A Synopsis of the Predictor Scale and Score Sheet
For a Unified Field Theory of Psychology

By Faye Snyder, PsyD

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Mirror Neurons Provide the Overview

Not Genes

Following the Nature v Nurture Debate there was nearly two centuries of research claims to have proven genes cause behavior, but the research designs were consistently insufficient, except for some of the discarded ones that did not find evidence for genetic causes of behavior or personality and often actually proved environment. Behaviorists were racing to prove genes cause behavior, and their results were often misinterpreted, misread, and misrepresented. The false data was used to influence the goals and funding for The Human Genome Project, such that genetic scientists of the HGP who worked on personality and mental illness studies found nothing. They were rumored later complain to one another that the behavioral scientists had misled the genetic scientists.

The Human Genome Project reported after more thana decade spent on the research, that they had found no such evidence. No genes were found that correlated with behaviors. Genes were only found to have prepared the designs for individual bodies. (Snyder, The Search for the Unholy Grail,

The author has written a book about the search for evidence to prove genes cause behaviors and personalities.[1] It identifies ten regular techniques that scientists used to reach the conclusions for which they would reportedly be paid or given bonuses by their patrons.

The Great Discovery of Mirror Neurons

It is a new science or discovery, relatively speaking. The discovery should have been nominated for a Nobel Prize. Scientists are still figuring out the impact and ways of mirror neurons.

The discovery of mirror neurons is extraordinary. It accounts for all we have thought were caused by genes. However, mirror neurons are not represented on the Score Sheet. Mirror neurons represents the vast experiences of our life, especially coping. They hold language, culture, attitudes, religious beliefs, homelife, self-worth, philosophy of self and others, etc. The complexity of imprints in every individual are far too complex for the most sophisticated computer. Plus no one will ever have all the known data to input into the super-computer. So, the score sheet cannot be literally tested for detail, but the accuracy of the score sheet compared to the non-existent genetic evidence is profound. Mostly, knowledge of mirror neurons creating a repository of our imprinted copying skills is still highly accurate, when it comes to the factors that the score sheet does measure.

Mirror neurons do record our experiences. This predominantly happens in our youngest years, usually before age five. The author has characterized youth as out of power or 6 o'clock and adulthood as in power (of one's own life) or at 12 o'clock. Mirror neurons record our experiences mostly when we are at 6 o'clock. The younger the experiences the more fundamental they are to our long-term coping. One of the reasons this process has been

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[1] Snyder, Faye, 2014. *The Search for the Unholy Grail: The Race to Prove that Behavior and Personality Are Inherent.* Clifton Legacy Publishers, Los Angeles.

interpreted to be the result of genes is that the cause and effect of the process has a huge gap between experience and re-enactment, that is, from infancy and early childhood to adulthood.

To the degree that we become self-aware and self-reflect, we can modify our own imprints. It is because the executive functioning part of our brain at the frontal lobe can be reasoned with by us. We would have to be willing to discredit the interpretation or source of our coping mechanisms and drives, even if it seems disrespectful to parents, even deceased parents. They are habits to be overcome by new practices.

This synopsis is for those who don't have the time or inclination to read a 210-page book on the subject.[2] The components of the Predictor Score Sheet are of the most essential experiences of childhood. The ingredients of The Predictor Scale mitigate and compound one another. We need to know how and why. The Scale is a predictor that should represent what most parents care the most about in their child: resilience that accompanies expression, self-regulation, and recovery. **Will this child rise in their life's endeavors, learn, and progress, despite adversity, or will she become someone else's adversity?** Will the grown child enter adulthood with social skills or not, fearing, and resenting others who have social skills and self-worth? This is about character, ethics, and perseverance. It is about predicting mental health or the lack of it. It incorporates all the factors that science offers via replicated studies, having reproduced results again and again, building upon these results and expanding the range of the studies.

Here are the major factors, which I guarantee matter. Science backs me on this. **Attachment.** However, attachment has two distinct facets to be understood and measured separately. One is **attunement** (responsiveness) and the other is continuity. **Continuity** references attachment breaks which may be chronic or acute. Continuity may be about chronic leaving, putting a child in daycare as an infant or toddler or acute leaving of the child for long vacations with a nanny, as if it doesn't matter who cares for the child. Mother Teresa would not qualify to step in for mom or mom and dad (if they are a duo).

Then there are the three famous traumas that are studied hundreds of times and thought to be the only "excuse" for bad behavior. These are **sexual abuse, emotional abuse (including religious abuse), and physical abuse**. Sometimes they are combined. Yet everyone knows that some people recover from abuse and don't abuse others. Some don't recover and become abusers, themselves. Some conclude, therefore, that abuse is no excuse.

Then, there are the **two-family systems** that significantly impact development. One is about the harm done or mitigated by **repressing or encouraging the expression** of a child's thoughts and feelings. You cannot produce a sex offender by molesting a child, unless that child has been repressed or is threatened by the offender not to tell, the coup de gras. Repression drives a person underground. They have a false self for the world and a secret self. They have been taught or imprinted the mandate to keep one's thoughts and feelings to themselves. So, a molested person who has been taught by parent's messages, inadvertent or otherwise, to keep their uncomfortable stories private, will do so. They will learn and conclude that what other people don't know about them doesn't matter. It will become inevitable permission to do what one feels like doing, including bitterly and gleefully re-enacting what has been done to them… secretly. So, when parents teach their children to keep their feelings to themselves, they create timebombs. God help that child if that child is molested. God help the rest of us, too.

