

# Using FAST Test for Diagnosing of Cohesion and Hierarchy of Primary Families of University Students

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This work aims to develop the awareness on the possibilities of diagnosing risk factors of dysfunctional family systems of primary families, in this case in families of university students. The goal is to inform about discovered risks as they can significantly affect students' decision-making processes, their performance, reaction to stress, their ability to cope with the study environment and also their relationships as adults. In regards to the discovered risk factors, the authors try to find their opposites, factors that balance and protect.

*Keywords:* primary family, family hierarchy, family system, family cohesion, emotional attachment, Family System Test (FAST)

## Introduction

People may not fully realize it but many unaddressed problems they encountered in their families frequently play a role in their adult lives. In order to mitigate the results of dysfunctional family relations experienced, they try to achieve excellent work results with the aim of financially securing themselves or their procreation families, but frequently fail to manage occupational and partnership relations. Family is considered the first community that prepares individuals for different life challenges. Family cohesion is considered an important factor for a resilient family, however at a certain point a child should be left to create their “own life story” and learn to take care of themselves and others. Families with low cohesion between members may impress an individual to doubt the quality of interpersonal relationships, because they did not experience them themselves or experience them only short-term. They may have seen negative relationships between their parents, between their parents and siblings or among siblings, etc.. This factor may significantly disrupt their faith in people, society and develop negative behavior patterns. The moment of negative family relations should be considered together with the individual's age; when they began to notice these dysfunctional relations. Did the individual also experience positive times in the family and its cohesion? If the answer is yes, this may serve as their model for creating additional relationships outside the family.

## Primary Family

Family is the first social system a newborn baby experiences. The baby cannot choose one, it is born to one. It is an environment that may, and also may not, help their healthy development. Satirová (2007) describes a resilient family as a certain dynamic balance between maintaining family function in high pressure situations

and the ability of individual members of the family to support each other. Satirová highlights the ability of the family to adapt to difficult life situations. The key aspect is the family members supporting each other. Families that fail, fail to communicate, lose mutual openness and respect between the members that is first needed to find out the cause of these problems. If the cause is not found and the family continues functioning this way and keeps the dysfunctional system, it is most probable that the children will repeat the same style, unless they get the opportunity to experience a different, more constructive way of life. If a family is defined as a system, it can be described as the collection of its elements and relations between them (Sobotková, 2007). Psychologists, however, tend to avoid exact definitions of a family system. Phenomena taking place in a family system are complicated and it is nearly impossible to describe a family system using a unified definition of family.

Rieger and Vyhnálková (1996) understand family as a type of ecosystem, and examine its function in more detail, primarily in regards to its dynamic aspects, i.e., changes of the family over time. Systemic approach therefore understands family not only in the context of space, but also time. In the time context, the term family process plays a significant role; it includes various interactions of family members inside the family system as well as outside. Kantor and Lehr (1975) were among the first to describe a family system using the following key ideas:

- (1) A family system is organizationally complex, already because of differently intertwined relations;
- (2) Relations between individual members are circular and reciprocally affect each other;
- (3) A family system is open which affects its continuity and ability to change;
- (4) A family system is adaptable.

A family system develops and changes based on internal impulses as well as outside influences and changes. Family systems undergo continuous information exchange. Family interactions can hardly be described as right or wrong; whether they serve their function in the family system or not is more important (or if they do, but with negative impact). In a family system, it is necessary to focus on family behavior patterns, family interactions; many experts consider these to be the essence of a family system. It can be assumed therefore that it is not the number of problems families have to deal with or their seriousness that matter, but the way a family reacts to them and how, and whether these reactions empower the family or disrupts its functioning. A family system consists of subsystems, of which the partnership sub-system is the most important one, followed by the parent to child subsystem and sibling subsystem. Partnership subsystem is the basis; the function of the whole family depends above all on the ability of the partners to form a well functioning relationship. The parent to child subsystem begins with the pregnancy and extends the original partnership system. Crises may occur more frequently during this period. Any problems in the parent to child subsystem always signal certain instability in the family. In the sibling subsystem, children learn collaboration, mutual support, negotiation, compromise, but they may also get used to quarrels. A child uses the experience from sibling relationship in different situations later in adulthood. Experts are not in agreement about the importance of the sibling subsystem for future behavior of an individual, but there is no doubt it affects the entire primary family system during its existence. The influence is not one-sided, but reciprocal. In a family other subsystems or coalitions may temporarily arise. Their extraordinarily strong boundaries or excessively long-term durations frequently signal a significant family problem. A family system can be described as a complex non-linear system (Chubb, 1990). It is not necessary to explain changes as the process itself constantly changes. Social systems therefore maintain their stability in time through changes.

