57$		$P < .90$		$df = 3$	

There was no significant difference between the older and younger girls. Again the table shows a trend for both older and younger girls to display more accommodation and withdrawal than direct or indirect aggression. Also there seemed to be more indirect than direct aggression. This might be an indication that girls are more reluctant to attack the investigator who represents authority than they are to attack another object.

Table 6 shows the relationship between older boys and older girls. There were nine older boys from 4.5 to 4.11 and 10 older girls from 4.6 to 5.1.

There was no significant difference between the reactions of the older boys and the older girls. Again the children showed less direct aggression than any of the other classifications. Also the girls showed a slight tendency toward using withdrawal more than the boys.

Table 6. Older boys and girls reactions to frustration

Sex	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Boys	4	9	6	8	27
Girls	2	6	9	13	30
Total	6	15	15	21	57
$\chi^2 = 2.63$		$P < .50$		$df = 3$	

Table 7 shows the difference in the reactions between younger boys and younger girls. There were eight younger boys from age 3.5 to 4.2 and 10 younger girls from 3.5 to 4.1. This table shows there was no significant difference in the reactions of younger boys and girls. The table did, however, show that both younger boys and girls use accommodation and withdrawal more than direct or indirect aggression. Proportionately the girls seemed to also use more accommodation than did the boys.

Table 7. Younger boys and girls reactions to frustration

Sex	Direct aggression	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Boys	2	4	6	12	24
Girls	2	5	11	12	30
Total	4	9	17	24	54
$\chi^2 = 1.43$		$P < .70$		$df = 3$	

The second purpose of this study was to compare the reaction differences of children after they were returned to the familiar surroundings of the nursery school. The variables considered were age and sex of the children. The classifications used for the reactions of the children after they returned to the nursery school were the same as during the frustrating situation with the exception of direct aggression. This was omitted because the children could not in the author's opinion display direct aggression since the sources of frustration were not present.

Table 8 shows the reactions of boys and girls after they were returned to the nursery school.

Table 8. Frustration reactions in the nursery school by sex

Sex	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Boys	11	5	1	17
Girls	9	4	7	20

There seemed to be a trend for boys and girls to use more indirect aggression than accommodation or withdrawal. However, the girls seemed to withdraw more than boys.

For statistical analysis the classification of accommodation and withdrawal were combined under the heading non-aggression. The boys and girls were then compared as to the amount of aggression and non-aggression displayed after they were returned to the nursery school. Table 9 shows the reactions of boys and girls as to aggression and non-aggression.

Table 9. Aggression and non-aggression in the nursery school by sex

Sex	Aggression	Non-aggression	Total number of reactions
Boys	11	6	17
Girls	9	11	20
Total	20	17	37
$X^2 = 1.55$		$P < .20$	$df = 1$

No significant differences were found when boys and girls were compared after they had returned to the nursery school. The girls did show more non-aggression reactions than they did aggression. The boys showed more aggressive reactions than they did non-aggression.

Table 10 shows the reaction differences between older and younger children when they were returned to the nursery school. The older children showed fewer cases of withdrawal than they did indirect aggression or accommodation, and the younger children showed fewer cases of accommodation than they did indirect aggression or withdrawal.

Table 10. Frustration reactions in the nursery school by age

Age group	Indirect aggression	Accommodation	Withdrawal	Total number of reactions
Older	11	6	2	19
Younger	9	3	6	18
Total	20	9	8	37

The reactions of older and younger children were also grouped into aggression and non-aggression for statistical analysis. Table 11 shows the reactions of the older and younger children when grouped in this way.

Table 11. Aggression and non-aggression in the nursery school by age

Age group	Aggression	Non-aggression	Total number of reactions
Older	11	8	19
Younger	9	9	18
Total	20	17	37
$\chi^2 = .34$		$P < .70$	$df = 1$

There was no significant difference between older and younger children when they were compared. Both groups showed about equal aggression and non-aggression.

"Are the reactions of children to frustration different?" This question was answered negatively in this study. There are, however, some qualifications to this finding. The statistical evidence showed no difference between the reactions of children either by sex or age. But, in the opinion of the author, each child's behavior was unique. No two children actually did the same thing in the frustrating situation or when they returned to the nursery school.

This made it very difficult for the investigator to classify the behavior of the children into the chosen categories. Research of this kind is very difficult because one cannot arbitrarily say that children should react in a certain manner. The personalities, past experiences,

and environment of each child will in a large part determine the reactions to any given situation.

SUMMARY AND CONCLUSIONS

Summary

An exploratory research of frustration reactions of nursery school children was conducted during the spring of 1962 at Utah State University. The purposes of the study were: (a) to study the reactions of nursery school children when presented with frustration, and (b) to study the reactions of nursery school children after they had completed a frustrating experience and were returned to the familiar surroundings of the nursery school. The variables chosen for this particular research were the age and sex of children.

The children in this study ranged in age from 3.5 to 5.1. There were 17 boys and 20 girls. When the children were categorized by age there were 19 older children from 4.5 to 5.1 and 18 younger children from 3.5 to 4.2.

A series of three frustrating situations were presented to the children. The first technique was a blocking situation in which the child was allowed to play with toys for a short time and then the toys were taken away by the investigator who played with them. This was done three times. After the last time the child played with the toys they were put away and the child was handed a switch type stick to play with. The second situation was also a blocking technique in which the investigator stopped the child's train from reaching the end of some wooden train track with a doll. This technique was done three times and at the end of the last time the child was handed the stick used in the previous

situation to play with instead of the train. The third situation was a puzzle completion unit which could not possibly be finished because two pieces were too large.

These techniques were chosen from the work of previous investigators because they had proven useful in producing frustration.

The reactions of the children were categorized into direct and indirect aggression, accommodation, and withdrawal. Direct aggression was defined as any attack by a child against an obstacle blocking him. Indirect aggression was defined as attack by a child against something other than a blocking obstacle. Any behavior in which the child showed either no sign of frustration or controlled his frustration to a point that he could continue to try and reach a goal was considered accommodation.

The reactions of the children for each of the three frustrating techniques were classified together for statistical analysis. A separate analysis was done on the reactions of the children after they returned to the nursery school because the classification of direct aggression was not used. There were no significant differences found in the reactions of the children by age or sex either during the frustrating situations or after the children returned to the nursery school.

There was a general trend for the children to show their reactions through accommodation and withdrawal rather than direct or indirect aggression. Also, there was a general tendency for the amount of aggression to increase with each frustrating experience. The children after they returned to the nursery school showed more aggression than at any other time.

Suggestions for Further Study

The methods that were utilized for the research in the author's opinion have proven useful to study the frustrations of children. The techniques in this study might be valuable in determining the range and norms of behavior patterns of children who are frustrated. The author observed in several cases that children retreated from each experimental situation: These same children appeared to have a tendency to retreat also in the nursery school. Other children had patterns of aggression during the entire situation. This method of frustrating children would be adapted to a play therapy situation in which children are helped to develop socially effective ways of handling frustration.

There are certain suggestions which might make this method of research more meaningful.

1. Use of two or more observers would give a more detailed account of each child's behavior.

2. Different toys in the first unit might be used. The garden set was not played with as much as the other toys.

3. Eliminating the stick used after the train-doll situation would make it easier to classify reactions.

4. A study of each child's behavior in the nursery school prior to the frustrating period as well as after would provide a more complete picture of the total situation to which the child is responding. A child who has been in a frustrating situation in the nursery school would be expected to respond to the experimental frustration in ways different from others.

5. The comparison of different intelligence levels would be very interesting.

6. A study of children's reactions to frustrations in their homes as compared to the nursery school could give teachers and parents valuable information.

7. A longitudinal study using similiar methods to induce frustration would perhaps give an insight into the development of children's abilities to overcome their anxieties.

8. A study of the influence of a larger age differential on responses to frustration such as comparing a group of kindergarten or first grade children would help clarify the influence of age on this aspect of children's behavior.

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Film

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APPENDIX

INDIVIDUAL REACTIONS OF THE CHILDREN TO FRUSTRATION

Boys

Case 1, age 3.5

Unit 1. The first time M. L. played with the toys he picked up a truck and one doll to look at them. He asked, "Who brought these toys? How did they get in here?" The investigator told him the toys were put there for him to play and he continued to play with them. When the investigator's turn came to play with them M. L. put his finger in his mouth and watched. The second time M. L. played with the toys he examined one doll very closely and then looked at the table where the other toys were. He put his finger in his mouth the second time the investigator played with the toys and watched. The third time M. L. played with the toys he examined a doll and stood it up and said, "They go straight."

When M. L. was given the stick to play with he placed it on the table and asked the investigator, "Where did you get this? Where did you get this stick?" He did not attempt to play with it.

This was classified as withdrawal because M. L. appeared to be not very interested in the toys or the stick.

Unit 2. The first time M. L. was given instructions to move his train he was very reluctant. The instructions were repeated several times. M. L. pushed his train very slowly to the doll, stopped, and backed it up. He repeated this two more times. During the entire procedure M. L. did not talk.

When M. L. was given the stick to play with he again put it on the

table and stared out the window.

This was classified as withdrawal because M. L. did not try to push the train or play with the stick. He was using a form of retreat.

Unit 3. M. L. tried to work the puzzle the full two minutes. He did not get all the pieces that would fit in and tried over and over to put the leg and head in. When M. L. could not get the leg in he became very upset and repeated several times, "Can't get this in."

This was classified as indirect aggression because M. L. attacked himself when he kept saying, "Can't get this in."

Unit 4. When M. L. was taken back to the nursery school he went directly to a table where a teacher was directing an activity. The children were painting boxes and M. L. said, "I want some. I want this big one." The teacher asked him to put on an apron. He did not put it on at first but stood with the apron for awhile. Finally he put it on and began painting a box. After he painted the box he painted his arm, hand, and apron. M. L. then demanded another box to paint. He grabbed and shoved some children to get the box. He continued to paint boxes for 10 minutes.

This was classified as indirect aggression because he shoved and grabbed for the box.