Finally, the last major ingredient is whether the family has a **blame ethic or a self-reflection ethic.** When a person has a disaster or a disagreement with another person, will they self-reflect, or will they blame? Will they seek agreement or revenge? Will they show regard to the other person during the disagreement, or will they name-call? Will they wonder, "What is my part?" If the child was shamed instead of coached and taught, he will imprint that coping skill:

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[2] Snyder, Faye, 2014. *The Predictor Scale and Score Sheet: Predicting and Understanding Behavior according to Critical Childhood Experiences.* Clifton Legacy Publishing, Los Angeles.

defend, accuse, and possibly retaliate. If the child witnessed a lot of blaming, lack of forgiveness, and retribution, he internalized a dangerous foundation.

These factors are born of my own healing, 35 years of experience, and more importantly, 30 years of researching research. On occasion I will have the joy and thrill of seeing that one scientist in one arena has knowledge of the impact of another arena. For example, Bessel van der Kolk, a trauma researcher wrote that attachment mitigates traumatic experiences, which explains why some soldiers return home with PTSD and others not. So, if a child was abused but had a secure attachment, she will rebound. If a child was abused and had an insecure attachment, the experience will be magnified. When combined with the results of a failed attachment, abuse, and repression create dynamite. You cannot create a violent person or a domestically violent mate from a person who has a secure attachment. You cannot create a sexual predator unless there is a secrecy and repression ethic in the home. Whether a person has the capacity to see themselves through the eyes of another, is a skill learned during attachment years? Whether a person can heal depends upon permission to express. Whether an abused person kills or not, depends upon how much self-reflection they experience in their family. In other words, these experiences, presented in developmental psychology texts, are rarely taken together. This is probably a biproduct of the microscope of research. It is taking them together than gives us the big picture.

So, The Predictor Scale and Score Sheet guide us to decent, evidence-based, coherent evaluations; better therapy; enlightened parenting; and prevention. It has a wide scale of 300 points. It is a right brain process involving witnessing and self-reporting, which are enough. It is predictive. I have administered it to more than 100 people over time, and it is very reliable. I have never once found it not to be predictive. I commonly have my clients fill out their form along with me, and we compare notes at the end. We usually come up within a few points, and when considering 300 points, that's not bad. This isn't because the scale is so good. It is because human beings all navigate their lives around the motivators: regard, safety, expressiveness, and adversity. All these, without exception, have consequences for better or worse.

Scoring Adult Modifications and Changes in Trajectory

The above causal experiences in childhood are allowed up to 100 points on either end of the continuum (-100 to 100 for the ideal childhood), which includes learning how to solve problems, weather disappointments and setbacks, and enjoy encouragement by parents to be our best selves. Or, at the other end of the 200-point continuum for childhood, to experience the most brutal abuse and neglect, including regular battering of the head and suffocation and release to extinguish crying or regular and violent whippings for disobedience or "misbehavior", or regular and invasive sexual abuse versus loving and safe affection.

Adulthood offers an opportunity to change our trajectory, and so does The Scale. The continuum of -100 to 100 is extended to -150 to 150, now a 300-point scale, where -150, the lowest possible score, would be reserved for violent and cruel mass murderers and the highest possible score of 150 would represent the most highly evolved individual(s) known to humankind. The Adulthood scores afford more credit and discretion. Theoretically, a person with a childhood score of -100 could rebound to an adult score of 150, with an adulthood scoring of 250 mitigating points. It could not go over 150. One could not credit 251 mitigating points. 250 is the cap, as it's at the extreme end of the bell curve as very rare. In accord with the bell curve, such scoring would be so rare as to possibly be non-existent. 0 will always represent average, with most of the humanity hovering closer to the middle.

Mitigating factors would include trauma work and insight therapy, (good) religion and ethics (i.e. kindness, honesty, humility, courage), education, good friends, and a path of strife, like "The Road Less Traveled or Joseph Campbell's "The Power of Myth". Examples of such a path of strife, would be Obama's choice to move to a depressed neighborhood in Chicago to experience the ordinary life of most African Americans, Nelson Mandela's willingness to endure prison as a way of protesting radically disparate conditions on behalf of his people, Martin Luther King's risk of beatings and assassination to obtain civil rights, Alexei Navalny's dare to face imprisonment and further assassination attempts by returning to his country, Jamal Khashoggi's choice to write the truth about his homeland and return at known risk, Mahatma Gandhi's non-violent leadership to free his country at great risk, or Jesus's willingness to hang on a cross rather than lie. Mitigating factors can range up to 250 points, while never exceeding the limit to the scale or the curve.

By the same token, modifiers can include someone who once had an ideal childhood, with a 100-point score, and continued contributing and practicing the ultimate growth choices or someone who blew it by joining the wrong crowd, got into the wrong relationship, taking drugs to the point of addiction and overdose or someone who had a painful medical issue and became addicted and overdosed, creating negative scores. It seems beyond all probability that someone with a perfect childhood would become a violent mass murdered, and it would take some sort of conscious-altering situation to create it. So, to go from 100 (ideal childhood) to -150 would mean that blessed person added –250 in negative modifiers, which is more than the author can imagine. Still, that's the model of the Score Sheet. Negative modifiers can range from -1 to -250, but the most extreme events creating these changes may never be observed. We can hear of them in disbelief, but we may not likely see them.