There is a danger in approaching the family only as a system, however. It may lead to omitting the fact that individual family members gather information on their own. It is important to emphasize the personalities of individual members, uncover their motives, learn their expectations, fears and also the sources of their hopes and personal strengths. A family should serve as a natural resource of resistance to stressful environments affecting individuals. Above all else a family should provide children with a sense of certainty and stability despite the ongoing changes together with the sense of security. Despite the importance of examining family resilience as a system, it is an overlooked research area in the Czech Republic (Lacková, 2004, 2008, 2009; Sobotková, 2004). Foreign works indicate the focus of researchers is shifting away from family problems to healthy family functioning (Sobotková, 2004; Paulík, 2010; Kaleja, 2013). Research also indicates that families undergoing highly stressful situations become more resilient if they successfully overcome these situations. Sobotková (2004, p. 239) defines family resilience as “A quality of a family which enables it to maintain its established behavior patterns (despite being confronted with risk factors), i.e., family elasticity”. Furthermore, it is the ability of a family to quickly recover from crises or temporary serious events that elicited possible changes in family functioning. Theorists tried to uncover the explanation as to what makes a family endure higher levels of stress and what separates resilient families from the less resilient ones (McCubbin, Thompson, & McCubbin, 1996). To successfully manage stress, a family needs to identify stress factors. A state of crisis occurring during situations which a family cannot overcome disrupts the balance in family relations. During this state a family usually needs to find new behavior patterns that may support the development of the family in the end. The theory of family resilience therefore points out to a possible positive impact of family crises that serve as a resource and possibility of further development. The authors further discern factors of family resilience (McCubbin et al., 1996; Sobotková, 2007):

- (1) Protective: important to overcome specific risks and accumulated stress factors (family rituals, communication between members, time spent together);
- (2) Restorative: important for adaptation to crisis situations (optimism, family coherence, focus on family function).

Benson and Deal (1995) note that autonomy and cohesion are constantly accompanied by tension in all stages of individual but also family development. It is therefore key to focus on their balance. Family boundaries, the invisible lines between individual family members, delimiting every family member (husband and wife boundaries, partner boundaries, children subsystem boundaries, grandparents), should be clearly defined and respected by all family members. Sobotková (2007) provides the key characteristic of family boundaries, it is the permeability between individual subsystems and between the family and its environment. The second case signals the scope of how family members and other people may freely move in and out the family system. Boundaries may change based on the type of a family system, its development stage and specific situation. Balanced openness is optimal. Extreme openness signals a dysfunctional family almost every time; disorganized and falling apart (Sobotková, 2007).

Dysfunction: when a dysfunctional family is mentioned, it means a family in which one or more members display unhealthy, maladaptive behavior. A dysfunctional family displays one of the following characteristics: denying or ignoring a problem; reciprocal accusations emerge; suppression of individual identity in favor of family identity; denial of individual needs of family members; confusing communication; boundaries between individual family members are missing or insufficiently differentiated (Matoušek, 1997).

Coalition: an alliance between certain members of a family. May appear in functional as well as dysfunctional forms. Functional example is the coalition between partners, husband and wife (should be the strongest in a family), open to all other relations in a family. Sobotková (2007) lists the following coalitions as less functional or even dysfunctional—schismatic coalition: relatively weak or missing husband and wife coalition, but powerful coalition between generations (e.g., father and daughter, mother and son); asymmetric family coalition: when one family member becomes isolated from others who form a compact coalition. In functional families, this is balanced by an adequate personal autonomy of family members. Two tendencies are at play in these scenarios: the tendency and need to be together, and the tendency towards autonomy and individuality.

However, views on processes taking place in functional families as well as characteristics of functional families differ between authors. For example, Plaňava (1994) lists the four following basic components of a functional family: family structure, family intimacy, personal autonomy and value oriented focus (attitude orientations). The two most important aspects for him are dynamics and communication in family.