Case 2, age 3.5

Unit 1. The first time S. L. played with the toys he picked up the trucks and removed the cab from one and the wheels from the other. S. L. asked, "Let's take these upstairs? What is this?" (indicated the hoe) "What is this?" (indicated the rake) "Let's take these upstairs?" When the investigator played with the toys S. L. was not upset at all but quietly watched. The second time S.L. played with the toys he

folded his arms and looked at them for a few seconds. Then he pulled the wheels off a truck and said, "I want to take these upstairs. I want to play with them upstairs." He put the wheels back on the truck. When the investigator played with the toys the second time he again watched very quietly. The third time S. L. played with the toys he took the wheels off a truck and put them back on. He kept saying over and over, "I want to take these upstairs to play with." When the child was given the stick to play with he pointed it toward the ceiling and said, "I can put it up there."

This was classified as accommodation, because the child seemed frustrated when he kept wanting to take the toys to the nursery school yet he did not lose control and display aggression or withdrawal.

Unit 2. The first time the instructions were given S. L. was reluctant to move his train and the instructions had to be repeated several times. Finally S. L. moved his train to the doll, stopped and then backed his train a short distance. The second time the child stopped his train and said, "It stops the man." The third time he stopped the train and asked, "Where's the bell on the train?" He moved his train back. When he was given the stick to play with he said, "This is a tree." He did not actually play with the stick.

This was classified as withdrawal, because S. L. did not try to reach the end of the track and retreated from the instructions by talking about the train and also he did not really play with the stick.

Unit 3. When the child was given the puzzle to work he put the arm in and then tried to put the large leg in the puzzle several times. He asked, "Where is the other arm?" This piece I wonder where this goes? Where does this go?" He was referring to the large leg. He asked for

help and did not want the investigator to put the puzzle away.

This was classified as accommodation, because the child continued to work the puzzle although he seemed frustrated. He did not let go of his emotions.

Unit 4. When S. L. was returned to the nursery school he went to a easel and started to put on a apron. He had some trouble, but finally managed to get it on. Then he took the apron off and stood in the middle of the room looking all around. S. L. asked a teacher, "Where's mine?" He was speaking of a colored egg which he had colored earlier. He walked around a table where the eggs were and looked for his. Then he told a teacher he was going outside and he ran to the door and went out. He got a tractor and rode it all over the yard for a few minutes. He told a teacher, "I can go down this way." He went down the slide with his feet hanging over the side. After he had finished with the slide he ran to a large inner tube and began to jump up and down on it.

This was classified as accommodation, because the child participated in several activities. He did seem to show some frustration when he told the teacher he could slide. Yet he did not display aggression or withdrawal.

Case 3, age 3.6

Unit 1. The first time D. W. was given the instructions to play with the toys he manipulated the trucks. He moved them all around the table. Then he took the cabs off and on. He was talking very softly and could not be understood. He did not mind when the investigator played with the toys, but watched very quietly. He played with the trucks and doll the second time he was allowed to play with the toys. D. W. kept moving the trucks around and put a doll in one of them. He did not mind the

investigator playing with the toys the second time. The third time he played with the toys he used the trucks to dump dirt. When he was given the stick to play with he asked, "What do you want me to do with it? Make a bridge?" He pretended the stick was a bridge by bending it in the shape of a bridge.

This was classified as accommodation, because the child was able to play with the toys and stick and did not let his emotions interfere.

Unit 2. The first time D. W. was given instructions about the train he pushed his train to the middle of the tracks and stopped. He did this two more times and said all three times, "It can't go. The train can't go." When he was given the stick to play with he put it on the table and did not try to play with it.

This was classified as withdrawal, because the child retreated from the situation when he did not try to push his train to the end of the tracks and he did not play with the stick.

Unit 3. When the puzzle was given to D. W. to play he tried to put the head in. When he was unable to put the head in he put several other pieces that fit in the puzzle. Then D. W. tried the head again and also the leg. He said, "This is a puzzle. This is too hard. Where does it go? (the head) I can't tell how to do this." When the investigator took the puzzle away he folded his arms and waited to be taken back to the nursery school.

This was classified as indirect aggression. The child was frustrated and direct a verbal attack against himself when he said, "I can't tell how to do this."

Unit 4. When D.W. went back to the nursery school he stood in the center of the room for a few seconds. D. W. went outside and began riding

a tricycle up and down the sidewalk. He rode quite fast and deliberately ran into another little boy. He laughed about it and continued to ride around the yard. He told the same little boy he was going to run into him. D. W. then left the tricycle and ran to some climbing equipment. He asked a teacher to help him up and after he got up D. W. teased the teacher saying, "Try and get me down. You can't get me off." When he did get off he pulled at another boys feet.

This was classified as indirect aggression, because D. W. deliberately ran into another child with his tricycle. Also he teased a teacher, and tried to pull a child off some equipment.

Case 4, age 3.6

Unit 1. C. L. was quite willing to go to the play therapy room with the investigator. He started playing with the trucks, lifting the cabs up and down. He kept saying, "This one is up and this one is down." When the investigator played with the toys he did not protest at all, but silently watched. The second time C. L. had the toys he picked up the rake and asked, "How do you play with them? I don't know how to play." Again when the investigator played with the toys he gave them up quite easily. The third time C. L. played with the toys he pulled the dolls and trucks toward him. He placed one doll face down in a truck. When the investigator told C. L. it was time to put the toys away he did not protest but said, "Please don't touch me." When the child was handed the stick he pointed it toward the investigator and barely touched the investigator's arm. He grinned and appeared to want to attack the investigator, but perhaps he did not dare.

This was classified as direct aggression, because the child used the stick to touch the arm of the investigator. He appeared as though he

wanted to attack with a more violent force but did not dare.

Unit 2. The first time the instructions were given to C. L. he moved his train to the doll and stopped. He did this two more times and the third time he told the investigator, "You say it." The child did not try to push his train to the end of the tracks. When the child was given the stick he pointed it toward the investigator but did not grin or try to attack the investigator.

This was classified as withdrawal, because the child did not attempt to reach the end of the track with his train. He attempted to retreat by asking the investigator to tell what happened.

Unit 3. When the puzzle was given to C. L. to put together he tried the head and leg several times. He kept saying, "How does it go hu! How does it go? What goes there? Tell me! Tell me! I don't know how it goes. I don't know how it goes." He repeated, "I don't know how it goes," several times and then said, "I don't want to try." He did keep working on the puzzle until it was put away.

This was classified as indirect aggression, because he attacked himself when he said, "I don't know how it goes."

Unit 4. C. L. walked to a table and began to play with some clay. He moved it around and pushed and poked it with his fingers. Finally he began to pound it quite vigorously, slapping it down on the surface of the table over and over. He was so absorbed in the clay he did not talk to the teacher when she tried to talk to him.

This was classified as indirect aggression, because C. L. gave the clay quite a beating and seemed to be releasing his tensions.

Case 5, age 3.7

Unit 1. P. C. was not really interested in the toys. He dropped a doll and truck on the floor. When the investigator played with the toys the first time P. C. merely watched. The second time he played with the toys he moved one truck across the table and then stopped. When the investigator played with the toys the second time he was not too interested and he did not play with the toys the third time he was allowed to play with them. P. C. was not interested in the stick and looked very upset and about ready to cry.

This was classified as withdrawal, because P. C. was not interested in either the toys or stick. He seemed detached from the whole situation.

Unit 2. P. C. did not respond at all to this unit of play. The investigator tried to get him to participate but he withdrew. He almost cried, but managed not to. He did not attempt to play with the stick, but tried to hand it back to the investigator.

This was classified as withdrawal, because P. C. did not want to enter into the situation. His retreat almost took the form of crying but he never actually cried.

Unit 3. The puzzle did not interest P. C. at all. He fought to keep from crying while his mouth quivered. He took the investigator's hand very reluctantly when she took him back to the nursery school.

This was classified as withdrawal, because P. C. was retreating into a shell and did not want anything to do with the puzzle.

Unit 4. P. C. was very quiet when he returned to the nursery school. He picked up a ball and clutched it tightly. The ball was his own ball from home. For the full 10 minutes that P. C. was observed he did not try to enter any activities but stood holding his ball.

This was classified as withdrawal, because P. C. actually retreated and his action of holding the ball was one of security.

Case 6, age 3.7

Unit 1. The toys did not interest S. P. very much. He seemed quite worried about the situation and kept saying, "My Dad coming in a little while." He did not even respond to the toys and was not interested when the investigator played with them. He was not interested in the stick either, but kept saying, "My Dad coming in a little while."

This was classified as withdrawal, because the child tried to retreat from the situation. He was very anxious and worried about his Dad.

Unit 2. S. P. did not respond to the second situation, but was still quite concerned about his Dad. He kept repeating, "My Dad going to come pretty soon. My Dad going to take me home in a little while." He stuttered and was very upset. He refused to play with the stick when it was given to him and began to cry.

This was classified as withdrawal, because the child retreated from the situation and kept saying his father would come.

Unit 3. S. P. was not too interested in the puzzle, but he did try to get in some pieces. When he was unsuccessful he again kept saying his father would come and began to cry harder. He also ran to the door to try to get out.

This was classified as withdrawal, because the child did not want to play with the puzzle. He was very anxious and upset and tried to leave the situation when he ran to the door.

Unit 4. S. P. ran into the nursery school and immediately demanded a teacher to get him a baby bottle. There was not one available so S. P. grabbed another child's bottle. A teacher interfered, but he continued

to try to get a bottle and pushed the child to get it. He was not successful but finally the other child handed him the bottle. S. P. filled it up with water and sucked on it for several minutes.

This was classified as indirect aggression, because he actually attacked a child to get the bottle. This could possibly be classified as withdrawal too, in that the child was using the bottle to retreat.

Case 7, age 3.8

Unit 1. D. B. was very interested in the toys. He immediately maneuvered the trucks around the table. He picked up the shovel and asked, "Where is the steam shovel? Where could it be? Is the shovel over there?" He pointed out the window and from outside the noise of heavy machinery drifted in. D. B. was very unconcerned about the investigator playing with the toys and merely watched quietly. The second time the child was allowed to play with the toys he picked up the shovel and asked, "Does it go that way? Is it suppose to go like this? The steam shovel suppose to go like that. I do it with hoe. What are those lights up there." He was playing with the hoe, rake, and shovel the whole time and did not really desire the investigator to answer any of his questions. Again he did not mind the investigator playing with the toys, but sat watching. D. B. continued to play with the hoe, rake, and shovel the third time and did not want the investigator to put the toys away. When D. B. was handed the stick he dropped it and ran to the table where the toys were. He did not play with the stick because he was concerned about the toys and wanted to play with them.