More likely, someone with a score in the high 70s, 80s and 90s from childhood will pursue an education, make healthy friendships, and work diligently toward making a social difference, raising their scores above 100, perhaps to 120, but getting less credit for change, given their head start and the ceiling of the scale. By the same token, someone with a low

childhood score is more likely to harm others as well as themselves, and their choices may include dropping out of school, joining a gang, making criminal choices, becoming addicted to street drugs or developing dependence on psychotropic medications, which can also severely threaten behavioral choices. Even people with an average score for childhood can experience such major loss or strife that they enter a state of depression or anxiety and become medicated on drugs that have harmful impacts on choices.

The author had a tough childhood (about -45) with some handicapping medical issues, became involved in the civil rights and anti-war movement of the 60s, worked hard at therapy, went to college, and became a Zen Buddhist. Her score raised to about 90. That would make her adult modifiers worth about 135. The author has a client whose brother is serving a life sentence for murder. Their childhoods were awful, but her brother went to college to get his doctorate in physics, where he had emotional problems. He asked the school counselor for help. He was sent for medication and began hallucinating messages. He went back to beg for "real therapy", and they upped his dosage. He killed a woman.

This young man's sister says he was the sweetest person in the family, and while they were both ignored by their parents, his older brother despised and tormented him. He was never rescued or protected, something that could create schizophrenia (unbearable, incoherent and conflicting parental ideation). At any rate, she worked with me and then went to my intern. She read my work and watched my parenting tapes, studied, did trauma work, self-reflected regularly, and came to the relationship skills workshop religiously. Her initial score was -50 and recently we scored her again, and it was about 50, which means her Adult Modifiers were worth about 100. When adding adult modifiers, it can be necessary to find the best match on the scale and add points accordingly.

The Predictor Score Sheet

Evaluator: **Subject's Name:**

CHILDHOOD EXPERIENCES		
Bonding/Attachment [+/- 40]		
Healthy Maternal Diet v. Prenatal Assaults (If this experience was serious enough it would invalidate the PSSS.)	+/- 5	
Quality of Attachment (holding, petting, smiling, loving & responding)	+/-15	
Continuity of Attachment (abandonment, early daycare, rotating caregivers)	+/-20	
Safe Separation-Individuation [+/- 30]		
Karmic Discipline v. Physical Abuse v. Permissiveness		
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Safe Affection v. Sexual Abuse		
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Identity & Confidence Building v. Emotional Abuse		
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Ethics [+/- 30]		
Expression Ethic v. Repression Ethic	+/-15	
Modeling Personal Responsibility v. Blaming & Judging Ethic	+/-15	
CHILDHOOD SUBTOTAL >>	+/- 100	

CHILDHOOD TRAUMATIC BRAIN INJURY (TBI)		
Did the child experience a serious blow to the head one or more times? If this experience was serious enough it would invalidate the PSSS.	- 0-20	

ADULT MODIFIERS		
Mitigating and Enhancement Factors (ex. therapy, meditation, "hero's journey," good company, education). Max 250-point shift score not to exceed 150, (the ultimate humanitarian).	+ 0-100	
Compounding Factors (ex. substance abuse, bad company, anti-psychotic Rx) Max of -250-point shift not to exceed -150 score (a vicious mass murderer).	-0 to 100	
ADULTHOOD SUBTOTAL >>	+/- 100	

THE PREDICTOR SCALE SCORE		
Add the *Childhood Subtotal, Childhood TBI* and the *Adulthood Subtotal* from above, and enter the total Predictor Scale Score here. If the total is greater than 150, enter **150.** If the total is less than -150 enter **-150**.	+/- 150	

I understand my book, The Predictor Scale and Score Sheet, is a lot to read, even at only 210 pages. Let this be a synopsis, of sorts. To be clear, the Predictor Score Sheet is not about predicting whether a person will become a musician or a landscape artist. It is not about whether the person will be passive aggressive to cope with disagreements or controlling. This is not predictive of personality disorders. The closest we get to such specificity comes from understanding mirror neurons. We incorporate into our arsenal of responses that which we witnessed and experienced in early childhood in a myriad of situations. In that sense we can be predictive of specifics. If the child is raised in China, we can expect the child to be Chinese culturally, and if raised in a bilingual culture, she may be bilingual. If parents were academics, we shouldn't be surprised if the child becomes well-educated and an academic, herself. If parents are criminals, we shouldn't be surprised if the child becomes criminal to cope. It is this phenomenon that behavioral researchers took as evidence that behavior and personality are inborn in whole or in part.
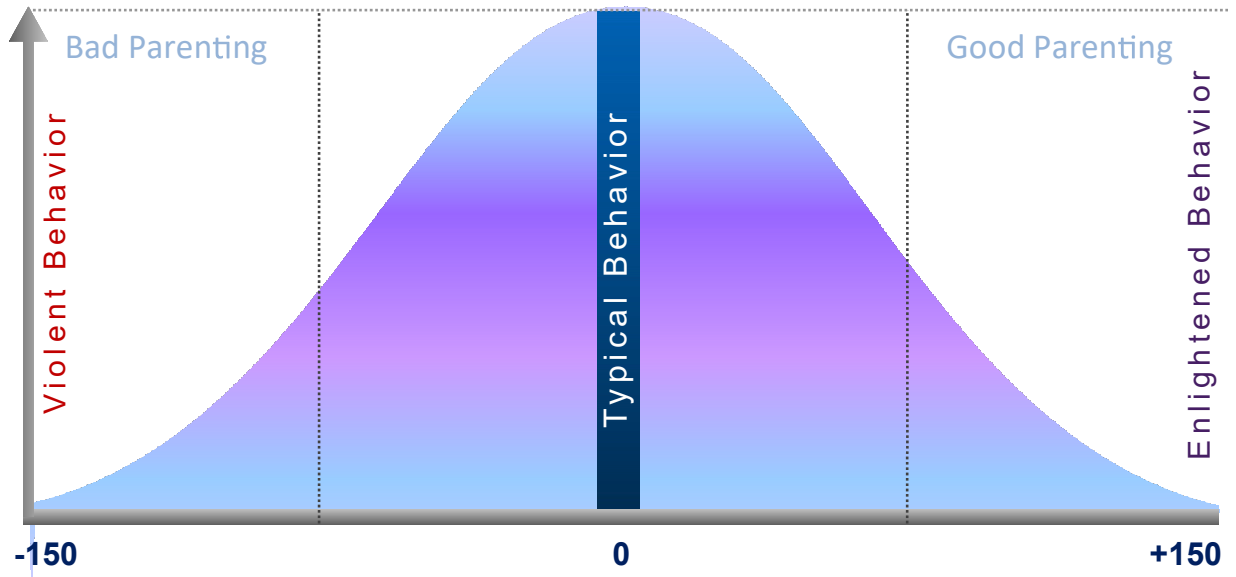
I hope that anyone who utilizes the Predictor Scale and Scoresheet has an appreciation of mirror neurons for overview. If the child has been whipped, he may whip his own children one day. Mirror neurons hold the eggs of childhood's forbidden experiences until they hatch in play and adulthood, unless the child learns about self-awareness, self-reflection, and self-correction.

