THE EFFECTS OF "SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING"
ON PARENTS' AND CHILDREN'S BEHAVIOR

DISSEPTION

Presented in Partial Fulfillment of the Requirements of
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Lewis Eugene Dodley, Sr., B.S., M.A.

* * * * *

The Ohio State University
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Reading Committee:
Professor Anthony C. Riccio
Professor Joseph J. Quaranta
Professor Richard C. Kelsey

Approved By

Advisor
Faculty of Special Services
College of Education
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To my loving Mother,
Lueatta J. Dodley
A Parent, whose gentle ways inspired me to share with others the natural joys of families
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December 25, 1940 .............. Born - Columbus, Ohio

1958 ........................ Diploma, East High School
       Columbus, Ohio

1964-1976 ..................... Buckeye Youth Center
       The Ohio Youth Commission
       Columbus, Ohio

1975 ........................ B.S., The Ohio State University
       Columbus, Ohio

1976-1981 ..................... Training Specialist
       The Ohio Youth Commission
       Columbus, Ohio

1976 ........................ M.S., The Ohio State University
       Columbus, Ohio

1977-1981 ..................... Senior Counselor
       The Regional Alcoholism Center
       Columbus, Ohio

1978-1981 ..................... Family Counselor/Moderator
       Rosemont School
       Columbus, Ohio

1978-1982 ..................... Appointee
       The Ohio Drug Treatment Advisory
       Council, Columbus, Ohio
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CHAPTER I
INTRODUCTION

The complexities of life in modern society often require that individuals seek help from mental health specialists to aid them in learning effective ways of coping with emotional problems and the stress of daily living. The family unit, constituting the fundamental social unit in all societies, is likewise often faced with tension and lack of cohesion. Families with established personal relations based on love, communication, and support would appear to be more capable of meeting the needs of their members (Gordon, 1959).

In families where these positive elements are present, children tend to learn conventional value systems, are able to form internal controls, and can develop an emotionally healthy self image. However, in many family units, the parents are ill-equipped to meet the needs of the children due to lack of understanding and knowledge of the democratic parenting process. The results of dysfunctional parenting can be inadequate socialization and lack of family cohesion. Also, when dysfunction occurs in family units primarily because of autocratic or authoritarian parental attitudes and discipline methods, it offers the child a model of aggression on which the child patterns himself (McCord, McCord and Howard, 1961).
There is considerable evidence that the home environment and parental attitudes have great impact on the development of the child. Thus, it would seem reasonable to provide parents with effective tools and techniques to aid them in the development of democratic parenting skills.

Many parents are very well-intentioned; however, they simply are unfamiliar with the skills needed for positive and effective child-rearing. One method of assisting parents is through the use of parent training programs designed to provide parents with realistic attitudes, new skills for interpreting behavior, methods to increase effective communication and training programs that will impart the skills necessary to apply fair and consistent discipline. According to Simer (1977), the most successful programs for parents are those which suggest skills and concepts for change based on the best available knowledge concerning the relationship between parent and child and put in terms the parent can understand and use.

There are many parent education programs that would accomplish the above-stated goals. One is the Parent Effectiveness Training (PET) program developed by a California psychologist, Thomas Gordon. A study by Hanley (1973) showed there was an increase in parent attitudes of acceptance and understanding after completing the PET program. The group members increased in their ability to trust their children and to allow them more autonomy. There is also a Parent Involvement Program developed in Los Angeles, based on William Glasser's reality therapy, and one in Chicago at the Alfred Adler Institute called Children the Challenge, based on Adlerian concepts.
Another effective program, the one selected for use in this study, is one developed by Donald Dinkmeyer and Gary D. McKay. It is called Systematic Training for Effective Parenting (STEP). The material presented in STEP is similar to that presented in PET. Both programs contain information about basic communication skills, and both are put together in a logical and systematic way.

The STEP program was based on several factors. The material is well organized and attractively presented. Each parent receives a colorfully illustrated, easy-to-read handbook containing nine chapters that correspond with the nine two-hour training sessions. The chapters are listed as follows:

1. Understanding Children's Behavior and Misbehavior
2. Understanding More About Your Child and About Yourself as a Parent
3. Encouragement: Building Your Child's Confidence and Feelings of Worth
4. Communication: How to Listen to Your Child
5. Communication: Exploring Alternatives and Expressing Your Ideas and Feelings to Children
7. Applying Natural and Logical Consequences to Other Concerns
8. The Family Meeting
9. Developing Confidence and Using Your Potential

In addition, the STEP program utilizes attractive visual posters and recorded tapes to make the information presented more meaningful to parents of all educational backgrounds. The program includes a variety of teaching methods based on reading, discussion and exercises.
reflecting typical concerns, encouragement of and by the participants, homework assignments that put the principles and techniques into practice with one's own family (Dinkmeyer and McKay, 1976).

For the most part, reported studies which used parent training focused on the families encountered as part of typical school settings or in other ways representative of an effective level of functioning among family members. There still remains a question of effectiveness of parent training programs with dysfunctional families or with those representing a wide age range and somewhat lower educational level. The parents in this study had at least one child who displayed antisocial behavior at home and in the school setting. They ranged in age from 21 to sixty years and in educational background from 8 to 16 years of formal training. Several were parent surrogates. The occupations represented by the group consisted of housewife, truck driver, factory worker, and school teacher.

The group, then, had the common characteristic of having at least one family member identified as disruptive and the general characteristic of a somewhat lower educational level and lower socioeconomic status. The parent education training programs have been found to be effective generally for families other than those reflected in this study. The intent of this study was to determine whether they would be effective on a more targeted goal, relating to a previously determined dysfunctional member. The study was focused on changing parents' perceptions of their child's/children's behavior and the family environment through use of parent training only, with no parallel child program directly accompanying it.
Statement of the Problem

The major purposes of this study were (1) to determine what changes occur in parents' knowledge or understanding of their child's/children's behavior and misbehavior as measured by the **STEP Questionnaire** before and after the completion of the nine-week STEP program, (2) to determine what changes occur in parents' perceptions of their child's/children's social behavior as measured by the **Jesness Behavior Checklist** before and after the completion of the STEP program, (3) to determine what changes occur in parents' perceptions of their family social climate as measured by the **Family Environment Scale** before and after the STEP program.

A secondary purpose of the study was to draw conclusions about and make recommendations for the inclusion of the STEP training as a part of the educational program in which the evaluation was conducted.

Specifically, the study sought to answer the following questions:

1. Do parents who undergo STEP increase their knowledge and understanding of their child's/children's behavior and misbehavior as evidenced by their pre- and post-test scores on the **STEP Questionnaire**.

2. Do parents who undergo STEP view their child's/children's behavior more positively as evidenced by their pre- and post-test scores on the **Jesness Behavior Checklist**?

3. Do parents who undergo STEP view their family's social climate more positively as evidenced by their pre- and post-test scores on the **Family Environment Scale**?

4. What recommendations can be made regarding the inclusion of STEP in a day treatment educational program for educationally dysfunctional junior high and high school students as a result of this evaluative study?
Need for the Study

There are several factors that support the need for the study parent education courses. The first of these factors is stated by John Simer:

We make an assumption that because a person is old enough to have a child he must have some basic communication skills. This simply is not true. Most parents don't know what good communication is nor how to facilitate it. (Simer, 1977, p. 6)

In our society one is taught many things in life: how to further one's careers, to improve the standard of living and to get the most out of leisure time. These are all important aspects of life, which aid in a well-rounded adult. Another important aspect of life is parenting. As the world continues with rapid social change, parents need to be aware of biological as well as psychological, physical and sociological spheres of parenting. The perspective on life today is one of social equality. Each person seeks freedom of expression and acceptance of emotions and feelings. Life in the world of today demands that people learn to live with each other as equals and with feelings.

Today is the age of change, a social revolution. A revolution in which most parents used outdated tools. Autocratic philosophies of raising children must be exchanged for democratic philosophies of parenting. The transition is a self-fulfilling prophecy. Parents want responsible, self-confident children who grow to be responsible, well-adjusted adults. This is not achieved with confidence by the traditional role of reward and punishment. New approaches to parent-
child relationships based on democratic principles offer the results more often that parents seek.

Parenting the democratic way suggests that each person in a family is entitled to equal respect; that parents provide opportunities and experiences for children to make decisions within limits and for parents to allow their children to be responsible for their decisions. Reward and punishment is replaced with natural and logical consequences.

Another factor that influenced the need for the study of parent education is the problem of treatment for juvenile delinquency. The Ohio Youth Commission has recently expanded its community-based corrections for the nonserious offender and more intensive, concentrated treatment of those youth who demonstrate a need to be served in institutions.

Placement statistics reveal that during the third quarter of fiscal year, 1980, 280 or nearly 30 per cent of a total of 942 commitments were placed in direct community placement programs, compared to only 179 or 18 per cent of a total of 1,010 commitments placed in community programs during the same quarter of fiscal year, 1979. Community placements during the third quarter of fiscal year, 1980, increased some 56 per cent over the same period last year. Currently, the Ohio Youth Commission serves a total of 5,162 youth: 1,565 in its nine institutions; 504 in direct community placements; and 2,093 in aftercare status.

The need for parent education to aid in the treatment of juvenile delinquency is reflected by what Hart (1980) has observed. He views the disintegration of the family as one primary cause of delinquency, and though he recognizes there are as many reasons for this breakdown as there are families with problems, he attributes lack of
communication as the major cause. More specifically, he contends that many families simply do not engage in intimate conversation. He suggests that somewhere along the line families stop talking to each other about things that really matter and they start assuming without checking out the answers. Families are afraid to talk because they have not really talked in years, and they are afraid to start because they do not know how, according to Hart (1980), and these are the hardest things for families to realize and even harder to admit.

There is a strong tendency in the American society to blame parents for the troubles of youth and for the troubles that young people appear to be causing society. After examining the frightening statistics on the rapidly increasing number of children and youth who develop serious or crippling emotional problems, who become victims of drug addiction, or commit suicide, it is easy for mental health experts to blame parents for the problem. Political leaders and law enforcement officials often blame parents for raising a generation of ingrates, rebels, protestors, hippies, peace demonstrators, and draft card burners. And when kids fail in school or become hopeless dropouts, teachers and school administrators claim that the parents are at fault.

Yet, who is helping parents? How much effort is being made to assist parents to become more effective in raising children? Where can parents learn what they are doing wrong and what they might do differently?
Often parents are blamed, but not trained. Millions of new mothers and fathers take on a job each year that ranks among the most difficult anyone can have, taking an infant, a person who is almost totally helpless, assuming full responsibility for their physical and psychological health and raising him or her to become a productive, cooperative, and contributing citizen.

The question remains as to how many parents are effectively trained for it. There are also the issues of what "job training program" to make available for parents and where they can acquire the knowledge and the skills to be effective at this job.

In summary, there appears to be an increasing awareness that the need for training parents is vitally important. As stated by Haynes:

In today's society, with its overwhelming mental health problems, there is a crying need for preventative treatment approaches. An institution offering parent training groups could become a vital change agent in society and take a leading stand in preventative mental health. (Haynes, 1972, p. 23)
Definition of Terms

The following definitions are presented for terms used throughout this study:

**STEP** - Systematic Training for Effective Parenting is a program designed by Donald Dinkmeyer, Ph.D. and Gary D. McKay, M.A., to teach groups of parents skills and methods aimed at improving parent-child relationships. It is an organized nine-week course of study. The program is published by American Guidance Publishing Company. A detailed description of this program appears in Appendix.

**PET** - Parent Effectiveness Training is a ten-session parent training program developed by Thomas Gordon, Ph.D. Many of the concepts of the STEP program were adapted from PET. The major research to date on parent training programs has been conducted on this program.

**Positive Parent Skills** - Positive Parent Skills are those skills identified in Systematic Training for Effective Parenting Handbook. Specifically, they are listed according to the nine topics of the STEP program as implemented in this study.

1. Misunderstanding Children's Behavior and Misbehavior

2. Understanding More About Your Child and About Yourself as a Parent

3. Encouragement: Building Your Child's Confidence and Feelings of Worth

4. Communication: How to Listen to Your Child

5. Communication: Exploring Alternatives and Expressing Your Ideas and Feelings to Your Children


7. Applying Natural and Logical Consequences to Other Concerns
8. The Family Meeting

9. Developing Confidence and Using Your Potential

**Parent** - This term is in reference to natural parents as well as those who serve as parent figures to children and identified as such on official school records.

A number of definitions are provided which refer specifically to the subscales contained in two of the instruments used in the study. These are presented as defined in the manuals for each of the instruments.

**Jesness Behavior Checklist (JBC)**

1. **Unobtrusiveness v. Obtrusiveness (8 items).** Unobtrusiveness is characterized by agreeable, inconspicuous, nonmeddlesome behavior. A low score is characterized by loud, aggressive individuals who agitate, quarrel, and thrust their opinions upon others.

2. **Friendliness v. Hostility (5 items).** Friendliness is defined as a disposition towards amiable cooperativeness, and non-critical acceptance of others. A low score is indicative of fault-finding, and disdainful, antagonistic behavior towards others, especially persons in authority.

3. **Responsibility v. Irresponsibility (9 items).** Responsibility is indicated by adequate work habits, including promptness, initiative, and good care of equipment. Low scores suggest poor quality and low quantity of work performance.

4. **Considerateness v. Inconsiderateness (7 items).** Considerateness refers to a tendency to behave with politeness and tact, and to show kindness towards others. A low score is indicative of callousness, tactlessness, and/or a lack of social skills.

5. **Independence v. Dependence (5 items).** Independence characterizes persons who attempt to cope with tasks and make decisions without undue reliance on others. Low scores characterize those who are not decisive or assertive, and who are easily influenced by others.
6. Rapport v. Alienation (5 items). Rapport is shown by those who interact easily with and have harmonious relations with persons in authority, such as teachers, counselors, therapists, etc. A low score is characteristic of those who avoid authority figures and do not appear to trust them.

7. Enthusiasm v. Depression (5 items). Enthusiasm is characteristic of those who are cheerful, active, and involved with others. A low score indicates lack of interest, withdrawal from participation, and unhappiness.

8. Sociability v. Poor Peer Relations (4 items). Sociability refers to the capacity for getting along well with others in groups. Low scores characterize those who do not cooperate well in group activities, and are not well liked.

9. Conformity v. Nonconformity (7 items). Conformity refers to the tendency to comply with accepted social conventions, laws, or established rules. Those who obtain low scores are prone to lie, steal or otherwise disregard social or legal standards.