This was classified as non-aggression, because the child continued to play with the toys, although he did seem disturbed when they were put away and he was handed the stick. He did not show any form of withdrawal

or aggression.

Unit 2. The first time the instructions were given concerning the train the child pushed the train to the doll and stopped. He asked, "Hey, why don't you have more track?" He also said, "It stops." (indicating the train) The second time he pushed his train he was quite reluctant but he went to the middle of the tracks and stopped saying, "Doesn't have brakes." The third time he left and ran to look at the toys on the table. The investigator told him he could play with the stick. He put the stick down and folded his arms. He did not want to play with it and kept saying, "I want to play with the other toys. Let's go see the steam shovel. Let me look out the window?" The investigator handed him the stick again, but he said, "I got through with the stick."

This was classified as withdrawal, because the child tried to leave the situation by talking about the toys and wanting to leave.

Unit 3. D. B. tried to work the puzzle and when he could not get the head and leg in he kept saying, "I can't get this in. You put these parts in. Have to hammer these in." He hammered on the puzzle with his fists over and over.

This was classified as direct aggression, because the child attacked the puzzle which was the blocking obstacle.

Unit 4. The child got some clay from a closet when he returned to the nursery school and began to play with it at the table. He teased another child who did not have any clay over and over. Then he teased a teacher saying, "You don't got any." He continued to do this several minutes.

This was classified as indirect aggression, because the child directed attack against another child and a teacher when he teased them.

Case 8, age 4.2

Unit 1. D. J. played with the toys moving the truck up and down on the table. When the investigator played with the toys he watched her. When it was his turn again he played with the toys the same way the investigator had played with them. He raked with the shovel, hoe, and rake, saying, "My Daddy has a shovel and rake." The second time the investigator played with the toys he watched very quietly. D. J. put one of the dolls in the truck and drove it back and forth across the table. He followed the investigator to the table when she put the toys away. When he was given the stick to play with he said, "I'll break this. I'm going to break it, like this." All the time he looked at the investigator to see what would be done, and when he found out the investigator would not do anything he broke the stick.

This was classified as indirect aggression, because the child directed his attack against the stick.

Unit 2. The first time the child moved his train to the doll and went around to the end of the tracks saying, "People who walk on tracks get killed." D. J. went around the doll the second time saying, "You killed down." The third time he stopped at the doll and then turned his train around and went to the end of the tracks. When the child was given the pieces of broken stick he said, "I broke it."

This was classified as accommodation, because the child tried to reach the goal by going around the doll.

Unit 3. D. J. tried putting the head in several times. Then he tried some of the other pieces, but he went back to the head. He was puzzled and said, "Where does it go?" He got upset at the situation but continued to try to work the puzzle.

This was classified as accommodation, because the goal to work the puzzle was never given up by the child even though he seemed frustrated.

Unit 4. D. J. went directly to a piece of climbing equipment and started climbing. He told a teacher, "I played with a truck." He watched two girls putting felt figures on a flannel board. He began to put pieces on the flannel, but when he could not reach high enough he got a chair and climbed on it. Another child started to help him and D. J. roughly pulled off the pieces the other child had put on. He turned to the other boy and yelled, "No! no!" Apparently he did not want the other child's help. He left the flannel board and ran to his locker and sat beside another boy. They began sharing a bottle of water and soon went outside together.

This was classified as indirect aggression because the child attacked verbally another child and also attacked the child's efforts to help him.

Case 9, age 4.5

Unit 1. The first time B. W. played with the toys he placed one doll in a truck and put the other truck on top. He picked up the shovel and the investigator had to gently take it away from him when it was her turn. B. W. merely watched quietly when the investigator was using the toys. The second time the child played with the toys he drove one truck around the table and stopped. He picked up the two dolls and examined them carefully and put them on the table. The third time B. W. used the toys he manipulated the dolls and then drove one truck around the edge of the table. He let the truck go off the table and then put it back on the table. B. W. used the stick to scrap the table and then suddenly he hit the table striking with a violent movement over and over.

This was classified as indirect aggression, because the child used the stick to release his frustration.

Unit 2. The first time B. W. pushed his train to the doll and hit it. The second time the child managed to push the doll off the track. B. W. pushed his train to the doll the third time and said, "My train runs over the doll." When the child was given the stick he again hit the table over and over until the stick broke.

This was classified as indirect aggression, because the child attacked the doll and used the stick to release pent up emotions of frustration.

Unit 3. The child tried to work the puzzle and managed to put in the arm and leg that fit. When he tried the large leg and head he began to give up and stopped working the puzzle.

This was classified as withdrawal, because he completely gave up and retreated from the puzzle.

Unit 4. B. W. walked around the nursery school for a few seconds and then got on top of a large wooden truck. He rolled around the room several times and stopped by a teacher to ask, "What are you doing?" She told him the children were making puppets. He stood and watched a little while until he saw another teacher taking pictures of some children. He wondered to her and inquired, "Hey, why don't you take picture of us." He indicated two other boys and himself. He talked to the two boys but the observer could not understand his conversation. Then he spotted two boys playing ball and after watching a few seconds joined in. He played ball for a few minutes and then wondered to a group of children learning a new song. He joined that group and seemed to enjoy it, although he had a hard time doing the motions. Then he went to a teacher and started to

talk to her. She asked him about a new baby in his family. He climbed in her lap and sat for a little while.

This was classified as accommodation. The child did wonder from activity to activity but he seemed to enjoy all of them, did not try to retreat or display aggression. When he climbed into the teacher's lap he might have been seeking security but he did this after she mentioned a new baby.

Case 10, age 4.7

Unit 1. D. S. looked at the toys and said, "Like we have in the other nursery." He pushed one truck on top of the table and then moved the cab up and down on the other truck. He placed a doll in the truck and said, "Oh mm get out of here." He placed the other doll on the other truck. When the investigator played with the toys the child just watched her. The second time the D. S. had the toys he banged one doll at the other doll and kept making noises like growls. Then he picked up the shovel and raked on the table with it. Then he picked up the hoe and used it to bump into a doll and pretend the doll talked and said, "Hey who throw that grr-grr." When he played with the toys for the third time he scraped the hoe on the table. Then he picked up the dolls, twisted their heads, and banged one on the table saying, "Here's the head see? Hey what's the matter, you kicked my hand." He talked for the dolls talk. When D. S. was given the stick he walked around the table, suddenly hit the floor with the stick and then threw it up in the air.

This was classified as indirect aggression, because the child attacked the toys and used the stick to release his tensions.

Unit 2. The first time the D. S. was given the directions he moved the train to the doll and stopped saying, "Get out of the way!" The

second time he moved his train to the doll wiggling it from side to side and said, "I don't know," when asked what happened. The third time he stopped his train at the doll and said, "Mm I don't know," when asked what happened.

When given the stick to play with he twirled the stick around and around and poked the air with the stick.

This was classified as withdrawal because the child made no attempt to achieve the goal.

Unit 3. D. S. tried to put the arm in the puzzle. Then he tried the head and the leg but failed. He talked to himself very softly saying, "Hum, hum oh hum." D. S. put all the pieces on the puzzle. By this time the two minutes were over and the puzzle was put away. This was classified as accommodation, because the child tried the puzzle and he put the pieces on the puzzle.

Unit 4. D. S. walked into the nursery school and immediately went to one of the teachers and sat on her lap for several seconds. He did not say anything, but watched some other children playing with a drum. He reached over and began hitting the drum also. He started talking to a little boy but he could not be understood because he spoke too softly. He moved off the lap of the teacher and ran to a window and sat on the heater under the window for several minutes talking to a little girl. He walked around the room and went to join the group for a few seconds. Suddenly he left that group-wandered around the room and went to the toilet. Then he went to a table where a teacher was starting an activity. He sat quietly waiting to participate.

This was classified as accommodation because D. S. interacted with the environment for the most part. His restlessness might have been

because he had to go to the toilet.

Case 11, age 4.7

Unit 1. The first time that N. B. had the toys he picked up a truck and pushed it across the table with one hand. He picked up the other truck and pushed it behind the first truck. He said, "Hey, you know what. There was a road- road grader in the road where we're building. It went right up through, really cleaned the road right off. It sure cleaned it off. And then it cleaned the roads way up." N. B. watched the investigator while she played with the toys. When N. B. was able to play with the toys the second time he rolled the truck on the table and said, "Talk about sand. Had so much. He brought some more and took it where we are building." N. B. was interested in talking and did not pay much attention to the toys. When the investigator played with the toys the second time he just watched. The third time N. B. was told he could play with the toys he said, "I know it." He pushed the trucks and made believe he was dumping dirt in and out of them. N. B. did not mind when the investigator put the toys away.

N. B. took the stick moved it up and down. He said, "This is a fish stick. Wow! I caught a fish."

This was classified as accommodation because N. B. did not seem frustrated but continued to play with the toys and stick.

Unit 2. The first time N. B. was given the instruction he pushed his train; stopped at the doll and said, "I don't know," when asked what happened. He also said, "I have my own blocks to make a train track." The second time the train was pushed to the doll and stopped. When asked what happened, he said, "I don't know. Maybe I can have more cars in back." He pointed to the back of the train. The third time N. B.

pushed his train to the doll and moved it back and said, "I don't know - but it - the locomotive needs a chain bridge."

When N. B. was handed the stick he crawled under the table. He fished with the stick. "I catch another fish. I caught another - a third."

This was classified as accommodation because N. B. compromised with the situation and played with the stick constructively.

Unit 3. N. B. tried to put the head in and when he was unsuccessful he turned to the investigator and said, "Can you show me how it goes." The investigator told him he could work the puzzle. He began to put the other pieces in and tried the head again and also the leg. He told the investigator, "I have a clown at home and the clown takes only a little while to work. How does this one work? I don't know how. Can you help me? Show me how it goes? I never done a puzzle like this in my whole life." The child talked to the investigator while he was trying to work the puzzle, he kept saying, "I can't do it. Why don't you help me on it?"

This was classified as indirect aggression because N. B. directed the attack against himself when he said he could not work the puzzle.