But this is not what The Predictor Scale measures. The Predictor Scale should be scored by people who understand mirror neurons and imprinting, but it is not the specifics of what we need to know to raise a child or to understand a person. We need to know whether a child is headed for a fulfilling life or major harm, whatever the provocation or inspiration.
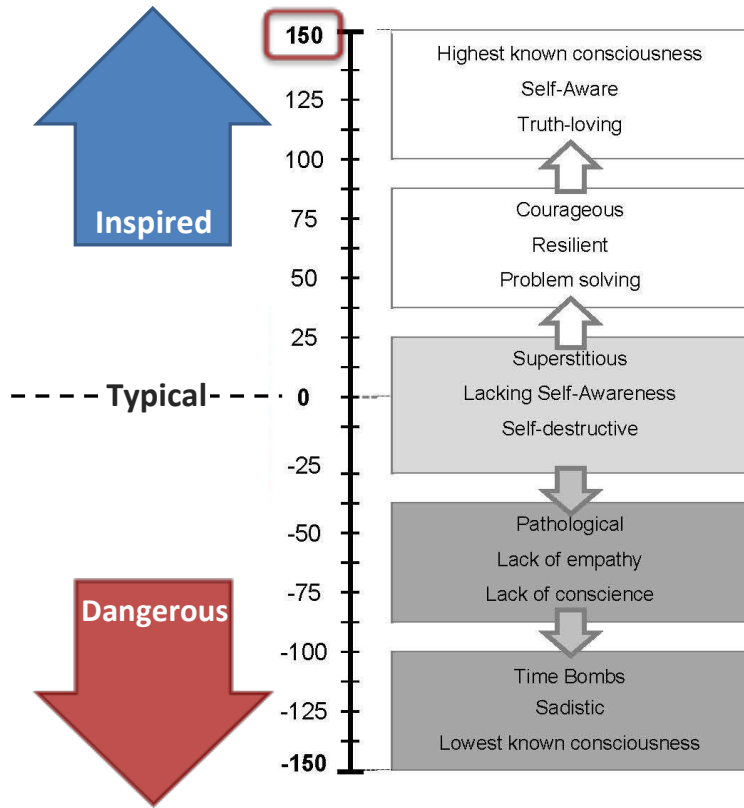
Attorneys and judges must know that evaluators should not be credited for a thorough evaluation if they have not considered the elements in The Score Sheet, which explains violent behaviors and mass shootings. It is something that would help the school counselors. Journalists need to know what to cover and discover when another violent event hits the news. Parents have a right to know the most significant developmental milestones in childrearing and what they need to do to create that successful and safe result. They have a right to know that those milestones are not simply linear; they are interactive. Without these considerations, we are parenting according to the Tulip Theory, as I call it. We will treat children like their traits are inborn and not of our creation. Without it, we don't understand that parents are the most important people in the world and should not be substituted until age five, the magic age of healthy individuation.

Mental Health Bell Curve

Conceptualizing the Range of Mental Health

Bad Parenting

Good Parenting

Violent Behavior

Typical Behavior

Enlightened Behavior

-150

0

+150

Inspired

Dangerous

150	Highest known consciousness Self-Aware Truth-loving
125	
100	
75	Courageous Resilient Problem solving
50	
25	
0	Superstitious Lacking Self-Awareness Self-destructive
-25	
-50	Pathological Lack of empathy Lack of conscience
-75	
-100	
-125	Time Bombs Sadistic Lowest known consciousness
-150	