### **Emotional Attachment**

Schmid (2002a; 2002b) notes that the importance of a relationship and contact with other human beings for healthy development and functional personality is generally acknowledged. People are social beings and those without human contact are isolated and deprived. Bowlby (1982; 2010) assumes that support and emotional accessibility of primary persons in early childhood significantly affects the development of child's emotional adaptability. Bowlby's early work is based on his work with problematic boys, shortly after he finished his studies. This experience led him to believe that serious severance of the mother to child relationship leads to psychopathology and affects the subsequent behavior and healthy development of a child (Cassidy, 1994). Bowlby based most of his theory largely on direct observations. Significant long-term systematic observation of interactions between the mother and her children was also conducted by Mary Ainsworth. Based on these observations, Ainsworth created a laboratory technique to evaluate the quality of an emotional attachment, it was called the strange situation procedure (Bretherton & Munholland, 1999).

Bowlby (1982; 2010; 2013) defines emotional attachment as a hypothetic construct that involves lasting psychological connectedness between human beings characterized by the need to search for and maintain proximity with a specific person, especially during stressful situations. This person is perceived wiser and stronger and difficult to be replaced by somebody else. One of the basic biological functions is protection; its effect is one of the prerequisites for survival and healthy personal development. Externally, emotional attachment exhibits as a behavior conditioned by emotional attachment, i.e., as attachment behavior, which is activated in stressful situations, during emotional strain or by real or subjectively perceived danger. The aim of attachment behavior in these situations is to secure protection and close proximity (psychical and physical). Attachment behavior in small children involves screaming, crying, protesting, etc., in adolescents it may involve purposeful communication with the mother to decrease tension and bring satisfaction. This behavior signals the child's needs to the mother (or other closest person of emotional attachment). The primary person registers child activating the attachment system behavior and starts regulating their tension (soothing, calming, explaining, reassuring). The child may regain the sense of security. This is the external regulation of child's emotions (Zimmermann, 2002). The sense of security during the time when attachment system is not active enables a child to explore their environment and supports their cognitive development (Kindler, 2001). The important role for creating emotional

attachment besides the availability of the primary person (mother) is their responsiveness to the child's needs, especially in stressful situations. A responsive mother is able to correctly and timely recognize child's signals, correctly interpret them and suitably react to them. According to Meins the central factor in primary person responsiveness is the so called "mind-mindedness", i.e., how much the primary persons perceives the child as an individual with their own emotions, ideas and will (Zimmermann, Maier, Winter, & Grossman, 2001). Experience with positive (calming, soothing, protection) and/or negative reactions of the mother (disregard, rejection, unavailability) is internalized by the child and forged into individual conceptions and expectations of primary person support and integrated into the system of emotional attachment (Bowlby, 1982; 2010). The theory of emotional attachment in close relationships is based on an important assumption that the system of emotional attachment that was originally designed for early childhood keeps impacting the behavior, ideas and feelings in adulthood. Emotional attachment theorists point out cognitive and social mechanisms that indicate that emotional attachment continuity is the rule, not the exception. They note that although these mechanisms may predict stability or instability of emotional attachment, it needs to be emphasized that the mechanisms always depend on precise method of their conceptualization.

## **Material and Methods**

### **Research Problem**

To evaluate the two basic family characteristics, hierarchy and cohesion, Family System Test (FAST) is used (among other test methods). Czech researches do not frequently use this method (studies mentioned by Sobotková, 2005). Therefore we set out to carry out this research, which will also serve as a pilot research of this type, serving as the basis for subsequent studies (of similar focus). Some of the studies on resilience try to uncover specific factors and conditions that increase the adaptability of an individual dealing with unfavorable life experiences that may have been caused by the primary family system affecting the individual. Acosta (2008) points out that resilience is the ability of an individual to successfully deal with stressful situations, threatening situations or disputes. However, when we try to characterize protective factors, we need to relate them to the risk experienced. The above mentioned test method (FAST) also serves as a record of possible risk situations.

### **Research Aims**

- (1) Assess hierarchy levels in probands families using Family System Test (FAST).
- (2) Assess cohesion levels in probands families using Family System Test (FAST).

**Interview.** The interview was not standardized and was semi-structured. Five open-ended questions listed below were used. The interviews took place either at the university or at the psychologist's. The shortest interview took half an hour, the longest took eight hours. The average length was two hours. Interviews were recorded and then transcribed verbatim. Psychology students helped with the transcription.

List of interview topics for FAST administration:

- (1) Communication in primary family;
- (2) Crises in primary family and overcoming them;
- (3) Collaboration during problem solving;
- (4) Spending time together.

General perception of the primary family by the proband.