Unit 4. N. B. went into the nursery school and immediately went to a teacher and asked her to get him some string. Before he had been taken out of the nursery school he had wanted the teacher to get him some string. She had told him she would get the string for him as soon as he returned from playing in another room. N. B. and teacher went to hunt for some string in the nursery school office. After N. B. got the string he ran outside to play. He ran to a tricycle another child was using and took it away. The little girl yelled, "Hey, that's mine." He would not give the tricycle up and a teacher interfered. She told him the tricycle was

being used by the little girl and he must find another one. N. B. left and went to the sand pile and played for a little while. Then he ran back to the little girl and said, "I want that trike. I'm going to take it." He did take it but soon got off because the tricycle did not work properly. He ran to a different tricycle and rode it around the nursery school yard at a fast speed.

This was classified as indirect aggression, because he physically took another child's tricycle two different times.

Case 12, age 4.8

Unit 1. E. P. was very reluctant to go with the investigator. When he was told the first time he could play with the toys he stood and looked all around the room. He did not play with the toys. When the investigator played with the toys he said, "Those toys are too noisy. Those toys are stupid." E. P. did not play with the toys the second time. He stood with his hands on his hips and looked around. He did not seem upset but gave the impression that all this nonsense was above him. E. P. did not play with the toys the third time. When told he could play with the stick he twisted it and swung it around the air.

This was classified as withdrawal because E. P. did not play with the toys.

Unit 2. The first time E. P. was given the instructions he seemed unconcerned. He stood up and pushed the train with his foot. When asked what happened when the train and doll met he said, "Oh, I know what will happen my train can't go all the way." He sounded very disgusted with the whole thing. The second time he pushed the train with his foot again. This time he pushed it very hard and pushed the doll back. The third time he also pushed the train with his foot and he pushed the doll off

the track with much force saying, "The doll fell off."

He used the stick to point all around the room. Then he started peeling the skin off the stick.

This was classified as indirect aggression because the child attacked the doll by knocking it off the tracks.

Unit 3. E. P. stood with his hands on his hips for a few seconds. When he started to work the puzzle he turned the head around and around. Then E. P. tried the leg and pushed it in and out and around. He put his finger to the side of his face and said, "This puzzle is too hard." He got all the pieces in that would fit and continued to keep trying the head and leg.

This was classified as direct aggression because the child directed his feelings toward the puzzle when he said it was too hard.

Unit 4. E. P. ran into the nursery school just as a teacher was taking juice outside and he asked, "Are we going to have juice outside?" The teacher told him they were so he ran to his locker, got his jacket and ran outside. He ran to where the children were sitting and a teacher handed him some napkins and asked him to pass them out. E. P. passed out a napkin to each child laughing while he was doing this. He finally sat down beside a teacher when he was told to do so. E. P. drank his juice and for the most part sat quietly while a teacher introduced a new child to the group. After juice he went to some climbing equipment. He climbed on top and walked along the boards that had been set up. Then E. P. got off and ran to a jumping board and pushed a little girl off and got on. He jumped very hard and high and he laughed very loudly while jumping. When he finished he ran to the sand pile and grabbed at a little boy. Then he ran back to the climbing equipment and pushed a little girl down.

This was classified as indirect aggression because he attacked several children physically.

Case 13, age 4.9

Unit 1. The first time K. W. was told to play with the toys he looked at them for a few seconds. Then he picked up the dolls and stood them up. K. W. picked up a truck guided it around the edge of the table. When the investigator played with the toys he watched. The second time K. W. played with the toys he held one doll and guided one truck around the table. Then he stopped the truck and lifted the cab up and down. He continued to drive the truck around. He watched the investigator play with the toys a second time very carefully. The third time he again played with a truck, using it to drive all around the table several times.

When K. W. was given the stick to play with it he waved it around a few seconds and then laid it down on the table.

This is classified as accommodation, because the child played with toys and the stick.

Unit 2. The first time that K. W. was given instructions about the train he pushed his train to the doll and stopped. He said, "It stops the train." The second time his train stopped at the doll and said, "I stop, and you stop." The third time the train stopped again and the child said, "I stop you."

He used the stick to play with drawing lines vertically and horizontally across the table.

This was classified as accommodation because K. W. compromised with the situation by saying his train stopped the doll.

Unit 3. K. W. tried to work the puzzle. He put in all the parts that would fit and kept trying the head and leg but could not get them in.

His facial expression indicated he did not understand. He looked at the investigator in puzzlement.

This was classified as accommodation because the child continued to work the puzzle even though he seemed upset.

Unit 4. K. W. went into the nursery school and started playing with a little girl. They climbed on the climbing equipment in the nursery school and talked to one another while they were climbing. What they were saying could not be understood. They pretended to scratch each other. He reached over to the little girl who was on top of the climbing equipment and started to pull her. She told him to stop so he did. He then ran to a light switch and switched it off and on for several times. He ran back to the little girl and pushed her. He continued to play on the climbing equipment.

This was classified as indirect aggression, because he did try to attack a child physically although he did not hurt her.

Case 14, age 4.9

Unit 1. The first time A. B. was told to play with the toys he drove one of the trucks around the table. When the investigator played with the toys he watched with his head resting on his arms. The second time he played with the toys he again drove one truck, driving them around with one on top of the other. When the investigator played with the toys the second time he watched. The third time he was allowed to play with the toys he played with the trucks again. He did not play at all with the other toys.

He took the stick when it was given to him and brushed it across the floor for a few seconds.

This was classified as accommodation, because he played with the toys.

Unit 2. The first time A. B. was told to move his train along the tracks he pushed it to the doll and went all the way around to the end of the tracks. He did this two or more times.

When given the stick to play with he used it for a fishing pole and bobbed it up and down.

This was classified as accommodation, because the child compromised with the situation and moved his train around the doll without attempting to use any force.

Unit 3. When A. B. tried to work the puzzle he continually picked up the head and leg and tried to get them in. The child did not say anything during the whole play time, but his facial expressions indicated he was puzzled.

This was classified as accommodation because the child continued to try to work puzzle although he seemed perplexed.

Unit 4. A. B. ran in the nursery school and went to a table where some children were playing with dough. The teacher asked him if he wanted to play with the dough. He said, "No, it's too sticky." The teacher asked him if he liked the toys he had played with in the other room. He said, "The toys were fine." He picked up a piece of string and began to play with it. He walked to the doll corner and played with a toaster. He pretended to talk on a play telephone. He left the doll corner and ran to the bathroom. He sang to himself. He walked around the nursery school aimlessly and then ran outside to the sand box. He played there for a few minutes then he ran to some boards and began to move them. He jumped from one activity to another in the play yard.

This was classified as accommodation because the child participated in the nursery school activities.

Case 15, age 4.10

Unit 1. The first time B. M. was told to play with the toys he stood the dolls up, picked up a truck and put it down on the table between the shovel and rake. When the investigator played with the toys he watched with a puzzled look on his face. The second time he played with the toys he placed one of the dolls on a truck. B. M. shoveled with the hoe and then proceeded to stack the hoe, shovel, and rake. He was reluctant to give up the toys. The third time B. M. played with the toys he drove a truck over the dolls, then twisted one doll's neck, banged on the table with the doll, and gave the dolls some rough treatment. When the investigator took the toys away he did not want to give them up.

When the child was given the stick to play with he took it and broke it into many pieces.

This was classified as indirect aggression, because the child used the toys and the stick to release his feelings.

Unit 2. The first time B. M. was given instructions about the train he moved it to the doll and banged the doll over and over. The second time he went around the doll and the third time he pushed the doll off the tracks.

When given the pieces of the stick he pushed them around and around.

This was classified as indirect aggression, because the child attacked the doll.

Unit 3. B. M. tried to work the puzzle and when he could not get the head and leg in he banged at the pieces over and over with his fist.

This was classified as direct aggression because he attacked the puzzle by banging it with his fist over and over.

Unit 4. B. M. stomped into the nursery school. He went to a boy and said, "I want to play." The two boys went outside. They sat on some boards the teacher had set up for the children to sit on and watch workmen pouring concrete. The men were building a wall around the sand area to keep the sand in. He bounced up and down on the board. Several times he got up and went over to the men and had to be moved back by a teacher. While he was sitting on the board bouncing he hit at a little girl who was sitting beside him.

This was classified as indirect aggression, because he attacked a child.

This particular little boy had been in the play therapy room and had been having play therapy sessions with a psychology student working on his doctor's degree. He seemed to be a very aggressive child in the nursery school and the teachers felt that after he finished with a play therapy session he was almost always easier to get along with.

Case 16, age 4.10

Unit 1. D. W. picked up a truck and examined it. He moved the trucks around the table. He looked at a doll, stood it up and when the doll fell over he said, "He fell down." When the investigator played with the toys he watched very quietly. He played with the trucks moving them around the table and he lifted the cab part up and down. He watched the investigator play with the toys very quietly. The third time D. W. played with the toys he manipulated the trucks with the dolls on top. He examined the hoe. He laughed during the whole situation.

When he was handed the stick he examined it very closely and then scratched at the investigator's leg with it.

This was classified a direct aggression because the child attempted to attack the investigator even though it was not violent.

Unit 2. All three times the instructions were given D. W. stopped his train at the doll and said, "It crashes. The choo-choo crashes." When he was handed the stick he was not too interested in it.

This was classified as withdrawal because D. W. did not attempt to move his train to the end of the track and although he verbalized the crash he did not actually touch the doll.

Unit 3. D. W. tried to work the puzzle and put the head and leg in several times. He got the other pieces in but seemed puzzled and said, "Hey how does this go in? How does this go in?"

This was classified as accommodation because D. W. continued to try to work the puzzle until it was taken away although he did seem perplexed.

Unit 4. D. W. ran into the nursery school and told a teacher that there were some fun things to play with in the other room. He started putting some puzzles together. Then he joined a group of children at a table blowing bubbles. He blew the bubbles for several minutes and was very interested in seeing them pop. He did not talk very much but was absorbed in his activity.

This was classified as accommodation because he interacted with the environment in a positive manner.

Case 17, age 4.11

Unit 1. The first time K. H. was told to play with the toys he picked up the trucks and placed them together. Then he put a doll in each truck but they fell out. The child said, "It won't stay in." Then he lifted the cab off the trucks. When the investigator played with the toys the first time the child watched him and scratched his nose. The

second time the child played with the toys he played with the trucks again, placing the doll in and out. When the investigator played with the toys a second time he watched. The third time the child played with the toys he took the dolls and faced them together. He looked at the table where the other toys were and said, "Why is the engine here?" He turned back to the dolls and said, "They used to be in our nursery school. Why are they here?"