- - - Typical - - - 0

The Predictor Scale

Scoring on a Continuum

More Specific Examples

The Predictor Scale

A <u>paradigm,</u> not a statistically-based measure

Score	Description
150	**Highest known consciousness: Self-aware, courageous, loves truth, humble (i.e., Jesus)**
140	Profoundly high consciousness (i.e., The Buddha)
130	Global heroes (Mother Teresa, Malala)
120	Pioneers into new frontiers
110	Thought leaders
100	Critical thinkers
90	Pioneering, self-correcting, and courageous
80	Strategic risk-taking; healthy marriage and career
70	Hard working; persistent, resilient; management material
60	Focus on education and values; financially responsible; problem solving
50	Good career, with possible debt and parental failures; strong family, weak achievement
40	Moderate success in family, work
30	Major intuitive successes without a plan and failures due to lack of self-awareness
20	Lacking adventure or too impulsive, but trying to carve out a life; weak role models
10	Follows rules, superstitious beliefs, lack of cause and effect thinking
0	Typical person, typical relationships, typical parenting, typical ethics, average career
-10	Personality structures
-20	Loyalty ethic above values and courage. Talented people who self-destruct
-25	Secrets, infidelity, lack of problem solving and ethics
-30	Depression, anxiety, blaming
-35	Personality Disorders (Dependent, Obsessive Compulsive)
-40	Personality Disorders (Avoidant, Schizoid, Histrionic)
-45	Personality Disorders (Narcissists, Borderlines, Anti-Social, Paranoid)
-50	Emotional cut offs, lack of empathy, lack of conscience
-55	Stealing, cheating, lying
-60	Lack of conscience
-70	Schizophrenia, suicidality, child abuse secret keeper, suicide terrorists
-75	Child abuser, rapist
-80	Child molesters
-90	Killers
-100	Time bombs (a la Sandy Hook and Columbine), hit men
-110	Political mass murderers with leadership abilities (Joseph Stalin)
-120	Serial killers open to appeal (Jeffrey Dahmer, Richard Ramirez, Ailene Wournos)
-130	Sadistic mass murders with leadership abilities (Adolph Hitler, Saddam Hussein)
-140	Extra cold serial killers (John Wayne Gacy, Ted Bundy)
-150	**Lowest known consciousness, cruelest behaviors (Uday Hussein, Kim Jong-un)**

Possible Examples of Scoring

150   Jesus
140   The Buddha
130   Mother Teresa, Galileo, Nelson Mandela, Malala
120   Oprah Winfrey, Michelangelo, Albert Einstein
110   Barack Obama, John Bowlby, Alice Miller
100   Bessel van der Kolk, Peter Breggin, Mikhail Gorbachev
 90   Eleanor Roosevelt, Barry Goldwater, Sam Harris, Phil Donahue, Dwight Eisenhower
 80   Good self-reflection, excellent marriages, passionate careers, critical thinking, good parents
 70   Problem-solving, persistence, courage, Anthony Robbins
 60   Focus on education and values, some self-reflection, Amanda Knox
 50   Great talent, self-defeating choices, i.e. Michael Jackson, Whitney Houston
 40   Pioneering, but stuck in choices; compassionate to a fault or in business to a fault
 30   Intuitive successes without a plan, failures due to lack of planning or living by the book
 20   Financially responsible, lacking adventure
 10   Decent values, superstitious beliefs, lack of cause and effect thinking
  0   Average person, average relationships, average career, average parent, average ethics
-10   Represses feelings; excess of problems; personality structures (not quite disorders)
-20   Represses truth, secrets, loyalty ethic over healthy values and courage, dominant/submissive
- 30   Depressed, anxious, unfaithful, inauthentic, suicidal
- 40   Dependent, Obsessive Compulsive, Avoidant, Schizoid Personalities
- 50   Narcissists, Borderlines, Schizotypal, Paranoid Personalities (Blaming, judging, "shoulding")
- 60   Bernie Madoff, lacking empathy, conscience; abusive parent; abusive parent secret keeper
-70   Schizophrenic, terrorist, gang member, bully, enabler-secret keeper of sex offender
-80   Rapist, teacher of abuse, Dr. Schreber
- 90   Child molester, abusive cult leader
-100   Killer, paranoid schizophrenic, psychotic mass murderer, Charles Manson
-110   Jeffrey Dahmer
-120   Richard Ramirez, serial killers
-120   Mass murders by proxy: Adolph Hitler, Saddam Hussein, Joseph Stalin
-130   Sadistic killers, John Wayne Gacy
-140   ISIS
-150   Uday Hussein and Kim Jong-Un

It is not the author's intention to represent the above scores literally. They are examples. For example the score of 20 represents above "Financially responsible, lacking adventure" with an intention to represent a score that is partially healthy. This person might literally be responsible but not adventuresome or not responsible but adventuresome. This score could be for someone who is competent but doesn't watch the news or want to know about it. It could be someone who watches the news but doesn't have much personal ambition. These are just examples for which there are a billion more for every score.

Three Lives: A Hero, a Killer, and the Accused

Malala, a Hero

Malala's father loved teaching and was a teacher. When his daughter was born, he did not despair that she was a boy, but named her after a famous Pakistani legend who championed women and was known as "a girl from paradise" and a "grief stricken" savior. Malala's mother was a loving, shy stay-at-home mother raised chickens for their eggs and cooked from their vegetable garden.

Malala's father spent their nights educating Malala and his younger children. He and Malala decided to open a school for girls and Malala rode in their little school bus to pick up the other girls to go to school, which was against strict Muslim principles.

One day some armed Taliban soldiers boarded the school bus and asked, "Who is Malala?" After a moment of silence, Malala, knowing she could be shot, responded, "I am Malala." She was shot twice in the head, but was airlifted to Great Britain, where her life was saved, although her face was scared. She continues as an activist to support education for girls, and she won the Nobel Peace Prize in 2017.

shooting, world-wide recognitio

Malala Yousafzai

Malala

- Malala Yousafzai was born in Pakistan into a Sunni Muslim family.

