WHAT HAPPENS WHEN FATHERS AND CHILDREN TALK ABOUT EACH OTHERS' MENTAL STATES IN PLAY? : THE DEVELOPMENT OF SOCIAL REPRESENTATIONS AND AFFECT REGULATION CAPACITY

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BABALAR VE ÇOCUKLAR BİRBİRLERİNİN ZİHİN DURUMLARI HAKKINDA KONUŞTUĞUNDA NE OLUYOR? : SOSYAL TEMSİLLER VE DUYGU REGÜLASYONUNUN GELİŞİMİ

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ABSTRACT

Mentalization refers to the capacity to understand one's own and other's behaviors, regarding the underlying mental states and intentions (Slade, 2005, p.269). The study aimed to explore the relations between paternal attachment security and mentalization levels and children's emotion regulation, social representations and mentalization levels in father-child play. Participants consisted of 40 father-child dyads referred to Istanbul Bilgi University Psychological Counseling Center for psychological counseling. Children were 7 years old, on average. Two different coding systems were used to assess mentalization levels and play behaviors. Father and children's play-related (pretense) mentalizations were observed having positive correlations. Fathers' other and self related mentalizations were found to be positively correlated with children's self and other related mentalizations, respectively. Father's mentalization in pretend play also showed positive correlation with children's social representations in play. However, no significant correlations were found between fathers' mentalization levels, attachment security and children's emotion regulation. As study was consisted of a clinical sample, the results were primarily discussed over the possible differences in clinical father-child dyads by considering the empirical findings, psychological theories (object-relations and psychodynamic) and the newly developing role of the fathers.

ÖZET

Zihinselleştirme, kişinin kendinin ve karşısındakinin hareketlerinin altında yatan amaç ve niyetleri anlayabilme kapasitesidir (Slade, 2005, p.269). Bu araştırma, baba-çocuk oyunu içerisinde, babaların bağlanma güvenliği, zihinselleştirme seviyeleri ve çocukların duygu regülasyonu, sosyal temsilleri ve zihinselleştirme seviyeleri arasındaki ilişkiyi araştırmayı hedeflemektedir. Katılımcılar, İstanbul Bilgi Üniversitesi'nin Psikolojik Danışmanlık Merkezi'ne başvurmuş olan, 40 adet baba ve çocuğudur. Katılımcı olan çocukların ortalama yaşı 7'dir. Zihinselleştirme seviyeleri ve oyun içindeki davranışlar iki farklı kodlama sistemi ile ölçülmüştür. Babaların ve çocukların "-mış gibi" oyun içindeki zihin durum sözcükleri arasında pozitif ilişki gözlemlenmiştir. Babaların kendileri ve diğer kişi hakkında kullandıkları zihin durum sözcükleri, sırasıyla, çocukların diğer kişiler ve kendilerine yönelik zihin durum sözcükleriyle pozitif ilişkili bulunmuştur. Bunun yanı sıra, babaların "-mış gibi" oyun içerisinde kullandığı zihin durumları sözcükleri ile çocukların sosyal temsilleri arasında pozitif bir ilişki gözlemlenmiştir. Fakat, babaların zihin durum sözcükleri kullanımı ile bağlanma güvenlikleri ve çocukların oyun duygu regülasyonları arasında herhangi bir ilişki bulunamamıştır. Sonuçlar, katılımcıların klinik şikayetlere sahip olmaları göz önünde bulundurularak, nesne ilişkileri, psikodinamik teori ve babanın rolleri ışığında tartışılmıştır.

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1.1 Mentalization: Development and Ties to Symbolic Representations

The transmission of the attachment holds a large space within the literature and reaches back to the first interactions between the baby and the caregiver, where the attachment has not yet been formed. As Fonagy and his colleagues mentions, parent's capacity to reflect upon the child's internal experiences constitute the basis for the secure attachment between mother and the baby (as cited in Slade, 2005, p. 270). This notion puts forward the importance of "capacity to reflect upon own and others internal experiences", in other words parental reflective functioning which can also be described as the manifestation of one's mentalizing capacity (Slade, 2005). Construct of mentalization can be described as the capacity to comprehend one's own and other's behaviors, in terms of underlying mental states and intentions (Slade, 2005, p.269). The term first introduced by Peter Fonagy, Miriam Steele, Mary Target and Howard Steele and mentioned to have a critical importance in the affect regulation and social relationships (Slade, 2005, p. 269). At the very beginning of the self-development, internal and external realities, or in other words, boundaries with the physical world are not fully developed (Ogden, 1989, p.49). As mentioned by Brown and (1991), body related experiences are the pioneers of the self-organization by developing the physical boundaries of self and the world (As cited in Fonagy and Target, 1997). Starting from infancy, children load

on sensory and affective memories that are mostly, non-mentaliastic, presymbolic and nonverbal (Fonagy & Target, 1997). Even though the interactions are mostly non-mentalistic at this stage, according to Csibra and colleagues (1995), the early sparks of the mentalization ability lies within the child's teleological understanding of the actions (As cited in Fonagy and Target, 1997, p.682). According to Gergely and colleagues (1995), infants starts to interpret actions as involving future goals, or in other words interpret them as "rational actions", by the second half of the 1st year (As cited in Fonagy and Target, 1997, p.682). The development of mentalizing capacity also reaches back to the Bion's container-contained model (Bion 1962a), where the caregiver (usually mother) contains and modifies the negative aspects that the baby projects on her (as cited in Fonagy et al., 2002, p. 191). Through this process mother contains, transforms and re-present the babies negative content and it provides a space for the baby to feel and think about own thoughts (Fonagy et al., 2002, p.191). Similarly, Winnicott (1967), when talking about the mother's mirroring function, mentions that when the mother looks at the baby, her face is related to that of babies and therefore baby interprets the mirroring as a reflection of his own state but not the mother's actual emotions (as cited in Fonagy et al., 2002, p. 176). At this point the mirroring of the mother's expressions should not be confused with the actual reflection of one's face on the mirror (Fonagy et al. 2002, p. 176). The development of the self and the

mentalization capacity occurs through the imperfect mirroring of the baby's expressions (as Fonagy et al. 2002, p.177). This imperfection is described as "marked affect mirroring" by Gergely (1995a, 1995b, 2000) and stands for the mothers exaggerated expression of the babies emotions that provide the basis for the baby to make a distinction between her own and other's emotions (as cited in Fonagy et al., 2002, p. 177). "Marked mirroring" is what moves the infant from "psychic equivalence", or what Freud explains as the "imperfect discrimination between stimuli from the outer world and stimuli that arise as products of unconscious processes" to "pretend" mode of mentalizing, in which the representational mode of internal mind states are perceived (as cited in Fonagy et al., 2002, p.255). As Fonagy et. al (2002) mentions, with the "marked externalization" of the child's internal states, a representation or a symbol of these affective states are created (Fonagy et al., 2002, p.267). Caregivers' marked (or in other words exaggerated) affect mirroring will not be attributed to the caregiver as his/her real emotion but rather perceived as a "reality-decoupled" manner and will be strengthened as the typical consequence does not occur (Fonagy et al., 2002, p.267). As the child recognizes the "markedness" of the affective expression, the metarepresentational system is activated so that "decoupling" of the expressions can take place (Fonagy et al., 2002, p.267). Gergely and Watson (1996) mention that the child feels safe in this "decoupled" world where the no realistic outcomes occur (As cited in

Fonagy et al., 2002, p.267). It might be concluded that the development of mentalization ability comes from the early attachment experiences in which the repeated interaction with the "playful" caregiver that can provide a "marked" expression of the infant's emotions and integrates the "pretend" and "psychic equivalence" modes (Fonagy et al., 2002, p.293). With the caregiver's "marked affective expressions", modification of the content (reduction of unpleasure in expressions and wish fulfillment) and the providing an enhancement of the agentive aspect (via having control and mastery over the affective expressions) caregiver helps the development of emotional self-regulation experiences for the use of the infants by themselves (Fonagy et al., 2002, p.292). On the other hand, the absence of the given experiences, (marked affectiveness, content modification) might lead the infant to the psychic equivalence and affective dysregulation that is followed by a fear of externalization and unwilling to interact with the caregiver where the mirroring might be expected (Fonagy et al., 2002, p.292). Overall, it might be concluded that the absence of marked mirroring might lead to dysregulation in affective responses and social interactions.

As the paper will focus on the reflective functioning capacity during father-child play, the association between the "marking" of the emotions (reflective functioning) and pretend play should not be disregarded. According to Leslie's metarepesentational theory, pretend play is an early reflection of the ability to understand and conceptualize mental states

(Leslie, 1987). During the pretend play, representations, that are not the actual reality but the decouples, are shared by the members of the play and mostly *inter*mental according to Astington (1996) (as cited in, Fonagy & Target, 1997, p.193). Just like the early "marking of affects" by the caregiver, Target and Fonagy (1996) mentions that, during the pretend play adult understands and represents the infants' mental stance to the infant in association with the other object that both parties symbolically keep in mind (as cited in Fonagy & Target, 1997). Leslie (1987) highlights the necessity of the realization of two contradictory modes of reality (pretend and real world) by the child, to engage in mental transformations required in pretend play (as cited in Nielsen and Dissanayake, 2000). These mental transformations are dependent upon the "decoupling" of the pretend world from the real world or in other words safeguarding the real world from being negatively influenced by the representations of the fantasy world (as cited in Nielsen and Dissanayake, 2000). This mental transformation capacity is almost same with what has already been mentioned during the development of reflective functioning capacity as "decoupling" the reality. Similarly, in pretend play, the use of exaggerated manners, heightened voice or imaginary objects distinguish this externalization from the reality (Fonagy et al., 2002, p.296). Slade mentions that "markedness" of the affective states by exaggerated manners of the caregiver, resembles the "as if" attitude that child intentionally engages in during play (Slade, 2005,

p.272). With these features, pretend play process also “decouples” the reality and also reinforced by the nonconsequentiality of the process (Fonagy et al., 2002, p.296). The marking and the decoupling of the affective states is neither reality nor imagination, in other words, it takes place in what Winnicott (1965,1971) describes as the “transitional space”(as cited in Slade, 2005, p. 272). Pretend play and the development of mentalization capacity also resemble in their adaptive features. Similar to Fonagy et al. (2002) that described the marked affect mirroring as a “safe” place due to decoupling of reality, Winnicott states that the playing also implies trust due it’s nature of belonging to the potential space between mother and baby where the mother’s adaptive function takes place (Winnicott, 1971; 2005, p.69). With the symbolic externalizations of internal contents via pretend play, child decouples the reality; re-experiences the content modification and exerts mastery over affective experience, which was developed through the early adaptive mirroring interaction with the caregiver (Fonagy et al., 2002). Freud’s (1930g) “*fort-da*” pretend-game analysis of his 18-months of grandson, can be portrayed as an example to this phenomena (as cited in Fonagy et al., 2002, p.296). In this vignette, the child repeatedly covered and retrieved a toy, which interpreted as a symbolic externalization of the “separation” and the wishful imaginary undoing of this separation (as cited in, Fonagy et al., 2002, p.297). As the child acted as an active agent to control the separation during

the play, “pretend mode” functioned as an effective way of dealing with the traumatic event, similar to what the caregiver use to provide during the early interactions (Fonagy et al., 2002, p.297). Just like the absence of parental mirroring that leads to the “psychic equivalence”, caregivers can also invade play by either disrupting the imagination and “as if” manner or by misreading the play (Fonagy et al., 2002, p.273). Similarly, Werner and Kaplan (1963) were among the first theorists to emphasize the importance of early sharing of meaning between mother-infant on infant’s capacity to communicate and symbolize (as cited in Slade, 1987). Bretherton et al. (1979) also mentioned the contribution of “harmoniousness” of the mother-infant relationship to the emergence of symbolic thought (as cited in Slade, 1987). Similarly, attachment quality in infants contributes to the children’s interest in exploring the environment (as cited in Slade, 1987). Slade (1986) pointed out the planful and abstract pretending in secure children’s play in which they seek to facilitate autonomy and independence (as cited in Slade, 1987). Wolf, Rygh and Altshuler (1984) interpreted secure infants given type of play as their tendency to act as autonomous agents in their own play (as cited in Slade, 1987). Similarly, a reason why securely attached infants were more likely to have higher metalizing capacity would be related with the caregivers’ tendency to treat the infant as an “individual with mind” (or in other words autonomous agents) (Meins et al., 1998). Sroufe at al. (1983) and Turner (1993) also pointed out the importance of secure infants’

confidence and autonomy in making a better use of whatever skill they have, regardless of their cognitive level (as cited in Meins and Russell, 1997).

Thinking of the importance of reflective functioning capacity on socio-emotional development, "social biofeedback model" of parental affect mirroring, which was established by Gergely and Watson (1996, 1999) should also be emphasized (as cited in Fonagy et al., 2002, p.160). According to this model, as the caregiver repeatedly represents baby's emotional states by external reflection, infant's own expression of emotional states function as a "teaching" process, where the baby get sensitized to his/her own internal cues and the emotional development takes place (Fonagy et al., 2002, p.161). This theory once again strengthens the role of reflective functioning of emotional development and regulation. Similarly, as Slade (2007) a mention, capacity to think about internal experiences diminishes defenses especially projection and projective identification, dissociation, disownal and denial, and therefore leads to a higher level of ego functioning. (Slade, 2007, p.648). Same developments also go hand in hand with the object representations and object relatedness, in other means social development (Slade, 2007, p.648). Thinking of the given development of the mentalization capacity, the "marked externalization" of the affective states and pretend play can be assumed to work hand in hand through the socialization and affect regulation development.

Overall, as Davidson (1983) and Wittgenstein (1953, 1969) mentions, the mind is interpersonal and the roots of self-understanding are interrelated with the understanding of the others (Fonagy et al., 1991, p.203). Davidson (1983) adds to this idea by saying that, someone who knows the others mind, to a certain extent, would be able to think of himself (Fonagy et al., 1991, p.203). For one to know about himself, one needs to have a "mirroring" or "markedness" of affective expressions by the caregiver. The "marked externalization", has broad contributions. It both contributes the development and the intergenerational transmission of the secure parent-infant attachment, the development of the representational functioning in which the child moves from psychic equivalence to the mentalizing state where the pretend play is possible (Fonagy et al., 2005). As one's affective states are externally represented, reality "decouples" and provides an environment where the child experiences the modification of the content of negative emotions and gaining control over them, which will in turn provide the basis for ability to regulate own affects (Fonagy et al. 2005). Growing up with the "empathic parental affect-mirroring" is a prerequisite for both understanding own and others emotions and it also contributes to the better social relationships. As the others intentions, beliefs and emotions become more predictable by the development of one's mentalization capacity, the social world become less ambiguous and anxiety provoking. To summarize this developmental path, it might be said that the

together with the development of reflective functioning capacity, the secure attachment starts to build. Through this relation between caregiver and the infant, emotion-regulation and social relationships starts to develop and improve. Similar to this model, Sharp and Fonagy also proposed another testable model in which, two-way association between attachment security and reflective functioning occurs and influences the child mentalizing, which in turn is associated with emotion regulation and leads to the child psychopathology (Sharp and Fonagy, 2008).

In spite of the growing literature on fathers' role and their influence through infancy, vast majority of parenting studies seems to be conquered by mother-child research. Even though the main focus of literature is on mother-infant relations, fathers still hold an important place. However, when we take a closer look at the literature on fathers, fathers' effects on their male infant seem to hold a larger space. Theoreticians emphasize the father's role in children's psychoanalytical development, generally under three main topics: *fathers as a representation of external reality, as a mediator of the relationship between mother-child and*, *as an object to form a unique (different than infant-mother relation) interpersonal relation.*

1.2 Fathers' Roles in Children's Psychoanalytical Development

1.2.1 Fathers as External Reality Figure

In terms of the object relations theory, Davids (2002) explains that mothers become first object due to the biological needs (as cited in, Jones, 2005). However, Davids (2002) mentions that fathers who usually stand between mother and infant as a symbol of reality, can also hold the first object position by performing the maternal functions (as cited in, Jones, 2005). Even though both Abelin (1975) and Klein (1975) agrees that the first father image enters into the infant's life after few weeks than the mothers', Gaddini (1976) mentions the importance of father image as being the first object from the external world (as cited in Stone, 2008). Abelin's (1975) work on "early triangulation" once again emphasizes the father's role as a "representation of a stable island of external reality" (as cited in Jones, 2005). At the age of 18 months, child starts to realize and internalize the relationship between mother and father, which the child has excluded (Abelin, 1975). According to Abelin (1975), early triangulation holds an important place in infant development by facilitating both the formation of self-image and moving from sensorimotor to more symbolic thought (as cited in Jones, 2005). According to Abelin (1975) failure of early triangulation end up in deficiencies in self-image, object love and abstract thinking capacities (as cited in Jones, 2005). As the paper aims to discover the relation between father and infant's mentalization capacities, father's

investment in the creation of symbolic thought holds an important place. The process of early triangulation, which is carried out by the presence of father-mother relationship, also provides basis for the formation of "mental images" by the infant (Abelin, 1975). By observing the dyadic relationship between mother and father, the sense of self begins to occur (Abelin, 1975). Abelin also mentions that the process provides firmer sense of gender identity for male infants and first core self-image for both genders (as cited in Jones, 2005). As mentalization capacity stems from the symbolic thought and the capacity to form accurate mental representations, father's role in mentalization process cannot be disregarded. Also, as the paper will focus on infant's social relatedness, special attention should be given to the first object of external reality, in other words, first (external) social interaction. Similarly, Le Camus (2000), describes fathers as an attachment figure with whom the child enters into the outside world via playful interactions (as cited in Dumont and Paquette, 2013, p.432). Paquette (2004) supports this notion by the "activation relationship theory" that includes the father's role in encouraging the child to enter to the outside world by the stimulation through challenging physical games and setting limits (discipline) at the same time (as cited in Dumont and Paquette, 2013, p.432). According to Forest, father is advantageously placed to provide infant with sensory and social experiences that are distinct from primary-dependency, that is based on providing nurture, care

and security, with mother (Forest, 1967). As a result of this secondary-dependency, that includes the need for human relatedness to others, infant's self-awareness and social relatedness develops, and the base for individuation is formed (Forest, 1967). According to Lamb, father-infant and peer-infant relations can be seen as mutually influential (Lamb, 2004, p. 308). As fathers represent the outside world, fathers' influence on infant's peer relations, in other words, socialization can be considered meaningful.

1.2.2 Fathers as a Mediator of Mother-Infant Relationship

As mentioned previously, fathers also function to mediate the relationship between mother and the infant. As coming from the inner world, Klein (1975) mentions that both good and bad parts of the self, split as love and hatred, and projected onto the mother who is the first object (as cited in Stone, 2008). Related to this, Davids states that father's can also function to contain the split-off parts of the infant's experiences with the mother (Davids, 2002, p. 70). Fathers also hold an important place in the separation-individuation process, that is Mahler's schema for pre-oedipal development process (Mahler et al., 1975). According to Mahler, separation refers to stepping out of the symbiotic fusion with the mother and "individuation consists of those achievements marking the child's assumption of his own individual characteristics" (Mahler et al., 1975, p. 4). Abelin (1975) states that the process of separation-individuation would be

impossible for both of the parties (mother and child) without fathers help (as cited in, Jones, 2005). Abelin (1975) also mentions that father play an important role in the process of disentanglement of the ego from the regressive pull back to symbiosis (as cited in Stone, 2008, p.34). Loewald (1951) describes that fathers provide support against the danger of the womb or re-engulfment by the mother, together with being an early source of identification, especially for male infants (as cited in Stone, 2008, p.33). This early identification is seen as the separation of the infant from the mother (Stone, 2008). According to Winnicott (1964), fathers also function as a buffer for the hate develops in mother-infant relationship so that the loving and good parts of the mother-infant relationship predominate the relation (as cited in Jones, 2005). According to Klein, as between the ages 3-to-6 months, infants fears losing the mother (paranoid anxiety) and desires to repair this loss (depressive anxieties) with the father who became the object of desire and helps infant to tolerate the frustration towards the mother and begins to be internalized by the infant as a real object (as cited in Stone, 2008). According to Winnicott (1960) fathers also moderate the infant-mother relationship by providing a secure environment for the mother, that would in turn help mother to provide a facilitating environment for the baby (as cited in Stone, 2008).