When the child was given the stick he moved it slightly on the table and smiling said, "I'm going to break it." He did not break it but very slightly touched the investigator's arm with it.

This was classified as direct aggression because the child indicated he wanted to attack the investigator.

Unit 2. The first time K. H. was given instructions about the train he moved his train to the doll and stopped. When asked what happened he said, "I don't know." The second time the train went to the doll and hitting the doll off he continued down the tracks. The child said, "Toot, it keeps on going again. Now it is at the end."

K. H. took the stick and pointed at the investigator, but he did not attempt to hit with it. He then waved the stick around.

This was classified as indirect aggression, because K. H. pushed the doll over to get to the end of the tracks.

Unit 3. K. H. tried to work the puzzle and when he could not get the head and leg in he said, "I don't know how to do this. I don't know how. I can't do this."

This was classified as indirect aggression, because the child directed it against himself when he said he could not work the puzzle.

Unit 4. K. H. ran into the nursery school to a group of children playing a singing game. He participated in the game. When it was over he ran to some climbing steps where a little girl was sitting. They talked together about the toys he had played with in the other room. She had been in the play therapy room also and they both decided they guessed they like it. Then he kicked the steps very hard several times. They continued to play on the steps and around them. Then they both went to a bulletin board and tried to pick out the pictures they had made.

This was classified as indirect aggression, because the child attacked the steps by kicking them.

Girls

Case 18, age 3.5

Unit 1. The first time N. N. was told she could play with the toys she picked up one doll and placed it in her lap. Then one truck and the other were placed in her lap. She proceeded to play with the toys in her lap saying, "We got some new toys in the baby's bedroom." When the investigator played with the toys the first time she just watched. The second time N. N. played with the toys the child placed one doll on the floor and stood the other doll on the floor beside the first doll. N. N. put first one truck and then the other truck on the floor saying, "The trucks goes down here." Then she picked up the hoes and scraped the floor with it. The second time the investigator played with the toys the child watched very intently. The third time N. N. played with the toys she proceeded to put the toys on the floor. She put one doll on top of the truck and pushed it around, then she took the doll out.

When she was given the stick to play with N. N. touched the floor

with it and poked the investigator with it. N. N. waved the stick in front of the investigator's face. The child then handed the stick to the investigator and said, "It's your turn." The investigator told the child she could play with the stick. She said, "I don't want to."

This was classified as direct aggression, because the child used the stick to try to attack the investigator although she did not do it violently.

Unit 2. The first time N. N. was given instructions about the train she moved it to the doll, stopped and said, "I don't know," when asked what happened. The second and third time she repeated the same actions.

When she was given the stick to play with she brushed the floor with it and threw the stick on the floor saying, "You can put it away. I don't want to play with it. I want to play with the other toys." The investigator told her she could play with the stick. She said, "I don't want to. I want to play with those, the yellow and red." (She was referring to the trucks, rake, hoe, and shovel.)

This was classified as withdrawal, because N. N. retreated from the situation and did not attempt to reach the end of the tracks.

Unit 3. N. N. tried to work the puzzle and put the head and leg in and out several times and said, "I can't put the head in, teacher. I can't, teacher. I can't put this in. I put the leg in here. Teacher, these pieces are too hard for me."

This was classified as indirect aggression, because N. N. directed her feelings against herself.

Unit 4. N. N. went into the nursery school, got a book and took it to a teacher to read. She sat in the teacher's lap while the teacher read but she did not pay much attention to her and when the teacher

stopped reading several times she just sat in her lap not saying a word. She did this for at least 10 minutes, without speaking a word.

This is classified as withdrawal, because the child did not interact with the environment. She just wanted to sit quietly in a teacher's lap.

Case 19, age 3.8

Unit 1. The first time B. A. was told she could play with the toys she drove the truck around the edge of the table, then she played with one rubber doll. She did not want to give the toys up when the investigator started to play. The second time B. A. played she pushed a truck around and around. The third time she played with the toys she put the two dolls in the truck and pushed them around.

When B. A. was given the stick to play with she looked at it then pushed it toward the investigator and would not play with it.

This was classified as withdrawal because she did not play with the stick.

Unit 2. When B. A. was given instructions for the train all three times she pushed her train to the doll and stopped. When B. A. was given the stick to play with she sat on the floor and looked at the stick. She started crying loudly. This was classified as withdrawal because B. A. withdrew entirely from the situation by crying.

Unit 3. When the puzzle was given B. A. she did not want to play with it and continued to cry. When told she could play with the puzzle a second time she said, "I don't want to." The investigator took her back to the nursery school before the time was up.

This was classified as withdrawal, because B. A. did not play with the puzzle. She did not like the situation at all.

Unit 4. B. A. went into the nursery school and got a book and took it to look at it. She stood by the table while other children played around her and did not say anything. Although she had a book in front of her she really did not pay much attention to it. Since it was almost time to go home she got her coat on and left with her car pool group.

This was classified as withdrawal, because the child retreated, she did not play with any other child. She seemed to want to be alone.

Case 20, age 3.8

Unit 1. The first time M. D. was told she could play with the toys she played with the dolls and trucks placing a doll on top of a truck and then removing it. She did this several times. Then she looked all around the room carefully. When the investigator played with the toys she just watched quietly. The second time the child played with the toys she made the trucks crash into each other and said, "He crashed didn't he? That doesn't have a name." One of the trucks had the price on it and the other one did not so when she made the last statement she was pointing to the truck without the price. When the investigator played with the toys a second time she watched. The third time she played with the toys she played first with the trucks, then the dolls, and then she looked at the rake, shovel, and hoe.

When she was given the stick to play with she used the stick to stir on the table. Then she took the stick and pointed it up in the air.

This was classified as accommodation, because M. D. played with the toys and stick apparently she was not too upset about the situation.

Unit 2. When M. D. was given the instructions about the train all three times she moved her train slowly and stopped it before she got to the doll. She had to be told several times before she would move her train.

This was classified as withdrawal because she did not attempt to try to reach the end of the tracks, but seemed to retreat from the situation.

Unit 3. When M. D. was given the puzzle she tried to work it but could not understand why the leg and head would not go in. M. D. said, "I can't find the other arm. These are kinda hard."

This was classified as accommodation, because the child continued although she seemed puzzled.

Unit 4. M. D. went into the nursery school and followed a teacher around the room for a few minutes. Each time the teacher stopped she did too. She stopped at the piano and tried to play it. Then M. D. went to a teacher and they sat down on a rug and began to read stories. She continued to sit listening to the stories for over five minutes.

This was classified as withdrawal because the child followed a teacher around and finally sat down by another teacher. She seemed to want the security of being near a teacher.

Case 21, age 3.8

Unit 1. The first time K. S. was told she could play with the toys she drove a truck, back and forth on the table and lifted the cab up and down. She did not want to give up the toys when the investigator played with them and she tried to play with them. The second time K. S. was allowed to play with the toys she pretended to shovel, and picked up the rake and hoe and said, "This is like we got at Grandpa's house." Then K. S. asked, "Do these belong to the other nursery school?" When the investigator played with the toys she tried to reach for them to play with. When K. S. played with them the third time she picked up the rake, held it under her arm and proceeded to push a truck over the table.

The child took the stick and used it to play. She scratched the table with it all the while and talked to the investigator saying, "Did you get this outside? Where did you find this stick? Have you had Nicole in here? Did she play with the toys?"

This was classified as accommodation because the child continues to play with the toys and stick.

Unit 2. The first time K. S. was given instructions about the train she moved her train to the doll and stopped. She said, "This doesn't have any wheels. Why not?" Then K. S. saw the stop watch the investigator had and asked if it was the investigator's watch. The second time the train went to the doll and she barely touched the doll and then moved back saying, "It moves back again I guess." The third time she pushed the doll very slightly and then lifted her train off the tracks and said, "It goes up the train goes up. I've got a train."

She took the stick and used it to fish with. Then she saw holes in the floor and asked, "Who made the hole in the floor. We have this color floor."

This was classified as indirect because the child did make one attempt to push the investigator's doll out of the way.

Unit 3. K. S. tried to work the puzzle and was very upset when the leg and head would not fit. She said, "Where does this go? Does he just have one leg? Where does this go? Where does this piece go? But where does it go? How does it go? How does it go? How does it go? I can't get this in."

When the investigator started to take the child out she asked, "Then who will you bring in here? Nicole. When has she been in here? Who has been in?"

This was classified as indirect aggression, because the child directed the attack against her own inability to work the puzzle.

Unit 4. K. S. went into the nursery school and walked to a table where a teacher was directing some activity. She began to participate in this by getting crayons and putting them on her paper and then she waited to have the teacher iron her paper. She picked up pieces of crayon over and over while she was waiting, putting them into a paper cup and then taking them out. Finally when her paper was ironed she showed it to another teacher. She went to get her coat, put it on and went outside.

This was classified as accommodation because K. S. interacted with the environment.

Case 22, age 3.8

Unit 1. The first time T. S. was told she could play with the toys she stood a doll up and knocked it over. She threw one of the dolls on the floor and then picked it up and put it back on the table. When the investigator played with the toys the first time she watched quietly. The second time T. S. played with the toys she looked at the investigator presumably to see the investigator's reaction when she threw the toys on the floor. When the investigator played with the toys the second time she watched. The third time T. S. played with the toys she drove one truck around to the edge of the table and she had the doll walk around the edge of the table.

When she was given the stick to play with she scraped the table with it and then scraped the investigator's arm with the stick.

This was classified as direct aggression, because she did try to attack the investigator even though she did not do it forcefully.

Unit 2. When T. S. was given the instructions for the use of the train she pushed her train to the doll all three times, backed her train and shook her head no when asked what happened.

When T. S. was given the stick to play with she scratched the table with it and carefully looked at the investigator.

This was classified as withdrawal because T. S. withdrew her train and did not try to reach the end of the track.

Unit 3. T. S. tried to work the puzzle and kept putting the head and leg in and out and turning them around and around to see if they would not fit in. She had a puzzled look on her face and scratched the side of her head several times. When the investigator took the puzzle away she looked very glad. She laughed when told it was time to go back to the nursery school.