- When she was 15, a Taliban soldier boarded a school bus looking for Malala. He found her and shot her in the head.

- She's 17 now and recently was awared the Nobel Peace Prize.

- Her father named her Malala, meaning "grief stricken," after a famous Pashtun poet and warrior woman from Southern Afghanistan.

- She is now known worldwide for her activism for women's rights and the right to education for all. She wrote the best selling book, *I am Malala*.

The Predictor Score Sheet

Evaluator: Dr. Faye   **Subject's Name: Malala**

CHILDHOOD EXPERIENCES

Bonding/Attachment [+/- 40]

Healthy Maternal Diet v. Prenatal Assaults (If this experience was serious enough it would invalidate the PSSS.)	+/- 5	**5**
Quality of Attachment (holding, petting, smiling, loving & responding)	+/- 15	**15**
Continuity of Attachment (abandonment, early daycare, rotating caregivers)	+/- 20	**20**
Karmic Discipline v. Physical Abuse		**10**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Safe Affection v. Sexual Abuse		**10**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Identity & Confidence Building v. Emotional Abuse		**10**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Expression Ethic v. Repression Ethic	+/- 15	**15**
Modeling Personal Responsibility v. Blaming & Judging Ethic	+/- 15	**15**
CHILDHOOD SUBTOTAL >>	+/- 100	**100**

CHILDHOOD TRAUMATIC BRAIN INJURY (TBI)

Did the child experience a serious blow to the head one or more times? If this experience was serious enough it could invalidate the PSSS.	- (0-20)	

ADULT MODIFIERS

Mitigating and Enhancement Factors (ex. therapy, meditation, "hero's journey," good company, education). Max 250-point shift score not to exceed 150, (the ultimate humanitarian).	+ (0-100)	**25**
Compounding Factors (ex. substance abuse, bad company, anti-psychotic Rx) Max of -250-point shift not to exceed -150 score (a vicious mass murderer).	- (0-100)	
ADULTHOOD SUBTOTAL >>	+/- 100	**125**

Add the *Childhood Subtotal, Childhood TBI* and the *Adulthood Subtotal* from above, and enter the total Predictor Scale Score here. If the total is greater than 150, enter **150.** If the total is less than -150 enter **-150**.	+/- 150	**125**

Robert Alton Harris, a Killer

Robert Alton Harris was executed in 1992 for the murder of two teenage boys. He was charged with special circumstances for the coldness of the crime.

Robert Alton Harris was the middle child of nine children. His father, Kenneth, had been awarded the Silver Star and Purple Heart in World War II. Harris's mother, Evelyn, was a Native American who supported the family as a migrant worker, when her husband was gone. Both his parents were alcoholics and Harris reportedly suffered from fetal alcohol syndrome. His father didn't believe Harris was his son and hated the baby before he was born. He kicked his wife in the belly numerous times while she was pregnant with him, forcing her to deliver two months early. Harris's mother ignored her baby after he was born to avoid beatings.

When Harris was a boy, his father took him to the desert with a gun, told him to start running, and began shooting at him, just missing him slightly to the right and slightly to the left, again and again.

Harris's father was sentenced to prison twice for molesting his sisters, the first time for 18 months, and the second time longer. He beat his wife and children, but especially targeted Robert, who was frequently beat about the head. Young Harris began having run-ins with the law at age 10 and was sentenced to a reformatory at age 13 for stealing a car. At 14 his mother abandoned him.

Harris ultimately found work, married and had a child before he was sentenced for manslaughter and paroled in 1978, the year he invited his younger brother along for a robbery that became a cold-blooded killing.

At age twenty-five Harris borrowed a gun from his parents' home and asked his younger brother, Daniel, if he wanted to help him rob a bank. They commandeered a car from two 16-year-old boys and had them drive to a remote location. What went in had to come out. Harris told the two boys to start walking. He shot at them and killed them both and then they ate the boys' cheeseburgers.

Daniel Harris was sentenced to six years in prison. Robert Alton Harris was sentenced to death with special circumstances. The jury decided that he would not get to serve out his life in prison without a possibility of parole, because he showed no empathy or conscience when he sat down after the killings and ate their cheeseburgers.

What went in had to come out. Robert reenacted his abuse and showed no conscience. What didn't go in couldn't come out. He'd never received empathy or fair play. Why not sit down and eat the cheeseburgers if he was hungry?

Robert Alton Harris was executed in California on April 21, 1992.

The Predictor Score Sheet

Evaluator: *Dr. Faye*   **Subject's Name:** *Robert Alton Harris*

CHILDHOOD EXPERIENCES			
Bonding/Attachment [+/- 40]			
Healthy Maternal Diet v. Prenatal Assaults (If this experience was serious enough it could invalidate the PSSS.)		+/- 5	**-2**
Quality of Attachment (holding, petting, smiling, loving & responding)		+/- 15	**-15**
Continuity of Attachment (abandonment, early daycare, rotating caregivers)		+/- 20	**-20**
Safe Separation-Individuation [+/- 30]			
Karmic Discipline v. Physical Abuse			**-10**
Age		+/- 4	
Intensity		+/- 3	
Frequency/Duration		+/- 3	
Safe Affection v. Sexual Abuse			**-10**
Age		+/- 4	
Intensity		+/- 3	
Frequency/Duration		+/- 3	
Identity & Confidence Building v. Emotional Abuse			**-10**
Age		+/- 4	
Intensity		+/- 3	
Frequency/Duration		+/- 3	
Ethics [+/- 30]			
Expression Ethic v. Repression Ethic		+/- 15	**-15**
Modeling Personal Responsibility v. Blaming & Judging Ethic		+/- 15	**-15**
CHILDHOOD SUBTOTAL >>		+/- 100	**-97**

