

DIMENSIONS OF MATERNAL INFLUENCE ON THE DEVELOPMENT OF A CHILD'S CONSTRUCT SYSTEM

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Abstract: The aim of this article is to introduce two new diagnostic constructs that outline how a mother's (or caregiver's) behaviour influences the development of a child's personal construct system. We present two bipolar dimensions of maternal behaviour. The first dimension is Disarming - Condemning mother. The Disarming mother disempowers the child by undermining their autonomy. In contrast, the Condemning mother demands full independence, even when the child may be developmentally not ready for this process to occur. The second dimension is Glued - Detached mother. The Glued mother emotionally fuses with the child and uses them as a resource, remaining "glued" to the child, instead of fostering healthy and developmentally appropriate separation. The Detached mother, by contrast, avoids relational roles entirely. While these two dimensions cannot encompass the full richness and complexity of parent-child dynamics or the subtle, gradual process of negotiating dependency and autonomy, they provide a framework for examining certain key patterns. By identifying these relational tendencies, we can gain insight into how a child's personal construct system develops in specific ways and how these early dynamics may later manifest as significant transference patterns in therapy.

Keywords: Maternal influence, Child's construct system, Dimensions, Mother.

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1. INTRODUCTION

Psychotherapists often have to reconstruct psychological systems retroactively through the narratives of adult clients, particularly through their early object relations (Kelly, 1955/1991b). The process of understanding maternal behavioural patterns through a constructivist lens requires recognizing how parental behaviours shape the child's construct system. From this perspective, a mother's behaviour is not only about immediate actions but about how she implicitly teaches the child to anticipate the world, to evaluate themselves, and what positions or

roles they may have available in different relationships. In other words, the mother does not merely provide care for the child's basic biological needs but also conveys the dimensions through which the child interprets competence, dependency, and value. While adults retain the ability to make choices, revise their construct systems, and actively engage in role playing and the process of dependency dispersion, many people continue to carry remnants of these early, archaic structures. Gradually bringing these structures into awareness, verbalizing them, and reshaping them becomes an integral part of the long and ongoing work of reconstructive therapy.

The emphasis on maternal figures stems primarily from the empirical material we have collected from clients. The empirical material consists of clinical process notes derived from psychotherapy sessions, focusing on clients' narratives of their relationships with maternal figures. These notes were retrospectively examined for recurrent themes related to maternal interaction patterns, which informed the initial formulation of the proposed dimensions. Following their preliminary construction, these dimensions were further explored and refined through subsequent therapeutic conversations, including clients' own positioning of their mothers within the described dimensions, which converged with the authors' hypotheses. All clients provided informed consent for the use of anonymized case material in this paper.

From a personal construct perspective, early relational patterns contribute to the formation of narrative identities, often through preverbal and relationally embedded constructions that later organize experiences of recognition, worth, and belonging (Chiari, 2022). Within the framework of Personal Construct Psychology, Butler and Green (2007) emphasize the importance of understanding the world from the child's perspective, highlighting that children actively construct meanings of their experiences through relationships with significant others rather than responding passively to parental behaviours. Moran (2020) further operationalizes Personal Construct Therapy in work with children and young people, emphasizing the therapist's capacity to engage with the child's unique meaning-making processes through language, symbolism, and relationship, rather than imposing adult interpretative frameworks.

When asked to describe how they construct their parents, clients overwhelmingly provided content related to their mothers. The dimensions we present here were, in practice, shaped by maternal narratives. In psychotherapy, the emphasis on early development and the parent-child relationship has been a central theme since the very origins of depth psychology, spanning from Freud through Klein to Fairbairn (Bateman,

Holmes, & Allison, 2021). Furthermore, although paternal involvement in caregiving has shifted in recent decades, mothers still spend significantly more time with children in most cultural contexts. This time asymmetry naturally produces a richer pool of material concerning maternal figures. Nevertheless, it is important to note that the dimensions described in this paper are not limited exclusively to mothers; they can be applied to both parents or any caregiver who acted as the child's primary attachment figure.

Each maternal style may be viewed as a bipolar construct: a continuum along which the child organizes their experience (Kelly, 1955/1991a). The purpose of identifying such dimensions is not to impose rigid categories onto clients, but to illustrate the polarities a child encounters and internalizes. By examining the extremes, it becomes possible to understand the constraints and demands placed upon the child's agency and to recognize how certain maternal roles may lead either to constriction or to premature demands for autonomy.