**Family System Test (FAST).** Diagnosis of relations between family members is a useful addition to the traditional conception of individual risk factors and also pathological phenomena (Kaslow, 1996). Integrating both perspectives, individual and family, brings a holistic overview of the complexity of human development. The prerequisite for a detailed characterization of family systems is to have methods for studying family relations as well as specific family subsystems from the point of view of its individual members, both individually and as a group (Cromwell & Peterson, 1983; Gurman, 1983). However, information obtained from individual family members without observing the complete family interactions is always limited. An individual may perceive family relations differently compared to other members. Observation of individual interactions within a family provides objective information. A family can be assigned a task to be solved by its members and their interaction video recorded; however, such systematic analysis is exceedingly difficult due to time restraints, technical means as well as expertise (Sobotková, 2007). First, FAST pilot studies were carried with patients and their families in Child and Adolescent Psychiatry Hospital of the University of Zurich. Studies were figurine-based test of representing family relations a proband demonstrated how they perceive their family and family relations between individual members. “Family System Test overcomes the limitations of other methods by utilizing three dimensions—cohesion, hierarchy and flexibility” (Sobotková, 2005, p. 14). Cohesion is represented by the distance between the figurines, hierarchy by the difference in their height (probands can choose from pedestals of different sizes). “Specifically for a clinical use, different-colored figurines were added to motivate respondents to talk freely about personal characteristics of family members and their relations. Towards the end of the test, twenty-seven questions in a follow-up interview were added to explore family structures” (Sobotková, 2005, p. 15). “The test focuses on discovering the closeness between individual family members and on assessing the influence or power of each member” (Gehring, 2001, p. 19). It is important to talk about a family system due to the fact that families are complex psychosocial systems that significantly affect the lives of all family members. Families are affected by the personalities of parents, but also by the culture in which a family exists. It is interesting to follow the changes in family functioning after moving the family to a different culture. Families are to be regarded not only as a group of parents and children, but also as a three-generation system, in which the influence of grandparents needs to be taken into account. In some of the research countries, women who had taken care of the household needed to be taken into account, especially women who had taken care of children whose parents were occupationally overextended or ill. This was not limited to upper class exceptions. In South America and some Spanish provinces, it is a custom facilitating easy family function. In families and family systems, subsystems play a role as well. These are mostly formed by people of the same generation; they can however be cross-generational. In functioning families the parent subsystem is usually present and is more cohesive than the sibling subsystem, which displays different characteristics depending on the age and sex of siblings. Families with impaired functioning demonstrate unclear generation borders. Members of functional family systems are emotionally close, able to agree on collective goals or negotiate them, able to express their feelings and various needs and to adapt to stressful situations. During increased psychosocial stress a family experiences lower cohesion and lower or higher hierarchy. In a family system there are two important terms—cohesion and hierarchy. By defining them, it is easier to characterize family relations (Sobotková, 2005). Cohesion can be described as a certain level of attachment strength and emotional closeness between individual family members. Hierarchy in a family is more difficult to define. Hierarchy may be connected with authority, dominance, power to enforce decisions or a sphere of influence that one family members feels over the other (this does not include only the impact of

parents on children, but also the mutual impact among children, and also step-parents or grandparents). The adaptability of a family system also plays an important role in family functioning. It is defined as the ability of a family system to adapt its cohesion and hierarchy to developmental changes of the family and also to stressful and trying situations (Sobotková, 2005).

**Grounded Theory.** Grounded theory was used to analyze the information from interviews with probands. We began by identifying meaning units in the text. Then we merged those divided text parts which had meaningful connections. Next step was the “open coding”: assigning meaning to parts of text for faster and simpler orientation. After identifying these basic categories we proceeded to “axial coding”, looking for and identifying connections between these categories. As a result we were able to determine the central core category. This category has then been connected with the categories already created and their connections, and other auxiliary categories were added; the process is called “selective coding”. Using the analytic methods of open coding, axial coding (creating a paradigm model) and selective coding, we processed the information from case studies of our probands.