CHILDHOOD TRAUMATIC BRAIN INJURY (TBI)		
Did the child experience a serious blow to the head one or more times? If this experience was serious enough it could invalidate the PSSS.	- (0-20)	

ADULT MODIFIERS		
Mitigating Factors (therapy, Rx, street drugs, "hero's journey," good company, education). Max 250-point shift not to exceed 150 total, the ultimate humanitarian).	+ (0-100)	**?**
Compounding Factors (ex. substance abuse, bad company, Rx, head trauma). Max of 250-point shift not to exceed -150 score (a vicious mass murderer).	- (0-100)	**?**
ADULTHOOD SUBTOTAL >>	+/- 100	**-97**

THE PREDICTOR SCALE SCORE		
Add the *Childhood Subtotal, Childhood TBI* and the *Adulthood Subtotal* from above, and enter the total Predictor Scale Score here. If the total is greater than 150, enter **150.** If the total is less than -150 enter **-150**.	+/- 150	**-97**

Amanda Knox, The Foreign Exchange Student

> Amanda Knox was an American exchange student convicted in 2009 of the murder of her new roommate Meredith Kercher in Perugia, Italy, where she was continuing her education in foreign languages and creative writing. She served four years of a 26-year sentence, before the verdict was reversed. In September 2013, the courts reopened her case, and a retrial began *in absentia.*

Amanda Knox was raised in a normal middle-class environment. Her mother was a math teacher, and her father was a businessman. Her parents divorced when she was about three years old. She visited her father, step-mother and three younger half-sisters two weekends monthly. Her parents cooperated in sharing custody.

When Amanda was about eight, her mother reportedly became involved with a younger man, 16 years her junior, which reportedly embarrassed Amanda. Nevertheless, Amanda was close to her mother and the rest of her family.

Amanda was an active child who loved sports and excelled in soccer, earning the nickname "Foxy Knoxy" for her clever defensive moves. She enjoyed play and she enjoyed work too. She loved school and made good grades. She chose a religious college for her undergraduate studies. She was apparently not very interested in boys during high school and college and focused primarily on her academic studies. She studied hard. She wanted to become a linguist and travel. She learned three other languages in college and supplemented her studies by reading literature in foreign languages. She wrote short stories and poetry, some dealing with violent plots. She worked several part-time jobs to save money so she could go to college abroad.

Shortly before she left for Europe, Amanda began to break out into partying, dating, and having sex. She had sex with seven different young men before she was arrested for murdering her roommate in Italy.

Shortly before beginning her education in Italy, Amanda became roommates with a young woman from England. They were compatible but did not know one other well. One night her roommate was murdered while Amanda reportedly spent the night with a young man she really liked, perhaps even loved. They smoked some marijuana and had sex. She came home to shower, encountered suspicious circumstances, and called her mom while her new beau called the police.

Amanda and her new boyfriend made a bad impression on observers. She did not seem distraught over the murder but was seen hanging onto her new boyfriend as they waited for the police to finish at her apartment. While he was being interrogated, she waited for hours in the lobby, biding her time doing yoga headstands (which the press reported as cartwheels). She claims she struck during her extended five-day interrogation and that she was pressured into a false confession.

Both were arrested and charged. The police and prosecutors helped the press build a case that Amanda was a sociopath before the forensic evidence was evaluated. The DNA from the scene did not support the couple as murderers but led to another party who pled guilty and claimed that Amanda was not a part of the crime. Nevertheless, the couple was tried and found guilty for aiding in the crime. A higher court released her after four years. She is to be tried again if she returns to Italy. Except for her vague confession under reported duress, she has continuously claimed her innocence and even wrote a book, *Waiting to Be Heard.*

Evaluator: *Dr. Faye*   **Subject's Name:** *Amanda Knox*

CHILDHOOD EXPERIENCES		
Bonding/Attachment [+/- 40]		
Healthy Maternal Diet v. Prenatal Assaults (If this experience was serious enough it could invalidate the PSSS.)	+/- 5	**3**
Quality of Attachment (holding, petting, smiling, loving & responding)	+/- 15	**15**
Continuity of Attachment (abandonment, early daycare, rotating caregivers)	+/- 20	**10**
Safe Separation-Individuation [+/- 30]		
Karmic Discipline v. Physical Abuse		**7**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Safe Affection v. Sexual Abuse		**7**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Identity & Confidence Building v. Emotional Abuse		**7**
Age	+/- 4	
Intensity	+/- 3	
Frequency/Duration	+/- 3	
Ethics [+/- 30]		
Expression Ethic v. Repression Ethic	+/- 15	**15**
Modeling Personal Responsibility v. Blaming & Judging Ethic	+/- 15	**0**
CHILDHOOD SUBTOTAL >>	+/- 100	**64**

CHILDHOOD TRAUMATIC BRAIN INJURY (TBI)		
Did the child experience a serious blow to the head one or more times? If this experience is serious enough it would invalidate this score.	**-** (0-20)	

ADULT MODIFIERS		
Mitigating Factors (ex. therapy, meditation, "hero's journey," good company, education). Max 250-point shift score not to exceed 150, the ultimate humanitarian).	+ (0-100)	**10**
Compounding Factors (ex. substance abuse, bad company, anti-psychotic Rx) Max of -250-point shift not to exceed -150 score (a vicious mass murderer).	- (0-100)	
ADULTHOOD SUBTOTAL >>	+/- 100	**10**