1.2.3 Fathers as a Unique Relation Figure

It's also important to mention the different qualities of mother - child and father- child relations. Mahler et al. (1975) described fathers as "uncontaminated mother substitute" (as cited in Jones, 2005). Davids (2002) also proposed that the child holds two distinct objects in mind as mother and father and each have their own features (as cited in Stone, 2008). According to Davids (2002), whereas mothers focus on nurturing, comforting and attending infant's needs, father's domain includes, boundary setting and reality testing that helps through the development of infant's delay of gratification (as cited in Stone, 2008, p.31). Freud recognizes fathers as an object of love and identification (1927/1961c), an ego ideal (1905/1953), knowledge (1909/1955a), an object of envy (1931/1961b), a powerful omnipotent godlike being (1927/1961), a protector (1930/1961) and a castrating authority (1911/1958), (as cited in Stone, 2008, p.16). Freud (1905/1953) focused especially on Oedipal complex, in which the father plays an important role in the emotional development of both genders (as cited in Stone, 2008). Similarly, Freud (1922) states that the formation of Oedipus complex includes infant's two psychologically distinct attachments toward mother and father (as cited in Loewald, 1951). During this stage, whereas attachment to mother is a clearly sexual object cathexis, attachment towards the father is an identification with an ideal (as cited in Loewald, 1951). According to Loewald (1951) the early identification with the father

is not related with either passive or feminine attitudes, but rather "exquisitely masculine" (Loewald, 1951, p. 16). However, infant's relation to father includes both the positive "exquisitely masculine" identification with him, and a defensive relationship due to the paternal castration threat (Loewald, 1951, p.16). Similarly, whereas Target & Fonagy (2002) emphasized the father's role in encouraging the infant's phallic attitudes, Greenacre (1957) focused on father's encouragement in infant's muscular activity, a sense of body self and exploration (as cited in Stone, 2008). Greenacre (1957) also mentioned that fathers seen to be "glamorous, powerful and mysterious" as compared to mothers (as cited in Stone, 2008). Many writers (Burlingham, 1973; Pruett, 1987; Ross, 1979; Yogman, 1982) also described fathers as more "exhilarating, interactional, playful and stimulating" (as cited in Stone, 2008). These statements seem to be inline with the empirical findings (which will be described later) on father-infant play behaviors and perceptions. Forrest (1966) differentiated between *primary-dependency* which is the symbiotic attachment for the mother that provides food and care for survival and *secondary-dependency*, which is the need for the human relatedness to other separate, different identities that contributes to the self realization (Forrest, 1966, p.26). Secondary-dependency enhances the socialization of the children and fathers usually are the first possibility of a secondary-dependent relationship (Forrest, 1966, p.26). Forrest also emphasized the importance of father-infant play by

mentioning its role of fostering the infant's perceptions about father as a dependably available source of affection and pleasure (Forrest, 1966, p. 30). Similarly, Forrest also mentioned that the stronger touch and larger look of the father, compared to mother's softness and smoothness, evokes sense of resiliency and mastery in infant (Forrest, 1966, p.30). Also, according to Abelin (1971), boys tend to shift their primary attachment from mothers to fathers and it helps the development of core gender identity for them (as cited in Jones, 2005). Even though the father's contribution to the sexual development of boys seem to hold a larger space in the literature, Forrest (1966) states that the more fully the father relates to the feminine aspect of his daughter, the more comfortably the girl relates to her sexual development and experience, accept and integrate her feminine body and self in adolescence (Forrest, 1966, p.31). Attachment relations of father-infant and mother-infant dyads also hold distinct qualities. Ainsworth (1967, p.356) concluded that infants might form multiple attachments throughout the first year. Schaffer and Emerson (1964) also came up with supporting these findings and contributed to the reshaping of the father's role in the attachment process. With the findings on father's role as an attachment figure, Bowlby reshaped his ideas and concluded that, even though mothers usually are the principal attachment-figure, others (such as father) could also take the role effectively (Bowlby, 1969, p.306). Apart from the possibility of forming more than one attachment relationships, Steele, Steele

and Fonagy (1996) also confirmed the independence of mother-infant and father-infant attachment relationships (as cited in Steele, 2010, p.487). Similarly, Bowlby (1982) also described fathers as a "trusted play companion" and a subsidiary attachment figure (as cited in, Grossman et al. 2002). Grossman et al. mentioned two unique attachment roles of parents, which hold significant functions for the child development (Newland and Coyl, 2010). According to Gossman et al (2002), whereas mothers are more likely to provide an enduring secure base and a model for intimate relationships, fathers have described to provide interactive challenges and exciting play (as cited in Newland and Coyl, 2010). According to Murphy (1997) and Grossman et al. (2002), fathers' challenging behaviors are linked to sensitivity through providing security in exploring new experiences (as cited in Grossman et al., 2002). Bowlby (1979) described two main aspects of the development of affectional bonds as, parents' providing the child with a secure base and encouraging the child to explore from it (as cited in Grossman et al., 2002). Stemming from this idea, fathers' challenging behaviors are seen as an activator of the exploratory system of the child and complement the mother's secure-base function (Grossman et al., 2002). Therefore, father's challenging behaviours that accompanied with sensitivity during the joint play are seen as both the contributor and a predictor of later father-child attachment quality (Grossman et al., 2002). It is because of this reason; fathers play behaviours were also used as an

additional assessment of father-infant attachment security (Grossman et al., 2002).

Thinking of the three main roles of fathers in child development, it might be assumed that the infants perceive fathers as a distinct "mind" and a "play object". Infants form unique relationships with their fathers and fathers contribute to child's development differently than the mothers. The theories on father's roles will be systematically explored in the following part where the empirical data supporting these unique relations will be provided. Empirical data will also focus on the father's attachment relations, play interactions and reflective functioning capacities.

1.3 Empirical Literature on Fathers

1.3.1 Fathers and Attachment in Empirical Literature

Thinking of the attachment process, the mother's dominance could not be disregarded. As Schaffer and Emerson (1964) found, during the first months, % 80 of the infants tend to see their mother as the "principal attachment figure". However, this number decreases by half, by the 18 months and parents found to fill the "principle" role jointly. It's worth mentioning that in 10 families out of 60, fathers have been found to hold the principle object role solely (as cited in Bretherton, 2010). Similarly, Ainsworth's (1963, 1967) study with mother-infant pairs in Uganda showed that children tend to portray differential attachment behaviors towards the

mother, she also noted that these behaviors were also present for other figures such as father, grandmother, etc. (as cited in Bretherton, 2010). Following these findings, Bowlby concluded that, even though the attachment behaviors are also shown towards other familiar adults, these behaviors often portrayed towards the mother earlier, stronger and more consistently (1969, p.201). At this point, findings of Ernst Abelin (1975) seem to contradict with several statements of Bowlby. According to Abelin's (1975) study done with a young infant named Michael, precursors of paternal attachment have been found to exist as early as the symbiotic period. Unlike what Mahler proposed, Abelin (1975) observed that at the seven months, Michael became "low keyed" when father left and become "refueled" when he reappears (as cited in Jones, 2005). These findings portray that Michael and his father's relationship seem to grow side by side with the mother (as cited in Jones, 2005). Similarly, research done by Benedek (1970), Burlingham (1973), Greenberg and Morris (1974), Frodi and Lamb (1981), and finally Pruett (1983) portrayed that the same instinctual nurturing responses that mothers have also exist in fathers (as cited in Applegate, 1987). Especially, Pruett's (1983) findings portrayed that there is a "biorhythmic synchrony" between fathers and infants (as cited in Applegate, 1987). Supporting these findings, Lamb (1997a) also mentioned that as fathers take active caretaking role in infant's life, the attachment to father is formed. In the same paper, he also mentioned that

infants attach both mothers and fathers through the first year of life, and through the second year, boys show preference for fathers (as cited in Jones, 2005). As mentioned above, fathers form unique interpersonal relations with their infants and the attachment can be presented as an example. In The Parent-Child Project (Fonagy, Steele & Steele, 1996) that was done at the Anna Freud Centre in London, to investigate the attachment-based intergenerational patterns, significant patterns of attachment to father observed (via Strange Situation Procedure) at 18 months and they were significantly independent of mother-infant attachment behaviors (as cited in Steele, 2010). Similarly Steele et al. (1996) also found that the paternal interviews (AAI) were unrelated to infant's relation with the mother (as cited in Steele, 2010). In terms of the father-infant attachment relationship, Lucassen et al. (2011) found that the higher level of paternal sensitivity was related with higher father-infant attachment security (Lucassen et al., 2011). Similarly, Brown and colleagues also portrayed that the children tend to have more secure attachment when experience both paternal sensitivity and involvement (Brown et al., 2012). Van IJzendoorn, Sagi and Lambermon (1992) suggest that infants shift between different models on the impact of parents' attachment on infant's development (as cited in Bretherton, 2010, p.17). Whereas, at earlier ages, monotropy model (only one principle attachment figures' impact) seems to account for the impact, reaching to the adolescence, independence (all attachment figures equal impact) or

integration model (all attachment qualities taken together) seems to account for child's personality development (as cited in Bretherton, 2010, p.17). Supporting this evidence, Sandhu found that the strong father attachment was related with higher social competence in adolescent girls (Sandhu, 2014). Similarly, William & Kelly, also found that the father-teen attachment explained significant portion of internalizing/externalizing and total behavior problems (Williams & Kelly, 2005). Securely attachment was also found to be related with less difficulty in emotion regulation and the anxious attachment style was found to be related with lack of emotion regulation (Morel & Papouchis, 2014). In another study, parental attachment security was found to be associated with less negative interactions with friends and false belief understanding in children (McElwain & Volling, 2004). Similarly, high quality of parental attachment was related with less aggression, social stress and higher self-esteem (Ooi et al, 2006). Similarly, securely attached adolescents were found to engage in friendships with lower levels of validation and support (Rubin et al., 2004). Interestingly, in the same study, perceived paternal support was found to be related with less victimization and rejection (Rubin et al., 2004). Similarly, security in early child-father relationship is found to be related with conflict resolution skills in peer relations, doll play, and mental health outcomes during puberty and middle childhood (Steele, 2010, p.489). In line with these findings, children who formed a secure attachment with their father, found to have more

extraverted and more agreeable fathers (Belksy, 1996). Easterbrooks and Goldberg (1984) also found that the toddlers who were securely attached to their father were more likely to portray optimal behavior in problem solving when compared with those who were insecurely attached (as cited in Grossman et al., 2002). Lamb et al. (1982) and Sagi, Lamb and Gardner (1986) portrayed the association between stranger sociability and infants secure attachment (as cited in Grossman et al., 2002). Due to the inconsistent findings on father-infant attachment studies and a unique challenging interaction between fathers and infants, Grossman et al. have decided to use father-infant play as an additional measurement to attachment quality and developed Sensitive and Challenging Interactive Play Scale (Grossman et al., 2002). As a result, fathers's, but not mothers, measure of sensitivity (measured with the emotional support and gentle challenges in play) is found to be strong predictor of father-infant attachment relations at ages 10 and 16 (Grossman et al, 2002). Also, fathers who were found to value the attachment relationships were found to be more sensitive, supportive and challenging in play with their toddlers ad 6-year-olds (Grossman et al., 2002). As a result of these significant findings, Grossman et al. concluded that father's "play sensitivity" is a better predictor of long term attachment quality then the early father-infant attachment security and parents shape their infant's attachment security in their unique ways (Grossman et al., 2002). Also, Grossman et al. (2002)

also mentioned that the paternal sensitivity in play influences child's partnership representations even after 6 years, and those who had more sensitive father in play, have been found to have more secure partnership representation of their romantic relationships (as cited in Lamb, 2004, p.312). As Grossman et al. (2002) mentions, fathers unique way of forming an attachment with their infants include the arousal of child's exploratory system, which in return help child to explore the social life more securely and have better peer outcomes (as cited in Lamb, 20014, p.312). In each case, the intergenerational transmission of attachment, which is the transmission of attachment relation from earlier generations to the next, plays an important role (Roelofs et al., 2008). As Main et al. (1986) found, there is a high degree of parent-to-infant matching in attachment qualities (as cited in Roelofs et al., 2008). As portrayed in several of research (K. Grossmann et al., 2002; Main et al., 1985; Miljkovitch et al., 2004; Steele et al., 1996; Van IJzendoorn, Kranenburg, Zwart-Woudstra, Van Busschbach, & Lambermon, 1991) intergenerational transmission is found to be stronger among mother–child dyads than that of father-infant, but still exists (as cited in, Bernier and Miljkovitch, 2009). Even though the mechanism for the intergenerational transmission is not fully understood, De Wolff and Van IJzendoorn (1997) emphasized the sensitive responsiveness of the caregiver as a mechanism of transmission (as cited in Muris et al., 2008). According to Fonagy and colleagues (1991), and Slade and colleagues (2005), parental

reflective functioning is also associated with children's early attachment relations (as cited in Benbassat and Priel, 2015). Fonagy and colleagues (1991) and Slade and colleagues (2005) also put forward the role of "reflective functioning" in functioning as a bridge between the transmission of adult attachment to the infant. Supporting this assumption, Steele and Steele (2008) portrayed the predictive qualities of both adult attachment security and RF in infant's attachment. However, Steele and Steele's (2008) findings portrayed a stronger predictive quality of paternal and maternal pre-birth RF on later parent-child attachment, compared to adult attachment security and AAI results. Antenatal RF of the fathers have also found to be related with infants' identity formation, emotional and behavioral problems and self-esteem (Steele & Steele, 2008). Similarly, in terms of intergenerational of attachment, Fonagy et al. emphasized the importance of parental sensitivity to, and understanding of the infant's mental world, which stems from the parent's own attachment history (Fonagy et al., 1991). These findings emphasized the importance of reflective functioning capacity in the intergenerational transmission of attachment.

1.3.2 Fathers and Mentalization/RF in Empirical Literature

As mentioned previously, reflective functioning capacity develops hand in hand with the emotion regulation and social development. Slade and colleagues (2005) supported this by their finding on RF association with the quality of affective communication with the child (As cited in Benbassat

and Priel, 2012). Similarly, Fonagy and colleagues (2006) also found an association between RF and children's psychosocial adjustment (As cited in Benbassat and Priel, 2012). However, studies on the level of father and mother RF portray mixed findings. According to Steel and Steele's (2008) findings, men and women portray similar RF levels. However, Bouchard and colleagues (2008) found a higher RF score for women. In line with Bocuhard's findigs, Fonagy and colleagues (Fonagy et al., 1991) and, Esbjorn and colleagues found higher RF scores for mothers than fathers (Esbjorn et al., 2013, p.401). However, researchers agree on the unique contributions of father and mother RF. There is only couple of studies that investigated the importance of paternal RF on children development. Benbassat and Priel (2012) explored the significane of paternal and maternal RF on adolescents' RF and socio-emotional development (Benbassat and Priel, 2012). They showed that the paternal RF was associated with higher levels of social competence and RF among adolescents. It was also found (Benbassat and Priel, 2012), that the fathers controlling behavior found to be correlated with positive adolescence outcomes when the paternal RF was high (as cited in Benbassat and Priel, 2015). This portrayed the moderating role of parental RF between certain parenting behaviors and adolescent outcomes. Benbassat and Priel (2012) also found a stronger association between paternal RF and adolescent outcomes compared to maternal RF (Benbassat and Priel, 2012). Another study which explored paternal RF,

was done by Steele and Steele (2008) and found that the paternal RF (measured at pregnancy) was related with less behavior problems during early adolescence and more coherent sense of self, family and friends during adolescence (Steele & Steele, 2008). These findings showed that the paternal RF holds a special place in children's life, especially during adolescence. Paternal RF research literature seems to hold wider results for adolescences. However, the data on the association between parental and children RF is lacking (Ensink et al., 2014). It might be related with the lack of assessment tools for the complete assessment of mentalization or RF capacity for infancy. In terms of assessing the associations between parental RF, sensitivity, attachment security and children development, researchers frequently focused on infants' theory-of-mind abilities, rather than their RF. (McElwain & Volling, 2004; Fonagy, Redfern & Charman, 1997; de Rosnay, Harris & Pons, 2008). In order to assess theory-of-mind capacity, researchers frequently used false-belief tasks (Perner et al., 1989; Wimmer & Perner, 1983). However, as the definition of theory-of-mind broadened (Flavell, 1999; Hughes, 2001b; Tager-Flusberg, 2001) with the inclusion of wider mental states such as intentions, cognition and emotions, limiting the assessment on false-belief task would be inadequate (Hughes & Leekam, 2004). On the other hand, as the capacity to understand others' and own emotions, beliefs and behaviours develop within the context of early affective representations between caregiver and the infant use of "false-

belief tasks" seems to underrepresent the mentalization capacity by focusing on the cognitive aspects and disregarding the relational ones. Apart from false-belief tasks, even with the broadened definition, ToM capacity is also insufficient in representing RF capacity. As Fonagy et al. (2002) compares, whereas RF refers to relationship-specific mentalizing ability, ToM refers to general mentalizing ability (Fonagy et al., 2002). Due to the lack of comprehensive assessment tool, Ensink and colleagues (2013) developed a reliable infant RF assessment tool called Child Reflective Functioning Scale (as cited in Ensink et al., 2015). CRFS is used with 7- to 12 year olds and it was found to have discriminant validity (Ensink et al., 2015). In the validity study of CRFS researchers portrayed the association between maternal RF and child RF (Ensink et al., 2015). However, the research has done with ages 7-to 12- year olds and no data on paternal RF was explored.

1.3.3 Fathers and Play in Empirical Literature

Parke and Sawin (1980) also studied the differences between fathering and mothering. They found that whereas mother spent time in caregiving practices, fathers tend to engage in more social stimulation and act as a playmate (as cited in Applegate, 1987). According to Lamb & Lamb (1976) fathers tend to engage more frequently in physical play or unusual/unpredictable play when compared with mothers (as cited in Volker, 2014). Clarke-Stewart (1978) have been found that fathers praise their children more frequently than mothers and according to Labrell,

Deleasu and Juhel (2000), this play supports the problem-solving in children (as cited in Volker, 2014). As the study will focus on the association between child's social and affective development and father's attachment styles and mentalization capacity, father's high levels of play engagement should be kept in mind for further interpretation. Similarly, according to Lamb's (1977) study, fathers have been found to different type of play that can be characterized as physically stimulating and active play. Also, the responses to father's play was significantly more positive than that of mother's (as cited in Applegate, 1987). The father's way of playing with their children found to be related with their socio -emotional development by both Paquette (2004) and MacDonald (1987). They found that, the children who were understimulated by their fathers during play tend to be less confident and experience higher neglect by their peers (as cited in Dumont and Paquette, 2013, p.432). Similarly, they also found that those who were overstimulated by their fathers during play, tend to portray more externalised behaviour problems and experience higher rejection by their peers (As cited in Dumont and Paquette, 2013, p.432). Father and mother play also hold different qualities in terms of their interactions. In a study on parent-infant game-play situation, researchers focused on the parental speech through the game setting. As a result of the transcripts of play scripts, it was observed that fathers were more likely to engage in more directly controlling utterances such as direct suggestions and questions

(McLaughin et al., 1980). In another study, difference in father's and mother's interactions with their children in storytelling was analyzed. As a result, mothers have been found to use more interactive strategies and stimulated higher dialogue and understanding. On the contrary, fathers have been found to use more literal strategies and less stimulation for dialogues (Schwartz, 2009). In the aim of exploring the difference in play attitudes and gender, researchers investigated the toys parents assign to their children. Data revealed that fathers tend to encourage more gender related play in both boys and girls. They tend to restrict gender appropriate toys more than the mothers for both of the gender (Leonard & Clements, 2002). In another study, as a result of the analysis of the family interactions, it was shown that, whereas mother-child interactions tend to include more social and emotional aspects, father-child interactions has more of control and discipline (Wilson and Durbin, 2013). In a similar study, parent-preschool child play interactions were investigated. In terms of the play themes, mothers tend to prefer to engage in empathic conversations, teach through play, structure and guide the play. Father, on the other hand, tend to engage in physical and child-led play, include motivation and challenging, and behaving like age-mates (John et al., 2013). Similarly, in investigating the levels and predictors of mother's and father's interaction with their preschooler, it was found that whereas mothers involve more in socialization, didactic and caregiving, fathers engaged more in physical play