10. Calmness v. Anxiousness (6 items). Calmness is defined by the presence of self-confidence, composure, personal security, and high self-esteem. Low scores characterize persons who lack confidence and appear anxious and nervous, especially under stress.

11. Effective Communication v. Inarticulateness (5 items). Effective communication refers to the capacity for clear expression, and the tendency to listen attentively to others. The person scoring low tends to avoid direct communication, does not express himself clearly, and/or does not attend to what others say.

12. Insight v. Unawareness and Indecisiveness (6 items). Insight refers to accurate self-understanding and active engagement in efforts to cope with and solve personal problems. A low score is indicative of indecisiveness, little effort towards resolving personal problems, and inaccurate self-knowledge.

13. Social Control v. Attention-seeking (4 items). Social control is demonstrated by the absence of loud, attention-demanding behavior. Those who are rated low tend to horseplay, and display other loud, attention-seeking behaviors.

14. Anger Control v. Hypersensitivity (4 items). Anger control is defined as the tendency to remain calm when frustrated. Low scores indicate a tendency to react to frustration or criticism with anger and aggression.
Family Environment Scale (FES)

Relationship Dimensions

1. Cohesion The extent to which family members are concerned and committed to the family, and the degree to which family members are helpful and supportive of each other.

2. Expressiveness The extent to which family members are allowed and encouraged to act openly and to express their feelings directly.

3. Conflict The extent to which the open expression of anger and aggression and generally conflictual interactions are characteristic of the family.

Personal Growth Dimensions

4. Independence The extent to which family members are encouraged to be assertive, self-sufficient, to make their own decisions and to think things out for themselves.

5. Achievement Orientation The extent to which different types of activities (i.e., school and work) are cast into an achievement oriented or competitive framework.

6. Intellectual-Cultural Orientation The extent to which the family is concerned about political, social, intellectual and cultural activities.

7. Active Recreational Orientation The extent to which the family participates actively in various kinds of recreational and sporting activities.

8. Moral-Religious Emphasis The extent to which the family actively discusses and emphasizes ethical and religious issues and values.

System Maintenance Dimensions

9. Organization The extent to which order and organization is in the family in terms of structuring the family activities, financial planning and explicitness and clarity in regard to family rules and responsibilities.

10. Control The extent to which the family is organized in a hierarchical manner, the rigidity of family rules and procedures and the extent to which family members order each other around.
Limitations of the Study

Limitations of the study can be identified in four major areas, the population and sample used, the instruments identified to measure the significant change variables, the STEP treatment program, and the research design and methodology.

The study was conducted in an agency whose program was designed as a treatment oriented educational setting for youth of all races and creeds from seventh through twelfth grades, who show maladaptive behavior in their present school situation. Exhibiting any of the following behaviors can be indicative of referral and enrollment in this setting: school truancy, academic underachievement or academic deficiencies, out-acting behavior, poor peer or adult relationships, truancy from home, and/or other more obvious school maladaptive behaviors. The parents who comprised the population of the study were those identified in the school records as the person(s) serving as the parental figure legally for the student. An examination of other possible research groups in the geographic area resulted in the group under study being the only one available for research and the program being the only comparable program in the area. The parents of the fifty students in attendance comprised the total population for the study; the thirty parents who comprise the research sample pose a limitation in generalizability of the population. A more detailed description of the sample and the population are presented in Chapter III.

The study was limited to three instruments used to measure parents' perceptions of the family environment and their child's/children's behavior.
One of the instruments was specifically designed to monitor progress across the STEP program itself and was developed on the basis of activities within the program. No reliability or validity data were available for this questionnaire. Two other instruments, the *Family Environment Scales* and the *Jessor* *ness Behavior Checklist*, have been used in similar research and support data for these instruments are reported in Chapter III also. Their limitation is in the nature of the subscales which serve as descriptors of family environment and parent/child interaction. In not all cases were these subscales directly related to the intent of the STEP program. Those subscales which appear to be most closely associated with the program objectives are described in more detail in the summary of the study.

A third limitation rests in the selection of the STEP program as the treatment modality. This program was designed after a more commonly used *Parent Effectiveness Training* model and contained many of its basic concepts and activities. It was selected for this group because of the theoretical orientation which stresses encouragement and birth order among other concepts, and for the attractiveness of the materials for the parents selected for this study. While the STEP program has not produced effectiveness research to date, this study can be considered a pilot effort within the limitations suggested previously.

A fourth limitation is in the research design itself. This study was developed using a minimal control, one-group pre-test, post-test design as described by *Isaac* and *Michael* (1979). A more detailed description of the design is offered in Chapter III. The advantages of the design allow for a comparison between performances by the same group of subjects before and after exposure to treatment and for control of selection and mortality.
variables. The disadvantages of the minimal control design are that no assurance can be given that the treatment variable is the only, or even the major, factor in any differences found in the pre- and post-test. Other possible rival hypotheses or probable error suggested by the authors are: history, maturation, testing effects, changing effects of instrumentation, statistical regression, and selection biases and mortality. Since this study was intended for evaluative and program development purposes, the research design used was considered appropriate.

Organization of the Remainder of the Study

Contained in Chapter I has been an overview of the study, a statement of the problem, a discussion of the need for the study, the definitions of terms, the limitations of the study, and the organization of the study. Chapter II contains a review of the literature considered relevant to this study. Chapter II contains a discussion of the procedures and methods employed in the study. Chapter IV is devoted to a presentation of the findings of this study, and Chapter V presents a summary, conclusions, and recommendations for further research.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature related to the study. It will be limited to studies that describe the procedures and results of parent education programs.

Parent Education Programs

Parent education programs are growing rapidly and no doubt many of them teach skills and concepts for change in the way parents respond to their children. Parent education classes are intended to be used in a relaxed atmosphere where people can work in groups and have discussions about content of the subject and share child-rearing experiences. Research suggests that study groups are especially effective for parent education. Sharing of common concerns and providing each other with encouragement to try new parenting skills seems to help parents to work out solutions to problems which at first to them seem uniquely their own. One such program, called Parent Education Program (PEP) has the following goals:

1. To help parents understand and implement a practical theory on parenting, in order to challenge existing parental attitudes and actions and to increase parental competence in child-rearing skills.

2. To help parents develop a democratic relationship with their children.

3. To help parents improve problem solving, communication, coping and management skills for effective child management.
4. To help parents learn how to use encouragement and logical and natural consequences to modify their children's self-defeating motives and behaviors.

5. To help parents learn how to implement and conduct the family meetings.

6. To help parents become aware of their own self-defeating patterns and faulty beliefs which keep them from becoming effective parents. (Hamdorf, 1977)

A parent education program by Gordon (1976) which is very popular is called Parent Effectiveness Training, in which several thousand parents have completed the training, and which more than 8,000 people have been trained to teach.

Another parent education program that is considered to be excellent is one called Systematic Training for Effective Parenting (STEP), which is investigated in this study. As in most parent programs, the goals for STEP and PET are basically the same, but are approached somewhat differently. The following literature review is limited to those programs most closely related to this study to parent population whose children are most closely similar to those in attendance at the school where the study was conducted. A number of studies show the relationship between the family environment and resentment aggressive behavior by children.

In a study by McCord, McCord, and Howard (1961) aggressive children were found to be more likely to have been reared by parents who (a) treated the child in a rejecting, punitive fashion, (b) failed to impose direct controls on behavior, (c) offered the child an example of deviance, and (d) were often in intense conflict. The study further indicated that nonaggressive children came from strikingly contrasting environment:
a home in which they were (a) treated in an affectionate, nonpunitive manner, (b) guided by a consistent set of controls, (c) exposed to examples of social conformity, and (d) reared by affectionate, satisfied parents. The aggressive children resembled the nonaggressive children in that they were reared by affectionate, nonthreatening parents.

Many studies have demonstrated that children's dysfunction and aggression result from specific types of social milieu. For example, the Gluecks (Glueck & Glueck, 1950) and Bandura and Walters (1959) found that the aggressively antisocial person emerged from an environment characterized by parental rejection, familial discord, punitive discipline, and inconsistency.

A considerable amount of research has been done on parent-child relationships. One study by Warrow (1963) produced evidence that children reared in restrictive and autocratic environments showed aggressive traits and did not get along well with other children. The children from homes where there were freer discipline and more democratic in disciplinary methods were found to be more popular and to show greater consideration for others.

Symonds (1939) matched 28 parents who "dominated" their children in an authoritative way with 28 who permitted their children more freedom. He found that the children from the stricter homes were shy, withdrawn, and troubled. The more permissive parents brought up children who were more self-confident, better at self-expression, freer, and more independent.

Anderson (1940) identified a group of junior high school pupils who had been brought up with warmth and affection but little adult
dominance. He found these children marked by a high degree of maturity, poise, cheerfulness, cooperation, obedience, and responsibility.

In summary there is considerable evidence that the home environment and parental attitudes have great impact on the development of the child. Thus, it would seem reasonable to provide parents with effective tools and techniques to aid them in the development of democratic parenting skills.

Many parents are very well intentioned; however, they simply are unfamiliar with the skills needed for positive and effective child-rearing. One method of assisting parents is through the use of parent training programs designed to provide parents with realistic attitudes, new skills for interpreting behavior, methods to increase effective communication and training programs that will impart the skills necessary to apply fair and consistent discipline. According to Simer (1977) the most successful programs for parents are those which suggest skills and concepts for change, based on the best knowledge we have concerning the relationship between parent and child and put in terms the parent can understand and use.

Peterson (1979) studied the difference in parents' attitudes toward their children before and after the parents were enrolled in Parent Effectiveness Training classes. The investigator had a sample of 35 upper-middle-class parents, who completed the Parent Attitude Research Instrument (PARI) and the children of these parents completed the Children's Report of Parent Behavior Inventory (CRPBI). The experimental group was more able to accept the child's right to hold different views
from his parents; showed more distaste for punitive and rigid parental controls; was more willing to use nonauthoritarian methods of resolving family differences and to compromise when appropriate; were more willing to hear the problems and complaints of their children and to encourage them to express their points of view; were more willing to admit that family differences are natural and that annoyances and conflicts can be dealt with directly and openly.

Children of parents who took PET report that their parents see their good points, display warmth and understanding, comfort them when upset, enjoy their company, and like them as they are. The children also reported that the parents love them and see them as they are, listen to their ideas and opinions and encourage them to be interested in learning. The children reported an increased sense of freedom of communication and of movement in the relationship. They reported less lack of interest, less of a feeling that the parents merely tolerate them as children and do not enjoy their company. The children also reported less fault-finding on the part of their parents. The children also reported less extreme permissiveness on the part of their parents.

Stearn (1970) conducted a study on the Relationship of PET to Parent Attitudes, Parent Behavior and Child Self-Esteem. The researcher had 18 of the parents complete the Levinson-Hoffman Traditional Family Ideology Scale; N=13 children, Coopersmith's Self-Esteem Inventory; N=18 parents, 33 children, Barrett-Lennard Relationship Inventory. PET graduates were found to be significantly more democratic in their attitudes toward family 14 weeks after starting the PET course, as compared with two
no-training control groups. Children of PET graduates increased significantly in self-esteem from pre-PET to 14 weeks after starting the PET course, as compared with two no-training parent control groups. No significant differences between PET graduates and two no-training control groups in children's ratings of their parents' empathy, congruence, acceptance and positive regard.

Williams and Sanders (1973) conducted a comparative study of the Relative Effectiveness of PET and a Program of Behavior Modification. There were 44 parents who responded to announcements of "a new school for parents" who were randomly assigned to one of two parent training classes held at the Alamance-Caswell Area Mental Health Center. One group received training in Behavior Modification (B Mod) as described by Gerald R. Patterson (Families, 1971); the other group received Dr. Thomas Gordon's PET. Both groups had comparably qualified instructors.

Using Hereford's Parent Attitude Scale, the B Mod and PET groups did not differ significantly from each other on the post-test measures of Confidence, Causation, Understanding or Trust; the PET group, however, expressed a significantly higher level of Acceptance than the B Mod group. Both groups showed significant increases from pre-tests to post-tests in feelings toward Physical Appearance, Mental Ability, Work Habits, Social Virtues and Happy Qualities (Larson's Modified Sears Self-Concept Inventory).

The Spielberger Anxiety Inventory indicated no real post-test differences between the two groups in regard to "State" and "Trait" anxiety; however, post-test results of both groups showed a marked
reduction in anxiety from pre-test measures. Participants of both groups expressed generally positive reaction to the training programs.

Though the study found increased Acceptance on the part of PET participants to be the only significant difference between post-test measures of the two groups, both groups showed significant positive changes in ten of the 13 subscales. These results, plus a high level of community response to the courses, allow the authors to conclude there is a clear demonstrable short-term favorable effect of parent education in the mental health setting.

Schofield (1976) conducted a study comparing 42 parents comprised of three groups; PET, Behavior Modification, and Control and their 43 children. Instruments used were the Coopersmith Self-Esteem Inventory (SEI), Hereford's Parent Attitude Survey (PAS), Kerlinger and Kaya's Educational Scale (ES). The SEI was administered to the children in the three groups one week prior to their parents' involvement in the programs and eight weeks later, following the completion of both programs. The PAS and ES were administered to parents on a pre- and post-test basis.

Children of parents in both experimental groups showed positive gains in self-esteem that were not significantly different at the 0.50 level. However, when the two experimental groups were compared with the voluntary control group, a statistically significant difference was found between the post-test scores of the PET children in the experimental group and the control group children. A similar comparison of behavior modification group children with control group children revealed no significant differences.
An analysis of changes in parent attitudes toward child-rearing showed significant positive changes among PET parents on the attitude subscales of acceptance and understanding. No significant changes were found among behavior modification and control group parents on any of the child-rearing attitudes.

On the Education Scale, PET parents made highly significant changes in the direction of progressive educational practices. Behavior modification and control group parents evidenced minimal changes during this period.

Geffen (1977) conducted a study to measure the impact of PET for single parents. He randomly assigned 42 single parents to an experimental PET group and a control group. Instruments used were the Parent Attitude Survey; Children's Report of Parents' Behavior Inventory.

Results of the data analysis revealed that the attitudes of the single parents were significantly improved following the PET course. They felt more confident as parents, believed they could influence the behavior of their children, and were more understanding and trusting of their children, according to Geffen.