THE PREDICTOR SCALE SCORE		
Add the *Childhood Subtotal, Childhood TBI* and the *Adulthood Subtotal* from above, and enter the total Predictor Scale Score here. If the total is greater than 150, enter **150.** If the total is less than -150 enter **-150**.	+/- 150	**74**

Interpretation

If the Italian police and prosecutors had The Predictor Scale at their disposal, perhaps they would not have gone forward with prosecuting Amanda Knox, given their weak evidence and reliance on her immature and inappropriate actions to fuel their prosecution. What they saw as sociopathic could also been understood as immaturity and naïveté, faith in the system, an accustomed sense of safety, and lack of exposure to the threatening aspects of adult life.

She had an apparent history of being loved, ethically guided, and encouraged. She had a history of modest or delayed sexual interests in lieu of her academic and philosophical pursuits. Her alleged crime was not credible from a true forensic point of view. According to The Predictor Score Sheet and Scale, she could not have committed such a gruesome murder.

The Unification of a Field

So, in the world of unified field theories, there is a need to stay tuned into all the major scientific lanes of psychology, as it is unlikely there will be research covering an overview and all the permutations of attachment, individuation and family systems in measurable increments.

The Predictor Scale and Score Sheet was inspired by very bad forensic evaluations that appear biased and vary irrationally from one expert to another, operating on hunches, producing different explanations and predictions, as "experts" fail to consider all the critical factors that influence behaviors and insight. Additionally, one may notice the rise in violent behaviors amongst young adults and journalists who report that psychologists don't know why all the shootings are increasing. Instead of educating the public in prevention, we have been accepting the pharmaceutical solutions. The Scale and Score Sheet was especially inspired by meeting so many educated and well-intentioned parents who made harmful choices out of ignorance. The failure to understand the necessity of taking together the information from all major studies of behaviors has left us blind and ignorant. We have not been the specialists that parents need.

As the profession of psychology prides itself on evidence-based practice, the forensic "experts" have been running wild, and the results of scientific studies go unchecked. The primary purpose of The Predictor Scale is to educate all the offshoots of research in my field about the quality results of the other scientists in other lanes, so that the interpretations of their own work consider other valid explanations as well as interrelatedness. The Scale attends to the various critical childhood influences and their impacts on one another and can educate all the relevant parties whenever attempting to predict, prevent or understand behaviors. The Scale is better than a check list or self-report. It may be likened to a report card where the teacher attends to the most important factors in educating a child, as The Scale attends to the most important factors in raising a child. It uses memory, parent recollections, observation, reason, and "right-brain" wholistic ratings on a Likert Scale from -5 to 5, -10 to 10, -15 to 15, and -20 to 20. Assessment considers the influence of each lane, one upon another.

What I propose to "test" The Scale and Score Sheet is to evaluate 100 or 1000 very high functioning individuals, 100 or 1000 average individuals and 100 or 1000 very destructive individuals to show the correlation, if not the cause of low, average, and high functioning individuals. We would also be testing for interrater reliability as well as correlations, if not cause, between childhood experiences, adult choices, and adult behaviors. I am lobbying for the overview, a contemplated unified field theory of psychology.

John Bowlby's Hope and Prediction

This brings an already overlong work to an end. Most of the problems with which I set out have been explored and to aid their solution a new conceptual framework has been proposed.

Throughout the work I have concentrated on problems of Aetiology and psychopathology, believing that it will only be when we have a good grasp of what the causes are of psychiatric disorder and how they operate that we shall be in a position to develop effective measures either for their treatment or for their prevention My strategy has been to select one set of putative causal factors—the disruption or threatened disruption of an affectional bond—and to trace the consequences; and in doing so to identify so far as possible those other conditions that, occurring before, during or after the disruption, influence the consequences for better or worse. From an examination of the evidence, drawn from many disciplines and many lands, it has been possible to indicate how certain combinations of circumstance lead to certain forms of personality disturbance and how they affect not only the individual, but almost invariably, members of his family, as well. Among such disturbances are to be counted many common clinical disorders, including states of anxiety and phobia, of depression and suicide, and, also, of disturbances in parenting and marriage. Together, these are the kinds of disorder from which suffer a majority of all those who claim the attention of clinical workers in the Western world today.

Nevertheless, although disruptions of bonds, and experiences related to or consequent upon disruption, undoubtedly play a causal role in these and other conditions, we remain ignorant of how large a causal role they play and in precisely what circumstances they play it. In order to find out, continuing research, using a broad range of methods, will be necessary. Only when that is done, and the conceptual framework itself refined, elaborated, and tested, shall we know how productive the enquiry described will turn out to be.

Meanwhile, there are conclusions on which I believe we can rely. Intimate attachments to other human beings are the hub around which a person's life revolves, not only when he is an infant or a toddler or a schoolchild but throughout his adolescent and his years of maturity, as well, and on into old age. From these intimate attachments a person draws his strength and enjoyment to others. These are matters about which current science and traditional wisdom are at one.

We may therefore hope that, despite all its deficiencies, our present knowledge may be sound enough to guide us in our efforts to help those already beset by difficulty and above all to prevent others becoming so.

--John Bowlby's Epilogue to his Trilogy: *Attachment*, *Separation* and *Loss*, 1980, p. 442.

Best Research

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