(Sarah et al., 2012). However, it was also found that the fathers with less traditional belief in parent roles were more likely to involve in didactic and caregiving and they engage more in socialization with their earlier-born (Sarah et al., 2012). In a study done with a Turkish sample, researchers studied the parent's level of participation in child plays and the possible predictors of participation. As a result of the questionnaires filled, fathers have been found to participate more in socio-dramatic and physical play with their infants. Child's gender was another mediator in parent's engagement in play. Fathers tend to engage more in their male infant's socio-dramatic and physical play than those of female infants (Işıklıoğlu & İvrendi, 2008). Also, in another study, researchers portrayed the differences in play styles of parents and the predominant type of play parent-infant plays. Whereas mothers seek to encourage child's curiosity, fathers disregarded child's curiosity and intervened with the play behaviors. Fathers were more likely to think that they have the responsibility to guide the play (Power, 1985). In a study done to explore the association between father-infant attachment, play and social interactions, researcher compared mother-child and father-child play quality using videotaped play segments (Kazura, 2000). As a result of the analysis, it was found that those who were securely attached to their fathers played significantly at higher levels (in terms of play competency) compared to the children with insecure attachment to their father (Kazura, 2000, p.50). Also, those who were securely attached to

their father portrayed higher levels of sophisticated play than the insecurely attached children (Kazura, 2000). As Kazura mentioned, this relation portrayed the association between father-child relationship and play interaction (Kazura, 2000). In all three play-quality scores (alone play, joint play and joint pretend play) father-child dyads received higher score than the mother-child dyads (Kazura, 2000). In this study, it was also found that the children's play score with their father, equaled to that of older ones (Kazura, 2000). As a result, it was assumed that the father's play style (goal oriented and directive) contribute to the exploration of toys (Kazura, 2000). In the same study, it was found that the fathers tend to engage in higher levels of pretend play tend the mothers. Thinking of the association between pretend-play and children's future cognitive capacities (Belksy & most, 1981), the father play can assumed to be contributing to child's cognitive development (as cited in Kazuka, 2000). Similarly, Parke (1996a) mentioned that the fathers encouragement of children in risk taking during play, has a positive effect on children's intellectual growth (as cited in Kazuka, 2000). Overall, it might be assumed from the findings, whereas that mother-child interaction includes more of social interaction, father-child relationship revolve around play interactions (Kazuka, 2000). As the literature is highly dominated by mother-infant research this paper will focus on the given relationships between father and infant. As the researchers (Bridges, Connel & Belsky, 1988; Lamb, 1981; MacDonald&

Parke, 1986) mentioned, fathers hold an important role as a playmate in infants life and tend to involve with the infant through play interactions (as cited in Kazuka, 2000, p.45). Fathers, through play interaction, contribute to the psychological growth (MacDonald & Parke, 1986) and the autonomy of the infant (as cited in Kazuka, 2000, p.45). Similarly, according to Parke and O'Neil (1997) fathers' skills as a play partner have been found to be positively associated with infants' social competence (as cited in Lamb, 2004, p.312). In line with this finding, MacDonald and Parke (1984), also portrayed the infants of the fathers who play 20 minutes with his 3- and 4-year old boys and girls, tend to have infants who's teacher rated popularity among the peers (as cited in Lamb, 20014, p. 312). Similarly, in the same study by MacDonald and Parke (1984) fathers who engage higher in physical play with his children (either boy or girl) and elicit positive emotions, have been found to have children who receive higher popularity rank by their peers (as cited in Lamb, 2004, p.312). Fathers' role as a play partner, influence a broad area in child's life. According to Barth and Parke (1993) father who were effective play partners' tend to have children who experience more successful transition to elementary school (as cited in Lamb, 2004, p.312). Also, according to Hart et al. (1998, 2000) those who have patient, playful and understanding father, tend to portray less aggressive behaviors (as cited in Lamb, 2004, p.312). As the interactive medium between infant and father mostly based on play, child's affective

and social development occurs within the play interactions with the father. Fathers' emotion displays during father-infant play are seen as an important predictor of infants' social development (Lamb, 2004, p.313). Isley, O'Neil and Parke (1996) found that fathers' negative emotions displayed during play predicted the acceptance of their 5-year-old boy by his classmates currently and also a year later (as cited in Lamb, 2004, p.313). However, according to researchers, as the father-child play includes higher rate and intensity of excitement, arousal, and the playful exchanges with the unpredictable character that the fathers developed, father's play has an important role in infants' emotion regulation and emotional display development (Lamb, 2004, p. 313). It's because of this that the aim of this study is to explore the influence father's mentalization and reflective functioning on child's play behaviors, especially affect-regulation and sociability.

1.4 Mentalization in Clinical Sample

As the study includes children with total behavior score at clinical levels, the differences in mentalization might be expected to originate from these characteristics. As mentalization simply requires self and other understanding, it is also related with important abilities that show deficits in childhood behavior problems. For example, according to Fonagy (2006), mentalization requires a symbolic representation of other's mind, which would be achieved by attentional control (as cited in Allen and Fonagy

(Eds), 2006). Self-understanding is also seen as an underlying capacity for impulse control and affect regulation, which is considered as the important milestones for self-organization (Fonagy and Target, 1997). Other-understanding and making relevant self-references holds an important space in self-control literature, especially in externalizing problems. As children make distorted attributions to the other's mind, it gives rise to impairments in behavioral control (Sharp, 2007). Overall, as mentalization provides a base for self-organization, children with total symptoms at clinical level might be hypothesized to portray differences in mentalizations.

The mentalizations of clinical level children were mostly studied over their use of cognitive styles. For example, according to Dodge (1993), aggressive children engage in a distorted mode of mentalization, where they selectively focus on the aggressive cues of the other who portrays unclear intensions. According to the Fonagy and Target (1997), traumatized children face the struggle to combine both the pretend and the psychic equivalence mode (inability to recognize whether the information is coming from inside or outside) to reach at mentalization mode. The research on the type of mentalizations of children at clinical level, mostly focus on externalizing problem. As a result, children with externalizing problems have been found to be related with mentalization deficits (Sharp, 2006; 2007; 2008, as cited in Sharp and Venta, 2012). For example, children with conduct disorder have been found to engage in a distorted mentalizing

where unrealistic and all positive attributions are made (Sharp et al., 2007). Apart from the externalizing problems, the studies on clinically referred children were mostly done with autistic children and as a result, impairment in both implicit and explicit mentalization was observed (Sharp, 2006, as cited in Allen and Fonagy (Eds), 2006). However, Fahie and Symons (2003) examined the ToM abilities of the children with attention and behavior problems in order to understand the underlying mechanisms. As a result, ToM performance was found to be negatively associated with parent and teacher reports of attention, impulsivity and social problems (Fahie and Symons, 2003). In a similar study, Hughes et al. (1998) studied the differences in ToM performances of "hard to manage" and control group (as cited in Fahie and Symons, 2003). As a result, they observed lower emotional and false-belief understanding (Hughes et al., 1998, as cited in Fahie and Symons, 2003).

1.5 Measurements

1.5.1 CPTI (Childrens' Play Therapy Instrument)

The father-infant play would be assessed using the coding system, Children's Play Therapy Insrtument (CPTI) by Chazan and colleagues (1997) that has developed to assess child's play behaviors in developmental, cognitive, affective, narrative and defensive dimensions. Chazan emphasized the role of nonverbal communication in strengthening the communicative value of any play behavior and the importance of a tool to

assess such value (Chazan, 2001). Chazan proposes that the child's nonverbal expressions such as gestures, vocalizations, and facial expressions are spontaneous products of feelings and might be analyzed to explore the hidden meanings via the categories in CPTI coding system (Chazan, 2001). Most of the studies done with CPTI coding system either focus on the exploring and describing the infant's play behavior or portraying changes in infants' play through the therapy period. In a longitudinal study done to explore the association between children's pretend play capacity and later reflective functioning in the context of trauma, Tessier and colleagues (2016) made play assessment for the participants with and without trauma history, by CPTI codings (Tessier et al., 2016). Three years later, play behavior results (CPTI scores) were compared with the same participants' Child Attachment Interview (CAIS) scores (Tessier et al., 2016). The results portrayed an association between pretend play completion and understanding others (Teisser et al., 2016). Study also showed an association between child's later mentalization and sexual abuse history (Teisser et al., 2016). In another study to discuss the benefits and feasibility of a play therapy period in pediatric oncology, researchers focused on the play therapy process of 4-years old girl with leukemia. As a result of the 20-session codes, it was observed that child moved from sorting- aligning toys (rudimentary play) to repeated play with medical equipment (traumatic play) and dolls. The child's defenses also

became more adaptive through the course of play sessions. Reaching to the termination, there was the predominance of adaptive defenses (Chari et al., 2012). Similarly, another study used CPTI, to assess process and outcome in treatment of a 2,5-year old child with autistic features. Researcher compared the infant's play behavior at two sessions; at the beginning of the treatment and at the end of the 7th month. As a result, the duration of play segment increased and the infant started to portray higher level of affective, cognitive, developmental and language ratings (Chazan, 2000). In terms of using CPTI to describe the infants' play, researchers examined the aspects of "posttraumatic play" in children exposed to terror with CPTI-Adaptation for Terror Research. As a result, it was found that there were significant differences between two groups. Children exposed to terror portrayed more traumatic play, play interruptions, trauma-related affects, negative affects and acting outs. When studied for PTSD symptoms, significant associations were found between play activity and level of PTSD symptoms. Child's trauma-related affects, acting outs, awareness of himself as a player, developmental level, and affective components predicted PTSD symptoms (Cohen et al., 2010). However, the relation between fathers' reflective functioning or attachment and infants' play behavior has not yet been assessed using the CPTI measure.

1.5.2 ECR-R / YIYE-II (Experience in Close Relationships – Revised)

The study will use self-reported measure of attachment security that is Experience in Close Relationship-Revised by Fraley, Waller and Brennan (2000) which measures parent's attachment quality with 36-likert type questions on adults' romantic attachment. Studies done to explore the influence of parental attachment styles mostly used Adult Attachment Interview (Borelli et al., 2015; Miljkovitch et al., 2004; Van Ijzendoorn, 1995; Bartholomew, & Shaver, 1998) by George, Main and Kaplan (1985) to assess the attachment styles. However, as Fraley, Waller and Brennan (2000) mentions, self-reported measures focus on the mental representations of romantic relationships (as cited in Selçuk et al., 2010). There are number of parent-infant studies where either ECR (Rholes et al., 2011; Kwako, Noll, Putnam, and Trickett, 2010; E. Cohen, Zerach, and Solomon, 2011; Caldwell, Shaver, Li, and Minzenberg, 2011; Scher and Dror 2003) or ECR-R (Selçuk et al., 2010; Millings, Walsh, Hepper, and O'Brien, 2013; Moreira et al. 2015; Esbjorn et al., 2013) was used as a parental attachment measure. Selçuk et al. found negative association between attachment-related avoidance and maternal sensitivity (Selçuk et al., 2010, p.548). In the same study, attachment-related avoidance was also found to be related with, non-synchronicity, discomfort with contact, inaccessibility, and failing to catch child's signals and satisfy the needs (Selçuk et al., 2010, p.548). In

another study done by Esbjorn et al., researchers explored the association between parental attachment styles, parental reflective functioning and anxiety levels of clinically referred children (Esbjorn et al., 2013). As a result, both attachment avoidance and anxiety were found to be related with high levels of anxiety in the infant (Esbjorn et al., 2013). Overall, researchers found the model fit in which mothers' low level of reflective functioning and fathers' high level of attachment avoidance act as predictors of infant's anxiety (Esbjorn et al., 2013). In another study, relationship between parental attachment-avoidance/anxiety and mindful parenting (Duncan et al., 2009), which is simply the parental skills where parents are inclined to increase moment-to-moment awareness in relations with the infants was explored (Moreira et al., 2015). Results showed associations between, higher levels of attachment avoidance and lower levels of mindful parenting. (Moreira et al., 2015). In another study (Fernandes, Muller, and Rodin, 2012), attachment-avoidance and anxiety was found to be related with greater parenting stress (as cited in Jones, Cassidy and Shaver, 2015). Cohen, Zerach, and Solomon (2011) also found the negative correlation between attachment-avoidance, attachment-anxiety and parental functioning (as cited in Jones, Cassidy and Shaver, 2015). Kor, Mikulincer, and Pirutinsky (2012) also showed that both anxiety and avoidance was related with greater family disengagement and family chaos (as cited in Jones, Cassidy and Shaver, 2015). Caldwell, Shaver, Li, and Minzenberg (2011)

also found a negative correlation between both avoidance and anxiety, and parental self-efficacy (as cited in Jones, Cassidy and Shaver, 2015). Rholes et al. (2011) found that anxiety for mothers and avoidance for fathers were positively correlated with perceiving the baby as interfering with outside activities (as cited in Jones, Cassidy and Shaver, 2015). Even though there are many studies exploring the parental self-reported attachment styles and parent-infant relations, none of the studies were directed at exploring the relationship between only father's attachment style and their reflective functioning capacity (as cited in Jones, Cassidy and Shaver, 2015).

1.5.3 CS-MST (The Coding System for Mental State Talks in Narratives)

There is currently a lack of age appropriate reflective functioning assessment tools for infants. According to Shatz-Goetz et al. (2008) developing an assessment tool becomes challenging as it requires, taking advantage of infants' developing language skills but at the same, needs to be sensitive to the developmental limitations in infants' narrative skills (as cited in Ensink et al., 2014). As a result, Ensink, Target and Oandason (2013) developed the Child Reflective Functioning Scale, which can be used to rate infants' reflective functioning level over the Child Attachment Interview by Shmueli-Goetz et al. (2008) (as cited in Ensink et al., 2014). However, even though the measure is found to be highly reliable, the scale is used with children between ages 7-to-12 and only in the context of Child

Attachment Interview (Ensink et al., 2014). As this study is focused on the infant and fathers' mentalization abilities during play, this measure couldn't be used. Therefore, mentalization capacity of fathers and infants in play, will be assessed using The Coding System for Mental State Talks in Narratives (Bekar et al., 2014) which is a comprehensive measure of mental state language in children's and adults' narratives. As a newly developed measure, so far there is no study that used CS-MST measure. However, the use of parent-infant mental state word has been explored in different studies (Shatz et al., 1983; Hughes and Dunn, 1998; Dyer et al., 2000). Studies exploring the association between parental mental state talks and mentalization capability mostly focused on the concept of mind-mindedness (Meins & Fernyhough, 1999), which is simply described as the parents capability of "keeping the infant's mind in mind" (as cited in Tharner et al., 2016, p.2). Similarly, Sharp and Fonagy (2008) describes mental state talks as an "online" form of mentalization in which the "off-line" forms of mind-mindedness are portrayed (as cited in Tharner et al., 2016). According to Ruffman, Slade and Crowe (2002) mind-mindedness is portrayed in a higher level of "mental state talk" (words for emotions, desires beliefs etc.) during the parent-infant interactions (as cited in Tharner et al., 2016). Also, according to Busley and MacLean (2006) measures of maternal reflective functioning were found to be positively correlated with maternal mental state talk about infant's emotions and mental states in a picture book task

(as cited in Tharner et al., 2016). Similarly, it was found that the paternal mind-mindedness was related with increased use of mental state talks in picture book task (Tharner et al., 2016). Jenkins et al. (2003) mentioned the importance of paternal mental state talk for childrens' development (as cited in Tharner et al., 2016). Paternal mind-mindedness was also found to be positively correlated with infant's Theory of Mind (Lundy, 2013; LaBounty et al., 2013) and later mental-state talk (Jenkins et al., 2003) development (as cited in Tharner et al., 2016). Lundy (2002) found an association between the frequency of interactional synchrony and infant-father attachment security (as cited in Lundy, 2003). Lundy also pointed out the relation between higher perspective taking tendencies (i.e. mind mindedness) and increase in the father-infant synchrony (Lundy, 2003, p. 209). The increase in synchrony was found to be in charge of the relation between mind-mindedness and attachment security for fathers (Lundy, 2003, p.210). Supporting this idea, positive correlation between reflective function, infant-parent attachment security and mind-mindedness was found (Arnott and Meins, 2007). Hartup (1992) and Katz & McClellan (1997) proposed that the infants' skills in forming and maintaining friendship were related with perspective-taking skills (as cited in Lundy, 2003). Use of mental state talk capacity was also found to be related with fathers' past caregiving experiences, in which those fathers who has a positive model of caregiving of their mother would use more mental state talk, in other words,

more mind-minded with their infant (Tharne et al., 2016). Madsen, Lind and Munk (2007) also found a similar relation in which the fathers with a perception of closeness and compassion of their mothers' caregiving, would be more likely to talk about their infants' internal states (as cited in Tharne et al., 2016). The use of mental state talks during the pretend play is also studied. It was found that infants with high rates of pretend play tend to use higher number of mental states words than others (Hughes and Dunn, 1998). According to Hughes and Dunn, it might be related with Leslie's (1987) ideas on the 'structural isomorphism'. According to Leslie (1987) a single cognitive mechanism might be assumed to function for both pretend play and mental representations (as cited in Hughes and Dunn, 1998). Leslie (1987) sees this innate cognitive mechanism as a contributor to development of theory-of-mind (as cited in Hughes and Dunn, 1998). In line with this finding, the frequency of mental state talk in dyadic play was also found to correlate with infants' theory of mind and emotion understanding (Hughes and Dunn, 1998). There is also another study by Hughes and Dunn (1997), in which mental state talk use in pretense was investigated. This study holds an important place as it holds similarities to the current study. Hughes and Dunn (1997) investigated both the quality of play (whether child engages in role enactment, role play, pretends and discusses play) and the use of mental state talks between preeschoolers. As a result, those who engage more frequently in pretense, tend to attend more to his/her friend's (play partner)

mental state (Hughes and Dunn, 1997).

1.6 Purpose of the study

As it can be observed from the findings of the similar assessment measures, there is an association between fathers' attachment security, parenting behaviors, reflective functioning capacity (or mental state talks) and infant's emotional and social development and pretend play. However, there is not yet a study that explores the influence of paternal mentalization capacity on infants' mentalization capacity, emotion regulation and sociability in play. This study would be important in the sense that it would explore the details of infants' play behavior in relation to paternal mentalization capacity and attachment security. In the aim of investigating this phenomena hypothesis can be listed as follows:

H_1: There will be a significant positive correlation between fathers' self-reported attachment security and their mentalization level during father-child play.

H_2: There will be a positive correlation between father's mentalization level in father-child play and child's social representations in play.

H_3: There will be a positive correlation between father's mentalization level in father-child play and child's emotion regulation in play.

H_4: There will be a positive correlation between father and child's mentalization level during father-child play.

Chapter 2: Method

2.1 Participants

Children and Fathers: Included total sample consisted of 40 child (*%53 female*) and father. At the initial recruitment, the majority of the parents were married (n=36) instead of 4, who were divorced, widowed or other. Participants who have only one sibling found to be larger in number (n=22) compared to participants with more than one (n=4) or no siblings at all (n=14). Most of the infants are in the elementary school (*n = 30*). There are participants who are in kindergarten *(n= 8)* and one who is not going to school. In terms of socio-economic status, there were families with medium *(n =14),* medium-low *(n= 14),* low *(n = 6)* and middle-high *(n = 6)* socio-economic status. Children were 7 years old, on average, ranging from 3 to 10 (M=6.85, SD=2.04). Participants' referral reasons were, anger management (n=6), disobedience (n=3), behavior problems (n=8), cognitive problems (n=8), separation anxiety (n=2), relational problems (n=3), academic stress (n=1) and other (n=9) including tics, stubbornness, dependency, transition period problems, toilet problems, social skills etc. Half of the participants have informed receiving past psychological help (n=20). Similarly, therapists also collected infants' trauma history including, illness/hospitalization, domestic violence/conflicts/divorce, loss, displacement, early separation and physical abuse. Those who have no trauma history found be larger in number *(n = 26)*. In terms of the

diagnosis, there was only small number of participants with ADHD diagnosis *(n=4)*. Similarly, only small number of participants was referred to a psychiatrist *(n=4)*.

2.2 Setting

Data collection was done at the Istanbul Bilgi University, Psychological Counseling Department that takes place within the university campus. The therapist of the counseling department consists of the 2nd and 3rd year students that are continuing their clinical practicum for the Istanbul Bilgi University, MA in Clinical Psychology program. Istanbul Bilgi University, Psychological Counseling Department provides psychotherapy and psychological counseling for the referrers. Therapists continue their clinical practicum under supervision (group and individual).