In conclusion, Geffen states, that research demonstrated the value of the PET class for single parents. While suggesting the need for additional research in the area, the author expresses the appropriateness of having agencies and organizations dealing with single parents sponsor local PET classes and/or refer parents to ongoing classes in the community. He also proposed PET as a primary prevention program for single parents, saying that reaching parents during the first year of separation could prevent problems for both the parents and their children.
Mee (1977) conducted a study to investigate the gains in parents' capacity to counsel their children after they had completed the Parent Effectiveness Training course. The study contained 194 adults who completed the following instruments: Relationship Inventory, Parental Acceptance Scale, Parental Attitude Research Instrument. The data supported the hypothesis that PET parents would have significantly more empathic understanding, regard, unconditionality of regard, congruence and acceptance than parents in the control groups. The hypothesis that PET parents would become less authoritarian toward child-rearing than parents in the control groups was also supported at the 0.1 percent level. Mee reports that the findings support the PET theory that PET parents may become more effective as therapeutic agents to their children. The data imply that PET parents can be trained in those qualities necessary to counsel their children.

Aldassy (1978) conducted a study to measure the relationship of parent effectiveness training to changes in parent attitudes. The study contained forty parents who were enrolled in four different PET classes, who were administered the Hereford's Parent Attitude Survey at the beginning and conclusion of the PET course.

In analyzing pre- and post-test scores, a positive gain in overall parent attitudes was shown. Significant positive gains were also demonstrated in four of the five attitude subscales measured: confidence; causation; understanding; and trust.

The author also found that both mothers and fathers demonstrated positive attitude gains and that they did not differ in the degree of
attitude change. Further, parents who attended PET with their spouses did not differ significantly from parents who participated without spouses in the degree of positive attitude change measured.

Pieper (1978) conducted a study to measure parents' attitudes about child rearing before and after PET. There were 52 people in two experimental PET groups and one control group. All were pre- and post-tested on Schaefer and Bell's Parental Attitude and Research Instrument (PARI).

The results of this study, which was designed to measure the effects of PET on parental attitudes of the course participants, suggested that, PET does somewhat affect parental attitudes about child rearing. The difference between the pre- and post-test scores on the PARI democracy-domination subscale was significant for both experimental groups. The author concludes that parents in this study did seem to develop more democratic attitudes about rearing children after taking the PET class.

Janiak (1975) conducted an evaluation of the effectiveness of parent training programs in changing parent behavior. Subjects were 42 Utah parents grouped as follows: 19 parents of public school children who qualified for Title I funding, Group I received the 24-hour PET course; ten parents in Group II, also from low-income families, were controlled in a slide-tape parenting program developed by Utah's State Department of Education; 13 parents in Group III, the control group, were from a middle-income neighborhood group which met primarily for recreation and socialization. Subjects were pre- and post-tested
using a *Child Management Inventory* (CMI). Three months after the completion of the initial study, subjects completed a Critical Incidents Exercise to determine whether or not the gains shown in the study would persist.

PET was found to be significantly superior to each of the other programs in teaching desired child-rearing behaviors as indicated by responses on the CMI post-test. However, Group II showed more of the desired responses on the Critical Incidents Exercise than did the PET group or the control group.

In summary, the studies that have been reviewed here suggest a generally favorable result for parents who participated in parent training programs. There were four studies that indicated that children's dysfunction and aggression resulted from specific types of social milieu.

The studies also indicated that study groups are especially effective for parent education. The sharing of common concerns and providing each other with encouragement to try new parenting skills seems to help parents to work out solutions to problems which at first to them seem uniquely their own. One study cited in the review revealed that the attitudes of the single parents were significantly improved following the PET course.
CHAPTER III

METHODOLOGY

This chapter presents the methods used to conduct the evaluative study. It contains a description of the setting, population and sample; the instruments used to measure the characteristics under investigation; the treatment program being evaluated; and the data gathering and analysis procedures.

Setting

The study was conducted in an agency located in a midwestern city with a population of approximately one million in the metropolitan area. Its program is designed as a treatment oriented educational setting for youth of all races and creeds from seventh through twelfth grades who show maladaptive behavior in their present school situation.

The institution maintains two programs. One is a residential program for girls who show maladaptive behavior and are referred by the courts, the county children's services, parents, and schools. The second is a day care program from which the population for this study was identified. It contains a day treatment service consisting of an educational program, counseling services, interpersonal process recall, psychological and psychiatric services, an activity program, aftercare treatment, a clinic, food service, and transportation.

Students are admitted to the educational day care program for one semester at the end of which an assessment is made for approval.
for a second semester. No student attends the day care program for
more than two semesters without the director's approval.

The priorities of the day treatment are to:
1. Strengthen and maintain families and youth.
2. Return youth to public school.
3. Enrollment in vocational programs.
4. Assist youth to become self supporting at an appropriate age.

Enrollment in the day care program is limited to fifty students.
A more complete description of the day care program is included in
this study as Appendix E.

Population

The parents of students enrolled in the program described above
provided the population for this evaluative study. Each parent was
given an opportunity to participate in the STEP program following an
orientation to the activities by the researcher. Parents complete
a preliminary information sheet containing information about the
student, family information, and marital status of parents. An
examination of these data from the parents whose children were en-
rolled at the time of this study showed that for the population,
there were 27 males and 48 females. Of these, sixty were white and
15 were black. Fifty-five were natural parents and twenty were either
step-parents or guardians. The age range was from 21 to 60, with a mean
age of 38. Thirty parents were living together; 15 were separated and
17 were divorced. There were 13 widows and widowers. The educational
background of the parents ranged from 8 years of formal education to 16 years, with the mean number of years, ten. Their occupations included housewives, truck drivers, factory workers, and school teachers.

An examination of previous records showed that the parents of students enrolled during the period of this study were typical of those over the past four years that the day program has been in existence. The population from which the study sample was drawn is similar, therefore, to the general population of parents whose children were enrolled in the day program since its inception.

Of the fifty families currently enrolled, 45 parents representing 29 families chose to participate in the initial session. Thirty (30) parents completed the program and comprise the sample of this study.

Parents were informed that it would be desirable that no one miss more than three sessions because of the amount of information that would be presented at each session. Secondly, it would be highly desirable that the group remain intact after the third session because group rapport would be established and the continuing inclusion of new members would stifle group members' ability to develop a cohesive unit.

**Instruments**

Three instruments were selected to provide the data for the study. One instrument, the **STEP Questionnaire**, assessed the parents' knowledge and understanding of the STEP program concepts. A second instrument, the **Jesness Behavior Checklist**, assessed parents' perceptions of the child's/children's behaviors. A third instrument, the **Family Environment Scale**, assessed parents' perceptions of the family.
The STEP Questionnaire--The STEP Questionnaire contained forty true or false statements taken from the STEP manual used in the course. The questions were constructed to determine if the parents had knowledge of positive parenting skills as defined by STEP theory. Some of the positive parenting skills include (1) the ability to know the method of administering a logical consequence for misbehavior instead of punishment. (2) improving communications by becoming an effective listener, (3) helping their children to explore alternatives, (4) learning to use encouragement instead of praise to build the child's confidence and feelings of self-worth, (5) understanding the goals of their children's misbehavior, (6) how to conduct family meetings, and (7) the ability to confront their children when the children's behavior affects them.

The items were distributed across the content areas ranging from two items to nine items for each area. The instructions for respondents indicated that the questions were taken from the STEP program in which the parents were enrolled and that they were not intended to embarrass anyone. Although the actual items themselves were not discussed during the lessons, the concepts and the behaviors behind each item were reviewed and the correct responses were a part of the training itself. While the pre-test results were not discussed, there was ample opportunity for the parents to present their points of view and raise questions about items. All STEP Questionnaires were taken individually even where both parents represented the family.
The Jesness Behavior Checklist—A review of the literature on possible instruments revealed very few published rating scales designed for use with adolescents would provide reliable data about social behavior. Moreover, most existing measures were intended to be completed by professional persons in psychiatric settings; whereas, for present purposes, it was essential that the rating be made by the parents. The JBC was finally chosen for this study as a measure of the parents' perceptions of adolescent behavior. It had been in use by teachers in the day school program.

The JBC is an 80-item scale measuring fourteen bipolar behavioral tendencies among adolescents. There are two parallel forms: an Observer form for ratings by teachers, probation or correctional officers, counselors, therapists, and others, and a Self-Appraisal for for self-evaluation. Though based on extensive research with male delinquents, the items and factors are relevant to normal adolescents as well. The JBC is considered useful for evaluating behavioral changes in school, home or institutional settings, and for comparisons between self and an observer for use in counseling or research.

The instrument yields scores on 14 bipolar scales based primarily on factor analyses. The time of completion of the instrument is usually ten to twenty minutes. For this study, the children were rated by their parents who participated in the STEP program conducted as a part of the study. The Checklist was administered before the Parent Training Program began and readministered following the completion of the training.

In the development of the instrument, Carl F. Jesness (1971) felt that it was imperative that the items should be based on directly
observable behavioral events relevant to the diagnosis of critical behavioral deficiencies, subject to change, and useful in distinguishing among persons of different personality types within normal and abnormal groups.

To collect a set of functional items that would meet these criteria, a procedure was followed which approximated that of the critical incident technique (Flanagan, 1954). First, a summary was made of the content of more than 15,000 descriptions of behavioral incidents taken from log books kept on all boys in a California Youth Authority institution. These incidents were considered sufficiently important to have been recorded and communicated by one staff member to others involved in the boys' treatment. Most of the incidents were deficiencies in need of suppression or modification.

The 217 items resulting from this procedure formed the basis for a checklist used by 27 counselors and teachers to rate a sample of boys who had been in the institution for at least six months. On a five-point frequency scale, staff were in perfect agreement on fifty per cent of the ratings and within one point on 76 per cent. Subsequently, behavioral incidents that occurred with extreme frequency or infrequency were eliminated, as were those where agreement among raters was low. To refine the instrument further, a cluster analysis (Tryon, 1958) was used to eliminate redundant items and those that did not correlate with a behavior factor. Eleven factors emerged from this analysis, most of which are retained in the present scale.

Subsequently, the measurement was used in the study with older delinquents. For this purpose, a few revisions of item content were
made. A factor analysis of the instrument based on 3,323 completed checklists verified the cluster factors, with only minor differences appearing in the placement of items.

A final stage in the development of the Behavior Checklist involved a complete reevaluation of the content of the items. First, an analysis was made of the usefulness of the items in predicting parole outcome and in distinguishing among delinquent types. Forty items showing the greatest predictive and discriminating power were retained. The second step involved the addition of positive behaviors not previously included. These new items were obtained from several sources, including the literature listing behavior postulated as of critical importance for success on parole of delinquents of various types, and that describing the social behaviors which had been found to be related to getting and holding a job. All together, forty new items were added. Finally, a factor analysis was performed based on ratings of 258 delinquents ranging in age from 13 to 21.
The fourteen Behavior Checklist Scales are named as follows. A definition of each appears in the definition of terms in Chapter I. The items which comprise each behavior are found in Appendix A.

1. Unobtrusiveness v. Obtrusiveness (8 items)
2. Friendliness v. Hostility (5 items)
3. Responsibility v. Irresponsibility (9 items)
4. Considerateness v. Inconsiderateness (7 items)
5. Independence v. Dependence (5 items)
6. Rapport v. Alienation (5 items)
7. Enthusiasm v. Depression (5 items)
8. Sociability v. Poor Peer Relations (4 items)
9. Conformity v. Nonconformity (7 items)
10. Calmness v. Anxiousness (6 items)
11. Effective Communication v. Inarticulateness (5 items)
12. Insight v. Unawareness and Indecisiveness (6 items)
13. Social Control v. Attention-seeking (4 items)

Jesness (1971) reports that the reliability of the Behavior Checklist scales can be estimated by using any one of several different approaches. Correlations between scores on the same instrument after a lapse of a given period of time provide what Cronbach (1960) has called a coefficient of stability. He points out that the longer the interval, the lower the reliability coefficients to be expected. Reported stability coefficients range from a low of .09 (Insight) to a high of .51 (Conformity), with a median of .42. Self-Appraisal
stability coefficients range from a high of .58 (Considerateness) to a low of .05 (Insight) with a median of .38.

Jesness points out that the coefficient of equivalence is a second term used to describe correlations between one set of scores and other equivalent measures administered at the same time. In the case of behavior ratings, the procedure involves correlating independent ratings obtained from two or more different raters. Such a coefficient is also referred to as an estimate of inter-rater reliability (Jesness, 1971). Corrected correlations using composite scores based upon three raters provided the highest reliability coefficients for the instrument. All fell within .63 (Conformity) and .80 (Responsibility). It is pointed out that these values are similar to those obtained in other studies using comparable instruments.

Data on the empirical validity of all the scales were not reported. A previous version of the checklist indicated that post scores on scales of Conformity and Responsibility were predictive of success of parole whereas Obtrusiveness, Perturbability and Aggressiveness were predictive of failure. Of the thirty-six items which differentiated successful from unsuccessful subjects, those recommitted and returned to institutions, twenty-one have been retained in the present version of the Checklist.

In general, scales which showed high inter-observer validity values tended to show high validity coefficients between composite observer and self-appraisal scores. In summary, while both the validity and the reliability coefficients are somewhat low, the JBC can be considered adequate for the evaluative purposes of this study.
The Family Environment Scale (FES)--In order to acquire an assessment of the family's social climate, each parent completed the Family Environment Scale (FES). The FES was chosen because it focuses (1) on the measurement and description of the interpersonal relationships among family members, (2) on the directions of personal growth which are emphasized in the family, and (3) on the basic organizational structure of the family. Different types of methods were employed to gain a naturalistic understanding of the family social environment, and to obtain an initial pool of questionnaire items. The various questions were devised from other social climate scales that had been developed previously (Moos, 1974).

The exact choice and wording of items was guided by a general formulation of environmental press. Each item had to identify characteristics of an environment which would exert a press towards Cohesion, towards Achievement, or towards Moral-Religious Emphasis. The data were collected and used to develop a ninety-item, ten-subscale Form R (real) of the FES.

The ten FES subscales are named as follows. A definition of each appears in the definition of terms in Chapter I. The items which comprise each dimension are found in Appendix B.