In this paper, we present two bipolar dimensions of maternal behaviour constructs - each mother may occupy one pole of a construct on one dimension and a different pole on a cross dimension. To illustrate the framework clearly, we focus on rigid extremes, while leaving space for further exploration - especially in cases where maternal behaviour is inconsistent or shifts over time. When speaking of maternal behaviour constructs and their dimensions, we do not assume that one pole is inherently desirable and the other undesirable. Rather, these dimensions are conceived as diagnostic constructs: neither extreme is optimal, and no pole represents an ideal position. Healthy maternal functioning is understood as the capacity to flexibly move along the dimension in accordance with the child's developmental needs and contextual demands. The first dimension contrasts the *Disarming mother* with the *Condemning mother*. The second dimension explores the polarity between the *Glued mother* and the *Detached mother*. What follows is a discussion of the first dimension in greater depth.

2. FIRST DIMENSION: DISARMING - CONDEMNING

The first dimension reflects the extent to which the mother either restricts or overburdens the child's sense of independence. Separation from the parent is a crucial developmental process that allows the child to establish a sense of self, autonomy, and the capacity for independent relationships. When this separation happens too early, the child may feel abandoned or overwhelmed, lacking the internal resources to cope with independence. Conversely, when it occurs too late, the child's individuality may be stifled, leading to difficulties with boundaries, dependency, and self-determination. Ideally, separation unfolds gradually and in harmony with the child's developmental stage, balancing closeness and autonomy in a way that fosters both security and growth.

The first diagnostic construct deals with how a parent treats the issue of their child's autonomy. On one pole, we find the *Disarming mother*, who undermines the child's agency by assuming responsibilities in their place, for example, out of fear of losing her central role. Here, the child is an important validation agent for the mother's system of constructs. On the opposite pole stands the *Condemning mother*, who insists on premature autonomy, requiring the child to act independently before they are ready and punishing them with criticism if they fail.

The main criterion for this dimension is how the child distributes their dependencies onto the mother. This dimension captures the paradoxical tension that children face: being either *overprotected into passivity* or *pressured into self-reliance*. Both poles lead to maladaptive constructions of self and others. The disarming pole conveys the message: "*You do not need to act; someone else will do it for you*". The condemning pole, in contrast, conveys: "*You must act alone, and anything less is a failure; it makes you unworthy*".

From a personal construct standpoint, caregiving relationships play a central role in shaping how dependencies are distributed and how roles are construed within the developing system (Butt & Burr, 2004).

By mapping maternal behaviour along this continuum, it becomes clear how different extremes leave lasting impressions on the child's construct system. These impressions often continue into adulthood as patterns of dependency, insecurity, or defensive overcompensation.

2.1 Disarming mother

The Disarming mother disempowers the child by systematically undermining their autonomy. She performs tasks for the child not simply out of care or efficiency, but out of an underlying fear of losing her central identity as a mother. This dynamic manifests through a consistent pattern of "taking over" the child's everyday responsibilities. For example, she may literally remove objects from the child's hands or intercept their actions: when the child finishes drinking juice, she immediately takes the glass to the kitchen; when the child enters the house carrying a shopping bag, she instinctively takes it at the door, leaving the child no opportunity to decide where to place it.

On the surface, such behaviour is typically framed verbally as an effort to help or to make life easier for the child. However, beneath this rationale lies a deeper dynamic: a profound anxiety about losing her role as caregiver, through which her sense of self is likely exclusively defined. From a Kellyan perspective, this anxiety can be understood as guilt triggered by the child's emerging autonomy, which threatens the mother's core construction of herself as indispensable caregiver. Her maternal role becomes fused with the child's dependencies, creating undifferentiated dependencies within the child's construct system (Kelly, 1955/1991b). In this context, the Disarming mother actively prevents the development of the child's autonomy, often insisting that the child is either unready to take on a task or not obligated to do so. Our working hypothesis is that the child's growing autonomy is unconsciously experienced by the mother as a direct threat to her psychological equilibrium. Thus, autonomy destabilizes her sense of control and challenges the foundation of her identity as a caregiver.