2.3 Measures

2.3.1 The Experiences in Close Relationships Inventory (ECR-R/YIYE-II)

Experience in Close Relationships Inventory (ECR) is a self-report measure consists of 36 Likert type items to assess adult attachment (Brennan et al., 1998). The inventory has been revised by Fraley, Waller and Brennan (2000) as Revised Experiences in Close Relationships (ECR-R). The measure is composed of two main factors that are anxiety and avoidance. Items were divided into two, where odd numbered items loaded

on anxiety factor and the even ones on avoidance factor. Items were rated on a scale ranging between 0 (strongly disagree) to 6 (strongly agree). The current study used, YIYE-II, the Turkish standardization of the ECR-R by Selçuk et al. (2005). The original reliability for the ECR-R was found to be α= .94 for avoidance and α = .91 for anxiety (Sibley & Liu, 2004). The internal reliability for the Turkish adaptation of the inventory, YIYE-II was found to be α= .90 for avoidance and α= .86 for anxiety and test-retest reliability was found to be α= .81 for avoidance and α= .82 for anxiety (Selçuk et al., 2005).

2.3.2 The Child Behavior Checklist/6-18 (CBCL/6-18)

CBCL/6-18 is a checklist developed by Achenbach (1991) to assess children's functioning, competence and problem behaviors. It has eight syndrome categories, including that are grouped under two main clusters that are Internalizing and Externalizing Behavior Problems. Internalizing Behavior Problems include, Social Withdrawal, Social Problems, Somatic Complaints and Anxiety/Depression, and Externalizing Behavior Problems include Delinquent and Aggressive Behavior Problems (Achenbach, 1991). The scale also reports Total Behavior Problem for children. Apart from the problem behaviors, checklist also assesses children's competencies in three main areas that are Activity, Social and School (Achenbach, 1991). In order to report the severity of the symptoms, given symptom scores are assessed as being at borderline, clinical or non-clinical level according to a cut-off

score. The problems were scored by the caregiver according to the three likert scale ranging from 0=not true, 1= somewhat true to 2 = very true (Acenbach, 1991). CBCL/6-18 is a highly reliable measure with test-retest reliability with α=.90 for Internalizing, α=.94 for Externalizing and α=.97 for Total Problem categories (Acenbach & Rescorla, 2001). The Turkish standardization of the scale was done by Erol, N., Arslan, B. L., & Akçakın, M. (1995) with the internal consistency of α=.88 and test-retest reliability of α=.84 for the Total Behavior Problems category.

2.3.3 The Children's Play Therapy Instrument (CPTI)

Children Play Therapy Insrtument (CPTI) is a coding system developed by Chazan and colleagues (1997) to assess child's play therapy behaviors. Play therapy sessions are either videotaped or audiotaped and then transcribed for further coding. Each play therapy session is first segmented into Play, Non-Play, Interruption or Pre-Play. Preplays consists of the child's preparation for play, non-plays consists of any activity unrelated to play and play segments includes child's plays where the child works on a theme by elaborating on actors and describes the play scene. The coding procedure is done only for the Play segments. In each play segment, child's play behaviors are analyzed from three main perspectives that are descriptive, structural and functional levels. Within the descriptive analysis of the play segment, category of play activity (e.g. gross motor, exploratory, manipulative, fantasy, traumatic, game play), script description including

how the play activity is initiated, continued and ended (e.g.initiation, facilitation, inhibition, reason for ending of the play), overall contribution of the participants (e.g. passive observer, parallel play, passive participant, active participant) and the sphere of the play activity indicating the spatial features within which the play takes place (e.g. autosphere, microsphere, macrosphere) are coded. Within the structural analysis of the play segment, affective component (e.g. overall hedonic tone, spectrum of affects, regulation and modulation of affect, transition between affective states, appropriateness of the affective tone, affective tone expressed by the child towards the therapist and affects expressed by the child while playing), cognitive components (e.g. level of representation indicating the type of representations or mental images such as; complex, dyadic, solitary, precursor to role-play, stability of representations indicating transformations between the objects created within the play, style of representations such as realistic, fantasy, and bizarre) and narrative components (e.g. theme of play, level of relationship portrayed within the play narrative (e.g. self, dyadic, triadic), quality of relationship within the play narrative (e.g. autonomous, parallel, dependent, twinning, malevolent control, destruction, annihilation)) are coded. Following these, play segment is also coded for developmental components including, estimated developmental level (very immature to very advanced), psycho-sexual phase (oral, anal, phallic, odedipal, latency) and social level of play (e.g. isolated, playing alone, parallel, reciprocal,

cooperative play). The play segment is also coded for functional analysis including defensive strategies (e.g. adaptive, conflicted, rigid polarized, extreme anxiety) and child's awareness of himself as playing. Overall, child's play behaviors were coded for developmental, cognitive, affective, narrative and functional dimensions. The coding system provides scores to assess change in child's behaviors over the course of therapy. Similarly the results provide therapists with objective perspective on the therapy process and help researchers to study both the process and the outcome of the treatment (Chazan et al., 1997). A reliability study (Kernberg, Chazan, & Normandin, 1998) using three independent raters and eight videotaped clinical play sessions found agreement between the three raters on Segmentation to be good (Kappa = 0.72). On the Dimensional Analysis using the Interclass Correlation Coefficient (ICC) for ordinal categories, levels of interrater reliability ranged from acceptable to excellent (ICC = 0.52 - 0.89; x 0.71). Likewise, interrater reliability was acceptable to excellent for nominal categories of the scale (Kappa = 0.42 - 1.00; x 0.65). CPTI was translated by Sibel Halfon (Asst. Prof., Clinical Psychologist) and ratings were done with a group of 16 students in order to evaluate the language and statement comprehensibility. The scale was finalized following necessary modifications according to the feedback received during this evaluation. Two masters level clinical psychology students who received 20 hours of training on the CPTI by the author rated the sessions.

In order to identify the agreement level between the judges, the Interclass Correlation Coefficient (ICC) for ordinal categories was calculated which ranged from good to excellent (ICC = 0.78 - 0.89). Likewise, interrater reliability was good to excellent for nominal categories of the scale (Kappa = 0.84 - 1.00). Once the data was collected, an Exploratory Factor Analysis was done for CPTI variables (Halfon, Çavdar, & Akırmak, 2015). As a result of the factor analysis, five main factors obtained were as follows: Isolated Relations (factor1 $\alpha = .87$), Complex Relation (factor2, $\alpha = .72$), Affect Modulation (factor3, $\alpha = .74$.), Play Disorganization (factor4, $\alpha = .73$) and Play Engagement (factor5, $\alpha = .63$). Factor 1, "isolated relations" factor is composed of the following scores of the child's play: Social level of play-alone, level of role play-solitary, relational level-self, language-silence and social level of play-reciprocal. Factor 2, "complex relations" factor is composed of, level of role play-complex, language-verbalization of roles, relational level-oedipal and relational level-triadic. Factor 3 (affect modulation) that is composed of the scores for; child's awareness of play, defensive strategies-adaptive, affect transition and affect appropriateness. Table 1 portrays the details of the coding system.

Table 1. Structure of the CPTI (The Children's' Play Therapy Instrument Coding)

DESCRIPTIVE ANALYSIS
Category of the Play Activity: *Sensory Activity, Exploratory Activity, Problem-Solving, Fantasy, Game Play, Art*
Script Description of the Play Activity: *Initiation of Play, Facilitation of Play, Inhibition of Play, Ending of Play*
Sphere of the Play Activity: *Autosphere, Microsphere, Macrospheres*
STRUCTURAL ANALYSIS
Affective Components of the Play Activity - Child's Affective Modulation: *Hedonic Tone, Spectrum of Affects, Regulation of Affect, Transition between Affects, Appropriateness of Affect to Content* - Affects Expressed by the Child: *Anger, Anxiety, Fear, Boredom, Pleasure, Sadness,Shame, Guilt*
Cognitive Components of the Play Activity - Level of Representation: *Complex Roles, Dyadic Roles, Solitary Roles* - Stability of Representations: *Stable/Fluid Transformations, Voluntary/Involuntary Transformations* - Style of Representation: *Realistic, Magical, Bizarre* - Use of Play Object: *Realistic, Substitution, Sensory*
Narrative Components of the Play Activity - Play Themes: Aggression, Attachment (Nurture, Separation), Body, Cleaning, Competition, Construction / Destruction, Danger / Protection , Death, Rules, Sex / Reproduction and Torture
Relational Components of the Play Activity - Level of Relationship Portrayed: *Self, Dyadic Relations, Triadic Relations, Oedipal Relations* - Quality of Relationship among Characters: *Autonomous, Paralel, Dependent, Twinning, Malevolent Control, Destruction and Annihilation*
Narrative Components of the Play Activity - Play Themes: Aggression, Attachment (Nurture, Separation), Body, Cleaning, Competition, Construction / Destruction, Danger / Protection , Death, Rules, Sex / Reproduction and Torture - Use of Language by the Child: Silence, Sounds, Verbalization of Roles, Talking about the Play, Talking about Something Other than the Play, Talking about the Meaning of Play
DEVELOPMENTAL ANALYSIS
Social Level of the Play Activity*: Isolated, Play Alone, Parallel Play, Reciprocal Play, Cooperative Play*
FUNCTIONAL ANALYSIS
Coping and Defensive Strategies *(Cluster 1: Adaptive, Cluster 2: Conflicted, Cluster3:Polarized, Cluster 4:Extreme Anxiety)* Awareness of the Child that He is in Play

2.3.4 The Coding System for Mental State Talk in Narratives (CS-MST)

Paternal and infant mentalization capacities were assessed by the CS-MST, which was created by Özlem Bekar, Howard Steele and Miriam Steele in 2014. The CS-MST is a detailed measure of mental state language in infant and adults' narratives. The coding system was created over the child's explanation of the wordless picture book, "Frog, Where are You?" by Mercer Mayer. The CS-MST is divided into 6 coding factors that are the mental state words for; emotions (e.g. happiness, sadness, anger), cognitions (e.g. thinking, knowing, wanting), perceptions (e.g. seeing, hearing, smelling), physiological (e.g. feeling hungry, sleepy, sick) and movement-based conditions (e.g. running away from someone, laughing, attacking) and the "resolution" part which assess the type of resolution provided to the Frog Story by Mercer Mayer that was used to develop the coding system. Each of these conditions are also loaded under 4 main clusters, regarding whose mental states are described. The first cluster included mental state words, used to refer to the mental states of the characters. This cluster included words for characters' emotions (e.g. sad, happy, angry), cognitions (e.g. think, learn, understand), perceptions (e.g. see, hear, look), physiological states (e.g. hungry, sleepy, nauseous) and action based words (e.g. laughing, scaring, finding) that refer to cognitions or emotions without

openly saying them. The coding system also included count of words describing the person's own mental states or in other words "self related mental states talks" which are coded under "self" cluster (e.g., I am *sad* (self/emotion), I feel *sick* (self/physiological)) and words describing the listener's mental state are coded under "other (listener)" cluster (e.g., you are *hiding* (other/action-based condition) can you *see* me? (other/perception)). Causal relations referring to the mental state talks were also coded as "mental state related causal connections". The coding system also included the count of the unique mental state words used by the participants. The count of unique mental state words constituted the "diversity of mental state talks". Each of the play segment specified during the CPTI coding were coded are also coded for mentalization.

2.3.4.1 Adaptation of the CS-MST for Play Therapy

As the coding manual was created over the "Frog, Where are You?" picture book, mental state words proposed by the manual are the words used by the participants during the storytelling. As the play sessions do not include a structured activity, words used by the participants were more diverse. Due to this diversity, the adaptation of the coding manual for the use of play therapy context was made. As a result of the supervisions provided by, Özlem Bekar, PhD, a new cluster named "outer reality" (C8)

was added. C8 cluster included the words used by the participants to refer to the mental state of another person who is not in the room during the play. For example, when the child was talking about her friend who was not in the room at the time, she said "Efe use to *want* this toy, he even *cried* for it", two mental state words, *want* and *cry,* refers to her friend Efe's mental state. As her friend is an actual, living person, *cry* and *want* are categorized as C8 (outer reality)-emotion word. Similar to C6 (for own mental states) and C7 (for listeners' mental state), C8 cluster also divided into emotion, cognition, perception, physiological and action based mental state words subgroups. As the child play mostly include "pretend play", the words coded during the storytelling to refer to the mental states of the story characters were now decided to be coded for the play characters created during the pretend play. Therefore, subgroups C1 to C5 were all together clustered under "pretend play". When the child refers to the mental state of the representations created during the pretend play mental state words were coded under "pretend play". For example, during a pretend play, when the child transforms himself into a lion and says, "I am *hungry*, I am going to eat you", he refers to the physiological mental state of the lion representation created. As the creation of the coding system was done with a foreign population, certain culture-specific (e.g. *gidesi gelmek, içi daralmak* etc.) words were added to the manual with the supervision of Özlem Bekar.

Finally, during the coding procedure, certain mental state words found to be occurring repeatedly without a clear intention of referring to a mental state. These words were excluded from the data (e.g. *hadi bakalım (lets look)* was not coded under perception words).

2.4 Procedure

At the beginning of each therapy course, four assessment sessions including intake, mother-child and father-child play observation and feedback sessions about the therapy plan were made. Within the intake session, parent(s) were informed about the research. Parents who accepted the research terms filled consent forms for participation and audio and/or visual recording. During each assessment session audio and/or visual recordings were made depending on family consent. In each father-child play observation, session was divided into two; father-child play (20 minutes long) and therapist-child alone play, depending on the child's tolerance for separation from the parent. At the end of the assessment period, containing intake, father-child, mother-child and feedback sessions, therapist also marked infants' level of functioning by using The Children's Global Assessment Scale (Schaffer et al., 1983). CGAS scores were 63 out 100 (Range 42-80), on average. Families were also given both The Child Behavior Checklist (CBCL) and ECR-R at the end of the intake session.

Participants were asked to fill and bring the inventories for the following meeting. Participants were given at least 1 week to fill the inventories. Children's symptom scores (clinical and non-clinical) were achieved through the scoring of Child Behavior Checklist.

2.4.1 The Children's Play Therapy Coding Procedure

Each play therapy session was coded using The Children's Play Therapy Instrument Coding by an outside judge. Coders were given 6 weeks of training by certified the CPTI trainer Sibel Halfon (Asst. Prof., Clinical Psychologist). Coders were either 2nd or 3rd grade students of Bilgi University, Child-Adolescence Clinical Psychology, MA Program. At the end of the each week, coder's reliability was assessed. At the end of the training program, coders were certified depending on their reliability on 12 play session coding. Overall, 12 different coders, blind to the hypothesis of the study, participated in the data collection procedure. Each father-child play session was recorded and verbatim transcriptions were made. Then the sessions were divided into segments signified by the Children's Play Therapy Instrument Coding (Chazan et al., 1997). Within the segmentation process, sessions were separated into non-play (35.02 %), play (40.79%), pre-play (22.38%) and interruption (1.81 %) and only the play segments were coded for the CPTI. At the end of the each intake session, both parents

were given Close Relations Questionnaire (Fraley et al., 2000) to be collected at the 2nd meeting.

2.4.2 The Coding System for Mental State Talk in Narratives (CS-MST) Coding Procedure

One of the developers of The Coding System for Mental State Talk in Narratives, Özlem Bekar, PhD provided a one-day training on December 25, 2016 at Istanbul Bilgi University. Following the training, 6 verbatim-transcribed play sessions were coded for therapist, child and mother/father for the reliability test ($\alpha = .92$). Verbatim transcriptions of the recorded session were also coded for father-child mental state talk. Each father-child *(n=40))* play sessions were coded for the count and diversity of father and child's mental state talks. The researcher, who has been certified for the coding, did the coding for the father-child play therapy sessions.

Chapter 3: Results

3.1 Data analysis

As the duration of the father-child play, in which the mental state talk data was collected, was dependent on the child's tolerance for separation from the parent, play durations portrayed variability. As the mental state talk data was a count data, based on the number of mental state words used by fathers and children, number of words expected to increase

with time. In order to eliminate the difference in word count arising from the difference in play duration, total word count (all words, regardless of being mental state word) for the play segments were computed for both fathers and children. Then, each mental state talk variable for father and children were divided by their own total word counts to acquire a mental state talk that was controlled for the play segment duration.

As the mental state talk data was constituted of count data with positive skewedness in which many zero scores, and not many high scores, square-root transformations were applied. Similarly, small variance of the variables was also another aspect to run square-root transformations over the data. Square-root transformations were also applied to the rest of the variables including self-reported attachment scores and CPTI factors to run analysis over standardized scores.

Univariate outliers in fathers and children's mental state talk data were detected and excluded by exploring the descriptive statistics. In total, two outliers were found (one child and one father) and rest of the analysis was done with the remaining data.

All mental state talk variables that are emotion-based (E), cognition-based (C), perceptual-based (P), physiological-based (PHY) and action-based (A) mental state words, were included in the analysis, under the formation of three main cluster for both fathers and children. Similar to the

structure of the coding manual of the CS-MST, variables under play-related (E+C+P+PHY+A), self-related (E+C+P+PHY+A) and other-related (E+C+P+PHY+A) variables were summed under the given main categories. The further analysis was done over the given main clusters that were achieved by the summation of the sub-categories.

Partial correlations were done to examine the relationship between mental state talks, children's play factors (emotion regulation and social representations achieved from CPTI) and father's attachment security. As the age and the gender of the child were found to have significant effect on the mental state talk variability, age and gender used as the control variables in all analyses. Significant correlations were analyzed with simple linear regression in order to understand the way and value of prediction. Age and gender were also controlled in simple regression analyses by existing in the model as independent variables.

As the data was constituted of children who were referred to the psychological counseling department, sample included children with clinical (*n=26*), borderline (*n=6)* and non-clinical (*n=13)* level problems. Based on this variability, difference in mentalization levels for clinical and non-clinical (measured by CBCL) participants was assumed. To observe whether clinical and non-clinical data showed difference in terms of mental state word use, independent sample t-test, Mann-Whitney U test was done.

Mann-Whitney test indicated that, the use of self-related and other-related mental states words of children was greater for non-clinical (*Mdn=1*) sample than for clinical sample (*Mdn=2*), (Mann-Whitney *U*=119, *p*= .046; Mann-Whitney *U*=109.5, *p*= .024).

3.2 Descriptive Analysis

As the frequencies of "diversity of mental state talks" and "mental state-related causal connections" were dependent on the other variables and also did not show any variance, these variables were excluded from the further analysis. Another variable cluster, which was excluded, from the data was "outer reality (C8)" cluster that was added to the coding system during the adaptation for the play therapy. As this variables cluster was not previously present in the coding system and also did not have any variance, it was also excluded from the data.

Descriptive statistics (Minimum, maximum, skeweness/kurtosis values, means and standard deviations) for father and children's mental state talk clusters in longest father-child play segments are displayed on Table 2 and 3 respectively.

Table 2. Descriptive Statistics for Children's Mental State Talk Variables (n=39)

	Play-related MST (E+C+P+PHY+A)	Self-related MST (E+C+P+PHY+A)	Other-related MST (E+C+P+PHY+A)
Minimum	0	0	0
Maximum	.16	23	.25
Mean/SD	.04 /.05	.11 / .06	.13 / .06
Skeweness Kurtosis	.65 /-.91	-.30 / -.36	-.30 / .10

Table 3. Descriptive Statistics for Fathers' Mental State Talk Variables (n=39)

	Play-related MST (E+C+P+PHY+A)	Self-related MST (E+C+P+PHY+A)	Other-related MST (E+C+P+PHY+A)
Minimum	0	0	0
Maximum	.16	.27	.34
Mean/SD	.05 / .05	.10 / .60	.17 /.06
Skeweness /Kurtosis	.58 / -.58	.34 / 1.32	-.33 / 2.47

The frequency of occurrence of the given clusters amongst the total mental state words for fathers and children were displayed on Table 4. The frequency of sub-categories (emotion, cognition, perception, physiological, action) within each mental state talk cluster for fathers and children was displayed on Table 5 and 6, respectively. Five most frequently used words

within each cluster were also portrayed on Table 7. Rest of the words showed no identifiable trend and therefore not included in the table.