**Participants. Method of choosing probands, reasons and composition.** We decided for a deliberate selection. We searched for participants that would fit a set of requirements, namely they had to be university students currently in the last two academic years, raised in primary families with the following characteristics: authoritarian upbringing style; communication between family members failing (family members communicated on a minimal level or not at all); family member co-participation on problem solving was non-existent. Based on these criteria, we nominated suitable participants. First participants were interviewed. At the end of the interviews, we asked participants to nominate additional people they knew would fit the requirements of this study. Candidates for subsequent interviews were selected out of this newly formed group, which created a theoretically saturated sample, out of participants of several, consecutive rounds. All respondents signed an informed consent form to participate in the research. At the beginning of the research, selected probands were successful university students, despite the strains they carried from their primary families. Beforehand, probands studied three types of secondary schools: grammar, technical or business schools.

The research was conducted with 2,031 probands. The sample contained 1,117 men and 914 women. The youngest participant at the time of entering the research was 23 years old and the oldest was 31 years old. However, the final research sample was reduced to only 303 probands, 180 men and 123 women. The remaining probands had changed their residence over the course of the research and could not be easily contacted due to large distance from the research team, or their workload had prohibited them from continuing, or they had decided against further participation in the research for non-specified reasons.

Table 1

*Probands of the Research Sample*

Country	Men	Women	All	Research time in years
Czech Republic	53	44	97	10
Slovakia	14	13	27	10
Argentina	71	32	103	6
Chile	11	12	23	6
Spain	31	22	53	5
Total	180	123	303	10

Table 2

*Study Field of the Probands*

Faculty	CZ	SK	Argentina	Chile	Spain	Total
Technical	27	1	39	16	23	106
Arts	46	1	3	0	9	59
Economical	21	2	33	7	4	67
Law	3	4	23	0	3	33
Medicine	0	19	5	0	7	31
Fine Arts	0	0	0	0	7	7
Total	97	27	103	23	53	303

## Results

### Interview Results

The factors mentioned below were present in primary families of all probands.

Missing elements included family rituals, communication between family members, time spent together.

Parents had predominantly skeptical and even pessimistic views on life problems.

Hardly any mutual help was involved when family members solved life problems.

The family was not coping well with the stress of family development—when children entered compulsory schooling, conflicts among parents/partners emerged about preparing children for school, selecting interest clubs and hobbies, children care after school, later on about selecting secondary school, etc..

The emotional attachment between parents and probands was described as considerably cold.

Unaddressed relationship problems between parents started due to long-term residence of one of the parents away from the family (employment farther away from the family).

Dominant behavior of the father towards children prevailed, without positive emotional approach.

Emotional support of parents to probands was missing (calming, caressing, explaining, reassuring). Parents displayed little to no interest in the emotional well being of their children.

Probands would often suppress and even hide their feelings. They were afraid to express negative feelings as they had always been criticized for excessive complaining.

High demands by parents on probands on their performance, requiring excellent results (when the proband did not reach the best possible results they were criticized; criticism was not constructive).

The upbringing had the form of orders, restrictions, instructions; when the child did not comply, punishment followed. Parents, usually fathers, did not care why the children did not comply with the order (Lacková & Sobotková, 2005).

Parents refusing dialogue between them and the child, refusing to hear out the opinions of the child (even in adulthood). Conflicts solved through long-term silence, not answering the child's questions, ignoring their pleas (in extreme examples, silence lasted up to two months).

### FAST Test Results

**FAST Test: Typical representation. *Hierarchy level.*** During the test, using pedestals, probands indicated a high level of hierarchy. Probands emphasized parents had used an authoritarian approach. "Family has a high hierarchy if the difference between the less dominant parent (lower parent figurine) and the most dominant child (the highest children figurine) equals or is more than three small pedestals (small pedestal has the height of 1.5 cm)" (Sobotková, 2005, p. 30). Specifically, 256 probands indicated that the father was more dominant.



In 47 cases, the mother was more dominant. Mother would find help for taking care of the family in the oldest child in 11 cases; in five cases out of 47 dominant wives, there was a high level of dominance over the male partner. It is unknown how the high level of dominance of one parent affected the subsequent development of behavior of probands towards their siblings, and later classmates, colleagues, friends and partners.