Another prominent characteristic of this dimension is the mother's low tolerance for frustration. When faced with situations that could produce tension, she often chooses to resolve the task herself rather than allowing the child to navigate the experience. This reduces her discomfort in the short term, but it also systematically undermines the child's opportunity to develop independence.

The relationship that emerges between the mother and the child under this dimension can be described as symbiotic (Kelly, 1955/1991b). Importantly, this symbiosis is primarily maintained and encouraged by the mother herself. The child, through repeated exposure to such interactions, internalizes the message that autonomy is either unnecessary or potentially harmful. Over time, this dynamic inhibits the development of agency and fosters a dependency structure that benefits the mother's psychological needs more than the child's developmental trajectory. Such developmental trajectories reflect a constricted transition within the child's construct system, in which opportunities for movement toward more differentiated dependency structures remain limited (Kelly, 1955/1991a).

The Disarming mother positions herself as a universal dependency resource, preventing the child from developing differentiated and distributed dependencies. The child's agency remains underdeveloped, leading to a less elaborated personal construct system than would be optimal during growth (Kelly, 1955/1991b). The child learns passivity, expecting that "someone else" will always act. In adulthood, the individual often recycles early dependency patterns, relying on the mother for the same needs - or later, on a romantic partner who is expected to fulfill those roles. This dynamic may result in a form of structural arrest (Leitner, 1997), particularly if the mother consistently disarmed the child across multiple domains of potential agency. For example: a child may become extremely successful in business and academia, yet at the same time possess no construct system for practical or domestic tasks. Such a person may not know how to make scrambled eggs or a sandwich, how to prepare

tea, replace a trash bag, inflate a balloon, and so forth. The fragmented part of the structure (Leitner, 1997) that is locked away can be so disconnected that no one in the individual's environment would ever suspect it even exists - until they find themselves in a concrete situation with that person, where the disarmed part of the self is inevitably revealed. As a consequence, the adult may avoid engaging in experiential cycles, fearing the responsibility that comes with initiating or managing life challenges. Agency tends to emerge only in domains where the mother had little influence or lacked the means to disarm the child. In relational contexts, such individuals often test the narcissistic hypothesis: "If you truly love me, you'll take over these responsibilities for me".

2.1.1 Clinical Illustration

Mark was a 35-year-old client at the time he entered psychotherapy. His primary complaint concerned dissatisfaction with the way his needs were being met in his romantic relationship. He reported that his girlfriend was unwilling to sacrifice for him or engage in activities that he considered important. When we explored this further, he explained:

«She doesn't want to pack my suitcase when we travel - my mom always packed my things for trips. She doesn't iron my clothes either. When I come home, she doesn't meet me at the door to take the bags out of my hands, and that's just not polite. When I look for my bananas at breakfast, I can't find them, because she puts them on the bottom shelf of the fridge behind a jar. I can't see them; they should be right in the front on the top shelf, visible. I can't bend down and move jars just to find them. When I get sick, she doesn't ask me how I am often enough - only two or three times. I just think she doesn't care enough».

At the same time, Mark was a very successful financial advisor, highly dedicated to his career. When speaking about his mother, he described how she always did all these things for him and never considered it a burden - she framed it as an expression of love for her son. From this, we

can conclude that Mark struggles to construe his girlfriend propositionally; instead, he construes her in a constellatory way, reflecting primary transference (Kelly, 1955/1991b) which led us to this hypothesis: *“only the same behaviours my mother showed me count as love, and if you don’t meet all those conditions, then you don’t love me”*.

From his relationship with his mother, Mark formed the construct *Caring vs Cold*. In his system, if someone is caring toward him, that means he is valuable as a human being. Caring, however, is narrowly defined as being able to rely on the other person to do everything for him - just as his mother did. Only in that way does he feel validated in his core sense of worth.

2.2 Condemning mother

The Condemning Mother believes that the child must be independent, but her standards are unrealistically high. She constantly controls and forces the child to perform activities for which they are neither developmentally mature nor psychologically or physically capable. This mother positions herself as someone who is not a resource for any of the child’s dependencies, a stance that usually begins at a very early age. Criticism is directed at the child’s core identity, fostering insecurity and the belief that “nothing I do is ever good enough”. Over time, these evaluative constructs tend to become highly regnant, organizing anticipation and action across multiple life domains and limiting the system’s capacity for elaboration or transition (Kelly, 1955/1991a).