Table 4. Percentage of the three main mental state talk clusters amongst total mental state words used by fathers and children

	Play-related MST (E+C+P+PHY+A)	Self-related MST (E+C+P+PHY+A)	Other-related MST (E+C+P+PHY+A)
Father	12.86 %	22.68 %	64.46 %
Children	10.43%	41.71%	47.86%

Table 5. Percentage of mental state talk sub-categories among three main mental state clusters for fathers

	Play-related MST (E+C+P+PHY+A)	Self-related MST (E+C+P+PHY+A)	Other-related MST (E+C+P+PHY+A)
	Percentage	Percentage	Percentage
Emotion based	5.00%	4.05%	2.99%
Cognitive based	15.00%	35.22%	33.19%
Perception based	9.29%	28.74%	45.58%
Phsyiological based	17.14%	4.45%	0.43%
Action based	53.57%	27.53%	17.81%

Table 6. Percentage of mental state talk sub-categories among three main mental state clusters for children

	Play-related MST (E+C+P+PHY+A)	Self-related MST (E+C+P+PHY+A)	Other-related MST (E+C+P+PHY+A)
	Percentage	Percentage	Percentage
Emotion based	6.56%	4.51%	1.79%
Cognitive based	8.20%	42.62%	31.43%
Perception based	18.03%	19.26%	50.71%
Physiological based	22.95%	1.64%	0.00%
Action based	44.26%	31.97%	16.07%

Table 7. Five most frequently used words within each mental state talk cluster for fathers and children

	Play-related MST (E+C+P+PHY+A)		Self-related MST (E+C+P+PHY+A)		Other-related MST (E+C+P+PHY+A)	
	Word	Percentage	Word	Percentage	Word	Percentage
Father	*want*	7.14%	*look*	18.62%	*look*	38.75%
	sleep	6.43%	*know*	8.50%	*want*	12.96%
	rescue	6.43%	*choose*	6.07%	*know*	6.70%
	try	5.00%	*find*	6.07%	*see*	5.84%
	meet	4.29%	*see*	5.26%	*find*	5.70%
Children	*sleep*	11.48%	*find*	18.03%	*look*	*46.79%*
	watch	4.92%	*know*	17.21%	*choose*	*8.93%*
	observe	4.92%	*look*	11.89%	*know*	*8.57%*
	want	4.92%	*see*	5.33%	*want*	*5.71%*
	hide	4.92%	*want*	4.92%	*find*	*4.64%*

Similar to the descriptive statistics portrayed for the mental state words, most frequently used play categories were also investigated. Play categories was taken from Children's Play Therapy Instrument (CPTI) coding system. During the CPTI coding of each participant, category coding included two levels, in which most dominant (longest in duration) play category was coded for *Category 1* and the secondary play category was coded for *Category.* Among six play category (Art, Exploration, Fantasy, Game Play,

Gross Motor Manipulation) most frequently used ones were displayed on Table 8.

Table 8. Frequency and Percentage of mostly used play categories by children in father-child play (n=39)

	Play Category 1		Play Category 2	
Play Categories	Frequency	Percentage	Frequency	Percentage
Art	4	10.3%	2	6.9%
Exploration	11	28.2%	5	17.2%
Fantasy	4	10.3%	8	27.6%
Game Play	9	23.1%	3	10.3%
Gross Motor Activity	5	12.8%	3	10.3%
Manipulation	6	15.4%	8	27.6%
Missing	0		*11*	

Note. Art*:* drawing, painting etc. Exploration: Exploring an object. Fantasy: Transforming and performing an object. Use of pretense. Game Play: Playing a game that has structured rules (e.g. box games). Gross Motor Activity: Includes gross motor actions, jumping, dancing etc. Manipulation: Manipulating an object with the aim of creating something (e.g. making a house out of blocks). (Kernberg & Chazan, 1997, p. 13) Missing: Participants with only one dominant play category.

3.3 Results

Hypothesis 1: *There will be a significant positive correlation between fathers' self-reported attachment security and their mentalization level during father-child play.*

In the first hypothesis, a significant positive correlation was assumed between fathers' self-reported attachment security that was assessed by The Experience of Close Relationships (ECR-R) and their mentalization level that was measured by composite scores, during father-child play. Means and standard deviations for The Experience in Close Relationships (ECR-R) scores are shown at Table 9.

Table 9. Descriptive statistics for self-reported attachment security (ECR-R) for fathers

	N	Mean	SD
Attachment total score (ECR-R)	37	1.61	0.78
Attachment anxiety (ECR-R)	37	1.72	1.0
Attachment avoidance (ECR-R)	37	1.48	0.80

When the relationship between fathers' self-reported attachment security and mentalization levels were controlled for age and gender, no significant partial correlations were found. Therefore, the hypothesis was not supported. Correlations between father's self-reported attachment security and mentalization levels are shown at Table 10.

Table 10. Partial correlation between self-reported attachment security (ECR-R) and mental state talk clusters for fathers

	Fathers' Play-Related MST	Fathers' Self-Related MST	Fathers' Other-Related MST
Attachment total score	.868	.667	.487
Attachment avoidance	.587	.902	.510
Attachment anxiety	.997	.465	.650

Note. ECR-R = experiences in close relationships–revised .
*p < .05; **p < .01.

Hypothesis 2: *There will be a positive correlation between father's mentalization level in father-child play and child's social representations in play.*

The second hypothesis explores the association between fathers' mentalization level and child's social representations in father-child play. Childs' social representations were assessed by, Factor 2 (Complex Relationship) derived from The Children's Play Therapy Instrument.

Complex Relationship Factor represents the number of child's representations. As the child creates more than two representations during play, the play becomes more complex. A significant positive correlation(s) were assumed and found between fathers' mentalization levels and child's social representations in play. As a result, when the associations between fathers' mental state talks in pretend play child factor 2 (Complex Relationship) was controlled for age and gender, significant positive partial correlation was found. However, child factor 2 (Complex Relationship) was not found to be positively associated with fathers' self-related and other-related mental state talk. Table 11 portrays the correlations between fathers' mentalization levels and childs' social representations.

Table 11. Correlations between fathers' mental state talks and children's complex relations factor from CPTI

	Fathers' Play-Related MST	Father' Self-Related MST	Fathers' Other-Related MST
CPTI Factor 2: Complex Relationship	.463*	.202	-.046

*p < .05; **p < .01.

To understand the relationship and the way of prediction between fathers' play-related mental state talks and children's CPTI Factor 2 (complex relationship), we run a regression model while controlling for age and gender. In order to see the way of the relationship, both of the variables were put into the regression first as a dependent and then as an independent variable. Results revealed that, both of the models were significant. In other words, the association between two variables found to significantly predict each other. In the linear regression done to predict children's CPTI Factor 2 (complex relations) based on fathers' Play-Related MST, a significant regression equation was found ($F(3,34)$=6.6.93, $P \leq 0.001$). In the linear regression done to predict fathers' Play-Related MST based on children's CPTI Factor 2 (complex relations), once again significant regression equation was found ($F(3,34)$=3.129, $P < 0.05$) with a smaller significance value *(p=0.038).* The model in which fathers' Play-Related MST positively predicts children's CPTI Factor 2 (complex relations) found to be more significant *(p=0.001).*

Hypothesis 3: *There will be a positive correlation between father's mentalization level in father-child play and child's emotion regulation in play.*

The third hypothesis was that the fathers' mentalization level would be associated with child's affect regulation in play. A significant positive correlation was expected but no significant correlations were found between the given variables. Therefore, the hypothesis was not supported. Table 12, portrays the correlations between fathers' mental state talk variables and children's affect regulation in play.

Table 12. Correlations between fathers' mental state talk variables and children's affect regulation factor from CPTI

	Fathers' Play-Related MST	Father' Self-Related MST	Fathers' Other-Related MST
Children's CPTI Factor 3: Affect Regulation	-.038	.290	-.023

*p < .05; **p < .01.

Hypothesis 4*: There will be a positive correlation between father and child's mentalization level during father-child play.*

In the fourth hypothesis, an association between father and children's mentalization levels was expected. As a result, significant positive correlations were found between fathers' and children's Play-Related MST. Another significant positive correlation was found between children's self-related and fathers' other-related mental state talks. Children's other-related mental state words were also found to be positively correlated with fathers' self-related mental state words. Results portrayed that, apart from a mutual increase in fathers' and children's mental state talks in pretend play, other-related mental state talks found to be associated with self-related MST for both fathers and children. However, no correlations were found between fathers' self and other-related mental state talks and children's play related MST. Similarly, fathers' play-related MST showed no significant association with children's self and other-related MST. Also, no correlation observed between father and children's self-related MST. Finally, there was also no association between father and children's other-related MST. Table 13 portrays the correlations between fathers and children's mental state talk variables.

Table 13. Correlations between father and children's total mental state talk variables

	Fathers' Play-Related MST	Fathers' Self-Related MST	Fathers' Other-Related MST
Children's Play-Related MST	.461**	.241	-.031
Children's Self-Related MST	-.062	.099	.440**
Children's Other-Related MST	.015	.361*	-.102

*p < .05; **p < .01

In order to see the way of the predictions between the variables of significant correlations, simple linear regression was done. In linear regression done to predict children's Play-Related MST based on fathers' Play-Related MST, significant regression equation was found ($F(3,34)$=3.277, P < 0.05). Linear regression that examines the opposite way of the same association, where children's Play- Play-Related MST was used to predict fathers' Play-Related MST, significant regression equation was also observed ($F(3,34)$=3.101, P < 0.05) with a slightly smaller significance value ($p=.039$). Overall, model in which fathers' Play-Related MST positively predicted the children's Play-Related MST found to be slightly more significant. Linear regression analysis was also done for the significant association between children's Other-Related and father's Self-

Related MST. Results portrayed a trend level significance (*F(3,34)*=2.732, p=0.059) only for the model in which fathers' Self-Related MST positively predicts children's Other-Related MST. Finally, a regression analysis was also done to understand the association between fathers' Other-Related and children's Self-Related MST. Results portrayed a significant regression model for both ways of the association. However, regression model in which fathers' Other-Related MST depend on children's Self-Related showed slightly stronger significance (*F(3,34)*=3.438, *p*=.028) when compared with the model where children's Self-Related MST was dependent on fathers' Other-Related MST (*F(3,34)*=3.246, *p*=.034).

Chapter 4: Discussion

The aim of the study was to explore the association between father's mental state talks, self-reported attachment security and children's mental states talks and play behaviors. As a result of the analysis, a positive correlation was found between fathers' play-related mentalizations and children's social representations created in play. Another significant positive correlation was observed between fathers and children's play-related (pretend play) mentalizations. Children's mentalizations about own self was also found to be positively associated with fathers' mentalizations about the child. Similarly, fathers' mentalization about own self was also found to be related with children's mentalizations about the father. On the other hand, unlike what has been expected, fathers' attachment security portrayed no significant association with their mentalization levels. Similarly, fathers' mentalizations also showed no significant correlation with children's emotion-regulation in play. The hypotheses will be discussed starting with the ones that yielded significant correlations and will be followed by the ones, which portrayed no significant findings.

4.1 Hypothesis

There will be a positive correlation between father's mentalization level in father-child play and child's social representations in play.

The aim of the hypothesis was to explore the relationship between paternal mentalization and the level of children's social representations in play. Children's social representations was measured by an index called "complex relations" which takes into account the presence of several interacting characters in play who have clear role definitions taking into account familial and generational dynamics, showed a significant positive correlations with fathers' play-related mental state talks. However, fathers' other-related and self-related mental state talks portrayed no significant correlation with children's "complex relationships" in play.

As the only significant correlation with children's complex representations was observed with fathers' mentalizations during play, but not outside the play (self and other related mental state talk), one possible explanation for the findings might be the nature of the pretend play. Thinking of the fathers' unique and challenging way of relating with their children, another reason for a significant association might be explained with the nature of father-child interactions.

According to the findings, which emphasize the significant associations during play, Leslie's (1987) assumption on the "structural isomorphism" of pretend-play and mental representations is an important concept. According to Leslie (1987), engagement in pretend play can be considered as an early signs of children's capability of understanding mental states. The "as if" manner of the pretend play holds similar qualities with the early mentalization process, where the caregiver "decouples" the projections of the infant in an exaggerated manner to "mark affects" (Leslie, 1987; Astington, 1996; Slade, 2005). As understanding others' mental state originates from the caregivers' ability to mark infant's affects, infant's other-understanding (or socialization) process might assumed to take form by caregiver's ability to engage in "as if" attitude. Once the child starts to make the differentiation between internal and external states by caregivers' "decoupling" experiences, understanding of self and other starts to take place. Similar to mentalization process, engaging and maintaining pretend play, also requires an awareness of "as if" manner. Therefore, mutual increases in children's play representations and fathers' play-related mental state talks resemble the early mentalization process, where father's play-related mental inferences and children's ability to create mental represents for play characters show positive associations.

Empirical findings also emphasize the nature of pretend play, in terms of facilitating mental state talks. In a study, which holds similar qualities to the current study, Youngblade and Dunn (1995) came up with "sophistication of play" concept, which resembles the "complex relationship" factor in CPTI and examined it's correlation with children's use of feeling state talks (e.g. "happy", "sad") and social understanding. A sophisticated play includes higher number of role-play, role enactment (e.g. talking like a play character) and diversity of unique play themes. As a result, children who portrayed higher number of conversations about own mental states, found to engage more in pretend play with more diverse play themes (Dunn and Youngblade, 1995). Inline with the previous assumption, findings also portrayed a mutual increase of pretend-play and social understanding. Dunn and Youngblade (1995) displayed that children who were better at false-belief and affective understanding tasks tend to show engagement in more frequent pretend-play. Similarly to the current findings, Dunn and Youngblade (1995) displayed a significant positive association between children's role enactment (acting like a pretense character) and false-belief task, which also rated for giving explanation for the characters' perceptions.

Theories and findings on fathers' unique way of relating to the child, also holds an important place in describing the significant increase in

children's display of complex relationships in relation to fathers' mental state talks. Most simply, whereas mothers' have said to focus on nurturing and attending child's needs, fathers mostly focus on limit setting and reality testing (Davids, 2002). At this point fathers' function as "reality testing" can be considered as an important assumption to bridge the fathers' mentalizations and children's social representations in play. "Complex relationships" factor of CPTI coding system can be seen as a sign of child's ability to create, maintain and represent relationships through play characters. The finding suggests that the more the father refers to the play characters mental states, the more the child creates representations in play. Fathers' facilitation in creating and maintaining play representations might be described through theories emphasizing fathers' role as introducing child to the external world. At this point, Abelin's (1975) "early triangulation" work, in which fathers' are described as "representation of a stable island of external reality" (as cited in Jones, 2005), Mahler's separation-individuation process and Paquette's (2004) "activation relationship theory" holds important place in describing findings. According to Abelin (1975) in "early triangulation" the infant starts to form "mental images" of others and self, by observing the dyadic relationship between parents (as cited in Jones, 2005). Similar to the finding where fathers' mentalizations are found to be associated with children's representations, Abelin (1975) states that child's

shift from sensorimotor to symbolic thought occurs through father's presence in child-mother relationship (as cited in Jones, 2005). Similarly, fathers also said to introduce the external reality to the infant by stepping in the enmeshed mother-baby relationship and facilitating what Mahler describes as separation-individuation process (as cited in Jones, 2005). In both of the theories, fathers' presence as a third creates a more complex relationship experience for the child and this might lead child to engage in more "complex relationships" during play.

In line with the findings of this study, in most of the empirical studies fathers' plays interactions with their child were found to facilitate social relatedness and competence (Parke & O'Neil, 1997; MacDonald & Parke, 1984; Paquette, 2004; MacDonald, 1987). Parke and Sawin (1980) also studied the fathering and mothering behaviors. As a result, consistent with the study findings, they also emphasized father's engagement in social stimulation and tendency to act as a playmate (as cited in Applegate, 1987). Father's engagements during play also yield similar results to the findings of the current study. Children who were understimulated by their fathers during play found to experience less confidence and more neglect by their peers (as cited in Dumont and Paquette, 2013, p.432). In another study, father's influence on child's social development was described by the positive association between father's unique play style (goal oriented and

directive) and child's exploration of toys (Kazura, 2000). Most of the studies exploring the influence of fathers' RF and were done with adolescents and therefore, no clear empirical findings, yet, were provided for the association between fathers' RF and children's behaviors. Apart from the lack of studies investigating the relation between fathers' and children's RF, another gap in the literature is the investigation of the same relationships in the play context through mental state language. However, consistent with the study findings, the increase in fathers RF (assessed by Parent Developmental Interview), found to be related with higher levels of social competence in adolescents (Benbassat and Priel, 2012). Therefore current study holds an important place by portraying the association between fathers' mentalization levels and the social representational aspects of children's play behaviors.

Unlike the rest of the associations, increase in father's mental state talks for other (in this case, child) and self has not found to be associated with an increase in child's social representations. As mentioned previously, this might be explained by the difference between being inside or outside of pretend play. As mentioned previously, in the regression analysis fathers' play-related mentalizations found to predict children's complex representations. Depending on this finding, it might be assumed that the more fathers refer to the pretend character's mental state, the more play

representations the child creates. As pretend play mostly includes *fantasy* (use of pretense) play, together with fathers' play-character related mentalizations, portrayal of new characters/representations become more probable. However, outside pretend play, children mostly engage in *game play, manipulation* of objects or *construction/destruction* and portray self-related mental state talks, which might be a reason for a lack of significant relation with portrayal of complex representations.

The lack of significant correlation between fathers' other-related and children's "complex relationship", might be described with the certain qualities of father play that were mentioned in the researches. Studies exploring the parental speech in play portrayed father's controlling dialogues including direct suggestions and questions (McLaughin et al., 1980) and tendency to teach in play, structure and guide the play (John et al., 2013). Even though father play mostly encourage child in social development, increase in other and self-related mental state talks might be experienced by the child as a low level of intrusion into his/her mental world (Tamis- LeMonda et al., 2004). As a result, it might follow a decrease in the creation of social representations due to the inhibition in children's autonomy in terms of verbalizing and asking questions (Cabrera et al., 2007, p.213). An example to the given situation might be the following dialogue

in which the father asks about the magnets at the end of the arrow for the darts:

> Father: Do you *remember (other-related MST)* what were those at the end?
> Child: What?
> Father: How do they hold each other? What is the thing in between that holds?
> Child: These are…
> Father: Your mama have told you, do you *remember (other-related MST)*?
> Child: They look like something sticky

In another example, father uses other-related mental state talks with the motivation of controlling and teaching:

> Father: *Look (other-related MST),* take this, *look, look*
> Child: Ohh my favorite
> Father: Which snake was this?
> Child: Anaconda
> Father: This? *Look* carefully. Is this an anaconda?
> Child: Yes
> Father: You did not *look* properly
> Child: I *looked* properly…
> Father: You did not *look* properly
> Child: I *looked*, what is it?

Fathers' intrusive other-related mentalizations in the given example, is similar to what Asen and Fonagy (2012) describes as one of the subgroups of pseudo-mentalization that is the "intrusive mentalization". Individual who engages in this form of mentalizing is described as having a belief that he/she knows everything about what other person is thinking and therefore does not respects the fact that the "other" has a separate mind (Midgley and Vrouva (Eds.), 2013). Asen and Fonagy (2012) mentions that the families engaging in intrusive mentalization would be unsuccessful in understanding another person's "reality", become disconnected by causing a confusion that would also inhibit other mentalization attempts.

Apart from the characteristic of father-child play, fathers' intrusive references might also be described by the characteristics of the sample. As the sample includes children in clinical range, fathers' who engages in intrusiveness interactions might be observed more frequently. Supporting this assumption, intrusive mentalization is also described as having roots in a developmentally earlier phase of caregiver-child relationship (Dianconu, 2014), due to parent's failure to differentiate between his/her own mind and that of the child. Therefore, fathers' intrusive other-related references might be described through it's association with child behavior or psychological problems.

Similar to the assumptions, Egeland (1985) found a positive correlation between parental intrusiveness and child behavior problems (as cited in Ispa et al., 2004). In line with the current study, mothers with anxious and oppositional children have been found to portray more intrusion when compared with the mothers of the non-clinical sample (Hudson and Rapee, 2001). In another study, paternal intrusive interactions were found to predict hyperactivity and impulsivity in children (Keown, 2012). Similarly, parental intrusiveness and low responsiveness have been found to be related with peer victimization in children (Ladd and Ladd, 1998). An important finding that might be related with the children "complex relationships" in play was the significant correlation between parental intrusiveness and separation anxiety in children with anxiety disorder (Wood, 2006). According to the findings, the over involvement or intrusion of parents might be related with children's inability or anxiety towards forming autonomous social relations. Depending on the given examples, the lack of significant correlations between fathers' other-related mentalization and infants "complex relationships" in play, might be related with the intrusive interaction patterns of the fathers of clinical children.