1. Cohesion
2. Expressiveness
3. Conflict
4. Independence
5. Achievement Orientation
6. Intellectual-Cultural Orientation
7. Active Recreational Orientation

8. Moral-Religious Emphasis

9. Organization

10. Control

Reliability data calculated by using the Kuder-Richardson Formula 20, are all in an acceptable range. The item-to-subscale correlations vary from moderate (.45 for Independence) to substantial (.58 for Cohesion). The test-retest reliabilities of individual scores on the ten subscales were calculated on 47 family members in nine families who took the FES twice with about an eight-week interval between testing. The test-retest reliabilities are all acceptable, varying from a low of .68 for Independence to a high of .86 for Cohesion. The ten subscales developed by Rudolf Moos (1971) had nine items that identified the various behaviors within each subscale.

The Family Environment Scale, a companion instrument to the Work Environment Scale and the Group Environment Scale, has not been extensively used. All three, however, are in final form. The author cautions their use in the interpretation of results and these cautions are used in the analysis of the findings of this study.
Treatment

The treatment selected for the parent education was the Systematic Training for Effective Parenting (STEP) program developed by Dinkmeyer and McKay. Two aspects to the treatment were important in the conduct of this study. The first concerns the STEP program as defined in the training manual, Parent's Handbook (1976). An outline of each of the nine lessons as conducted by the facilitator appears in Appendix C. These lessons describe in brief the more detailed activities conducted each week as defined in the handbook. The STEP Program was organized systematically. The authors say that parent education can be effective if it helps parents understand the purpose of behavior, the encouragement process, effective communication, the application of logical consequences, and the benefits of the family meeting. Therefore, each session was planned to present basic principles and to provide opportunities to practice the skill necessary for effective parenting. Time was taken to discuss the reading, tapes, and charts. There was an opportunity to report on successes and difficulties in applying the activity assignments, and an opportunity to clarify what each member was learning according to the guide provided for instruction.

Participants were expected to learn by expressing what the concepts meant for them and their families. This required discussion of the major concepts set forth in the objectives of each session. In addition, the ideas were applied through an activity assignment for the members to gain maximum benefit from the sessions. The leader helped clarify the principles when parents did not seem able to apply them.
Each session typically followed this sequence as suggested in the leader's guide.

1. **Statement of Objectives**: The session began with an overview of what the parents were expected to learn.

2. **Discussion Guide Cards and Posters**: The Discussion Guide Cards and the Poster for that session were set up before each session. The cards presented guidelines for effective discussions. They were discussed at the first session and thereafter were posted as reminders. The Poster illustrated the major message for the session. It was displayed prominently to emphasize the concept.

3. **Discussion of Previous Week's Activity Assignment**: Near the end of each session, an assignment was made for the coming week. The leader attempted to create an expectation that all members would complete the assignment. This was done by asking members to share their experiences and by encouraging any positive efforts or evidences of progress.

4. **Discussion of Assigned Reading**: The readings in the Parent's Handbook acquainted members with the concepts to be presented in the session. The leader attempted to create an atmosphere in which all felt free to express themselves, and assure participants that there were no "dumb" questions.

5. **Charts**: The charts were visual aids which set forth the major concepts and principles of the program. There was a different chart for each session. The chart was displayed during the session and was used to emphasize and clarify major concepts. After the group discussed the illustrated principles,
the charts were left on display as handy references for the rest of the session.

6. Tapes and Exercises: The cassette recordings were presented in each STEP session. The recordings illustrated typical parent-child situations and showed how STEP principles and procedures could be used effectively in those situations. The recordings served to stimulate discussion during the sessions. The exercises were designed to be non-threatening and to simulate parent-child interactions so that parents could practice the essential STEP skills.

7. Problem Situations: Each Problem Situation presented a brief, unfinished description of a typical conflict in a family. Members read the situation in the Parent's Handbook and discussed how they would answer the questions posed. There was no single correct answer; the situations permitted members to apply the STEP principles and their new skills to the situation. When time permitted, role-playing the situation was suggested as a follow-through.

8. Summary: This was an essential part of the STEP program. Because a summary was held at the close of each meeting and each member was expected to contribute to the summary, participants became more conscious of what they were learning during the meeting.

9. Activity for the Week: Each week, members were assigned a designated activity for the coming week. The assignment was designed to help parents internalize and put into action the STEP concepts learned in the session.
10. **Points to Remember:** These were lists of the basic principles taught in each session. The principles were presented on a single page in the Parent's Handbook which was removed and posted as a reminder of essential steps for effective parenting. The page usually did not require further discussion since the concepts had already been covered in the readings and tapes. Members were encouraged to post the list in a prominent place at home to remind them of their new commitment.

11. **My Plan for Improving Relationships:** The plan for improving relationships permitted participants to assess their own progress privately; the plan was not for discussion with the group. Each member identified one or two major concerns and his or her typical response to these problems. The member decided which STEP principles might improve the relationship. The person then indicated what he or she planned to do as a result of what was learned in the program. This procedure gave each member a chance to assess and record personal progress. The writing became a commitment to action, inviting further involvement.

To insure the consistent application of the techniques described above from STEP, the Day Program Director, a professional with a masters degree in guidance and counseling, was in attendance at all sessions. A briefing session was held with the facilitator, the researcher, to discuss the consistency between the lesson plans as defined and the events of the session.
A second part of the treatment program consisted of the pre-
session activities and the other non-defined proceedings which
occurred as a part of the treatment. The first of these is the
set of orientations to each of the class sessions. The first
session was preceded by a general orientation to the program which
included ground rules, conditions and the requirements of attendance.
An overview of the total program was presented at that time. Each
session was begun with a review of the preceding session and a pre-
sentation of the objectives for the evening. Questions were answered
and any concerns on the part of parents were dealt with at that time.
The activities of the session were then introduced and conducted.

A log of anecdotes was kept to record the unique way in which
this group of parents related to the materials and the activities
presented. An examination of these was used to determine the extent
to which the material and activities as presented were applicable
to this special population. A listing of these anecdotes in the form
of comments regarding the specific activities for each lesson was
kept as a review of the preceding lessons. In general, these were
used as reinforcements for activities suggested as a part of the
STEP program or recommended changes in either the content or process
of the program.
Data Collection and Analysis

Fifty parents were mailed a letter of invitation to attend a general meeting at Rosemont School in which 45 were in attendance. The purpose of the meeting was to give information about the school and the different services that the school offers. It was pointed out that one of these services was a parent education program named STEP that would be conducted one night a week for two hours each for ten weeks. From the 45 in attendance, thirty parents registered and completed the ten-week STEP course. The parents completed a pre-test of the Jesness Behavior Checklist, the Family Environment Scale, and a STEP Questionnaire. After the nine-week session, the parents completed a post-assessment of the same three instruments. All instruments were administered by the researcher and the Day Care Director. Copies of the instruments and the invitation are included in Appendices A and B, respectively.

Analysis of Data—After the instruments were scored and the data coded and punched into cards, the data from the Jesness Behavior Checklist, the Family Environment Scales were analyzed by an analysis of variance of the pre- and post-test scores of the instruments. The STEP Questionnaire was analyzed by means of a t-Test. The computer package used to run the program was the BMOP3D (Health Sciences Computing Facility, 1977).

The JBC and the FES were taken jointly where there were couples representing the family, whereas the STEP Questionnaire was taken separately where two parents were in attendance at the training.
Summary

This chapter presented the methodology for the study. The setting, population and sample were described; the instruments used to measure the characteristics under investigation were discussed; the treatment program subject to evaluation in this study was presented; and the data gathering and analysis procedures were outlined. Chapter IV presents the findings of the study.
CHAPTER IV

FINDINGS

The findings of this study are presented in this chapter and are divided into three parts. First, attention is focused on the demographic data for the sample group members. These descriptive data were tabulated from the parents' responses to the questionnaire which is provided by the school which the students attend. The second part of the chapter consists of the responses of the parents to the Jesness Behavior Checklist, the Family Environment Scale and the Systematic Training for Effective Parenting (STEP) Questionnaire. The data from these instruments are presented as they address the research questions posed in the statement of the problem. The chapter is concluded with a brief summary.

Demographic Data

The parents who made up the sample for the study were parents of adolescents between the ages of 12 through 17 who were referred to the day school program from the community at the request of guidance counselors, social agency representatives, school officials, court workers, clergy, or parents themselves, because of continuous anti-social behavior within the public schools, home or community.

Table 1 presents the demographic data of the research population of the study. The sample included thirty subjects, thirty-seven per cent or eleven of whom were males and sixty-three per cent, or nineteen of whom were females.
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<td>%</td>
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<td>2</td>
<td>7</td>
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<td>8</td>
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<td>14</td>
<td>47</td>
<td>21</td>
<td>70</td>
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<td>10</td>
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<td>17</td>
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<tr>
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<td>3</td>
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<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>36</td>
<td>19</td>
<td>64</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
The total group ranged in age from 21 to 60 years of age. Eight subjects, or 27 per cent, were between the ages of 36 and 40 years of age. Those in the 31 to 35 age bracket numbered six, making up 20 per cent of the sample group. There were five parents, or 16 per cent, who made up the 41 to 45 year age range; and four parents or 13 per cent were in the age range of 21 to 30 years. The remaining five parents, or 16 per cent, ranged in age from 51 to 60.

Twenty-four subjects, or 80 per cent of the sample, were Caucasian while six parents, or 20 per cent were Black. Fifty-three per cent, or 16 subjects were married; thirty per cent were single, and the remaining twenty per cent were foster parents and grandparents.

An examination of the educational level indicated that seventy per cent of the participants had less than a high school education. Seventeen per cent, or five parents, had completed high school; and an additional ten per cent, or three subjects, had education or training beyond high school, one of whom had a college education.

Table 2 indicates the various occupations of the parents in this study. Twenty-six per cent were factory workers and twenty-three per cent were housewives. The other occupations included truck driver, auto mechanic, domestic worker and laborer which together made up forty per cent of the occupations represented in the sample. Two additional categories, school teacher and clergyman, comprised the remaining ten per cent of the sample.

Table 3 indicates the income range for the families represented in the study. The source of income for eight families comprising 27 per cent of the population was welfare benefits. In terms of salaries
### Table 2
**OCCUPATIONS OF PARENTS IN THE STUDY**

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
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<td>7</td>
<td>6</td>
<td>20</td>
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<td>27</td>
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<td>Truck Driver</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
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<tr>
<td>School Teacher</td>
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<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<td>Auto Mechanic</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
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<tr>
<td>Clergyman</td>
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<td>0</td>
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<td>10</td>
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</tr>
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<td>2</td>
<td>7</td>
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<td>23</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
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<td>11</td>
<td>37</td>
<td>19</td>
<td>63</td>
<td>30</td>
<td>100</td>
</tr>
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</table>

### Table 3
**INCOME RANGE OF FAMILIES IN THE STUDY**

<table>
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<tr>
<th>Income Range</th>
<th>Number</th>
<th>Per Cent</th>
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<td>Welfare</td>
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<td>27</td>
</tr>
<tr>
<td>$8,000 - $10,000</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>$11,000 - $13,000</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>$14,000 - $16,000</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>$17,000 - $19,000</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>$20,000 - $22,000</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
earned, four families had an income of between eight and ten thousand dollars; six, between eleven and thirteen thousand dollars; and seven, between fourteen and sixteen thousand annually for a thirteen, twenty, and twenty-three per cent of the sample, respectively. Seven families had the highest incomes with three between $17,000 and $19,000 and four between $20,000 and $22,000. These represented ten and 13 per cent of the sample respectively.
Research Question

In this section of the chapter, the discussion centers on the research questions stated in Chapter I. For each question, a statement of the question, the method for examining the data, and a discussion of the findings are presented. Data are provided in tables and discussed following each table.

The following question was posed first in the statement of the problem:

**Question 1:** Do parents who undergo STEP increase their knowledge and understanding of their child's/children's behavior and misbehavior as evidenced by their pre- and post-test scores on the STEP Questionnaire?

The **STEP Questionnaire** had a total of forty questions that were designed to examine the extent to which parents knew the content of the nine sessions of the STEP program. The items that examined each session were not equally proportioned because there are chapters in the STEP program that seem more vital than others in terms of positive parenting skills. Seven items dealt with understanding children's behavior and misbehavior; nine items dealt with understanding more about your child and about yourself as parent; eight items dealt with encouragement; two items dealt with communication and how to listen to your child; three items dealt with communication, expressing ideas and feelings to your child; five items dealt with natural and logical consequences; and two items each dealt with sessions 7, 8 and 9---the Family Meeting and Developing Confidence.

The items that appeared to be missed most often were in the first session which dealt with goals of misbehavior and understanding children's behavior. A visual examination showed that male parents in particular had a difficult time identifying the feelings they had
when their children were acting out. They also had difficulty identifying the alternative behavior in correcting the misbehavior. Eighty-one per cent of the males missed six of these items, compared with 74 per cent of the females who answered them correctly. In Lesson 3 which dealt with praise and encouragement, ten of the eleven males missed question 15, which stated that, "Parents should insist that children demonstrate excellence in school." A total of 72 per cent of the males missed six of the items in this session, while 68 per cent of the females answered them correctly. In general, the females were more correct in their responses to the instrument. The most frequently missed questions were those which follow:

4. Parents should concentrate on changing their behavior instead of concentrating on changing the child's behavior.

6. Some behavior that children display is not for any purpose.

10. Parents are responsible for their child's behavior.

24. A logical consequence for a child's misbehavior are the consequences that follow the behavior naturally.

31. There is no difference between praise and encouragement.

The results of the pre-test were not examined until after the post-test had been taken. However, it was possible to identify question areas with which parents had difficulty. At times it was necessary to stress the parenting concept behind each question through the activities of the lessons. Actual examples in their own family situations were used where the parents did not seem to understand or where it was necessary to make the issues more relevant. In general, it seemed that the parents' behavior during the sessions was comparable to the way they marked responses on the Questionnaire.
Another way the STEP Questionnaire results were examined was to compare the gain score patterns among parents for the pre- and post-test. All but one of the parents showed a gain on the question-naire, ranging from a 1-point improvement to a 23-point difference as shown in Table 4.

Table 4
SUMMARY OF SCORES ON THE STEP QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Direction</th>
<th>Difference</th>
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<td>1</td>
<td>21</td>
<td>22</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>39</td>
<td>+</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>27</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
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</tr>
<tr>
<td>7</td>
<td>28</td>
<td>40</td>
<td>+</td>
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</tr>
<tr>
<td>8</td>
<td>18</td>
<td>27</td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
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<td>30</td>
<td>26</td>
<td>38</td>
<td>+</td>
<td>12</td>
</tr>
</tbody>
</table>
In terms of the patterns, for those who made higher gains across the nine-week STEP program, there was less movement than for those who showed lower gain scores. The mean score on the pre-test was 21. The range of scores was from 14 to 29. An examination of the twelve (12) parents who scores above the mean showed that there were fewer large gains and fewer small gain scores than were indicated with the 18 parents who scored below the mean. As would be expected, since the scores were already high, only three parents had a gain of twelve or more points between pre- and post-testing. On the other hand, only two parents showed a low gain of five or fewer points between pre- and post-testing.