When confronted with feedback that she is wrong, this typically activates a highly regnant part of the system, triggering instant defensive reactions and a strong need to justify herself. Individuals developing within such maternal dynamics may form an impermeable core structure, along with a constellation of constructs that require validation in order for the core role to feel secure. For example, the child may construe validation of the core role as contingent upon satisfying a narrowly defined constellation of constructs specifying the only acceptable way of being valued, a condition that remains

structurally impossible to fulfill. This system often creates double binds, since there is essentially no way for the child - or later, the adult - to ever prove their worth. Such individuals usually construe very rigidly and preemptively (Kelly, 1955/1991a): there is only one “right” way to complete a task, or only one grade that is acceptable.

The child is pushed into hyper-agency and perfectionistic validation loops. This often leads to a combination of Kellyan aggression (constant strategy building) and hostility (refusal to revise invalidated constructs and to accept that mother will not stop condemning the child) (Kelly, 1955/1991a). In adulthood, the child tends to prove their worth to everyone, especially to people who unconsciously evoke maternal transfer. There is no clear internal standard that defines when they are finally “good enough” - all achievement seems insufficient. The person often strives for perfection and flawlessness as a way to minimize the margin for error and reduce opportunities for invalidation.

2.2.1 Clinical Illustration

Georgia was a 33-year-old client when she entered therapy. Her presenting complaint involved problems in her marriage, particularly a sense that her husband did not truly hear or see her. When we explored her childhood, Georgia explained that she had received no attention from her parents and felt that she had essentially raised herself. Her father was not sufficiently present, although he did provide a few warm and memorable moments, which she still cherished. These memories remained central in shaping her construct of love and how she believed love should appear.

Her mother, however, was deeply devoted to her work, held generally high standards for how a woman should behave, and communicated almost exclusively through criticism and judgement. Georgia learned that the only way to be noticed by her mother, and to have her identity validated, was through exceptional achievement: being an outstanding student in school, an excellent university student, and today, a very successful entrepreneur. She developed a

strong need to seek validation for her success and her intellect. These constructs remain highly regnant in her system. Yet, the underlying question of her worth persists, as her mother neither in childhood nor in adulthood has ever validated her accomplishments.

2.3 Orthogonal dimension

The orthogonal dimension to this mother type would be the Developmental Ally Mother. This mother attunes to the child's developmental needs. She works within the Zone of Proximal Development (Vygotsky, 1930-34/1978) when supporting her child's autonomy. She avoids prematurely taking over tasks the child can handle, allowing room for experimentation. She flexibly navigates the dependence/autonomy construct, positioning herself as a primary but non-exclusive resource.

3. SECOND DIMENSION: GLUED - DETACHED

The second dimension focuses on the relational dynamic of dependency and emotional attachment. While the first dimension (*Disarming - Condemning*) revolves around autonomy versus imposed responsibility, this axis concerns the degree of emotional fusion or distance between mother and child.

At one extreme stands the *Glued mother*, who fuses her identity with the child's, making separation feel threatening to her own sense of self. At the opposite pole is the *Detached mother*, who withdraws from emotional engagement and fails to provide herself as a reliable relational resource for the child's dependencies.

From the standpoint of Kelly's personal construct psychology, the main criterion for this dimension is how the mother distributes her dependencies onto the child (Kelly, 1955/1991b). With a *Glued mother*, the child becomes the central resource for the mother's needs, while with a *Detached mother*, the child is not a resource at all. Both extremes create difficulties later in adulthood: the former leads to over-identification with being a resource for others, while the latter fosters

impermeable core structures and reluctance to trust others with essential dependencies.

3.1 Glued mother

The Glued Mother emotionally leans on the child and attaches all of her dependencies to them. She does not allow the child to breathe as she smothers them emotionally. She sees the child as an extension of herself, symbiotically bound to her. Any separation of the child from her system poses a profound threat. The hypothesis is that there is a heavy preverbal dimension present in this mother's system (Kelly, 1955/1991a). This type of mother transforms the child into a resource, organizing the system around the construct "good child – bad child". The child learns to be hyper-perceptive of the mother's needs, carefully analyzing her behaviours in order to anticipate her reactions and remain a reliable resource.