There will be a positive correlation between father and child's mentalization level during father-child play.

In this hypothesis, increase in fathers' mental state talks was expected to be related with an increase in child's mental state talks. As a result, positive associations were found between fathers' other-related and children's self-related mental state talks. Another important finding was the positive association between fathers' self-related and children's other-related mental state talks. The increase in father's mental stat talks regarding the children, found to be associated with an increase in children's mentalizations about own self. Similarly, the increase in children's mental stat talks regarding the father, also found to be related with an increase in fathers' mentalizations about own self.

The mutual increase in *play-related* mental state talks can be described through the theoretical assumptions on the context of pretend play. Similar to the "marking of affects" and "decoupling" the reality processes that takes place during the early caregiver-baby relations and constitute the development of reflective functioning capacity, pretend play holds the similar qualities that are decoupling the reality with an exaggerated "as if" manner (Leslie, 1987; Astington, 1996; Slade, 2005). This resemblance between the basis of reflective functioning and pretend play might be the reason for the mutual increase play-related mental state

talks of father and child. Father-child pretend play context can be considered as the interactional synchrony that Lundy (2002) emphasize for the infant-father attachment security (as cited in Lundy, 2003). As mentioned earlier, Leslie (1987) highlights the "structural isomorphism" of pretend-play and mental representations by proposing a single cognitive mechanism that underlies these abilities.

Inline with the findings, high rates of pretend play was found to be associated with an increased number of mental states words in infants (Hughes and Dunn, 1997; Youngblade and Dunn, 1995). Hughes and Dunn (1997) also found that pretend-play context facilitated mental state talks by being a social play and requiring more attention to the others' mind. Similarly, Fonagy and colleagues (2002) also emphasized the facilitative effect of joint pretend play on understanding mental states (Fonagy et al., p.47). The features of pretend play, that are, requiring joint attention and being a social activity, portrayed as important elements in mentalization development. Jenkins et al. (2003) also found a positive association between paternal mind-mindedness and children's later mental-state talk development (as cited in Tharner et al., 2016).

The significant positive association between fathers' self-related and children's other-related mental state talks can be explained through several assumptions. As a result of the regression analysis, fathers' self-related

mental state talks have shown to predict children's other-related mentalizations, in a trend level. According to the model, fathers' references to their own mental states were more likely to predict children's mental references to the father. One explanation might be related with the context of play, in which joint collaboration takes place. According to Bretherton (1991a) and Stern (1985), infant's awareness and understanding of goal-oriented mental states after the 9 month, can be explained with the developments taking place in infants' abilities that are: joint-attention, pointing and social referencing (as cited in Fonagy et al., 2002, p.184). Tomasello (1999) also highlights that the development of other understanding and joint-attention skills as emerging around the same time in infants' life (as cited in Fonagy et al., 2002, p.220). Based on this assumption, fathers' mental state talks about themselves during play might facilitate and invite children's focus on fathers' mental states via the joint attention occurring in play. As one of the most frequent play category have been found to be *game play,* dyadic interactions and joint attention might be an aspect which functions to increase children's reference to fathers' mental states, following fathers' own mental references.

An example of the given situation in which fathers' self-related mentalization have functions to facilitate children's other-related mental references might be the following dialogue during "Guess Who?" game play:

> Father: When you were asking whether it was a girl or a boy, I *thought (self-related MST)* you were deceiving me. It was because of that, I did not insist on asking. Did you understand?
> Child: I was actually telling it for you to *guess (other-related MST)*
> Father: But I couldn't *know (self-related MST)* whether you were telling me the truth.

Another reason for the fathers' references to own self to predict children's mental references to others might be described through development of children's perspective taking abilities. Thinking of Davidson (1983) and Wittgenstein's (1953, 1969) assumptions on the interrelation between self-understanding and understanding others (as cited in Fonagy et al., 1991, p.203) fathers' self-related mental state talks might be considered as opening a path for understanding the other, which in this case represented by children's other-related mental state talks. Simply, as the caregivers function as a model for RF development, the increase in fathers' self-related mentalization also predict an increase the children's understanding and use of mental states of the father. When explaining the same phenomena, Vygotsky's (1967) "scaffolding" theory would be an important element.

During play, especially in pretend play, a play-mate (in this case the father) can be seen as offering a scaffolding environment where the child also feels motivated to display reflective abilities (as cited in Fonagy et al., 2002). Lillard (1993) also supports this fact by describing the play environment as providing a "zone of proximal development" for child to acquire other understanding skills (as cited in Fonagy et al., 2002). In this case, father unique way of interacting with the child and the self-related mental references portrayed during play, would provide a less ambiguous and secure environment.

As the number of studies investigating the mentalization through the use of mental state words is very small, and no study yet examined the associations with the paternal mental state words, providing empirical findings for the given results would be an issue. However, in a study done by Denhan and colleagues (1994), mothers' explanations of own emotions to their infants, found to be related with development of children's emotion understanding capacity in the following 15 months (as cited in Fonagy et al., 2002). Studies examining the mental state words mostly focused on the use of mentalizations during pretend or unstructured play (Youngblade and Dunn, 1995; Hughes and Dunn, 1997; Dunn et al., 1996; Shatz et al., 1983). Hughes and Dunn (1997) focused on the referral to other's mental state talks during pretense and non-pretense and coded the children's use of mental

state talks in terms of it's genuineness, conversational use, other-references and the use for directing interactions. As a result, it was observed that the children's referral to other's mental state world increased during pretend play when compared with non-pretense (Hughes and Dunn, 1997). Flavell (1974) states that, as the child use the "as if" play and changes the reality, he/she feels the need for explaining the things (as cited in Hughes and Dunn, 1997). Similarly, Dunn and colleagues (1996) investigated the differences between the children's mental state word use with friends, mothers and siblings with mental state coding system that includes the codes for functional meanings and referrals (self/other). As a result, other-related mental state references found to increase in play with sibling and friends that were characterized as more cooperative (Dun et al., 1996). In the given studies, playfulness and being in a joint play found to facilitate children's referral to other's mental state. A similar dynamic might take place in the father-child plays in the current study.

Another significant positive correlation was between children's self-related and fathers' other-related mental state talks. As a result of the regression analysis, variables have been found to significantly predict each other, or in other words, two-way relation was observed. The two-way model might be described through early mentalization development. Reflective functioning capacity starts off with caregivers capacity to

differentiate his/her own emotions from that of baby's via "marked affect mirroring" (Gergely, 1995a, 1995b, 2000) and providing baby with the basis to make a distinction between her own and other's emotions (as cited in Fonagy et al., 2002, p. 177). At this point referring to the child's mental states would be the first step for the "marked affects". Following the caregiver's "marking of affects" the second step is what Bion (1962a) describes as the caregivers' containment of the negative projections of the baby (as cited in Fonagy et al., 2002, p. 191). In this case, caregivers should be aware of other-related mental states and re-present them to the baby for he/she to think about own thoughts (Fonagy et al., 2002, p.191) in a similar manner to other-related mentalizations of the father in the current study. This association might be considered as a demonstration of what by Gergely and Watson (1996, 1999) conceptualize as "social biofeedback model" (as cited in Fonagy et al., 2002, p.160). According to this model, caregiver representations of baby's emotional states function as a "teaching" process, in which the baby gets sensitized to his/her own internal cues (Fonagy et al., 2002, p.161). Overall, similar to the two-way associations observed in the findings, as the child refers to his/her own mental states, caregiver attends, "marks" and reflects to the child, and as a results, self-related mental references increase.

Apart from the resemblance to the early mentalization development, fathers' focus on children's mental states might also be in an intrusive manner. Similar to this finding, Fiese (1990) and Howes (1992) also mentioned that even though mother's attendance to the child's play might facilitate the play, some of their actions such as asking questions or coming up with a new activity might also function as disrupting the play (as cited in Youngblade and Dunn, 1995). In the following example, father's reference to child's mental state observed to be motivated by directing child's attention, through asking questions, rather than facilitating a mind-mindedness environment:

> Father: Yes, your crayons. You *want (other-related MST)* to color with which? Thick or thin ones? With which you *want (other-related MST*) to color?
> Child: This one
> Father: Okay you *want (other-related MST)* to color with pencils. Shall we separate those colors that you *want (other-related MST)*? Separate them, if you *want (other-related MST*)
> Child: Pencil is required

In another example father tries to direct child's attention from the aggressive pretend play, through the use of other-related perceptual references:

> Father: You can shoot here. A. I am going to tell you something, would you *look (other-related MST)* at me? Would you *look (other-related MST)* at me? Would you *look (other-related MST)*

at me? Oo *look (other-related MST)*, the scoop is like this…we will repair it once again.
Child: Repairing?
Father: Yes repairing, give that to me. *Look (other-related MST)*, I am going to tell you something…Hmm if the cars that you are shooting blow up, there wont be any other car left, then you will play with what?

When looked at the overall relation between fathers other-related and children's self-related mental state talks, a positive relation is observed regardless of the given intrusive mental references of fathers. This increase might be related with the characteristics of sample, in which the children with total behavior symptoms at clinical level are present. The fathers' other-references, regardless of the quality, might be perceived as fathers' interest or attention for the children's play.

On the other side of the relation, children's self-related mental state talks have also found to predict fathers' other-related mentalizations. As the children talks about their mental state, fathers are found to refer more to the child's mental state. This two-way relation might be explained through the father-child play characteristics of the current study. Children and fathers mostly played *exploration* (exploring objects) and whereas children's most frequent self-related mental state word was *"to find",* fathers mostly refer to children's mental states through the word *"to look"*. When the transcribed sessions were explored, the given relationship was found to portray a

collaborative exploration where both the father and child refer to the mental states during joint conversations. The given examples demonstrates the relation between children's self and fathers' other-related mental state talks through *exploration* of toys:

> Father: This is similar to the other, okay, to the train.
> Did you *see (other-related MST)*? Hah.
> Child: Aaa *look (other-related MST)*, I *found (self-related MST)* something
> Father: Yes…It belongs to others, *look (other-related MST)*
> ……
> Father: Did you *see (other-related MST)*, *look (other-related MST)*,
> there it is. *Look (other-related MST)*, it won't get off
> Therapist: We did it very nice…
> Father: This is the ramp. Oh that wont gets off. It has something underneath right, because it's not smooth. You *see (other-related MST)*?
> Child: Wait, I *something pop up on my mind (self-related MST)*
> Father: What is it? No that not, that will be turning. *Look (other-related MST)*, the road is here
>
> _____
>
> Father: let me *see (self-related MST)* ? Hmm
> Child: But I think I couldn't *find (self-related MST)* it. *Look (other-related MST)*, I think I might have *found (self-related MST)* a car here.
> Father: Hmm
> ….

Child: Dad, it's broken but there are others.
Father: Hmm let me *see (self-related MST)*, let me *see (self-related MST)* if I can do it
….
Child: I think, its when you do it like this…I *found (self-related MST)* a house here
Father: Hmm, that's not very strong. Yes it isn't…Heh is it stronger?
Child: That's not a house!

Depending on the given examples, the developmental path and the components of mentalization would be once again emphasized in describing the results. According to theoreticians (Bretherton, 1991a; Stern (1985); Tomasello, 1999) the first signs of the development of understanding others mind or social referencing ability, stated to occur around the same time with the occurrence of joint attention (as cited in Fonagy et al., 2002).

Similarly, Shatz and colleagues focused on the developmental path of mental state talk and empirically investigated the development. As a result, they mentioned that the early use of mental state words are characterized by the use of words for the conversational functions (Shatz et al., 1983). The conversational terms are described as having no intention to refer to either the listener or the speaker's mind (Shatz et al., 1983). Only with the development of the mental state talks, child would shift to the use of more genuine mental references (Shatz et al., 1983). A similar

phenomena described by Bateman and Fonagy (2004) as an "implicit/automatic mentalizing" where the individual uses mental references without clear intention to make reflections (as cited in Choi-Kain and Gunderson, 2008). According to Allen (2006) an example for the implicit mentalizing can be conversational turn-taking interactions (as cited in Choi-Kain and Gunderson, 2008). The underlying mechanisms of the current father-child interactions partly resemble the some features of "conversational" or "implicit" mentalizations that constitute the basis of mentalization development. The father-child interactions in the current sample mostly underlined by joint attention including automatic interactions rather than occurring with clear reflective purposes. The given situation might be described by the characteristics of the sample. As the sample includes children with total CBCL score at clinical level, the use of mental state talks in a simpler form might be related with their current psychological development. Supporting this assumption, Allen and Fonagy (2006) mentions that the aim of the therapy mostly focus on moving the patient from implicit mentalizing to more explicit, conscious and reflective form of mentalizing. As the participants have also referred to the counseling center in the search of psychological counseling, children's use of simpler forms of mentalizations are not surprising.

Another aspect, which once again highlights the characteristics of the clinical sample, is the children's use of action-based words. As observed in the descriptive statistics, children's most frequently used self-related mental state word is an action-based word (*to find),* which is considered as representing an earlier developmental level. Apart to the use of action-based words, father-child interactions in the current sample can also be characterized by action-based interactions. For example, as the most frequent play category has observed to be *exploration,* father-child interactions included looking, searching or finding and mental state words referring to these instances.

Piaget (1947) describes the development of thought process as starting off with the "action" type of thinking with a sensory-motor schema to store actions (as cited in Busch, 2013). With the development of the cognitive abilities, these actions are believed to be internalized and become representations (as cited in Busch, 2013). Loewald (1971) also mentioned that the more the individual reaches to the unconscious, the higher level of "language of action" would be observed (as cited in Busch, 2013, p.38). Overall theoreticians (Busch, 1989; Loewald 1971, Piaget, 1947, as cited in Busch, 2013) emphasized the relation between early verbal development and the action-based terms. The frequent use of action-based words also emphasizes the manifestations of the sample characteristics. Similar to aim

of shifting to a more explicit and conscious mentalization, according to Stern (1985), the shift from action-based thinking to a symbolic one also has its root in self-recognition, or in other words consciousness of own mental states.

Even though the empirical studies on mental state talks has not yet focused on the difference between clinical and nonclinical samples, findings portray differences in clinical children's mentalizations. According to Dodge (1993), aggressive children tend to selectively focus on hostile cues in others who portray unclear behaviors (as cited in Sharp et al., 2007). Similarly, children with externalizing problems have also found to portray distorted mentalization where reference about self are seen all positive, or unrealistic (Sharp et al., 2007). Mentalization in childhood trauma has also been studied and Fonagy and Target (1997) mentioned that those who have been exposed to trauma face difficulty in combining pretend and psychic equivalence mode, which provides a base for mentalization.

It's worth mentioning the absence of significant association between father and children's other-related, and self-related mental state talks. Analysis which compared the clinical and non-clinical group portrayed significant different in the self and other-related mental state talks. It was observed that the use of both self and other-related mental state talks were higher for children with total behavior score at non-clinical level. However,

as the sample is almost divided in half (19 to 20) in terms of being at clinical and non-clinical level, the possible associations might also decrease. Similarly, no association was observed between fathers and children's play-related variables and the rest of the variables (self and other-related). This is also in accordance with the measurement structure where play-related mental states are considered as taking place during pretend play and the others as in interactions outside the pretend play. The mutual increase in pretend play, might also be characterized as social pretense, which also seen as a zone of proximal development (Vygotsky, 1965) displayed by the playmate, or in this the father (as cited in Youngblade and Dunn, 1995). Therefore, thinking of the significant associations found with fathers' play-related mentalizations and children's complex representations in play, the mutual increase in play-related mentalizations but not with others outside pretend-play, might be related with Dunn and Dales's (1984) supposition where the play partner facilitates the sophistication of the pretend play (as cited in Youngblade and Dunn, 1995). In other words, as the measurements were done during the play context, differential correlations observed within the same clusters (pretend-play or outside pretend play), actually portrays a collaborative play rather than a misattunement where child engages in pretend-play and father stays outside or vice versa.

Apart from the clinical characteristics, the cultural structures should

not be disregarded. As the Turkish culture is characterized as being collectivistic, certain interactions within the current sample might be related with this structure. For example, Kağıtçıbaşı (1970) compared Turkish and American adolescents in their perceptions of parental warmth and control, and found that even though Turkish adolescents reported having more parental control, no difference in perceived parental warmth was observed (as cited in, Kağıtçıbaşı, 2005). This showed that the parental control was not totally perceived as a negative or intrusive interaction. As mentioned previously, even though fathers in the current sample have found to engage in "intrusive mentalizations", their mentalization levels portrayed positive correlation with that of children. This might be related with the "perceived parental warmth" that was found to be related with parental control according to Kağıtçıbaşı (2005). Similarly, as mentioned previously, both father and children have found to use the word "*look*" when referring to the other's mental state. By using the word "*look*" for referring to the others' mental state, fathers and children might be aiming at inviting each other into the joint attention relation. The invitation of the other into the joint attention relationship through the frequent use of the word "*look*" might also be related with the collectivist culture, in which the relatedness and group constitutes the source of value (Janzx, 1991; as cited in Kağıtçıbaşı, 1997).

There will be a significant positive correlation between fathers' self-reported attachment security and their mentalization level during father-child play.

The correlations between paternal self-reported attachment security and paternal mentalization levels were analyzed. As a result of the analysis, no significant correlations were found between paternal attachment anxiety, avoidance and mentalization levels.

Unlike the findings, the expected association were supported both in theoretical and empirical literature. For example, Fonagy and colleagues (1991), and Slade and colleagues (2005), put forward the importance of paternal reflective functioning for the construction of infants' early attachment relations (as cited in Benbassat and Priel, 2015). Following this assumption, Sharp and Fonagy also describe a model, in which, two-way association between attachment security and reflective functioning occurs and in turn influences the child mentalizations (Sharp and Fonagy, 2008). In terms of the empirical literature, in The London Parent-Child Project (Fonagy, Steele & Steele) that was done to investigate the attachment-based intergenerational patterns, parents who were high in RF were more likely to portray AAI results categorized as secure/autonomous and those who were

low in RF tend to be categorized as insecure in terms of attachment relations (as cited in Slade, 2005, p.275).

There might be several reasons for findings to yield results that were inconsistent with the theoretical assumptions and empirical findings. One possible reason might be the play context in which the fathers' mentalizations were assessed.

Even though, reflective functioning capacity and mentalization capacities were used interchangeably, the current study followed a different coding system to assess paternal mentalizations. The structure of the CS-MST requires the measurement of mentalizaiton capacity through the mental state word used during play. As the studies mostly measured parental RF capacity by coding through Parent Developmental Interview, Adult Attachment Interview or Child Attachment Interview (Slade et al., 2005; Esbjorn et al., 2013; Bouchard et al., 2008; Fonagy et al., 2016) a differences in findings with the current study might be assumed to originate from the context. As the CS-MST focuses only on father's use of mental state words especially in non-structured play, the information that would be collected from a structured interview with goal-directed questions would be assumed to yield different results. However, as no study yet explored the association between fathers' mental state talks and attachment styles, there is a lack of data to observe the proposed difference between measurement styles.

Another similar reason might be again related with the use of measurement tool, which in this case is the use of self-reported attachment measures. The empirical findings for the attachment styles were done using AAI, which provides more reliable attachment results when compared with ECR-R self-report. Roisman and colleagues (2007) explored the association between AAI security-insecurity and self-reported attachment measures and found r .09 (range .02-.17), which was a small effect size (Roisman et al., 2007, p.682). Bennet and colleagues (2006) mention that self-reported measures could contain possible response bias. Even though the mentalizaiton level for fathers' were scored using a coding system, attachment security was only controlled with the take-home self-reports filled by fathers. Therefore, as Bennet and colleagues (2006) mentions, fathers' might experience reporting bias due to social desirability (as cited in Stover & Kiselica, 2014).

Even though parental RF and attachment security found to be positively associated, researches mostly portray the combined RF scores of both parents, rather than individual scores. The differential RF scores of fathers and mothers are portrayed in several studies. In these studies, researchers mostly mention the higher RF scores for women/mothers when compared with men/fathers (Bouchard et al., 2008; Esbjorn et al., 2013, p.401). Similarly, Fonagy and colleagues (1991) and Jesse (2013) also

portrayed higher RF scores for mothers (as cited in Jesse, 2013). Supporting these findings, Benbassat and Priel (2015) also mentioned the dominance of mother's RF in empirical literature on parental RF (Benbassat and Priel, 2015, p. 11). Therefore, tentative findings on paternal RF (Benbassat and Priel, 2015) and the lack of significant findings between paternal RF and attachment security might be related with the difference between paternal and maternal RF scores. In line with this assumption, in a study that explores the paternal RF only, no correlations between paternal RF and self-reported attachment anxiety and avoidance was found (Stover and Kiselca, 2014, p.457). However, paternal RF found to be a significant variable for marital relationships. According to a model by Target and Fonagy (1996) RF assume be associated with interpersonal relationships, by increasing the depth and meaning (as cited in Benbassat and Priel, 2015).