For the group who scored below the mean on the pre-test, seven gained 12 or more points on the post-test, as would be expected since the scores were low to begin with; however, five, indicating six or fewer points on the pre-test, gained. It would appear, then, that for the group that scored below the mean to begin with, both greater increase and little or no increase in scores were made when compared with that group which was high on the pre-test.

A statistical analysis of the results of the responses to the STEP Questionnaire was conducted. Pre- and post-test scores were compared using a t-Test of the individual differences between means. Table 5 presents the results of the compared t-Test scores. The parents' mean score on the pre-test was 21.0, and the mean on the post-test score was 30.0, the difference being significant at the .01 level of confidence. Parents scored significantly higher on the questionnaire testing the content of the nine-week STEP program.
Table 5

<table>
<thead>
<tr>
<th>Test</th>
<th>t-Score*</th>
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<td>STEP Questionnaire</td>
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<td>p &gt; .01</td>
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</table>

*A value greater than 2.756 is significant at the p > .01 level, with 29 degrees of freedom.
The second research question addressed in this study was stated as follows:

**Question 2:** Do Parents who undergo STEP view their child's/children's behavior more positively as evidenced by their pre- and post-test scores on the Jesness Behavior Checklist?

The lower the score on any of the JEC subscales, the more negative the behavior for that particular subscale. Each scale has a T-score range from twenty to eighty. The pre-assessment made by the parents in the study indicated a T-score range of 36 to 59. The lowest assessment was made on subscale 14, which is the Anger Control Scale. This indicates that parents had a tendency to perceive their children as reacting to frustration or criticism with anger and aggression. Other low scores were in the subscales of Social Control, Conformity, Responsibility, Friendliness, and Unobtrusiveness. This would indicate that parents perceive their children as loud and aggressive individuals who agitate and quarrel; would tend to be fault finding and antagonistic of persons in authority; have a poor quality and low quantity of work performance; and would tend to lie, steal or otherwise disregard social standards. They perceive their children as displaying loud, attention-seeking behavior, and in general, displaying behaviors that would be disruptive to positive family interaction. These are shown in Figure 1.

The highest rating was made on the Considerateness scale, indicating that where positive perceptions were held by parents, they were in the view of children having tact and showing some kindness to others. Other high scores were on Sociability and Effective Communication. This was and indication that when compared to their own traits, these children were seen as being able to express themselves clearly and get along
The Average Pre and Post T-Scores of the Jesness Behavior Checklist
well with others in the group. While these scores indicated high areas when compared to other characteristics of these children, they were not considered high when compared to a normative sample.

The post-assessments indicated some improvements in the scales; but for the most part, these tended to be within the average ranges when compared to the norm group. The overall pattern for all fourteen subscales tended to be consistent from pre- to post-test.

The data from the Jesness Behavior Checklist were analyzed by an analysis of variance of the pre- and post-test scores for the instrument. Table 6 indicates no statistically significant difference in pre- and post-test scores. It is thus possible to state that the parents' view of their child's/children's behavior did not move significantly in a positive direction after the STEP Program. These data comprise Table 6.

<table>
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<th>F</th>
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<tr>
<td>Error</td>
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<td>377</td>
<td>58.3</td>
<td>0.63</td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
The third research question posed in this study was as follows.

**Question 3:** Do Parents who undergo STEP view their family's social climate more positively as evidenced by their pre- and post-test scores on the **Family Environment Scale**?

Low scores on any of the FES subscales indicate a negative response to that particular scale. Each scale has a raw score range of 0.0 to 9.0. The standard pre-score made by the parents in this study ranged from 37 to 53 on the ten subscales. The standard post-test scores ranged from 41 to 53. Figure 2 indicates that the families were below average on all of the scales before and after the STEP program, except for the Moral Religious, Organization and Control scales, in which the families were average or slightly above average.

The perception of all families as indicated by the mean scores were lowest in Cohesion, Achievement Orientation, Intellectual Cultural Orientation, and Active Recreational Orientation. This would indicate that the Family Climate was not one in which members were helpful or supportive of one another; were not engaged in activities that were achievement oriented; were not concerned about political, social, intellectual or cultural activities; and did not engage actively in recreational or sporting activities.

The dimensions in which the families as a group were highest and which, when compared to the norm, were average were Conflict and Moral Religious Emphasis. This meant that there was no more than normal open expression of anger and aggression and that they were similar to the average family in discussing and emphasizing ethical and religious issues and values.
The Average Pre- and Post-Standard Score of the Family Environment Scale for Thirty Families

Figure 2
In determining the outcome of the question posed, the data from the Family Environment Scale were analyzed by an analysis of variance of the pre- and post-test scores of the instrument. Table 7 indicates no statistically significant difference in pre- and post-test scores. It is thus possible to state that the parents' view of their family's social climate did not move significantly in a positive direction after the STEP program.

Table 7

ANALYSIS OF VARIANCE OF PRE- AND POST-TEST SCORES ON THE FAMILY ENVIRONMENT SCALE

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1183970.7</td>
<td>1</td>
<td>1183970.7</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>9685.6</td>
<td>29</td>
<td>334.0</td>
<td>3545.0</td>
</tr>
<tr>
<td>P</td>
<td>321.2</td>
<td>1</td>
<td>321.2</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>2881.4</td>
<td>29</td>
<td>99.3</td>
<td>3.2*</td>
</tr>
<tr>
<td>F</td>
<td>12326.3</td>
<td>9</td>
<td>1369.6</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>37927.9</td>
<td>261</td>
<td>145.3</td>
<td>9.4</td>
</tr>
<tr>
<td>PF</td>
<td>1391.1</td>
<td>9</td>
<td>154.6</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>15336.7</td>
<td>261</td>
<td>58.8</td>
<td>2.6</td>
</tr>
</tbody>
</table>

*Not significant at .05 level.
Question 4--The fourth question posed in the statement of the problem was concerned with recommendations that could be made regarding the inclusion of the STEP program in a day treatment educational program for educationally dysfunctional junior high and high school students as a result of this evaluative study. This question is discussed in Chapter V as a part of the conclusions and recommendations for further study.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the study including the significant findings from the analyses of the data, conclusions drawn from these findings, and recommendations for further research.

Summary

The major purposes of this study were (1) to determine what changes occur in parents' knowledge or understanding of their child's/children's behavior and misbehavior as measured by the STEP Questionnaire before and after the completion of the nine-week STEP program, (2) to determine what changes occur in parents' perceptions of their child's/children's social behavior as measured by the Jesness Behavior Checklist before and after the completion of the STEP program, (3) to determine what changes occur in parents' perceptions of their family social climate as measured by the Family Environment Scale before and after the STEP program.

A secondary purpose of the study was to draw conclusions about and make recommendations for the inclusion of the STEP training as a part of the educational program in which the evaluation was conducted.

The study was conducted in an agency located in a midwest metropolitan area. Its program is designed as a treatment oriented educational setting for youth of all races and creeds from seventh through twelfth grades who show maladaptive behavior in their present school situation.
The institution maintains two programs. One is a residential program for girls who show maladaptive behavior and are referred by the courts, the county children's services, parents, and schools. The second is the day care program from which the population for this study was identified. It contains a day treatment service consisting of an educational program, counseling services, interpersonal process recall, psychological and psychiatric services, an activity program, aftercare treatment, a clinic, food service, and transportation.

Students are admitted to the educational day care program for one semester at the end of which an assessment is made for approval for a second semester. No student attends the day care program for more than two semesters without the director's approval.

The priorities of the day treatment are to:

1. Strengthen and maintain families and youth.
2. Return youth to public school.
3. Enrollment in vocational programs.
4. Assist youth to become self-supporting at an appropriate age.

Enrollment in the day care program is limited to fifty students. A more complete description of the day care program is included in this study as Appendix E.

The parents of students enrolled in the program described above provided the population for this evaluative study. Each parent was given an opportunity to participate in the STEP program following an orientation to the activities by the researcher. Parents completed a preliminary information sheet containing information about the student, family information, and marital status of parents. An examination of these data from the parents whose children were enrolled at
the time of this study showed that for the population, there were 27 males and 48 females. Of these, 60 were White and 15 were Black. Fifty-five were natural parents and 20 were either step-parents or guardians. The age range was from 21 to 60 years, with a mean age of 38. Thirty parents were living together; 15 were separated, and 17 were divorced. There were 13 widows and widowers. The educational background of the parents ranged from eight years of formal education to sixteen years, with the mean number of years, ten. Their occupations consisted of housewife, truck driver, factory worker, and school teacher.

An examination of previous records showed that the parents of students enrolled during the period of this study were typical of those over the past four years that the day program has been in existence. The population from which the study sample was drawn is similar, therefore, to the general population of parents whose children were enrolled in the day program since its inception.

Of the fifty families currently enrolled, 45 parents representing 29 families chose to participate in the initial session. Parents were informed that attendance following the third session would be desirable and that the group would remain intact beyond that time. Thirty (30) parents completed the program and comprised the sample of this study.

Fifty parents were mailed a letter of invitation to attend a general meeting at the school setting in which 45 were in attendance. The purpose of the meeting was to give information about the school and the different services that the school offers. It was pointed
out that one of these services was a parent education program named STEP, that would be conducted one night a week for two hours each for nine weeks. From the 45 in attendance, thirty parents registered and completed the nine-week STEP course. The parents completed a pre-test of the Jesness Behavior Checklist, the Family Environment Scale, and a STEP Questionnaire. After the nine-week session, the parents completed a post-assessment of the same three instruments. All instruments were administered by the researcher and the Day Care Director. Copies of the instruments and the invitation are included in Appendices.

Analysis of Data—After the instruments were scored and the data coded and punched into cards, the data from the Jesness Behavior Checklist, the Family Environment Scale were compared by an analysis of variance of the pre- and post-test scores of the instruments. The STEP Questionnaire was analyzed by means of a t-Test. The computer package used to run the program was the BMOP3D (Health Sciences Computing Facility, 1977).

Question 1: Do parents who undergo STEP increase their knowledge and understanding of their child's/children's behavior and misbehavior as evidenced by their pre- and post-test scores on the STEP Questionnaire.

The findings of the STEP Questionnaire which contained forty true/false questions showed a statistically significant difference from chance at the one per cent probability level. The pre-test scores for the parents had a mean of 21.0, and the post-test scores increased to a mean of 30.2, or a 23 per cent increase.
**Question 2:** Do parents who undergo STEP view their child's/children's behavior more positively as evidenced by their pre- and post-test scores on the Jesness Behavior Checklist?

In determining the outcome of this question, the data from the Jesness Behavior Checklist were analyzed using an analysis of variance of the pre- and post-test scores of the instrument. Results indicated no statistically significant difference in pre- and post-test scores. It is thus possible to state that the parents view of their child's/children's behavior did not move significantly after the STEP program.

**Question 3:** Do parents who undergo STEP view their family's Social Climate more positively as evidenced by their pre- and post-test scores on the Family Environment Scale?

In determining the outcome of this question, the data from the Family Environment Scale were analyzed by an analysis of variance of the pre- and post-test scores of the instrument. Results indicated no statistically significant difference in pre- and post-test scores on this instrument. It is thus possible to state that the parents view of their family's Social Climate did not move significantly after the STEP program.
Conclusions

From the findings presented, a number of conclusions may be drawn. The first conclusion which may be drawn from this study stems from the finding that parents showed significant gains on the cognitive experience of positive parenting as indicated on the STEP Questionnaire. The high number of parents who volunteered for the sessions indicates that parents will attend parent training programs. This also indicates that parents will learn knowledge based on these lessons. However, the pre- and post-test results of the behavior checklist were below average in each of the fourteen subscales indicating that in the period of time for the treatment, parents were not able to translate this learning directly into their own interaction with children.

Parents' perceptions of their children's behavior as indicated on the checklist may have been accurate. In fact, the children's behavior may not have changed over the course of the nine-week sessions. Children were not involved in the training itself. However, the lessons did involve activities or homework assignments where parents were expected to engage in some kind of improving behaviors with their children. There was no pressure put on parents, however, to follow through specifically with those homework assignments where they had some difficulty. Perhaps closer attention to the pre-test results with specific followup with the items missed might have resulted in a different perception of the children's behavior. Or a closer examination of the behavior checklist items and attention to them during the training may have produced more positive perceptions. In the
first instance, attention would have been paid to the parenting technique; in the second instance, attention would have been paid to the children's behavior.

A second conclusion stems from the finding that no change was observed on the results of the JBC before and after the training program. Parents found it difficult to change their own behavior in order to influence their children to change. This may be due to the observed characteristic of parents in the study who said they were carrying out the same parenting they received from their own parents, and that changing their behavior felt to them that they were "giving in to their children." They had difficulty changing to processing problems with their children, the art of exploring alternatives, rather than staying with the force of habit in giving advice. Other areas where behavior change appeared to be difficult and therefore no change in perceptions of the children were found were in implementing the technique of applying logical consequences for misbehavior. They did not seem to understand that for a consequence to be effective the child must see it as logically related to his/her misbehavior. Most of the parents reported using punishment as a consequence which probably influenced the rebellious nature of the children as indicated on the JBC.

The third conclusion is related to the findings on the FES. The family environment was assessed below average prior to the training and did not improve significantly after the nine-week sessions. Perhaps families who have severe problems will find it more difficult to actually see positive family interactions in a nine-week period.
Since other members of the family were not included, the lack of progress may well have been because of their continued behavior rather than an indication of a lack of growth on the part of the parents. Again, there was no attempt to directly relate the training to the specific characteristics measured by the FES. However, a positive response to the scales could have been expected if the families interacted in ways consistent with the STEP philosophy. It may be that a more specific focus on individual FES behavior is needed.

A fourth conclusion emerging from the below average scores earned on the instrument would suggest that parents in the study assessed their social climate below average and, in fact, may be engaging in self-defeating beliefs. These beliefs are often associated with discouragement, depression, anxiety, and desire to control other people. If these beliefs and the negative family patterns have been a part of the parents for a great deal of their lives, it would be expected that more time might be needed to substitute alternative belief systems and more productive behaviors.