Later in adulthood, such individuals often assume the role of the primary resource in other relationships, finding it difficult to disperse their own dependencies (Kelly, 1955/1991b). The illusion persists that they could only ever rely on their mother, while in reality the child had always been more of a resource for the mother than the other way around. As a result, they internalize the belief that their worth is validated only if they are in service to others and caring for others, while relegating their own needs to the very last place. The child learns to anticipate and monitor the mother's needs as a survival strategy, becoming hyper-perceptive to external cues. A preverbal core self often persists into adulthood and it is being organized on the level "good - bad child". The child becomes a primary resource for others in adult life, repeating the role of caretaker to gain a sense of worth. Dependency is not safely distributed - the adult believes they can only rely on themselves or must be "needed" to matter (Kelly, 1955/1991b). Value and self-worth are constructed through being of service, while personal needs remain unexpressed or invalidated.

3.1.1 Clinical illustration

John, a 41-year-old dermatologist, initially sought therapy due to symptoms of burnout and depression. He was well-regarded professionally and lived with his wife and their three children. Three years prior to beginning treatment, John discovered that his wife had been having an affair. Although they engaged in marital counseling and ultimately repaired their relationship, John experienced a striking emotional reaction: rather than feeling anger, he reported feeling primarily guilt about the situation, a response he himself recognized as unusual and troubling.

John's early history revealed a strong dynamic consistent with the Glued Mother pattern. His mother had been emotionally enmeshed with him, attaching all of her dependencies to him and treating him as an extension of herself. This enmeshment was both suffocating and inescapable, leaving John with little room to develop his own identity or needs. From an early age, he learned to monitor his mother closely, becoming acutely attuned to even subtle changes in her moods and behaviours. His role was to anticipate her needs and reactions, functioning as a reliable emotional resource for her rather than being supported himself.

As a result, John internalized the belief that his value lay in caregiving and service to others. In his adult life, this manifested in a profound difficulty dispersing his own dependencies or trusting others to care for him. The illusion persisted that his mother had always been his source of stability and safety, when in fact the relationship had been organized around him providing stability for her. This early pattern shaped John's adult relationships, including his marriage: in moments of relational rupture, such as the discovery of his wife's affair, his instinct was to assume responsibility and guilt rather than express anger or assert his own needs.

In therapy, this underlying construct system became a central focus of exploration. Understanding the origins of his guilt and burnout in the context of early undifferentiated dependencies provided a framework for gradually reconstructing his relational patterns,

fostering greater autonomy, and making space for his own emotional needs.

3.2 Detached mother

The Detached Mother may or may not be seen as possessing a high degree of agency. She may, for example, exhibit a high degree of agency in the work domain, but the child does not function as a resource within her system (Kelly, 1955/1991b). She is incapable of forming dependency-based relationships with the child. Instead, her primary resource may be her career, or in some cases her spouse, but rarely the child. As a result, the child learns to be their own sole resource, leading to a system that struggles to distribute dependencies. In adulthood, these individuals often have difficulties attaching their core dependencies to others, as they believe no resource will adequately carry them. They rarely engage in experimentation of this kind. At most, they may attach non-core dependencies that pose no threat to the system. Core dependencies, however, remain untested, as doing so would threaten systemic collapse (Kelly, 1955/1991b).

Such individuals often possess black-and-white, regnant structures, stemming from profound childhood neglect. Their system is frequently nonverbal and preverbal (Kelly, 1955/1991a). Although they may develop strong verbalization skills and high agency in the work domain, this is usually because they modelled themselves on a parent's resource field - often the mother's own career or role as a professional. The child thus develops an impermeable core structure in adulthood.

The child constructs the world around radical self-reliance, forming impermeable boundaries and avoiding dependency. Attempts to distribute dependencies feel too threatening - the system lacks elaborated constructs for mutual care. Core constructs remain untested in emotional intimacy; fear of collapse prevents experimentation with vulnerability. The emotional system is often preverbal and black-and-white, making mature relationship constructs difficult to elaborate (Kelly, 1955/1991a). The adult may show functional agency in safe domains (e.g., work), especially if modelled by the mother, but avoid emotional risk

altogether. The child learns to become their only resource, forming a system that resists shared dependency.