There will be a positive correlation between father's mentalization level in father-child play and child's emotion regulation in play.

In this hypothesis, association between father's mentalization levels and child's emotion regulations was explored and unlike what was expected, no significant correlations were found.

As the measurement of children's emotion regulation was done through play behaviors, the emphasis should once again put on the context

of father-child play. Fathers' play mostly characterized as being more active, exciting and challenging (Paquette, 2004). Therefore, the reason for the given results might be explained through the fathers' unique way of stimulating the child. As mentioned previously as the "activation theory", Paquette (2004) suggests that fathers promote children's socio-emotional development through stimulating the child to take a step into the external world while at the same time providing the sense of security with setting limits (as cited in Dumont and Paquette, 2013). According to Carson and colleagues (1993), "activation" can be described as the activation of the emotional arousal by the experiences fathers stimulate (as cited in Paquette, 2004). Even though father-child activation relationships have assumed to support children's affect regulation, the relation might be assumed to work in an indirect manner. Labrell (1996, 1997) also puts forward this relation by mentioning fathers' way of teasing the child in physical play, to destabilize, challenge and provide a space to learn to manage unexpected circumstances (as cited in Paquette, 2004, p. 199). Theoreticians mostly emphasized the destabilizing or disregulating nature of the father-child play. Similarly, Paquette and colleagues (2003) describes the same process by the father's destabilizing the play, through creating opportunities in which child is faced with situation in which stress coping is required (as cited in Hagman, 2014, p. 21). Herzog (1992) described this destabilizing aspect of

father-child interaction as a "disruptive harmony" (as cited in Paquette, 2004). The same phenomena can be observed in the given section, where father and child play darts and the winner gets to sleep with the mother:

> Father: But *look (other-related MST),* I always win
> Child: Okay, I wont even *cheat* dad. You can throw this and this, only two left
> Father: I cannot get points cause I throw from above. Did you *see*? Okay, I will throw from here. You *know* in what job I am working right?
> Child: You couldn't do it. Now, if I cannot win…
> Father: One by one. You quickly learned the tricks from your dad. Oh *look*, I wish I didn't *teach* you. There isn't a single one that you missed. Congratulations.

In the given example, fathers' mental state talks were used to challenge and excite the child to compete and put effort to win. In another example, where the father and child explores the objects in the room, fathers mental state talks used to encourage child to think of different uses of the object:

> Child : *Look (other-related MST)* at this!
> Father: That looks like?
> Child: I am going to try whether it sticks
> Father: *Try* it then
> Child: No it doesn't
> Father: Hmm…then?
> Child: *Look*, it works if you put it like this

> Father: Ohh, then you are telling me that it could also be used in that way? Okay then, what would you have done it if it were to stick?
> Child: I don't know but normally I have to think whether it does that now
> Father: Okay then, how would you do it, if that sticks?
> Child: Look, it won't work
> Father: It doesn't? Okay that did not work with that. Where else can we use it?

Empirical findings on the association between fathers and children's affect-regulation also portray mixed findings. For example, pre-birth RF of the fathers was found to be related with infants' emotional and behavioral problems and self-esteem (Steele & Steele, 2008). Similarly, even though fathers' play mostly characterized by facilitating the social competence, it's also described as having higher rate of excitement, arousal, and the playful exchanges, contributing to the emotion regulation and emotional display development (Lamb, 2004, p. 313). According to Ekas (2011) and Parke (1994) mother-child dyadic relationship seem to be the actual context for the development of emotion-regulation (as cited in Hagman, 2014, p.59). Similarly, no significant associations were found between paternal emotion amplification (exaggeration to enhance the emotion) and child's emotion regulation in 24 months (Hagman, 2014). In another study, Briola and colleagues (2012) explored the association between parents' and children's

emotion-regulation strategies. As a result, no significant associations between children's and fathers' emotion-regulation strategies were found (as cited in Hagman, 2014, p.20). In the same study, mother's emotion suppression was positively associated with child's emotion suppression (as cited in Hagman, 2014, p.20). Based on these findings, children's learning and modeling of emotion regulation was found to be related with mothers but not with fathers (as cited in Hagman, 2014, p.20).

Another possible reason for the lack of correlation between fathers' mentalizations and children's emotion-regulation would be explained through the clinical characteristics of the sample. A specific element of mentalization, that is the "mentalized affectivity" would be an important theory to describe the current findings (Jurist, 2005). It is simply a more complex and sophisticated form of affect regulation, which develops through the adulthood (Fonagy, et al., 2002 as cited in Jurist, 2005) by identifying, processing and also expressing the affects in either complex or basic ways (Jurist, 2005). During this sophisticated process, the cognition is not replaced or bypassed by affective states but rather function hand in hand, as the individuals work on affective states through the past experiences and the mediations of the representational world (Jurist, 2005). As the children's self-understanding, representational functioning and affect regulation occurs through caregiver's ability of "marked externalizations",

father's affective development provides a space for further interpretation of the current situation. When looked at the descriptive statistics, the overall uses of *emotion-based* mental state words are significantly lower amongst all mental state talk clusters. The observed rareness of the emotion-based words might be related with fathers "mentalized affectivity" ability, which in turn contributes to the children's inhibition of emotion-based word use. Unlike what is expected in "affective mentalization" process, the significant difference between the use of emotion and cognitive-based words might be interpreted as a disconnection between cognitive and affective components. Supporting this notion, both fathers and children have been found to refer to their own mental states through *cognitive-based* mental state words, in a way bypassing the emotional components. Similarly, for both fathers and children, play-related and other-related mentalizations are portrayed through *perception-based* and *action-based* words, respectively. The rareness of emotion-based words in father's mentalizations might also be described by what Jurist (2005) describes as a "basic" form of mentalized affectivity in which the affects are not "communicated by language" but rather expressed outwardly. Jurist (2005) describes the ability to verbally communicate the affective states as a more complex form of "mentalized affectivity". Similar to the children's use of action-based words and father's use of intrusive mentalizations, the lack of emotion-based words is once again related with a

developmentally earlier form of affective process. Overall, the lack of relation between fathers' mentalizations and children's affect-regulation would be the manifestation of father's affect expression abilities that provides a base for the clinical problems of the children.

4.2 Implications for the Role of Mentalizations in Psychotherapy Setting

Depending on the findings related with the clinical features of the sample, the role of mentalization process is recommended to be taken in consideration both at the beginning (family assessment process) and also throughout the therapy process. The type of mentalizations used by the child can be a useful tool for the therapists for understanding children's object relations and socio-emotional development. Similarly, interpreting the parent-child relationship through the lenses of mentalization would yield essential information about the family interactions and the environment that the child has been raised in. As a result, mentalization styles would provide precious information on children's relationship patterns, self-regulation, self-development, perspective taking abilities and father's capacity to provide a space for children's autonomy and self-development.

4.3 Limitations and Directions for Future Research

This study has number of limitations. Firstly, the sample size was an important issue, which affected the overall analysis. The same issue also effects the variance of the variables, causing the exclusion of certain variables from further analysis. Secondly, as majority of the participants have reported being married, the effects and the relationship qualities of single fathers couldn't be observed. Future studies of single father-child relations are needed. Another important detail was the characteristic of the sample. As the study was done with participants who referred to the Bilgi University Psychological Counseling Department, the existence of participants with total behavior score at clinical level were present. After analyzing the data for the possible differences, self and other-related mental state talks found to decrease in the clinical level participants. However, due to the small sample size, differential correlations for clinical and non-clinical group couldn't be done. Further studies exploring the relationship between non-clinical samples for each of the given hypothesis are also needed. According to the findings of the study, a need for a more detailed framework for fathers has been raised. Instead of the exploration of a direct relationships between paternal attachment security and mentalization, and children's affect-regulation, different variables such as number and type of paternal stimulations might yield important findings for father's

mentalization process.

Another important limitation was related with the features of The Coding System for Mental State Talks in Narratives (Bekar et al., 2014). As the coding system was developed over the storybook, The Frog Story, the adaptations for the play therapy context might lead to insufficient representation of the certain associations. The exclusion of variables due to the lack of variance might be explained with the play therapy context. Similarly, even though the coding system assesses the use of mental state talk in narratives, the accuracy of the mental state talks were not evaluated. Therefore, not all words counted under mental state talk might be accurate for father or children's mental state at the given time. This inaccuracy might lead to an increase in anxiety rather than providing a positive context. A strategy to differentiate accurate and inaccurate mental state talks is needed to achieve clear findings.

Another limitation was related with the characteristics of the Turkish culture. As the Turkish language differentiates from English with it's sentence structure and vocabulary, the coding of certain words might provide additional information on mental state talk development. However, as the coding system was based on American culture, these differences were not emphasized. Supporting the difference in vocabulary structure, Kaysılı and Acarlar (2011) showed that as the false-belief question was formed with

the word "*sanmak*" instead of "*düşünmek*" (think), Turkish children were found to portray higher performance than English children. As the "*sanmak*" means "thinking that includes a false-belief", the false-belief understanding seems to become easier for Turkish children (Kaysılı and Acarlar, 2011). Therefore, a hierarchical system for Turkish mental state words might be useful in interpreting mental state talk use.

Despite the fact that the study has been controlled for the age and gender, a more comprehensive model in which the children's executive functioning, emotion-regulation, verbal/language abilities and attachment styles are assessed is recommended. As the CS-MST measure is based on the count of mentalization based word use, children's language abilities is an important element in providing a base for a more coherent associations. Similarly, as the variables in the current study were assessed during father-child play, the children's ability to engage in play was another important aspect that would be emphasized in order to achieve a more coherent research model. Considering the association between emotion-regulation and ability to engage and maintain play, the need for an assessment of children's emotion-regulations once again highlighted. Apart from the children's assessments, a more comprehensive measurement for fathers would be achieved through the use of additional scales for attachment styles, child rearing attitudes and reflective functioning abilities.

Considering the given recommendations, children's language/verbal abilities would be assessed using TIFALDI (Turkish Expressive and Receptive Language Test) (Berument and Güven, 2010). Children's emotion-regulation and attachment styles would be collected through Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1999) and Child Attachment Interview (Target, Fonagy and Shmueli-Goetz, 2003), respectively. Children's executive functioning abilities would be assessed by Wisconsin Card Sorting Test (Heaton, et al., 1993) or Wechsler Intelligence Scale for Children–Fourth Edition (WISC–IV; Wechsler, 2003). Fathers' attachment styles would be assessed more comprehensively with Adult Attachment Interview (George, Kaplan, & Main, 1985). The reflective-functioning coding over Parent Development Interview (PDI; Aber, Slade, Berger, Bresgi, & Kaplan, 1985) would also provide information about fathers' reflective functioning capacity. Finally, child-rearing attitudes of the fathers would be collected by Child Rearing Questionnaire (CRQ; Paterson & Sanson, 1999), which also has an adaptation for Turkish sample (Yagmurlu & Sanson, 2009).

Conclusion

Results from the present study portrayed important findings for the association between father's mental state talks and children's social representations. These findings were in line with the previous empirical findings on father's influence on children's socialization (Parke & O'Neil, 1997; MacDonald & Parke, 1984; Paquette, 2004; MacDonald, 1987). Similarly, father's role as being an external reality figure and introducing the real world, also widely discussed by the theoreticians (Abelin, 1975; Paquette, 2004; Camus, 2000; Gaddini, 1976). However, no significant association between father's mentalizations and children's emotion regulation in play was observed. This inconsistent finding puts forward the unique qualities of father-child relations that requires more attention in both research and theoretical literature. As the literature on caregiver-children relationship mostly dominated by maternal influences, the current literature could not fully explain father-child relationship. This study also puts forward the need for a framework for the unique father-child mentalization relations, which was also emphasized by Paquette as the "activation relationship", in which father's way of relating to child's emotion-regulation was characterized by the providing a stimulating and protective environment where the child experience the emotional arousal with challenging tasks (Paquette, 2004). However, the rareness of emotion-based

word use by both father and children is an important element, which highlights the clinical characteristics of the sample. As both father and children's mental references about themselves were dominated by *cognitive-based* mental references, important information about the affective communication of fathers of clinical children was portrayed.

Similar to what has been proposed by the literature on the relationship between parent-child reflective functioning capacities, a mutual increase in father and children's play-related mental state talks was described through the Leslie's (1987) ideas on the 'structural isomorphism', that proposes single cognitive mechanism accounting for both mental representations and pretend play.

The associations between fathers' self and children's other-related mental state talks were supported through the joint attention and the scaffolding environment and the mind-mindedness (Meins & Fernyhough, 1999) that father provide. On the other hand, the two-way relation between children's self and fathers' other-related mentalizations in the current study has found to be characterized by occurring in a joint attention with a simpler form of mentalizations. The children's action-based mental state words and father's use of intrusive mentalizations were also observed. As the given form of mentalizations mostly refer to the developmentally earlier levels of

mentalizations, the situation has assumed to be associated with the clinical characteristics of the sample. Another important aspect once again highlighting the difference originating from the clinical sample is the lack of emotion-based mental state word use by both children and the fathers. Related with the clinical characteristics, emotions have observed to be somewhat bypassed and dominated by cognitive mental references.

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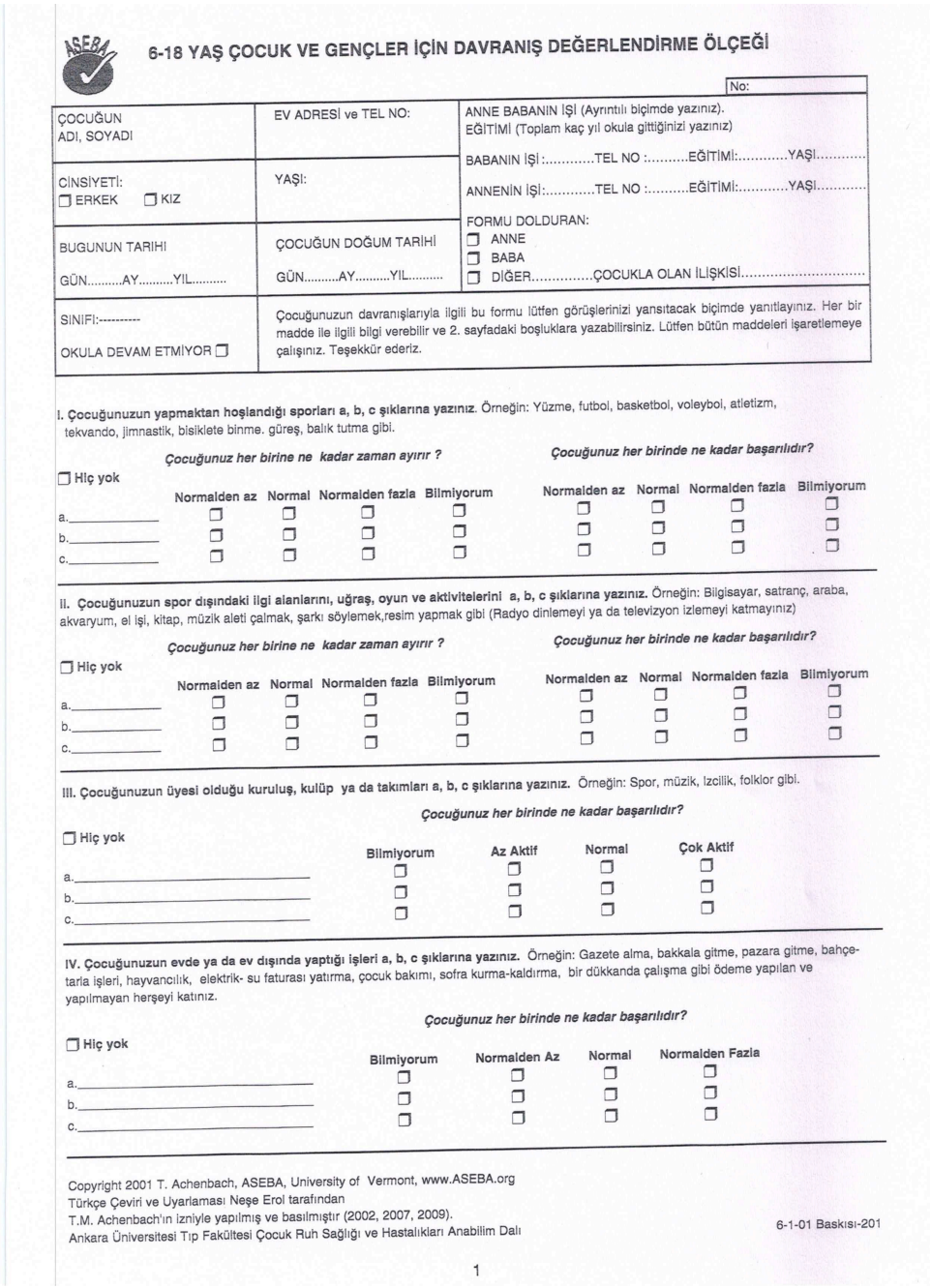
APPENDIX

Appendix A. Child Behavior Checklist (CBCL)



ASEBA

6-18 YAŞ ÇOCUK VE GENÇLER İÇİN DAVRANIŞ DEĞERLENDİRME ÖLÇEĞİ

No:

ÇOCUĞUN ADI, SOYADI	EV ADRESİ ve TEL NO:	ANNE BABANIN İŞİ (Ayrıntılı biçimde yazınız). EĞİTİMİ (Toplam kaç yıl okula gittiğinizi yazınız)
CİNSİYETİ: ❒ ERKEK ❒ KIZ	YAŞI:	BABANIN İŞİ:.....TEL NO :.....EĞİTİMİ:.....YAŞI..... ANNENİN İŞİ:.....TEL NO :.....EĞİTİMİ:.....YAŞI.....
BUGUNUN TARİHİ GÜN.....AY.....YIL.....	ÇOCUĞUN DOĞUM TARİHİ GÜN.....AY.....YIL.....	FORMU DOLDURAN: ❒ ANNE ❒ BABA ❒ DİĞER.....ÇOCUKLA OLAN İLİŞKİSİ.....
SINIFI:---------- OKULA DEVAM ETMİYOR ❒	Çocuğunuzun davranışlarıyla ilgili bu formu lütfen görüşlerinizi yansıtacak biçimde yanıtlayınız. Her bir madde ile ilgili bilgi verebilir ve 2. sayfadaki boşluklara yazabilirsiniz. Lütfen bütün maddeleri işaretlemeye çalışınız. Teşekkür ederiz.	

I. Çocuğunuzun yapmaktan hoşlandığı sporları a, b, c şıklarına yazınız. Örneğin: Yüzme, futbol, basketbol, voleybol, atletizm, tekvando, jimnastik, bisiklete binme. güreş, balık tutma gibi.

❒ Hiç yok

	Çocuğunuz her birine ne kadar zaman ayırır ?				*Çocuğunuz her birinde ne kadar başarılıdır?*			
	Normalden az	Normal	Normalden fazla	Bilmiyorum	Normalden az	Normal	Normalden fazla	Bilmiyorum
a._____	❒	❒	❒	❒	❒	❒	❒	❒
b._____	❒	❒	❒	❒	❒	❒	❒	❒
c._____	❒	❒	❒	❒	❒	❒	❒	❒

II. Çocuğunuzun spor dışındaki ilgi alanlarını, uğraş, oyun ve aktivitelerini a, b, c şıklarına yazınız. Örneğin: Bilgisayar, satranç, araba, akvaryum, el işi, kitap, müzik aleti çalmak, şarkı söylemek,resim yapmak gibi (Radyo dinlemeyi ya da televizyon izlemeyi katmayınız)

❒ Hiç yok

	Çocuğunuz her birine ne kadar zaman ayırır ?				*Çocuğunuz her birinde ne kadar başarılıdır?*			
	Normalden az	Normal	Normalden fazla	Bilmiyorum	Normalden az	Normal	Normalden fazla	Bilmiyorum
a._____	❒	❒	❒	❒	❒	❒	❒	❒
b._____	❒	❒	❒	❒	❒	❒	❒	❒
c._____	❒	❒	❒	❒	❒	❒	❒	❒

III. Çocuğunuzun üyesi olduğu kuruluş, kulüp ya da takımları a, b, c şıklarına yazınız. Örneğin: Spor, müzik, İzcilik, folklor gibi.