A fifth conclusion evolves from the complexity of family interactions which became apparent in the conduct of the study. The importance of knowing oneself as a person and knowing how to rear children before they are born is primary in raising healthy children. Parents in this study demonstrated poor parental attitudes and skills. None had previous parent training experience except from their own parents, and in these cases, perpetrated poor parenting skills. These were reflected in the parents' perceptions of their own children in this study. Obviously, training such as the STEP program should be
included in day treatment educational programs for educationally dysfunctional junior and senior high school students because a great deal of their antisocial behavior is manifested within the home. Compatible parent training and child training programs would help address some of the complexities of family interaction.

A final conclusion stems from other observations made in working with the children in the day treatment program and with the parents in the STEP training program. A number of other more basic issues may be involved which results in family dysfunction. Training for both children and parents should include sessions on substance abuse so as to prevent or treat children or parents who may be involved in substance abuse. Data show that quite often where there is dysfunction, there is an alcohol or other drug problem somewhere in the family system. The training program itself should also include a more thorough psychological assessment of parents and children to determine the extent to which the dysfunction may be related to a more serious personality deficit. These assessments could result in both a screening process and program evaluation where additional components could be added where necessary. The training program should make use of the specific antisocial behavior already manifested by the children and should include goals specific to each student's problem to include disruptive family behavior.

A number of program recommendations follow from these conclusions.

1. Whenever possible, parents should be allowed to take the STEP course as many times as they wish.
2. The children of parents should be involved in a program that coincides with the STEP program.

3. The STEP program should be introduced to both male and female high school students, before they begin to start a family.

4. The STEP program should be taught by a core of parents to other parents.

5. Parenting programs should be conducted on a widespread basis across the state and studies conducted and results shared among educators statewide.

Recommendations for Further Research

A number of recommendations for further study arising from this investigation may be made:

1. Because the present study was limited to parents of students who attended a particular school, similar studies might be replicated in other comparable school settings to make this research more generalizable.

2. Because this study utilized a specific type of population, it is recommended that a study be conducted using parents of similar populations and parents of students enrolled in a regular public school to determine if differences exist between the two populations.

3. Because this study only represents data from the STEP training as it pertains to parents in the study, it is recommended that research be conducted where children
of the parents are involved in youth effectiveness training addressing the issues in conjunction with the parent program.

4. Because the outcomes on the behavioral checklist and climate scale were low, it is recommended that a study be conducted over a longer period of time and direct attention be paid to specific variables.

5. Because the present study employed three specific instruments that measured outcomes indicating whether views about positive parenting skills would change, whether views about children's social behavior improved and whether the program would have any impact on the way the parents view the family social climate, it is recommended that research be conducted using other variables or outcome measures such as parent and child attitudes, school behavior, and other related personal and social characteristics.

6. Because limited pre-assessment was conducted on parents in this study, it is recommended that further research be conducted which examines such pre-training characteristics as stress level, substance use or abuse, and other more general personality deficits prior to the training program.
APPENDIX A

Jesness Behavior Checklist

Jesness Behavior Checklist Item Statements by Subscales
Jesness

BEHAVIOR CHECKLIST

by Carl F. Jesness, Ph.D.

INSTRUCTIONS TO RATER:

The purpose of this checklist is to provide a way of recording behavior. In making your ratings, think of the person as he has been during the past month.

Read each statement and decide whether the subject behaves in the stated manner very often, often, fairly often, not often, or almost never.

Mark the response which most nearly represents your evaluation, on this paper or on another form as instructed.

Please be sure to respond at all times.

Subject________________ Rater________________
Subject's ID______________ Today's date____________
Address________________ Rater's job title___________
<table>
<thead>
<tr>
<th>ALMOST NEVER</th>
<th>NOT OFTEN</th>
<th>SOMEWHAT</th>
<th>FREQUENTLY</th>
<th>VERY OFTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Interrupts or distracts others.</td>
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<tr>
<td>2. Has been seen to compliment or encourage others.</td>
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<tr>
<td>3. Is involved in clowning, horseplay, inappropriate behavior.</td>
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<tr>
<td>4. Tries to get others into trouble. Instigates arguments and fights, or calls attention to behavior of others.</td>
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<tr>
<td>5. Seeks advice or help from others at times when he should.</td>
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<tr>
<td>6. Poor sport. Cheats to win, shows anger or sulks when losing.</td>
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<tr>
<td>7. Goes out of his way to say hello or speak to others, even those least popular.</td>
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<tr>
<td>8. Aggresses, taunts, laughs at, or ridicules others.</td>
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<tr>
<td>9. Is well-groomed, clean, and neat in appearance.</td>
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<tr>
<td>10. Apologizes when appropriate.</td>
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<tr>
<td>11. Picks on, pushes around, threatens, or bullies those around him.</td>
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<tr>
<td>12. Makes appropriate responses to others; speaks when spoken to, smiles when others smile at him, etc.</td>
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<tr>
<td>13. Brags about or delights in describing antisocial, unlawful, delinquent, or criminal exploits.</td>
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<tr>
<td>14. Fails to become quiet or calm down when requested to do so.</td>
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<tr>
<td>15. Can express difference of opinion, criticism, or complaints without antagonizing others.</td>
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<tr>
<td>16. Upset if he can't have or do something right now.</td>
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</tr>
<tr>
<td>17. Is excessively loud and noisy at inappropriate times or places.</td>
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<tr>
<td>18. Helps others, even without apparent personal gain.</td>
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</tr>
<tr>
<td>20. Schoolwork or job assignments are done neatly and carefully.</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>ALMOST NEVER</th>
<th>NOT OFTEN</th>
<th>SOMETIMES</th>
<th>FAIRLY OFTEN</th>
<th>VERY OFTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59. Is difficult to understand (speech is mumbled or incoherent).</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>60. Tells the truth; does not lie, exaggerate, or fabricate.</td>
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<tr>
<td></td>
<td>61. Talks freely to persons such as counselors or teachers about himself (his plans, his problems, etc.).</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>62. Is slow moving, sluggish, listless, spiritless, etc.</td>
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</tr>
<tr>
<td></td>
<td>63. Gets along with others in group recreation.</td>
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</tr>
<tr>
<td></td>
<td>64. Tends to avoid persons such as teachers, therapists, and counselors or any activities in which they take part.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65. Is cheerful. Laughs and smiles.</td>
<td></td>
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<tr>
<td></td>
<td>66. Becomes aggravated or abusive when frustrated or his will is opposed.</td>
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<tr>
<td></td>
<td>67. Works cooperatively with others in work or task groups.</td>
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</tr>
<tr>
<td></td>
<td>68. Gets into physical fights.</td>
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</tr>
<tr>
<td></td>
<td>69. Seeks out friendly conversations with adults.</td>
<td></td>
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<tr>
<td></td>
<td>70. Tends to withdraw and/or isolate himself from others.</td>
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<tr>
<td></td>
<td>71. Accepts criticism or teasing without flaring up or becoming angry.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72. Is the recipient of ridicule, agitation, etc.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>73. Takes part in social events and tries to get involved in group functions and activities.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>74. States or demonstrates that he distrusts persons in authority such as teachers, counselors, therapists, etc.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>75. Actively engages in problem-solving behavior related to personal, family, or social problems.</td>
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<tr>
<td></td>
<td>76. Appraises his own abilities and accomplishments realistically.</td>
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<tr>
<td></td>
<td>77. Plans realistically for his vocational or academic future.</td>
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<tr>
<td></td>
<td>78. Understands (can verbalize) how to avoid trouble with school officials, police, or other authorities.</td>
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<tr>
<td></td>
<td>79. Verbalizes realistic understanding of ways and means of coping with parents and/or home situations.</td>
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<tr>
<td></td>
<td>80. Actively engages in problem-solving behavior related to deciding upon and achieving future objectives.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

59. Appears nervous, anxious, jittery, or tense.
60. Can be relied upon to do what he says he will do.
61. Requests or questions are direct and straightforward.
62. Uses profanity or vulgar language.
63. Can take kidding or teasing without becoming upset or anxious.
64. Displays personal habit(s) or behavior(s) that is aberrant, offensive, or disturbing to others.
65. Tells others about being nervous, unable to sleep, etc.
66. Looks at the person he is talking to.
67. Does things that are wrong, illegal, or against the rules.
68. Makes positive statements about himself (demonstrates positive self-concept).
69. Gravitates toward a delinquent-type group or clique.
70. Is slow to respond to requests.
71. Becomes depressed or withdrawn when frustrated or criticized.
72. Is well-liked; sought out by others of his age group.
73. Is short-tempered and quick to show anger.
### JESNESS BEHAVIOR SUBSCALES

#### Unobtrusiveness v. Obtrusiveness

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interrupts or distracts others</td>
</tr>
<tr>
<td>4</td>
<td>Tries to get others into trouble. Instigates arguments and fights, or calls attention to behavior of others.</td>
</tr>
<tr>
<td>6</td>
<td>Poor sport. Cheats to win, shows anger or sulks when losing.</td>
</tr>
<tr>
<td>8</td>
<td>Agitates, teases, laughs at, or ridicules others.</td>
</tr>
<tr>
<td>11</td>
<td>Picks on, pushes around, threatens, or bullies those around him.</td>
</tr>
<tr>
<td>13</td>
<td>Brags about or delights in describing antisocial, unlawful, delinquent, or criminal exploits.</td>
</tr>
<tr>
<td>16</td>
<td>Upset if he can't have or do something right now.</td>
</tr>
<tr>
<td>19</td>
<td>Is involved in quarreling, squabbling, bickering.</td>
</tr>
</tbody>
</table>

#### Friendliness v. Hostility

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>When corrected, shifts blame, makes excuses, or complains that it is unfair, etc.</td>
</tr>
<tr>
<td>24</td>
<td>Shows disdain for group or individual counseling sessions.</td>
</tr>
<tr>
<td>28</td>
<td>Rewards or encourages (with attention, approving gestures, remarks, etc.) delinquent or antisocial behavior of others.</td>
</tr>
<tr>
<td>31</td>
<td>Complains about or expresses low opinion of counselors, police, or other authority figures.</td>
</tr>
<tr>
<td>35</td>
<td>Actively resists authority: argues with decisions and complains when told what to do.</td>
</tr>
</tbody>
</table>
Responsibility v. Irresponsibility

20 Schoolwork or job assignments are done neatly and carefully.

23 Takes good care of his own and others' equipment and property.

25 Gets things done; does a lot of work in a given time.

27 Is not easily discouraged. Sticks with and completes tasks assigned.

30 Gets up on time, gets to school or work on time, etc.

32 Shows initiative: goes ahead to next task, makes good use of free time, etc.

34 Has assumed the responsibility for organizing, and/or supervising the actions of others of his age group in accomplishing a work or recreational task.

36 Begins or attends to routine assignments or chores without reminders.

38 Gets school and/or work assignments done on time.

Considerateness v. Inconsiderateness

2 Has been seen to compliment or encourage others.

5 Seeks advice or help from others at times when he should.

7 Goes out of his way to say hello or speaks to others, even those less popular

10 Apologizes when appropriate.

12 Makes appropriate responses to others; speaks when spoken to, smiles when others smile at him, etc.

15 Can express difference of opinion, criticism, or complaint without antagonizing others.

18 Helps others, even without apparent personal gain.
Independence v. Dependence

22 Is assertive. Makes his opinions and preferences known.

26 Can be talked into things; goes along with others.

29 Can make routine decisions without undue hesitation or soliciting help from others.

33 Asks for help or seeks assistance, even on simple tasks.

37 Turns to someone such as a teacher or counselor to take care of his problems with others.

Rapport v. Alienation

57 Is slow to respond to requests.

61 Talks freely to persons such as counselors or teachers about himself (his plans, his problems, etc.)

64 Tends to avoid persons such as teachers, therapists, and counselors or any activities in which they take part.

69 Seeks out friendly conversations with adults.

74 States or demonstrates that he distrusts persons in authority such as teachers, counselors, therapists, etc.

Enthusiasm v. Depression

58 Becomes depressed or withdrawn when frustrated or criticized.

62 Is slow moving, sluggish, listless, spiritless, etc.

65 Is cheerful. Laughs and smiles.

70 Tends to withdraw and/or isolate himself from others.

73 Takes part in social events and tries to get involved in group functions and activities.
Sociability v. Poor Peer Relations

59  Is well liked; sought out by others of his age group
63  Gets along with others in group recreation.
67  Works cooperatively with others in work or task groups.
72  Is the recipient of ridicule, agitation, etc.

Conformity v. Nonconformity

40  Tells the truth; does not lie, exaggerate, or fabricate.
43  Steals or takes things without permission.
46  Can be relied upon to do what he says he will do.
49  Uses profanity or vulgar language.
51  Displays personal habit(s) or behavior(s) that is aberrant, offensive, or disturbing to others.
54  Does things that are wrong, illegal, or against the rules.
56  Gravitates toward a delinquent-type group or clique.

Calmness v. Anxiousness

41  Becomes anxious, upset, and/or freezes when frustrated, under pressure, or faced with a difficult task
45  Appears nervous, anxious, jittery, or tense.
47  Becomes hurt or anxious if criticized.
50  Can take kidding or teasing without becoming upset or anxious.
52  Tells others about being nervous, unable to sleep, etc.
55  Makes positive statements about himself (demonstrates positive self-concept).
Effective Communication v. Inarticulateness

39  Is difficult to understand (speech mumbled or incoherent).

42  Takes an active, contributing part in group discussions and/or meetings

44  Listens carefully to instructions or explanations.

48  Requests or questions are direct and straightforward.

53  Looks at the person he is talking to.

Insight v. Unawareness and Indecisiveness

75  Actively engages in problem-solving behavior related to personal, family, or social problems.

76  Appraises his own abilities and accomplishments realistically.

77  Plans realistically for his vocational or academic future.

78  Understands (can verbalize) how to avoid trouble with school officials, police, or other authorities.

80  Actively engages in problem-solving behavior related to deciding upon and achieving future objectives.

Social Control v. Attention-Seeking

3  Is involved in clowning, horseplay, inappropriate behavior.

9  Is well-groomed, clean, and neat in appearance.

14  Fails to become quiet or calm down when requested to do so.

17  Is excessively loud and noisy at inappropriate times or places.
Anger Control v. Hypersensitivity

60 Is short-tempered and quick to show anger.

66 Becomes aggravated or abusive when frustrated or his will is opposed.

68 Gets into physical fights.

71 Accepts criticism or teasing without flaring up or becoming angry.
APPENDIX B

Family Environment Scale

Family Environment Scale Item Statements by Subscale
68. In our family each person has different ideas about what is right and wrong.
69. Each person's duties are clearly defined in our family.
70. We do what we want in our family.
71. We really get along well with each other.
72. We are usually careful about what we say to each other.
73. Family members often try to get along or do each other.
74. It's hard to be by yourself without hurting someone's feelings in our household.
75. "Work before play" is the rule in our family.
76. Watching TV is more important than reading in our family.
77. Family members go out a lot.
78. The Bible is a very important book in our home.
79. Money is not handled very carefully in our family.
80. Rules are pretty inflexible in our household.
81. There is plenty of time and attention for everyone in our family.
82. There are a lot of spontaneous discussions in our family.
83. In our family, we believe you don't ever get anywhere by raising your voice.
84. We are not really encouraged to speak up for ourselves in our family.
85. Family members are often compared with others as to how well they are doing at work or school.
86. Family members really like music, art, and literature.
87. Our main form of entertainment is watching TV or listening to the radio.
88. Family members believe that if you sin you will be punished.
89. Dishes are usually done immediately after eating.
90. You can't get away with much in our family.