This was classified as accommodation because she continued to work the puzzle although she seemed perplexed.

Unit 4. When T. S. walked into the nursery school she told a teacher she had fun. She wondered about aimlessly for a few minutes stopping at the lockers and just looked at the other children playing. She bit her lip and shuffled her foot. She appeared very nervous. The group of children were getting ready to watch a teacher grind wheat into flour so when she was told to go sit at the table she did so. She sat very quietly at the table for at least five to ten minutes while the teacher explained about the flour, etc.

She did seem interested but sat quietly as she had been told to do.

This was classified as withdrawal, because the child did not really participate in the activities but sat quietly.

Case 23, age 3.8

Unit 1. J. A. was not interested in the toys at all, she merely sat in the chair and looked at them. When told she could play with them she made very little effort to do so.

J. A. did not attempt to play with the stick, but shook her head no as she put the stick on the table.

This was classified as withdrawal, because the child did not attempt to play with the toys or the stick.

Unit 2. When J. A. was given the instructions about the train she pushed it three times to the doll and stopped. When she was given the stick to play with she pulled the bark off in pieces.

This was classified as withdrawal, because the child did not attempt to push her train to the end of the tracks. She seemed to retreat from the situation.

Unit 3. J. A. made a half hearted attempt to play with the puzzle but finally stopped and looked at the wall just sitting in her chair not saying anything.

This was classified as withdrawal, because the child put forth very little effort before giving up.

Unit 4. J. A. ran outside where the children were having juice. When she got there the juice was gone but this did not seem to bother her at all. She merely picked up a cracker and munched it. Then she played on some climbing equipment that had been set up. She ran up the boards on one end, walked across the boards to the other end, and slid down a plank that had been set up with one end resting on the ground. She did this five or six times. She laughed and told a teacher, "I can get up." She seemed to be perfectly content.

This was classified as accommodation because J. A. interacted with the environment in a constructive manner.

Case 24, age 3.9

Unit 1. L. R. drove the trucks around the table. She placed a doll in her truck and raced them on the table. She picked up the shovel and hoe and played with them. When the investigator played with the toys she tried to play with them also. The second time L. R. played with the toys she shoveled a few seconds. She used the trucks to hit one another and said, "Watch." When the investigator played with the toys the second time L. R. watched with her fingers in her mouth. The third time L. R. played with the toys she drove the trucks around the table and made them collide with one another.

When the child played with the stick she used it to play with holding it in the air and laughing as she twirled it around and around.

This was classified as indirect aggression, because L. R. used the toys to display aggression.

Unit 2. The first time L. R. was given instructions about the train she pushed it to the doll, stopped, lifted the train off the tracks, and moved it back saying, "It moved back." The second time she did the same thing saying, "The train moves back." The third time the child again moved back, but this time before she moved her train back she rearranged the blocks saying, "The tracks need fixing. The train goes back."

When given the stick to play with the child swung the stick back and forth a few times on the table.

This was classified as withdrawal, because the child did not try to push her train to the end of the tracks rather she moved her train back.

Unit 3. The child proceeded to work the puzzle and put all the pieces that would go in and placed the head and leg in the appropriate place and stopped.

This was classified as accommodation, because L. R. acted as if she had done all she could with it.

Unit 4. L. R. went into the nursery school and walked to a group of children playing around a large wooden derrick. She climbed on it but soon got off since it was time for juice. She started to the table but stopped and pushed another child out of the way. Then she hit another child. She finally went to the table and sat sucking her thumb and picked her ear while waiting to get a glass of juice. When the other children started to sing she did not join in at all but just sat there with her thumb in her mouth. When the napkins were being handed out she became a little impatient and yelled, "Gimme a napkin." After she got her juice she did not drink it for a few minutes but finally decided to drink it but before she finished it she used her thumb to stir the juice.

This was classified as indirect aggression because she pushed one child and struck another child before withdrawing, by sucking her thumb.

Case 25, age 3.10

Unit 1. The first time K. B. was told she could play with the toys she put the dolls face to face and stood them up and down. She placed the dolls on top of the trucks and rode them around. When the investigator played with the toys she played with the dolls again but this time she used the shovel to shovel them. She watched the investigator play with the toys a second time turning her head from side to side. The third time the child played with the toys she stood a doll in the truck and drove the trucks around the table. Then she took the dolls out.

When she was given the stick to play with she first scratched the floor with it and then she put the stick over the table fishing with it. Then she crawled under the table and scratched under the table with the stick.

This was classified as accommodation, because the child continued to play with the toys and stick. She did not seem puzzled.

Unit 2. When K. S. was given the instruction, she pushed her train very slowly to the doll all three times and stopped. When asked what happened she said, "I don't know," each time. She took the stick and swept under the table with it.

This was classified as withdrawal, because the child did not attempt to push her train to the end of the track.

Unit 3. The child began working the puzzle. She tried the head and leg several times and when she could not get them in she stopped for a few seconds. She started again and said, "This is too hard. I can't get this in." (She was referring to the head.)

This was classified as indirect aggression, because the child directed her feelings toward her own inability to work the puzzle.

Unit 4. K. B. ran into the nursery school to a table where some children were blowing bubbles. She told the teacher she wanted to blow bubbles, but the teacher told her to wait because there was not any more equipment. She ran to a large tree stump that had been brought into the nursery school for the children to hammer nails in. She began hammering nails in and did this for quite a few minutes. Once she grabbed for a hammer another child had and used it to pound with. She stopped once and went to the toilet and then came back continuing to hammer.

This was classified as indirect aggression, because the child

grabbed a hammer from another child when she already had one and seemed to relieve her frustration by hammering on the nails.

Case 26, age 3.10

Unit 1. C. R. picked up one of the dolls the first time she was allowed to play with the toys and said, "It looks like the real McCoy, doesn't it." The doll was a rubber farmer. She took the dolls, stood them up together, and swayed them back and forth. She placed the dolls in the trucks and said, "There look at each other. Peek a boo. Get in truck." She had a surprised and disappointed look on her face when the investigator took the toys away to play with them. The second time she played with the toys she drove the truck down the handle of the hoe. Then she pretended to dump dirt out of the truck with the shovel. C. R. put the dolls in one truck and drove it around. She was disappointed the second time the investigator took the toys to play with. The third time C. R. put the dolls in the truck and drove them around. She took the stick, fished with it and said, "I'm getting a fish."

This was classified as accommodation, because C. R. interacted with the environment and did not seem upset.

Unit 2. C. R. moved her train to the doll the first time the directions were given and when asked what happened she said, "Yah wat does? He gets in the, he comes back in train." She moved the train back. The second time the train stopped at the doll and then went back. C. R. said, "Yah this little thing he goes back the other way." The third time the child stopped at the doll and said, "Smoke stack makes the doll fall down." The child did not actually make the doll fall down.

When given the stick C. R. moved it along the floor in a pattern stopping at each blank tile in the floor and saying, "Now this one. Now

this one."

This was classified as withdrawal because the child moved her train back to the end of the track.

Unit 3. C. R. tried to work the puzzle and pushed the head in and out and around and said, "It won't go in does it?" She tried the leg but placed it in the wrong place. She seemed perplexed about the puzzle. When the puzzle was taken away she followed with her eyes every movement of the investigator and she pinched her fingernails.

This was classified as accommodation, because the child continued to try to work the puzzle although she seemed perplexed.

Unit 4. When C. R. entered the nursery school she went directly to get a puzzle. She took it to the table and sat down beside a teacher. She worked the puzzle first taking all the pieces out very deliberately and put them in very carefully. She told the teacher, "I can work this puzzle." She left the table and skipped over to a group of children listening to some music. She skipped around and around keeping time with the music. C. R. ran to the sink and washed her hands. She cleaned the sink and when she finished she dried it very carefully.

This was classified as accommodation, because she interacted with the environment in a positive way.

Case 27, age 4.1

Unit 1. N. S. played with the hoe and hoed the air. She took the shovel and rake and pretended to play with them. She hummed all the time. Then N. S. discovered the stop watch and asked, "Hey, is that your watch?" She also walked over to the table where the other toys were and the investigator had to move her back to the small table. When the investigator played with the toys the first time the child sat down and watched.

The second time N. S. placed a doll on the hoe and said, "He is a horse. Giddy up! Giddy up!" Then she said, "This is a whale and the whale (hoe) hit the doll. Then she picked up the rake and said, "This is the sharp teeth. Help Mr. Whale. Whales don't like people. You know what?" The child ran her fingers through her hair when the investigator played with the toys. The second time N. S. played with the trucks, moving the cabs up and down and said, "When do you put dirt in this? In winter, spring time or do you in summer. Do you put dirt in here? Going to dig dirt. Drive, drive." When the investigator told N. S. the toys would be put away she asked, "Why?"

N. S. took the stick and said, "I going to play with this stick. I'm going to fish in the pond." She walked around and around the room fishing with the stick.

This is classified as accommodation, because N. S. used the toys and stick to play with in a constructive way.

Unit 2. N. S. followed the investigator to get the toys for the second unit. When she was given the instructions she pushed her train to the doll and bumped into the doll saying, "We crashed." The second and third time she also moved her train up to the doll and crashed into the doll with her train. The third time she verbalized, "Crash, bang, crash boom. I've got an idea. This is fun. Now what do we play with?"

The child twirled the stick over and over.

This is classified as indirect aggression because the child used her train to crash into the doll.

Unit 3. N. S. manipulated the pieces of the puzzle and put the ones that would fit in. She put the head and leg in the right places. She said, "I know how. Now hey here's the foot. Nicole do do do. When I

get this together what are we going to do." When told it was time to put the puzzle up she said, "All right."

This was classified as accommodation, because N. S. tried to work the puzzle. She appeared to be satisfied with her results.

Unit 4. When N. S. went into the nursery school group she started playing with a cash register that some other children were using. She called to another child, "Cindy, you can play with me." They ran to a little room off the main nursery school room and put on dress up clothes. Then N. S. ran around the room aimlessly. She ran to the cash register she had played with and yelled, "Mine!" She took it away from a child. N. S. wandered around the room. She stopped at first at one thing and then another.

This was classified as indirect aggression because she took a toy away from another child.