❒ Hiç yok

	Çocuğunuz her birinde ne kadar başarılıdır?			
	Bilmiyorum	Az Aktif	Normal	Çok Aktif
a._____	❒	❒	❒	❒
b._____	❒	❒	❒	❒
c._____	❒	❒	❒	❒

IV. Çocuğunuzun evde ya da ev dışında yaptığı işleri a, b, c şıklarına yazınız. Örneğin: Gazete alma, bakkala gitme, pazara gitme, bahçe-tarla işleri, hayvancılık, elektrik- su faturası yatırma, çocuk bakımı, sofra kurma-kaldırma, bir dükkanda çalışma gibi ödeme yapılan ve yapılmayan herşeyi katınız.

❒ Hiç yok

	Çocuğunuz her birinde ne kadar başarılıdır?			
	Bilmiyorum	Normalden Az	Normal	Normalden Fazla
a._____	❒	❒	❒	❒
b._____	❒	❒	❒	❒
c._____	❒	❒	❒	❒

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V. 1- Çocuğunuzun yaklaşık olarak kaç yakın arkadaşı vardır? (Kardeşlerini katmayınız)

Hiç yok	1	2 ya da 3	4 ya da fazla
❒	❒	❒	❒

2- Çocuğunuz okul dışı zamanlarda haftada kaç kez arkadaşlarıyla birlikte olur? (Kardeşlerini katmayınız)

1 den az	1 ya da 2	3 ya da daha fazla
❒	❒	❒

VI. Yaşıtlarıyla karşılaştırıldığında çocuğunuzun:

	Kötü	Normal Sayılır	Oldukça İyidir	Kardeşi Yoktur
a. Kardeşleriyle arası nasıldır?	❒	❒	❒	❒
b. Diğer çocuklarla arası nasıldır?	❒	❒	❒	❒
c. Size karşı davranışları nasıldır?	❒	❒	❒	❒
d. Kendi başına oyun oynaması ve iş yapması nasıldır?	❒	❒	❒	❒

VII. 1- Çocuğunuzun okul başarısı nasıldır? Çocuğunuz okula gitmiyorsa lütfen nedenini belirtiniz:_____

	Başarısız	Orta	Başarılı	Çok Başarılı
a. Türkçe / Türk Dili Edebiyatı	❒	❒	❒	❒
b. Hayat Bilgisi / Sosyal Bilgiler	❒	❒	❒	❒
c. Matematik	❒	❒	❒	❒
d. Fen Bilgisi	❒	❒	❒	❒

Diğer derslerde nasıldır? Örneğin: Yabancı dil, bilgisayar. (Beden eğitimi, resim ve müziği katmayınız)

e. _____	❒	❒	❒	❒
f. _____	❒	❒	❒	❒
g. _____	❒	❒	❒	❒

2- Çocuğunuz özel alt sınıf ya da bir özel eğitim kurumunda okuyor mu?
❒ Hayır ❒ Evet- Ne tür bir sınıf ya da okul? _____

3- Çocuğunuz hiç sınıfta kaldı mı?
❒ Hayır ❒ Evet- Kaçıncı sınıfta ve nedeni _____

4- Çocuğunuzun okulda ders ya da ders dışı sorunları oldu mu?
❒ Hayır ❒ Evet- açıklayınız _____

Bu sorunlar ne zaman başladı? _____

Sorunlar bitti mi?
❒ Hayır ❒ Evet- Ne zaman?

Çocuğunuzun herhangi bir bedensel hastalığı ya da zihinsel engeli var mıdır?

❒ Hayır ❒ Evet- açıklayınız _____

Çocuğunuzun sizi en çok üzen, kaygılandıran ve öfkelendiren özellikleri nelerdir?

Çocuğunuzun en beğendiğiniz özellikleri nelerdir?

Lütfen yan sayfaya geçiniz

Aşağıda çocuk ve gençleri tanımlayan maddelerin bir listesi bulunmaktadır. Her bir madde çocuğun **şu andaki ya da son 6 ay** içindeki durumunu belirtmektedir. Bir madde çocuk için **çok ya da sıklıkla doğru ise 2, bazen ya da biraz doğru ise 1, hiç doğru değilse 0** sayılarını yuvarlak içine alınız. Lütfen tüm maddeleri işaretlemeye çalışınız.

0: Doğru Değil (Bildiğiniz kadarıyla) **1: Bazen ya da Biraz Doğru** **2: Çok ya da Sıklıkla Doğru**

0 1 2 1. Yaşından çok daha çocuksu davranır

0 1 2 2. Anne babanın izni olmadan içki içer

0 1 2 3. Çok tartışan bir çocuktur

0 1 2 4. Başladığı etkinlikleri (oyunu, dersleri, işleri) bitiremez

0 1 2 5. Hoşlandığı ya da zevk aldığı çok az şey vardır

0 1 2 6. Kakasını tuvaletten başka yerlere yapar

0 1 2 7. Bir şeylerle övünür, başkalarına hava atar

0 1 2 8. Bir konuya odaklanamaz, dikkatini uzun süre toplayamaz

0 1 2 9. Kafasından atamadığı, onu rahatsız eden bazı düşünceleri vardır (mikrop bulaşma, simetri takıntısı, okul sorunları, bilgisayar gibi) (açıklayınız) _____

0 1 2 10. Yerinde sakince oturamaz, çok hareketli ve huzursuzdur

0 1 2 11. Gereken gayreti göstermeden, sırtını tamamen büyüklere dayayıp herşeyi onlardan bekler

0 1 2 12. Yalnızlıktan şikayet eder

0 1 2 13. Kafası karışık, zihni bulanıktır

0 1 2 14. Çok ağlar

0 1 2 15. Hayvanlara eziyet eder

0 1 2 16. Başkalarına eziyet eder, kötü davranır, kabadayılık eder

0 1 2 17. Hayal kurar, hayallere dalıp gider

0 1 2 18. Kendine bilerek zarar verdiği ya da intihar girişiminde bulunduğu olmuştur

0 1 2 19. Hep dikkat çekmeye çalışır

0 1 2 20. Eşyalarına zarar verir

0 1 2 21. Ailesine ya da başkalarına ait eşyalara zarar verir

0 1 2 22. Evde söz dinlemez

0 1 2 23. Okulda söz dinlemez

0 1 2 24. İştahsızdır

0 1 2 25. Başka çocuklarla geçinemez

0 1 2 26. Hatalı davranışından dolayı suçluluk duymaz, oralı olmaz, aldırmaz

0 1 2 27. Kolay kıskanır

0 1 2 28. Ev, okul ya da diğer yerlerde kurallara uymaz, karşı gelir

0 1 2 29. Bazı hayvanlardan, durumlardan (yüksek yerler), ya da ortamlardan (asansör, karanlık gibi) korkar (okulu katmayınız) (açıklayınız):_____

0 1 2 30. Okula gitmekten korkar, okul korkusu vardır

0 1 2 31. Kötü bir şey düşünebileceği ya da yapabileceğinden korkar

0 1 2 32. Kusursuz, dört dörtlük ve her konuda başarılı olması gerektiğine inanır.

0 1 2 33. Kimsenin onu sevmediğinden yakınır

0 1 2 34. Başkalarının ona karşı olduğu, zarar vermeye, ya da açığını yakalamaya çalıştığı hissine kapılır

0 1 2 35. Kendini değersiz, önemsiz ya da yetersiz hisseder

0 1 2 36. Bir yerlerini kaza ile sık sık incitir

0 1 2 37. Çok kavga çıkarır, kavgaya karışır

0 1 2 38. Çok fazla sataşılır, dalga geçilir

0 1 2 39. Başı belada olan kişilerle dolaşır

0 1 2 40. Olmayan sesler ve konuşmalar işitir (açıklayınız):

_____

0 1 2 41. Düşünmeden hareket eder, aklına eseni yapar

0 1 2 42. Başkalarıyla birlikte olmaktansa yalnız olmayı tercih eder

0 1 2 43. Yalan söyler, hile yapar, aldatır

0 1 2 44. Tırnaklarını yer

0 1 2 45. Sinirli ve gergindir

0 1 2 46. Kasları oynar, seğirmeleri ve tikleri vardır (açıklayınız):

_____

0 1 2 47. Geceleri kabus görür

0 1 2 48. Başka çocuklar tarafından sevilmez

0 1 2 49. Kabızlık çeker

0 1 2 50. Çok korkak ve kaygılıdır

0 1 2 51. Başı döner, gözleri kararır

0 1 2 52. Kendini çok suçlu hisseder

0 1 2 53. Aşırı yer

0 1 2 54. Sebepsiz yere çok yorgun hissettiği olur

0 1 2 55. Fazla kiloludur

56. ***Sağlık sorunu olmadığı halde ;***

0 1 2 a. Ağrı ve sızılardan yakınır (baş ve karın ağrısı dışında)

0 1 2 b. Başağrılarından yakınır (şikayet eder)

0 1 2 c. Bulantı, kusma duygusu olur

0 1 2 d. Gözle ilgili şikayetleri olur (Gözlük, lens kullanma dışında) (açıklayınız):

_____

0 1 2 e. Döküntü, pullanma ya da başka cilt hastalığı olur

0 1 2 f. Mide- karın ağrısından şikayet eder

0 1 2 g. Kusmaları olur

0 1 2 h. Diğer (açıklayınız):

_____

Lütfen arka sayfaya geçiniz

0: Doğru Değil (Bildiğiniz kadarıyla) **1: Bazen ya da Biraz Doğru** **2: Çok ya da Sıklıkla Doğru**

0 1 2 57. İnsanlara vurur, fiziksel saldırıda bulunur

0 1 2 58. Burnunu karıştırır, derisini ya da vücudunu yolar, saç ve kirpiğini koparır (açıklayınız):

_____

0 1 2 59. Herkesin içinde cinsel organıyla oynar

0 1 2 60. Cinsel organıyla çok fazla oynar

0 1 2 61. Okul ödevlerini tam ve iyi yapamaz

0 1 2 62. El, kol, bacak hareketlerini ayarlamada güçlük çeker, sakardır

0 1 2 63. Kendinden büyük çocuklarla vakit geçirmeyi tercih eder

0 1 2 64. Kendinden küçüklerle vakit geçirmeyi tercih eder

0 1 2 65. Konuşmayı reddeder

0 1 2 66. İstemeyerek de olsa, belli bazı davranışları tekrar tekrar yapar (ellerini defalarca yıkama, kapı kilidini tekrar tekrar kontrol etme gibi) (açıklayınız)

_____

0 1 2 67. Evden kaçar

0 1 2 68. Çok bağırır

0 1 2 69. Sırlarını kendine saklar, hiç kimseyle paylaşmaz

0 1 2 70. Olmayan şeyleri görür (açıklayınız):

_____

0 1 2 71. Topluluk içinde rahat değildir, başkalarının kendisi hakkında ne düşünecekleri ve ne söyleyecekleriyle ilgili kaygı duyar

0 1 2 72. Yangın çıkartır

0 1 2 73. Cinsel sorunları vardır (açıklayınız):

_____

0 1 2 74. Gösteriş meraklısıdır, maskaralık yapar

0 1 2 75. Çok utangaç ve çekingendir

0 1 2 76. Diğer çocuklardan daha az uyur

0 1 2 77. Gece ve/veya gündüz diğer çocuklardan daha çok uyur (açıklayınız):

_____

0 1 2 78. Dikkati kolayca dağılır

0 1 2 79. Konuşma problemi vardır (açıklayınız):

_____

0 1 2 80. Boş gözlerle bakar

0 1 2 81. Evden birşeyler çalar

0 1 2 82. Ev dışındaki başka yerlerden birşeyler çalar

0 1 2 83. İhtiyacı olmadığı halde pek çok şeyi biriktirir (açıklayınız):

_____

0 1 2 84. Tuhaf, alışılmadık davranışları vardır (eşyaların belli bir düzende ve sırada olmasını isteme gibi) (açıklayınız):

_____

0 1 2 85. Tuhaf, alışılmadık düşünceleri vardır (bazı sayıları, sözcükleri tekrarlama ve bunları zihninden atamama gibi) (açıklayınız):

_____

0 1 2 86. İnatçı ve huysuzdur

0 1 2 87. Ruhsal durumu ya da duyguları çabuk değişir

0 1 2 88. Çok sık küser

0 1 2 89. Şüphecidir, kuşku duyar

0 1 2 90. Küfürlü ve açık saçık konuşur

0 1 2 91. Kendini öldürmekten söz eder

0 1 2 92. Uykuda yürür ve konuşur (açıklayınız):

_____

0 1 2 93. Çok konuşur

0 1 2 94 Başkalarına rahat vermez, onlara sataşır, onlarla çok dalga geçer

0 1 2 95. Öfke nöbetleri vardır, çabuk öfkelenir

0 1 2 96. Cinsel konuları fazlaca düşünür

0 1 2 97. İnsanları tehdit eder

0 1 2 98. Parmak emer

0 1 2 99. Sigara içer, tütün çiğner

0 1 2 100. Uyumakta zorlanır (açıklayınız):

_____

0 1 2 101. Okuldan kaçar, dersini asar

0 1 2 102. Hareketleri yavaştır, enerjik değildir

0 1 2 103. Mutsuz, üzgün ve çökkündür (depresyondadır)

0 1 2 104. Çok gürültücüdür

0 1 2 105. Sağlık sorunu olmadığı halde madde kullanır (içki ve sigarayı katmayınız) (açıklayınız):

_____

0 1 2 106. Çevresindeki kişi ve eşyalara kasıtlı olarak zarar verir, zorbalık eder

0 1 2 107. Gündüz altını ıslatır

0 1 2 108. Gece yatağını ıslatır

0 1 2 109. Mızırdanır, sızlanır

0 1 2 110. Karşı cinsiyetten biri olmayı ister

0 1 2 111. İçine kapanıktır, başkalarıyla kaynaşmaz

0 1 2 112. Evhamlıdır, her şeyi dert eder

113. Çocuğun yukarıdaki listede belirtilmeyen başka sorunu varsa lütfen yazınız:

_____

0 1 2 _____

0 1 2 _____

0 1 2 _____

Appendix B. Experiences in Close Relationships (ECR-R/YIYE-II)

YAKIN İLİŞKİLERDE YAŞANTILAR ENVANTERİ (YIYE-II)

Aşağıdaki maddeler romantik ilişkilerinizde hissettiğiniz duygularla ilgilidir. Bu araştırmada sizin ilişkinizde yalnızca şu anda değil, genel olarak neler olduğuyla ya da neler yaşadığınızla ilgilenmekteyiz. Maddelerde sözü geçen "birlikte olduğum kişi" ifadesi ile romantik ilişkide bulunduğunuz kişi kastedilmektedir. Eğer halihazırda bir romantik ilişki içerisinde değilseniz, aşağıdaki maddeleri bir ilişki içinde olduğunuzu varsayarak cevaplandırınız. Her bir maddenin ilişkilerinizdeki duygu ve düşüncelerinizi ne oranda yansıttığını karşılarındaki 7 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı (X) koyarak gösteriniz.

1----------2----------3----------4----------5----------6----------7
Hiç katılmıyorum — Kararsızım/ fikrim yok — Tamamen katılıyorum

1. Birlikte olduğum kişinin sevgisini kaybetmekten korkarım.	1	2	3	4	5	6	7
2. Gerçekte ne hissettiğimi birlikte olduğum kişiye göstermemeyi tercih ederim.	1	2	3	4	5	6	7
3. Sıklıkla, birlikte olduğum kişinin artık benimle olmak istemeyeceği korkusuna kapılırım.	1	2	3	4	5	6	7
4. Özel duygu ve düşüncelerimi birlikte olduğum kişiyle paylaşmak konusunda kendimi rahat hissederim.	1	2	3	4	5	6	7
5. Sıklıkla, birlikte olduğum kişinin beni gerçekten sevmediği kaygısına kapılırım.	1	2	3	4	5	6	7
6. Romantik ilişkide olduğum kişilere güvenip dayanmak konusunda kendimi rahat bırakmakta zorlanırım.	1	2	3	4	5	6	7
7. Romantik ilişkide olduğum kişilerin beni, benim onları önemsediğim kadar önemsemeyeceklerinden endişe duyarım.	1	2	3	4	5	6	7
8. Romantik ilişkide olduğum kişilere yakın olma konusunda çok rahatımdır.	1	2	3	4	5	6	7
9. Sıklıkla, birlikte olduğum kişinin bana duyduğu hislerin benim ona duyduğum hisler kadar güçlü olmasını isterim.	1	2	3	4	5	6	7
10.Romantik ilişkide olduğum kişilere açılma konusunda kendimi rahat hissetmem.	1	2	3	4	5	6	7
11.İlişkilerimi kafama çok takarım.	1	2	3	4	5	6	7
12.Romantik ilişkide olduğum kişilere fazla yakın olmamayı tercih ederim.	1	2	3	4	5	6	7
13.Benden uzakta olduğunda, birlikte olduğum kişinin başka birine ilgi duyabileceği korkusuna kapılırım.	1	2	3	4	5	6	7
14.Romantik ilişkide olduğum kişi benimle çok yakın olmak istediğinde rahatsızlık duyarım.	1	2	3	4	5	6	7
15.Romantik ilişkide olduğum kişilere duygularımı gösterdiğimde, onların benim için aynı şeyleri hissetmeyeceğinden korkarım.	1	2	3	4	5	6	7
16.Birlikte olduğum kişiyle kolayca yakınlaşabilirim.	1	2	3	4	5	6	7

1----------2----------3----------4----------5----------6----------7

Hiç katılmıyorum — Kararsızım/ fikrim yok — Tamamen katılıyorum

17.Birlikte olduğum kişinin beni terkedeceğinden pek endişe duymam.	1	2	3	4	5	6	7
18.Birlikte olduğum kişiyle yakınlaşmak bana zor gelmez.	1	2	3	4	5	6	7
19.Romantik ilişkide olduğum kişi kendimden şüphe etmeme neden olur.	1	2	3	4	5	6	7
20.Genellikle, birlikte olduğum kişiyle sorunlarımı ve kaygılarımı tartışırım.	1	2	3	4	5	6	7
21.Terk edilmekten pek korkmam.	1	2	3	4	5	6	7
22.Zor zamanlarımda, romantik ilişkide olduğum kişiden yardım istemek bana iyi gelir.	1	2	3	4	5	6	7
23.Birlikte olduğum kişinin, bana benim istediğim kadar yakınlaşmak istemediğini düşünürüm.	1	2	3	4	5	6	7
24.Birlikte olduğum kişiye hemen hemen her şeyi anlatırım.	1	2	3	4	5	6	7
25.Romantik ilişkide olduğum kişiler bazen bana olan duygularını sebepsiz yere değiştirirler.	1	2	3	4	5	6	7
26.Başımdan geçenleri birlikte olduğum kişiyle konuşurum.	1	2	3	4	5	6	7
27.Çok yakın olma arzum bazen insanları korkutup uzaklaştırır.	1	2	3	4	5	6	7
28.Birlikte olduğum kişiler benimle çok yakınlaştığında gergin hissederim.	1	2	3	4	5	6	7
29.Romantik ilişkide olduğum bir kişi beni yakından tanıdıkça, “gerçek ben”den hoşlanmayacağından korkarım.	1	2	3	4	5	6	7
30.Romantik ilişkide olduğum kişilere güvenip dayanma konusunda rahatımdır.	1	2	3	4	5	6	7
31.Birlikte olduğum kişiden ihtiyaç duyduğum şefkat ve desteği görememek beni öfkelendirir.	1	2	3	4	5	6	7
32.Romantik ilişkide olduğum kişiye güvenip dayanmak benim için kolaydır.	1	2	3	4	5	6	7
33.Başka insanlara denk olamamaktan endişe duyarım	1	2	3	4	5	6	7
34.Birlikte olduğum kişiye şefkat göstermek benim için kolaydır.	1	2	3	4	5	6	7
35.Birlikte olduğum kişi beni sadece kızgın olduğumda önemser.	1	2	3	4	5	6	7
36.Birlikte olduğum kişi beni ve ihtiyaçlarımı gerçekten anlar.	1	2	3	4	5	6	7