FAMILY
ENVIRONMENT SCALE
FORM R
RUDOLF H. MOOS

INSTRUCTIONS
There are 90 statements in this booklet. They are statements about families. You are to decide which of these statements are true of your family and which are false. Make all your marks on the separate answer sheet. If you think the statement is true or mostly true of your family, make an X in the box labeled T (true). If you think the statement is false or mostly false of your family, make an X in the box labeled F (false).

You may feel that some of the statements are true for some family members and false for others. Mark T if the statement is true for most members. Mark F if the statement is false for most members. If the members are evenly divided, decide what is the stronger judgment of impression and answer accordingly.

Remember, we would like to know what your family seems like to you. So do not try to figure out how other members of your family, but do give your general impression of your family for each statement.

CONSULTING PSYCHOLOGISTS PRESS, INC.
577 College Ave., Palo Alto, California 94306
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1. Family members really help and support one another.
2. Family members often keep their feelings to themselves.
3. We fight a lot in our family.
4. We don't do things on our own very often in our family.
5. We feel it is important to be the best at whatever you do.
6. We often talk about political and social problems.
7. We spend most weekends and evenings at home.
8. Family members attend church, synagogue, or Sunday School fairly often.
9. Activities in our family are pretty carefully planned.
10. Family members are rarely ordered around.
11. We often seem to be killing time at home.
12. We say anything we want to around home.
13. Family members rarely become openly angry.
14. In our family, we are strongly encouraged to be independent.
15. Getting ahead in life is very important in our family.
16. We rarely go to lectures, plays or concerts.
17. Friends often come over for dinner or to visit.
18. We don't say prayers in our family.
19. We are generally very neat and orderly.
20. There are very few rules to follow in our family.
21. We put a lot of energy into what we do at home.
22. It's hard to "blow off steam" at home without upsetting somebody.
23. Family members sometimes get so angry they throw things.
24. We think things out for ourselves in our family.
25. How much money a person makes is not very important to us.
26. Learning about new and different things is very important in our family.
27. Nobody in our family is active in sports, Little League, bowling, etc.
28. We often talk about the religious meaning of Christmas, Passover, or other holidays.
29. It's often hard to find things when you need them in our household.
30. There is one family member who makes most of the decisions.
31. There is a feeling of togetherness in our family.
32. We tell each other about our personal problems.
33. Family members hardly ever lose their tempers.
34. We come and go as we want to in our family.
35. We believe in competition and "may the best man win."
36. We are not that interested in cultural activities.
37. We often go to movies, sports events, camping, etc.
38. We don't believe in heaven or hell.
39. Being on time is very important in our family.
40. There are set ways of doing things at home.
41. We rarely volunteer when something has to be done at home.
42. If we feel like doing something on the spur of the moment we often just pick up and go.
43. Family members often criticize each other.
44. There is very little privacy in our family.
45. We always strive to do things just a little better the next time.
46. We rarely have intellectual discussions.
47. Everyone in our family has a hobby or two.
48. Family members have strict ideas about what is right and wrong.
49. People change their minds often in our family.
50. There is a strong emphasis on following rules in our family.
51. Family members really back each other up.
52. Someone usually gets upset if you complain in our family.
53. Family members sometimes hit each other.
54. Family members almost always rely on themselves when a problem comes up.
55. Family members rarely worry about job promotions, school grades, etc.
56. Someone in our family plays a musical instrument.
57. Family members are not very involved in recreational activities outside work or school.
58. We believe there are some things you just have to take on faith.
59. Family members make sure their rooms are neat.
60. Everyone has an equal say in family decisions.
61. There is very little group spirit in our family.
62. Money and paying bills is openly talked about in our family.
63. If there's a disagreement in our family, we try hard to smooth things over and keep the peace.
64. Family members strongly encourage each other to stand up for their rights.
65. In our family, we don't try that hard to succeed.
66. Family members often go to the library.
67. Family members sometimes attend courses or take lessons for some hobby or interest (outside of school).
### FAMILY ENVIRONMENT SUBSCALES

**Cohesion**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1</td>
<td>Family members really help and support one another.</td>
</tr>
<tr>
<td>11</td>
<td>We often seem to be killing time at home.</td>
</tr>
<tr>
<td>21</td>
<td>We put a lot of energy into what we do at home.</td>
</tr>
<tr>
<td>31</td>
<td>There is a feeling of togetherness in our family.</td>
</tr>
<tr>
<td>41</td>
<td>We rarely volunteer when something has to be done at home.</td>
</tr>
<tr>
<td>51</td>
<td>Family members really back each other up.</td>
</tr>
<tr>
<td>61</td>
<td>There is very little group spirit in our family.</td>
</tr>
<tr>
<td>71</td>
<td>We really get along well with each other.</td>
</tr>
<tr>
<td>81</td>
<td>There is plenty of time and attention for everyone in our family.</td>
</tr>
</tbody>
</table>

**Expressiveness**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Statement</th>
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<tbody>
<tr>
<td>2</td>
<td>Family members often keep their feelings to themselves.</td>
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<tr>
<td>12</td>
<td>We say anything we want to around home.</td>
</tr>
<tr>
<td>22</td>
<td>It's hard to &quot;blow off steam&quot; at home without upsetting somebody.</td>
</tr>
<tr>
<td>32</td>
<td>We tell each other about our personal problems.</td>
</tr>
<tr>
<td>42</td>
<td>If we feel like doing something on the spur of the moment we often just pick up and go.</td>
</tr>
<tr>
<td>52</td>
<td>Someone usually gets upset if you complain in our family.</td>
</tr>
<tr>
<td>62</td>
<td>Money and paying bills is openly talked about in our family.</td>
</tr>
</tbody>
</table>
We are usually careful about what we say to each other.

There are a lot of spontaneous discussions in our family.

Conflict

3 We fight a lot in our family.

13 Family members rarely become openly angry.

23 Family members sometimes get so angry they throw things.

33 Family members hardly ever lose their tempers.

43 Family members often criticize each other.

53 Family members sometimes hit each other.

63 If there is a disagreement in our family, we try hard to smooth things over and keep the peace.

73 Family members often try to one-up or out-do each other.

83 In our family, we believe you don't ever get anywhere by raising your voice.

Independence

6 We don't do things on our own very often in our family.

14 In our family, we are strongly encouraged to be independent.

24 We think things out for ourselves in our family.

34 We come and go as we want to in our family.

44 There is very little privacy in our family.

54 Family members almost always rely on themselves when a problem comes up.

64 Family members strongly encourage each other to stand up for their rights.
It's hard to be by yourself without hurting someone's feelings in our household.

We are not really encouraged to speak up for ourselves in our family.

Achievement Orientation

We feel it is important to be the best at whatever you do.

Getting ahead in life is very important in our family.

How much money a person makes is not very important to us.

We believe in competition and "may the best man win."

We always strive to do things just a little better the next time.

Family members rarely worry about job promotions, school grades, etc.

In our family, we don't try that hard to succeed.

"Work before play" is the rule in our family.

Family members are often compared with others as to how well they are doing at work or school.

Intellectual Cultural Orientation

We often talk about political and social problems.

We rarely go to lectures, plays or concerts.

Learning about new and different things is very important in our family.

We are not that interested in cultural activities.

We rarely have intellectual discussions.

Someone in our family plays a musical instrument.
Family members often go to the library.

Watching T.V. is more important than reading in our family.

Family members really like music, art and literature.

Active Recreational Orientation

We spend most weekends and evenings at home.

Friends often come over for dinner or to visit.

Nobody in our family is active in sports, Little League, bowling, etc.

We often go to movies, sports events, camping, etc.

Everyone in our family has a hobby or two.

Family members are not very involved in recreational activities outside work or school.

Family members sometimes attend courses or take lessons for some hobby or interest (outside of school)

Family members go out a lot.

Our main form of entertainment is watching T.V. or listening to the radio.

Moral-Religious Emphasis

Family members attend church, synagogue, or Sunday school fairly often.

We don't say prayers in our family.

We often talk about the religious meanings of Christmas, Passover, or other holidays.

We don't believe in heaven or hell.

Family members have strict ideas about what is right and wrong.
We believe there are some things you just have to take on faith.

In our family each person has different ideas about what is right and wrong.

The Bible is a very important book in our home.

Family members believe that if you sin you will be punished.

Activities in our family are pretty carefully planned.

We are generally very neat and orderly.

It's often hard to find things when you need them in our household.

Being on time is very important in our family.

People change their minds often in our family.

Family members make sure their rooms are neat.

Each person's duties are clearly defined in our family.

Money is not handled very carefully in our family.

Dishes are usually done immediately after eating.

Family members are rarely ordered around.

There are very few rules to follow in our family.

There is one family member who makes most of the decisions.

There are set ways of doing things at home.

There is a strong emphasis on following rules in our family.
Everyone has an equal say in family decisions.

We can do whatever we want to in our family.

Rules are pretty inflexible in our household.
APPENDIX C

STEP Questionnaire
The following questions were taken from the Systematic Training for Effective Parenting (S.T.E.P.) in which you are enrolled. They are not intended to embarrass anyone. Please answer by indicating TRUE or FALSE.

1. Parents should make sure their children get up on time and dress properly.

   ______ TRUE         ______ FALSE

2. Parents should control their children's behavior.

   ______ TRUE         ______ FALSE

3. Parents should never criticize their children.

   ______ TRUE         ______ FALSE

4. Parents should concentrate on changing their behavior instead of concentrating on changing the child's behavior.

   ______ TRUE         ______ FALSE

5. Parents must earn their child's respect.

   ______ TRUE         ______ FALSE

6. Some behavior that children display is not for any purpose.

   ______ TRUE         ______ FALSE

7. Parents should protect the sensitive child who cries easily.

   ______ TRUE         ______ FALSE

8. Reward and punishment is one very successful way of disciplining children.

   ______ TRUE         ______ FALSE


   ______ TRUE         ______ FALSE

10. Parents are responsible for their child's behavior.

   ______ TRUE         ______ FALSE

11. Parents should protect children from the consequences of their behavior.

   ______ TRUE         ______ FALSE
12. Responsible parents should be in control of their child.

TRUE  FALSE

13. An effective way for dealing with many misbehaviors is to ignore them.

TRUE  FALSE

14. Parents can encourage children by telling the child he or she is capable of doing better.

TRUE  FALSE

15. Parents should insist that children demonstrate excellence in school.

TRUE  FALSE

16. Parents should point out to the child his or her shortcomings to help the child learn.

TRUE  FALSE

17. Parents should accept their children as they are.

TRUE  FALSE

18. Parents must learn to play down their children's mistakes.

TRUE  FALSE

19. Praise, like punishment, is a method of social control.

TRUE  FALSE

20. Parents should make frequent statements like "You are such a good boy!" (or "good girl!")

TRUE  FALSE

21. Parents should focus on what is good about the child.

TRUE  FALSE

22. Parents should treat their children the way they treat their friends.

TRUE  FALSE

23. Good communication is always verbal.

TRUE  FALSE
24. A logical consequence for a child's misbehavior are the consequences that follow the behavior naturally.

_____ TRUE        _____ FALSE

25. Sometimes misbehavior is hereditary.

_____ TRUE        _____ FALSE

26. Reflective listening means restating what feeling the child conveyed to the parent.

_____ TRUE        _____ FALSE

27. Parents are responsible for seeing that their children get to school on time.

_____ TRUE        _____ FALSE

28. Parents should not solve their children's problems.

_____ TRUE        _____ FALSE

29. "Good" parents encourage their children to make decisions.

_____ TRUE        _____ FALSE

30. There is no difference between good parents and responsible parents.

_____ TRUE        _____ FALSE

31. There is no difference between praise and encouragement.

_____ TRUE        _____ FALSE

32. Some children are born stubborn.

_____ TRUE        _____ FALSE

33. The main purpose of a family meeting is to discuss problems.

_____ TRUE        _____ FALSE

34. A family meeting should be held when there is a crisis.

_____ TRUE        _____ FALSE

35. If the child misses the school bus, the parents should drive the child to school.

_____ TRUE        _____ FALSE

36. When the children miss school (due to illness), the parent should make the child stay in bed until the next morning.

_____ TRUE        _____ FALSE
37. Parents should take the responsibility to make their children bathe regularly.

______ TRUE _______ FALSE

38. Children should be punished for all misbehavior so that they will learn to behave properly.

______ TRUE _______ FALSE

39. Many children cannot be trusted to make wise decisions.

______ TRUE _______ FALSE

40. Children should be forced to eat certain foods even if they do not like them.

______ TRUE _______ FALSE
Appendix D

Preliminary History Information Form
PRELIMINARY HISTORY INFORMATION
ROSEMONT SCHOOL
2440 DAWNIGHT AVENUE
COLUMBUS, OHIO 43211

INSTRUCTIONS: IF YOU NEED ADDITIONAL SPACE FOR YOUR ANSWERS, PLEASE USE THE BACK SIDE OF THE SHEET YOU ARE COMPLETING. THIS FORM MUST BE RETURNED BEFORE THE INITIAL INTERVIEW.