Case 28, age 4.6

Unit 1. The first time L. C. played with the two trucks, lifting the cabs up and down. L. C. placed one truck on top of the other truck. She talked very softly and the investigator could not understand her. She drove the trucks around with one of them on top of the other. L. C. watched quietly while the investigator played with the toys. The second time she placed the trucks side by side and put one doll by the trucks. She continued to talk softly and could not be understood. She was very willing to give up the toys when the investigator told her it was time for the investigator to play with them. The third time she played with the toys she talked very softly and moved the trucks and then stood up and did not do anything.

When she was given the stick she slid the stick across the floor

and stood just holding the stick in her hand. This was classified as withdrawal because even though L. C. played with the toys she did not attempt to play with the stick.

Unit 2. The first time L. C. was given instructions about the train she moved the train to the doll and stopped saying, "We have a train." The second time she did not move the train to the doll but stopped before reaching the doll. The third time the train stopped even sooner and the child said, "I don't know," when asked what happened.

When given the stick she twirled it around and hummed to herself.

This was classified as withdrawal, because the child did not try to push her train to the end of the tracks, stopping before she reached the doll, nor did she attempt to use the stick as a toy.

Unit 3. L. C. worked the puzzle putting all the pieces in and she put the large head and leg in the right place. She did not say anything but she apparently thought she had finished the puzzle.

This was classified as nonaggression because L. C. apparently thought she had worked the puzzles.

Unit 4. L. C. entered the nursery school and walked to a large wooden truck and got on top of the truck and rode all around the room about five or six times. She would stop from time to time watching other children playing but did not attempt to play with them. One of the teachers asked her if she had fun. She answered, "Mumm, we played with the train and truck."

This was classified as withdrawal because the child did not want to play with anyone and did not participate in any games with the other children.

Case 29, age 4.7

Unit 1. During the first unit of play P. H. did not play at all with the toys and when the investigator told her she could play with the toys several times she said, "I don't want to play with them."

When she was given the stick to play with she just laid it on the floor and said she would break it but she did not.

This was classified as withdrawal, because the child did not attempt to play with the toys or stick.

Unit 2. When P. H. was given the instruction for this unit she moved her train to the doll two times, threw up her hands and said, "I don't know." The third time she stopped her train at the doll again and said, "He crashes. The train crashes."

When P. H. was given the stick to play with she just reached out and touched it with her fingers.

This was classified as withdrawal, because P. H. did not try to push her train to the end of the tracks and was not interested in the stick.

Unit 3. When P. H. was given the puzzle to play with she said, "Oh! I know how to do this one." She started putting the pieces in and when she could not get the head and leg in she said, "It can't go in. It won't go in. No this here (indicating the leg) this puzzle's too hard!"

This was classified as direct aggression, because the child directed the attack against the puzzle when she said it was too hard.

Unit 4. P. H. ran into the nursery school just as juice was being served. She did not drink her juice. She seemed very nervous and after juice she sat down on a rug near a teacher while the teacher read a story. She kept picking her nose, twisting her hair, scratching herself and was

generally quite nervous. She did not really listen to the story and when it was finished the teacher asked her some questions and she did not answer.

This was classified as withdrawal because P. H. retreated from the situation. She seemed to want the security of being near a teacher.

Case 30, age 4.6

Unit 1. The first time V. C. was told she could play with the toys she asked, "What are these for?" She picked up the hoe and began hoeing. Then she picked up the farmer doll and asked, "What is this, a farmer? How come there is a farmer?" When the investigator played with the toys the child just watched. The second time V. C. played with the truck and said, "Why are these cars the same? Are they twins?" She placed the dolls in the trucks and drove them. The second time the investigator played with the toys she just watched. The third time V. C. played with a doll and said, "This man squeaks." Then she pointed to the tools and said, "Are these shovels, are these really shovels?" She continued to play with the dolls and the tools.

When V. C. was given the stick she asked the investigator, "What can you do with this stick?" She proceeded to answer her own question, "This can be, what's that hole in the wall for?" She waved the stick around aimlessly.

This was classified as accommodation because she played with the toys and stick. She did not seem frustrated.

Unit 2. When V. C. was given the instructions for the train she moved it to the doll three times saying, "It crashes. The choo-choo train crashes." The last time she said, "The train crashes again."

When she was given the stick she asked, "How can you play, why don't you have a new one. This is peeled. Do you see that hole? What is it for? For a mouse?"

This was classified as indirect aggression, because the child verbalized that the train crashed into the doll.

Unit 3. V. C. asked, "Is this a girl or a snowman?" before she started working the puzzle. When she could not get the head and leg in she said, "This is a hard puzzle. Does this go in? How does this go?" Before she left the room she remembered some straws she had brought into the room and said, "My straws, my straws," and ran back to get them.

This was classified as direct aggression, because the child directed the attack against the puzzle when she said it was hard.

Unit 4. When V. C. returned to the nursery school she went outside and walked to some boards that had been set up. She straddled one of them for several minutes and tried to bounce on it. She walked to the bouncing board where a teacher was bouncing two children. V. C. started playing with them. All three girls tried to bounce and fell off, but got up laughing and tried it again and again. She continued to play like this for about five minutes.

This was classified as indirect aggression because the child released her feelings through bouncing.

Case 31, age 4.6

Unit 1. When J. S. was told she could play with the toys she asked, "What are these for?" She looked at the dolls and the trucks. She proceeded to examine them and asked, "How come its got this kind of wheels on it? Are these the worker men?" When the investigator played with the toys she sat patiently watching. The second time J. S. placed the

dolls on the table face down. She picked up the rake, scraped the floor with it and asked, "What's this for? Let's take it upstairs." She put the rake over one of the dolls' faces and raked over the doll saying, "I'll knock this off." And she knocked one doll off the table. When the investigator played with the toys the second time she asked to go back to the nursery school. The child did not want to play with the toys the third time but kept saying, "I want to go back upstairs." She did pick up the hoe and said, "This is a hoe. How come nobody else can come? I want to go back upstairs. Go back upstairs."

When she was given the stick to play with she held the stick but said, "I don't want to, I don't want to, I don't want to. I don't want to, teacher. I want to go back upstairs right now." She did not want to play with the stick.

This was classified as withdrawal, because the child wished to retreat by going back to the nursery school.

Unit 2. The first time J. S. was given the instructions about the train she pushed it to the doll and then stopped. The second time her train went to the doll and she said, "It can't go," and backed up the train. The third time the train went to the doll, stopped, and the child said, "It can't go." Then she said, "Let's go upstairs, I'm going upstairs." She started toward the door and the investigator went after her and told her they would go back upstairs to the nursery school in a few minutes.

When J. S. was given the stick to play with she scraped the table with it and started toward the door again saying, "I want to go back upstairs." She said this about five times and the investigator had to lead her from the door a second time saying they would go back upstairs

as soon as they were finished with the games.

This was classified as withdrawal, because J. S. did not try to reach the end of the tracks with her train and also she wanted to withdraw from the situation by going back to the nursery school.

Unit 3. When J. S. was given the puzzle to work she said, "Why are all the parts out? How come the parts are out?" She began to try to work it and when she could not get the leg in she asked, "Where does this go? How does this go?" Then she tried the head and when she could not get it in she said, "I can't get this in here." She was anxious to leave and when the investigator told her they would go back to the nursery school she ran to the door and flipped the lights off and on several times.

This was classified as indirect aggression, because J. S. directed her feelings toward her own inability to work the puzzle.

Unit 4. When J. S. returned to the nursery school she told a teacher, "I'm back. I played with some toys." She did not say any more about the toys. She ran outside, went to a trough with oats in it, got some, and ate them. J. S. ran to a swinging gate and played on it with another child for several minutes. One of the teachers pushed them part of the time. She took her shoes off, but the teacher made her put them back on. She put her shoes on and continued to swing. J. S. got off and ran to get the police car to ride. She shoved a little boy away from the police car, got on, and rode around the play yard. She got off and went to a little boy and grabbed a ball from him. The little boy protested and grabbed it back. J. S. did not try to get the ball again but watched some children and then started riding the police car again. She rode it as far as the nursery school door and went inside. She asked some children inside, "How come you don't go outside?" She climbed

on some equipment and watched the children playing ball inside.

This was classified as indirect aggression, because J. S. physically attacked other children several times.

Case 32, age 4.9

Unit 1. The first time H. S. was told she could play with the toys she picked up the trucks, examined them, and drove them in opposite directions. She turned one truck around and said, "This one turned around." When the investigator played with the toys the first time she just sat quietly and watched. The second time H. S. scraped the floor with the rake. She picked up the shovel and shoveled imaginary dirt from the floor. The second time the investigator played with the toys H. S. watched with her head resting on her arms. The third time H. S. moved all the toys toward her with her arms. She placed the trucks side by side, put the two dolls by the trucks, and said, "This is the way. Going in a little truck. Hey, they talking to each other." The dolls were placed face down and moved along the table. When the investigator took the toys away the child asked, "Should I still sit here?"

When H. S. was given the stick she scraped it along the table and then she dropped the stick.

This was classified as accommodation, because H. S. played with the toys and attempted to play with the stick.

Unit 2. When H. S. was given the instructions for the train she moved it to the doll, stopped and said, "I don't know." She did this three times.

H. S. was given the stick and she crawled under the table to examine it.

This was classified as withdrawal, because the child did not try to push her train to the end of the tracks.

Unit 3. H. S. put the pieces in the puzzle that fitted. She tried the head and leg several times. She talked to herself and the only thing that could be understood was, "That piece in here. Hey, this head." The child appeared to feel that she had finished the puzzle when it was time to put it away. She started to leave the room but the investigator told her to wait until the investigator had put the puzzle away. She stopped and waited for the investigator to go back to the nursery school.

This was classified as accommodation because the child continued to work the puzzle although she seemed perplexed.

Unit 4. H. S. ran into the nursery school to a table where the children were finger painting. She let a teacher put an apron on her and while they were doing this she told the teacher to give her the paper and paint. H. S. began to paint very vigorously. She mixed orange and blue together and was very interested in what happened. She listened to the teacher explain about the colors. She thoroughly enjoyed the finger paint, getting her hands and arm into the painting. She patted the paper and then her hands. She finished with that picture and asked to do another one. She went to wash her hands before starting another picture but she did not get all the paint off so one of the teachers told her to go back and finish washing her hands so she did this. Then she proceeded to paint another one. She really enjoyed the finger painting and laughed the whole time she was painting.