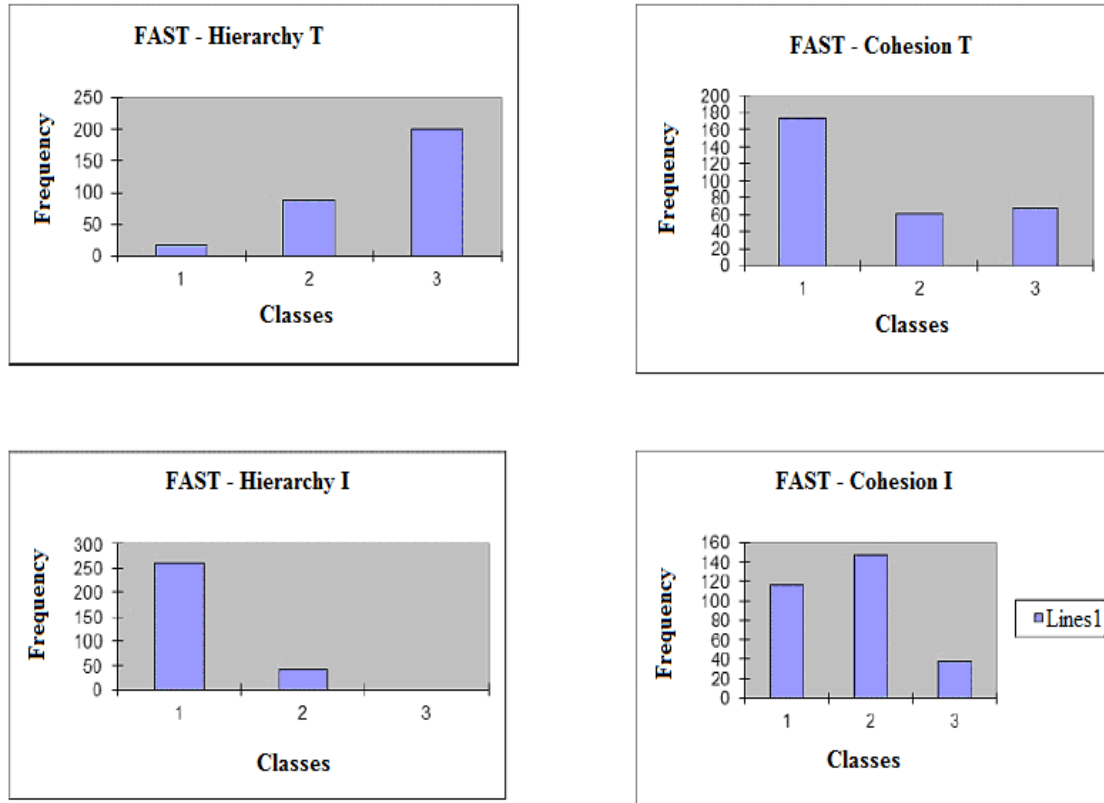


Figure 1. Representing typical hierarchy and typical cohesion (FAST Hierarchy T, FAST Cohesion T) of primary families according to the description by probands. Representing ideal hierarchy and cohesion (FAST Hierarchy I, FAST Cohesion I) of primary families according to the description by probands.

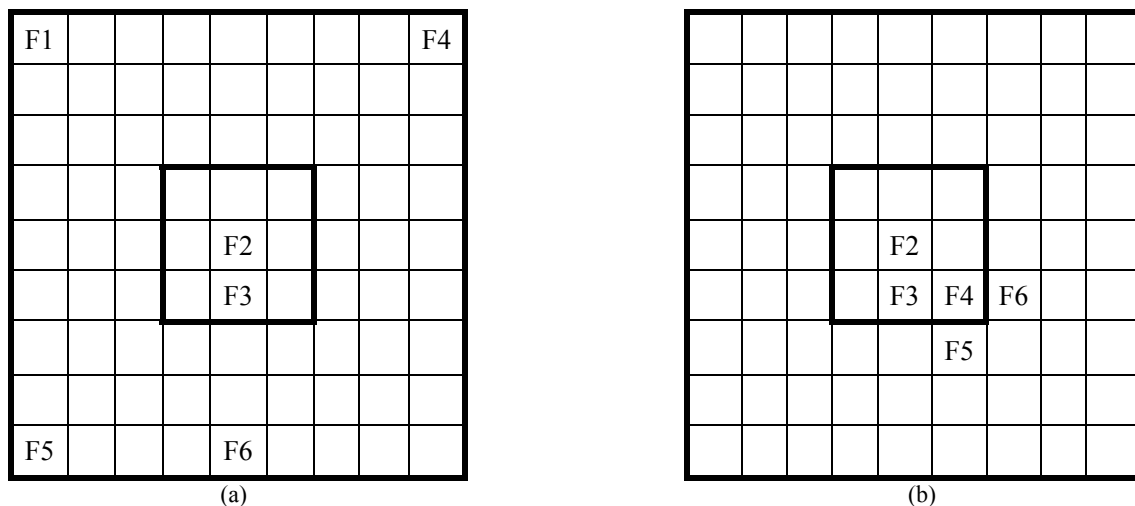


Figure 2. Example of family cohesion representation by proband: (a) low level of cohesion (real situation in the proband's primary family); (b) medium level of cohesion (ideal situation as described by the proband).