3.2.1 Clinical illustration

Georgia, the client discussed earlier, can also be used as an example here. Her mother could be placed within this quadrant as well, specifically as Condemning - Detached. Georgia recalls that her mother never hugged her, never showed love or tenderness. On the contrary, she remembers painful moments in which she reached for her mother's embrace only to be pushed away. These experiences gave rise to a core construct of Disgust, in which Georgia felt inherently repulsive and unworthy of love. The absence of love in childhood, and particularly in relationships where she is emotionally vulnerable, poses a heightened threat to her system.

As noted, Georgia is highly agentic in her professional life, where she is extremely accomplished. This is her field of aggression and productivity. However, in romantic relationships she tends to construe in black-and-white terms, often choosing not to rely on her partner as a potential resource at lower levels of perceptual alertness.

3.3. Orthogonal dimension

The orthogonal dimension for this second dimension of maternal influences can be called Emotionally Attuned Mother. She engages in relational roles with emotional presence, allowing the child to attach dependencies to her without overwhelming or engulfing the child. She expresses care and support, attuned to the child's emotional needs and timing, respecting when the child seeks or avoids emotional exchange. She does not use the child as her primary resource; instead, she distributes her own dependencies across various adult-appropriate resources. Her emotional availability is consistent but not intrusive, allowing the child to explore, self-regulate, and seek closeness as needed.

4. CONCLUSIONS

The exploration of maternal dimensions through a constructivist lens provides a valuable framework for understanding how early relational experiences shape adult psychological structures. Each maternal style described - *Disarming*, *Condemning*, *Glued*, and *Detached* - represents a distinct configuration of dependency, autonomy, and validation that profoundly impacts the child's developing construct system.

The Disarming Mother obstructs autonomy by prematurely intervening in the child's experiences, instilling a pattern of dependence and fragility that persists into adulthood. In contrast, the Condemning Mother demands autonomy but sets impossibly high standards, resulting in rigid, preemptive construing patterns and core structures permeated by double binds. The Glued Mother enmeshes herself with the child, making them a resource for her own emotional needs, producing adults who overfunction as resources for others while neglecting themselves. Finally, the Detached Mother deprives the child of dependency altogether, creating impermeable, isolated structures in adulthood that resist testing core constructs of worth, love, and acceptance.

Case vignettes such as those of Mark, Georgia, and John illustrate how these maternal dimensions manifest in lived experiences. Mark's difficulty in construing his partner propositionally reflects the legacy of a Disarming Mother, equating love with concrete behaviours modelled by his mother. Georgia's lifelong struggle for validation, her reliance on external achievement, and her sense of inherent unworthiness exemplify the Condemning - Detached quadrant. John's reflexive turn to guilt rather than anger in response to his wife's infidelity reflects the legacy of a Glued Mother, where early enmeshment instilled the belief that his worth lay in caregiving and self-effacement rather than in asserting personal needs. These narratives demonstrate how deeply early maternal interactions embed themselves into the construct system, influencing adult relationships, self-validation, and coping strategies.

The proposed orthogonal dimensions - *Emotionally Attuned Mother* and *Developmental Ally Mother* - offer a hopeful counterpoint. Such models highlight the possibility of healthier construct development, where validation is distributed and autonomy is cultivated without enmeshment or rejection.

It is important to emphasize that while the terminology here privileges maternal figures, the dimensions described are not exclusive to mothers. They can apply equally to fathers or any primary caregivers who serve as attachment figures. The predominance of maternal content in this analysis reflects the data available from clients, who more often report formative experiences with mothers due to the greater time mothers tend to spend with children.

This framework is not meant to be definitive or exhaustive. Rather, it represents an emerging attempt to systematize clinical observations and theoretical constructs within the field of personal construct psychology and constructivist psychotherapy. We expect that further elaboration, critique, and refinement will follow as colleagues contribute their own perspectives and empirical findings. The constructs outlined here should be seen as living hypotheses, subject to ongoing testing and reconstruction as we collectively deepen our understanding of how caregiving relationships shape psychological development.

The expansion of literature addressing parenting styles and therapeutic work with children provides a valuable foundation which, when integrated with Personal Construct Psychology, offers clinicians a coherent framework for understanding how meanings are constructed in early relationships and transformed through therapeutic processes. By situating these maternal dimensions within broader constructivist theory, we hope to open a dialogue that will stimulate both clinical and theoretical innovation. Our position remains open, exploratory, and collaborative: the concepts offered here are intended to enrich the conversation, not to close it. We welcome contributions from colleagues and believe this framework will continue to evolve in the years to come.

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