This was classified as accommodation because H. S. interacted with the environment. She also might have been releasing tensions through finger painting.

Case 33, age 4.9

Unit 1. S. E. was very willing to go into the play therapy room. She sat in a small chair by the table. She picked her nose, scratched, and rubbed her face. She took the dolls and tried to put them in the trucks. S. E. drove the trucks around the edge of the table. She was not concerned at all when the investigator played with the toys. The second time she played with the toys she said, "I'll play with the truck. Hey, now you stay in there." She put the dolls in the truck and talked to them. She moved the trucks with the dolls in them apart and said, "Now there are two of each kind." When the investigator played with the toys the second time she smiled and said, "Okay." She manipulated the trucks and dolls around the third time she played with them.

When she was given the stick to play with, she moved it around very slowly.

This was classified as accommodation, because S. E. was able to continue to play with the toys and stick.

Unit 2. The first time S. E. was given the instructions for the train she asked, "Is that a engine you laid down there?" She moved her train to the doll and said, "Now he turns around and goes back." She turned the engine around and went back. The second time she bumped the doll with her train, saying, "Now he wrecks it." The third time she pushed the doll gently and said, "Now he broke his truck tire. He can't go."

When she was given the stick to play with she made faces and held the stick very tightly. The investigator had to gently pull it away from her.

This was classified as indirect aggression, because the child's train

was used to hit the doll.

Unit 3. S. E. barely tried to work the puzzle. She did attempt to put the pieces in and then just stopped.

This was classified as withdrawal, because S. E. rejected the puzzle.

Unit 4. When S. E. was taken back to the nursery school all the children were outside. She put on her coat and started outside. One of the teachers came inside and S. E. told her, "I played with a train and the doll fell down and broke his leg." She went outside and ran to the sand pile. She played in the sand for quite a few minutes.

This was classified as accommodation, because S. E. played without any unfavorable reactions to her previous experience.

Case 34, age 4.10

Unit 1. The first time T. Z. played with the toys she picked up the hoe and pretended to hoe the floor. She filled the trucks with the imaginary dirt and said, "Hey, put the dirt in the trucks." When the investigator played with the toys she sat quietly watching. The second time she played with the toys she drove a truck around the table and over the handles of the shovel, rake, and hoe. She dumped dirt from the truck over one doll and said, "Pour it on the grass again." The second time the investigator played with the toys she sat quietly watching. The third time she played with the toys she walked the dolls on the table and said, "This man goes and meets this one, Mother said go and look for flowers. He can't see them cause they're on their side." She hit one doll's head on the shovel and on the table.

When T. Z. was given the stick to play with she hit the floor with it and stood waving it up and down quite fast.

This was classified as indirect aggression, because T. Z. used the stick to attack the floor to let out her aggressive feelings.

Unit 2. The first time T. Z. was given instructions about the train she moved her train to the doll and then backed it up and said, "I want to go under tunnel. I go back." The second time she pushed her train to the doll, backed the train up again and said, "Mum, I go back here again." T. Z. backed the train the third time also.

When T. Z. was given the stick to play with she moved it up and down and patted the air with her hands saying, "Put it on here. This thing holds it so it won't fall."

This was classified as withdrawal, because the child withdrew her train the three times and did not try to push it to the end of the tracks.

Unit 3. T. Z. tried to work the puzzle and kept putting the head and leg in and out trying to get them to go in. She said, "This is a gingerbread man." When she could not get the pieces in she said, "Mum, where does this go? (Refers to the head.) I don't know how this goes. How do you put these in?" (Refers to the head and leg.) Later in the nursery school she told two teachers that there was a puzzle she could not work.

This was classified as indirect aggression, because T. Z. attacked her own inability to work the puzzle.

Unit 4. T. Z. ran into the nursery school and told a teacher, "I couldn't put the puzzle together, the leg. I went to play with some toys, a hoe, rake and shovel." She put on an apron and sat down to finger paint. She rubbed red paint on the paper. Then she asked for blue and one of the teachers gave her the color. She rubbed this into the red, watching its color change to grey. Suddenly she looked at her

hands saying, "Oh, my hands!" The teacher told her it would wash off so she continued to paint. She asked for orange and mixed it in with the other colors. She started to sing to herself as she painted. She made a design in the painting and then rubbed it out. She did this several times. She told several of the teachers she had been in another room and played with some toys.

This was classified as accommodation because T. Z. interacted with the environment.

Case 35, age 4.10

Unit 1. The first time D. D. was told she could play with the toys she lifted the cab of one of the trucks. She stood one doll up and put the other doll in the cab of one truck. D. D. took the doll out and drove the truck around the table. She did not mind the investigator playing with the toys at all the first time. When D. D. played with the toys the second time she manipulated the dolls. She drove the trucks around and around the table. D. D. did not mind the investigator playing with the toys the second time. The third time D. D. played with the toys she had the dolls walk over the hoe, shovel and rake.

When D. D. was given a stick to play with she drew designs all over the table with the stick.

This was classified as accommodation because D. D. played with the toys and stick.

Unit 2. All three times D. D. was given instructions about the train she moved her train to the doll, stopped and then moved her train back. The child used the stick to draw with on the table.

This was classified as withdrawal, because D. D. did not try to move her train to the end of the tracks.

Unit 3. D. D. began working the puzzle. She tried all the pieces and got the pieces in that would fit. She laid the head and leg where they belonged and turned them around and around but could not get them in. She had a very puzzled look on her face.

This was classified as accommodation, because the child continued to work the puzzle even though she seemed perplexed.

Unit 4. When D. D. went into the nursery school she ran to a little boy and they began playing and talking to one another. She told the little boy, "I played with a stick." She said, "I'll put this away, and then we played with a doll and train and blocks. The dollie stopped the train and we had to start all over again. I couldn't put the head in." "Me either," said the little boy. D. D. tried to hit the little boy but missed him. She talked about her experience and said, "We played with a rake, hoe, and shovel, and men. I thought we'd have a whole big play room but we didn't." D. D. continued to play with the little boy. They walked to the doll house area and D. D. tried to get in but another girl would not let her in. D. D. laughed and ran to a table where some children were mixing colored water. She asked, "What are you doing?" She continued to watch the children mixing the water. The first little boy stood beside her watching also. She told another child she wanted to tell her something. She whispered to the other little girl and they laughed. Then she ran outside to play.

This was classified as indirect aggression, because the child did try to hit another child.

Case 36, age 4.11

Unit 1. L. P. ran into the play therapy room and looked all around. She saw the microphone and said, "May I play with this?" The investigator

told her she could play with the toys. She helped the investigator bring the toys to the table. L. P. manipulated the various toys for a few seconds. When the investigator played with the toys she stood up and whirled around. When L. P. played with the toys the second time she moved the shovel back and forth across the floor. She drove one truck around the edge of the table. She watched the investigator play with the toys the second time very quietly. The third time L. P. stood one doll up and placed the other doll beside the first one. Then she played with the hoe. She helped the investigator return the toys to the table.

When L. P. was given the stick to play with she flipped it back and forth on the floor swinging her body as she moved the stick.

This was classified as accommodation, because L. P. interacted with the environment by playing with the toys and stick.

Unit 2. When L. P. was given the instructions about the train she pushed her train to the doll and then moved it back the first time. The second time she let her train crash into the doll. She laughed and said, "Crashes." The third time she crashed her train again.

L. P. took the stick and moved it in an up and down motion hitting the floor.

This was classified as indirect aggression, because L. P. let her train crash into the doll and hit the floor with the stick.

Unit 3. L. P. removed the head and leg several times and tried to get them to go in the puzzle. She frowned and kept talking to herself. She could not be understood.

This was classified as accommodation, because L. P. never gave up trying to work the puzzle.

Unit 4. On the way back to the nursery school L. P. asked if other children would be brought in. She went into the nursery and got a bottle and began chewing and sucking on it. She asked if her mother had come yet to take her home. She teased another child saying, "I got to go down there and you didn't." She went to a teacher and tried to hit her. She ran around the nursery school and finally went to the toilet.

This was classified an indirect aggression, because the child teased another child and tried to hit a teacher with her bottle.

Case 37, age 5.1

Unit 1. When K. M. was taken to the play therapy room she said, "Why did you bring me in here." She ran all around the room looking at everything. When she was given the toys she said, "How do you play with these? How do you play? How do you play with these?" She barely looked at the toys. She said, "I don't want to play with these. I want to play over there." She moved to another part of the room. She did not play with the toys the second and third time she was told she could play with them but said, "You play with them. I want another kind. Is this your home? Bring some boys in here. These are boys toys." She did not attempt to play with the stick.

This was classified as withdrawal because K. M. did not seem to want to play with the toys or stick.

Unit 2. K. M. discovered the stop watch and asked about it. The investigator let her see the watch. The first time the child was given the instructions she pushed her train to the doll and stopped. The second time she stopped her train at the doll and said, "Why did your doll stop my train?" The third time the train went to the doll and stopped.

When K. M. was given the stick she did not want to play with it. She ran to the other side of the room saying, "I don't want to, no! No!"

This was classified as withdrawal, because K. M. did not try to push her train to the end of the tracks and she did not play with the stick.

Unit 3. K. M. did not want to play with the puzzle and ran to leave the room. The investigator gave her the puzzle on the floor near the door. K. M. said, "Don't look at me. Don't look at me. I don't want you to look at me." She put the puzzle in her lap and tried to work it. She shouted at the investigator several times, "Where does this go? Where does this go? I don't like this puzzle. I don't know where the pieces go. Is that a black man? Why is he black?" She was referring to the color of the puzzle. The investigator told her black was the color of the puzzle and she seemed satisfied. When the investigator put the puzzle away she started to leave before the investigator was ready to take her back.

This was classified as direct aggression, because the child attacked the puzzle when she said, "I don't like this puzzle."

Unit 4. When K. M. returned to the nursery school the group was getting ready to go on a walk to roll eggs down a hill. She sat in her locker listening to the teacher explain. She sucked her thumb and pulled her hair. When the children got to the hill she did not want to roll her egg because she thought it would get broken. She grabbed another child's egg to roll but the teacher interfered and so she finally rolled her own egg.

This was classified as indirect aggression, because the child tried to take another child's egg.