**Cohesion level.** All probands showed low level of cohesion in their primary families. “A family has low cohesion when one or more figures are placed outside the  $3 \times 3$  square grid and the criteria for medium cohesion are not met, i.e. all figures are in the  $3 \times 3$  square grid, but not all of them are in adjacent squares” (Sobotková, 2005, p. 26). Perhaps it was due to high family hierarchy that family cohesion was low. There was a tendency of the members to escape from the family home and find friendships outside the family.

**FAST Test: Ideal representation. Hierarchy level.** Probands felt low family hierarchy would be ideal in their primary family. “Hierarchy is low when there is no difference between the less dominant parent and the most dominant child or when the child is higher than any of the parents” (Sobotková, 2005, p. 30). They did not indicate high hierarchy at all. It is difficult to assess why probands thought that way. It is possible that their childhood and adolescent experiences with the dominant approach of their parents taught them this was not the best scenario. They understood authority was necessary, but indicated that their upbringing had been only about orders and dialogue had been completely missing; that might explain why they chose this extreme, i.e., low hierarchy.

**Cohesion level.** Probands consider middle level of cohesion to be ideal (middle level cohesion corresponds with all figures in the  $3 \times 3$  square grid, but not in adjacent squares), possibly because high cohesion could negatively affect their free choice and low cohesion points to weak relationships between the family system members, both when solving problems and when enjoying happy life moments.

### Discussion

We wanted the probands to describe their lives in primary families. Specifically, we focused on communication among family members, solving of difficult family situations, spending their free time together, the upbringing style of their parents, the differences between approaches of each parent, etc.. At first, we recruited probands through noticeboards at the universities, later we tried to acquire new probands from the friends of our already active probands. We had to take into account that acquiring information on sensitive areas could be complicated. Understandably, a person can present certain barriers when asked to trust an unknown researcher and describe their experiences from the not-so-pleasant past (life with their primary family). Respondents showed interest and willingness to help with clearing the research questions by participating in the research. They were interested in the research process and in the findings and results of the research. In 2006 the research sample was expanded by people from Argentina and Chile. These probands participated in our research for six years. In 2007 (January) university students from Spain joined the research. The final interview with probands from five states took place in November 2011. We do not disclose the results of each country individually as our goal was to describe the whole research sample (furthermore the results were almost identical for each country). Similar intercultural study has not been carried out yet, and our results also serve as pilot results for further similar (and intercultural) research.

Part of the testing results has been published in the first Czech edition of Family System Test—FAST (Sobotková, 2005, pp. 47-51). The actual FAST results served as complimentary information to the description of primary families by probands, more specifically two characteristics: cohesion and hierarchy. This information served as an important factor for selecting probands for the research.

### Conclusions

Family System Test (FAST) has helped us assess the functionality of primary families of probands and then carry out the interview about situations from the past life with their primary families. Some of the

figurine-based tests brought up noteworthy results. Some probands, who described their primary families as highly functional, placed the figurines up to several fields further away from each other than is usual for functional families. They also used more pedestals for the parent figurines than is characteristic for a healthily functioning family system. We do not claim that parents should not be more dominant than their children, but if one partner is overly dominant to the other partner, it may point to an authoritarian relation between the two. (This could also point to a cross-generational coalition).

Above all, the test was used as a tool that can help portray the two basic characteristics used for describing the family system—cohesion and hierarchy. It is also a method that helps facilitate the initial communication with the probands, if they are not able to start talking about their families on their own. The family system recreated with the figurines allows a psychologist or researcher as well as a clinician to use follow up questions based on the position of figurines (based on their position on the “chessboard” and on the use of pedestals) aimed to uncover the family functioning: methods of solving family problems, way of communication, solving crises, resolving conflicts, measuring either the dominance of parents towards children or their democratic approach to upbringing and also the parents’ relation to each other. We believe the method on its own is of great significance for gathering insights into family systems. However these were not the only results on which we base our findings about families (in this case primary families of probands), as test results are also supported by interview results also mentioned in this article (in their shortened form).

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