STUDENT'S NAME ______________________ TELEPHONE ______________________

ADDRESS ____________________________________________________________
AREA CODE __________________________________________________________

CITY _______________________ STATE _______________ ZIP CODE ____________

DATE OF BIRTH ___________________________ PLACE OF BIRTH ________________

ADOPTED ______ NATURAL _______ HEIGHT ___________ WEIGHT ____________

COLOR OF EYES ______________________ COLOR OF HAIR __________________

--- FAMILY INFORMATION ---

<table>
<thead>
<tr>
<th></th>
<th>BIRTH DATE</th>
<th>EDUCATION</th>
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<tr>
<td>FATHER</td>
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<td>STEPMOTHER</td>
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DATE OF MARRIAGE OF PARENTS: ___________________________

EITHER PARENT PREVIOUSLY MARRIED? ______ PLEASE GIVE DATES ______

MARITAL STATUS OF PARENTS:
Living Together ______ Separated _______ DATE ______ Divorced ______ DATE ______
Widowed ______ DATE _______ Mother remarried ______ DATE ______
Father remarried _______ DATE ______

Who has custody of this child? ___________________________

Name of person filling out this form _______________ DATE ______

Relationship to student _____________________________

Name, address and phone number of person to be notified in emergency in case parent cannot be reached. __________________________________________________________
**FAMILY INFORMATION CONTINUED**

List in chronological order all births, and given names of all children (including child for whom this application is being made), living and dead, step and half siblings. If a child is adopted, include known information of natural and adoptive families.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEX</th>
<th>BIRTH DATE</th>
<th>EDUCATION AND/OR OCCUPATION</th>
<th>CONSENTS</th>
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APPENDIX E

Day Care Program
DAY CARE PROGRAM

REFERRALS

Referrals to the Day Care Program are submitted to the Day Care Director (in her absence, the Program Director) for consideration by the Rosemont Intake Committee.

The FCCS Central Case Manager receives a referral packet from the FCCS Case Worker and submits this to Rosemont as stated above. The referral packet contains the following items:

1. All three pages of the P-6 form.
2. Release of Schools Records Form (P-4) signed by parents.
3. Unruly Crisis completes "Referral Form - Community Service System."
4. All other units provide a social history or recent dictation.
5. A recent psychological, if available; otherwise, Rosemont will have a psychological completed.

FCCS can refer girls and boys directly from the community to the Day Program. FCCS will also consider the request for transfer to the Day Program of a student who has successfully completed the Residential Program, but still needs the benefits of the Day Program. This also applies to students discharged to foster care or other residential facilities who remain in need of a specialized education program and Day Program services. A decision for request of transfer must be agreed upon by the FCCS Purchase Care Specialist, the FCCS family caseworker, the girl/boy, his/her parents, and the Rosemont Treatment Team. The Rosemont caseworker is responsible for submission of the request to the Intake Committee.
When favorable consideration is given to a request for transfer, written notification must be submitted to the FCCS Purchase Care Specialist one week prior to the proposed transfer date. If the request is denied, the FCCS Purchase Care Specialist will notify Rosemont in writing stating the reasons for denying the request. The Purchase Care Specialist will coordinate these referrals with the Central Case Manager.

FCCS can refer Title XX eligible or JJDP funded, unruly youth from the community to the Day Program. The referral is processed through the FCCS Central Case Manager to the Rosemont Day Program Director. The Day Program Director of Rosemont can refer privately placed students for Title XX eligibility determination to the Central Case Manager.

CRITERIA

The criteria for consideration of a youth for a day educational care include:

1. To prevent the need for residential placement.
2. To shorten the stay in residential placement.
3. Boys, 12-16 years of age, girls 12-18 years of age.
4. Meets SBH eligibility requirements.
5. Priority for inclusion in program will be given to youth under 15 years of age.

ADMISSIONS

Admission to educational day care is generally for only one semester. Each youth will be evaluated at the end of that semester
to determine their status regarding approval for a second semester. The Director or Assistant Department Director of FCCS to Youth will approve any youth for a second semester.

Youth who enter the program prior to the first thirty days of a semester will be credited with having attended a full semester. Those youth enrolled after the first thirty days of a semester will be eligible for enrollment in the following semester.

Priority for approval of second semester will be given to youth under 15 years of age. No youth, regardless of age, will be approved for more than two semesters of day care without the Department Director's approval.

**DAY TREATMENT**

**Objective**

The priorities of Day Treatment are to:

1. Strengthen and maintain families of youth.
2. Return youth to public school.
3. Enrollment in a vocational program.
4. Assist youth to become self-supporting at an appropriate age.

**ADMISSION CRITERIA**

Certain criteria for admission to this program are absolutely necessary. Some of the specific criteria are as follows:

1. Youth out of control of parents or guardian.
2. The youth can function in the community if special services are provided.
3. Truancy or refusal to attend public school.
4. Multi-problem family conditions.
5. Need for individual and family counseling.

6. Need for structure of small programs.

7. Strong need for individual attention.

8. A written commitment on the part of the youth and parents or guardian.

9. Need for a specialized educational program.

10. Deterioration of family relationships.

**RELATIONSHIP TO RESIDENTIAL TREATMENT**

The Day Program delivery of service is primarily the same as that described in the service delivery in the Residential Program with the following exceptions:

1. Direct assistance of clients (medical, dental, clothing, etc.) is not provided except on emergency basis.

2. All services related to living on the campus are not provided. Breakfast and noon meal are provided.

3. Transportation is provided each school day. The student is picked up at home each morning and returned at the end of the day. Bus fare or other transportation arrangements are provided after extracurricular activities.

4. The Rose Level System is maintained and privileges are altered in accordance with the program.

A decision for transfer from the Residential to the Day Treatment Program will be based on the following considerations:

1. That such a transfer will clearly reduce the length of residential stay at Rosemont (this criteria must always be met in conjunction with at least one of the other criteria).

2. That there continues to be a need for an individualized academic, specialized or vocational program.

3. That there is a need for an accelerated program to advance the student to the proper grade.
4. That there is a need for the student and family for continued support and counseling and the willingness to accept this support.

5. That a problem of past academic failures exists which inhibits a student from re-entering public schools until some degree of success has been obtained in the home and community.

The length of residential care is determined by a periodic evaluation of a student's progress in the Rosemont Program through the case conference method. The Rosemont staff and FCCS representatives, the student and the student's family each provide evaluative reports as to the student's current adjustment and degree of readiness for day care placement.

The transfer from the Residential to the Day Program is accomplished by the following process. The Rosemont social worker presents the case to the Intake Committee for a decision. If the Intake Committee approves, FCCS gives authorization and approval for payment of the day care fee. The appropriate staff members at Rosemont are notified by FCCS.

Payment of Day Program fees will be primarily for students who have been in the residential program for less than 12 months. The length of total time in the residential and day programs should not exceed two years. Exception to this will have to be made on a case-by-case basis.

PLACED IN AN FCCS LICENSED FACILITY AND NEEDING ROSEMONT SCHOOL PROGRAM:

1. All of the criteria outlined in the previous paragraph apply in principle to this category of students.

2. Students in this category could be a transfer from the Rosemont Residential Program to an FCCS facility or a placement in FCCS facility with a recommendation of attending
Rosemont Day Program. In either case, the day care placement must be approved by the authorized representative of FCCS.

COMPONENTS OF DAY PROGRAM

A treatment team approach is used in designing and implementing an individualized program for each student. A Rose Level evaluation system gives visibility to progress. Conferences are scheduled regularly with staff, student, and the family to evaluate success, re-evaluate goals, and make recommendations for increased progress. The usual time frame for completion of the program is up to a school year.

In addition to quarterly case conferences, a case-by-case evaluation shall be conducted at the end of each semester to determine whether the student shall continue in the Rosemont Program or return to a community school. These evaluations will be shared with the FCCS-SUY Director or Assistant Director who will have responsibility for rendering the decision in each case.

1. EDUCATIONAL PROGRAM:

All clients must be eligible for placement in Severe Behavior Handicap units funded by the Columbus Public Schools. At the Pre-placement Visit the school principal or her designee explains SBH placement procedures to the agency worker, parents and student. Permission to complete the multi-factored assessment is obtained from the parents. The assessment must be completed prior to placement. An evaluation meeting is held with Rosemont staff and the Columbus Public School to determine the eligibility of that student. If the evaluation
team decides the student is eligible, the placement I.E.P. meeting is held with the parents, agency worker, CPS special education supervisor and an SBH teacher. If the student is from another school district, personnel from that district are invited to participate in the placement procedures. The IEP includes IQ and achievement scores, short-term instructional objectives and annual goals.

IEP reviews are scheduled annually to modify the instructional plan to evaluate the program's effectiveness in meeting the educational needs of the child.

For students who successfully complete the program, an IEP Discharge Staffing is held with the personnel from the home school district invited to help facilitate re-entry into their school program. IEP meetings are held for students who do not successfully complete the program during the thirty-day period following notification of dismissal. In the case of truancy or AWOL, IEPs are not held, however, a dismissal meeting is held and all parties concerned are notified to attend.

The school department is a specialized one with small classes which permits the teachers to help students with learning problems and to motivate and encourage the under-achiever.

The Language Arts and Mathematics programs are developmental, designed to teach needed skills, provide successful experiences, and help the student enjoy learning.

Since the school is small, Rosemont does not offer courses in advanced Math beyond Algebra, Foreign Languages, Chemistry or Physics. The basic junior and senior high school curriculum is offered, specializing
in developmental skills, pre-vocational and business education. Special remedial and tutoring help is provided when necessary. In addition to the regular school year, an eight-week summer program is offered for those students who would profit from this experience. The regular school program coincides with the Columbus Public Schools: September to January and January to June and consists of a full-day academic program. The summer eight-week program consists of a half day of school and half day of activities.

The business education program is nongraded and designed to give the student saleable skills in typing, bookkeeping, shorthand and office practices.

In addition, a family life education program will be provided where appropriate as preparation for adulthood and eventual emancipation.

Staff includes a principal, teachers, teacher aides, caseworkers, psychologists, psychiatrist, activities therapists, nurses, and transportation aides, all of whom are involved in direct treatment.

2. **COUNSELING SERVICES:**

The day treatment program provides casework therapy to the student and family.

Individual and group counseling is scheduled during the school day at least once a week. More frequent sessions are held when necessary. Counseling assists the students in developing new and more positive attitudes, inner motivation, increased self-understanding, and other adjustment experiences during the adolescent years.
Vocational counseling and testing is used to clarify the student's goals and aspirations and to acquaint her/him with the various opportunities available.

Counseling with families is directed toward the exploration and understanding of the child/parent relationships. Through the use of videotaped reviews of each session by the family, therapist, and moderator, greater awareness of the family members' interdependent needs is accomplished with concomitant resolution of conflict areas. Parent counseling groups are also conducted during the evening hours each week to provide effective parenting training and to establish a supportive social group for parents experiencing problems with their teenagers.

3. IPR PROGRAM:

The Interpersonal Process Recall Project is designed to provide intensive family counseling to the youth and their parents participating in the Day Treatment Program. Parents of Day students are requested to sign an agreement to participate in weekly or biweekly family counseling sessions as a condition for their son or daughter's acceptance into Day Treatment. Through videotaping of counseling sessions, families increase their awareness of verbal and nonverbal communication with concomitant development of improved interactional skills. Therapy effectiveness is increased and the length of time needed to assist families to accomplish healthy functioning is diminished.

Another component of the program includes an Aftercare Worker who coordinates a student's transition from Day Treatment to a public school
setting. Through contacts with the public school guidance counselor, the worker provides a foundation of support to assist the youth in working through problem areas instead of returning to former negative behavioral patterns.

Through continued follow up contact with the youth and family, the Aftercare Worker facilitates the development of a positive social network system revolving around school and church activities, healthy friendships, community service organizations and volunteer programs. This contributes to the youth's development as a responsible, functional individual.

The resources of the IPR Program are also made available to the youth and families engaged in residential treatment. This includes use of the videotape equipment, IPR counselors assuming co-therapist roles with residential counselors and the provision of staff development sessions.

4. **PSYCHOLOGICAL AND PSYCHIATRIC SERVICES**

The Rosemont staff includes two psychologists, a consulting psychologist, and a consulting psychiatrist. Psychological testing and evaluation is used to determine intellectual functioning, achievement level, psychomotor development, etc. Treatment recommendations are made based on test results and the psychological assessment of the youth's emotional needs. Rosemont assumes responsibility for provision of psychologicals as a part of a multi-factored assessment to develop an individualized educational plan.
5. **ACTIVITIES PROGRAM**

The Activities component integrates acceptable social interaction with opportunities for increased competency through physical and social development.

6. **AFTERCARE**

Rosemont provides preparation which includes job readiness skills for employment, job placement, follow up and counseling. The IPR Program provides an aftercare component for the purpose of promoting a youth's positive re-entry to a public school setting. The Aftercare worker initiates contact with public school guidance counselors to establish positive working relationships which aid the student in making the transition to a new school setting. Thereafter, the Aftercare worker maintains weekly contact with the youth and his/her guidance counselor to discuss problem areas and plan for remedial actions. In addition, the student is assisted by the Aftercare worker in the development of healthy relationships and activities through utilization of community resources. The goal of Aftercare services is the youth's establishment of a productive lifestyle without further juvenile court contact.

7. **CLINIC**

Nursing services are available for emergency care and consultation. Immunizations are given when necessary in keeping with school requirements. Medical care remains the responsibility of the parent(s) or guardian(s).

8. **FOOD SERVICE**

Breakfast and a hot lunch are provided daily in the school cafeteria.
9. **TRANSPORTATION DEPARTMENT**

All Rosemont Day Students are transported directly to and from their home or placement facility each school day. The transportation area includes all of Franklin County. Bus pick-up is between 7:30 and 8:00 a.m. and departure from Rosemont is at 2:50 p.m.

Transportation is also provided for students staying after the regular-scheduled hours for counseling, activities, etc., and for evening and weekend family counseling.
Appendix F

Letter to Parents (Introduction)
Dear Parents:

Rosemont is offering a special program called Systematic Training for Effective Parenting. Enclosed is a pamphlet describing the subjects that will be discussed. In a world that is constantly changing, we sometimes need help in order to keep up with the changing times, which is one of the reasons that programs such as this one mentioned was born. Past participants have said that the program was fun, but most important it helped them to communicate and be more effective with their children. (The first meeting will take place on October 29, 1980 at 7:00 p.m., with the remaining meetings being held on Wednesday evenings for nine weeks.)

We do realize that many of you have busy schedules, but the time you spend with us will be well worth your time and effort. The sessions are designed to help you learn new ways to raise responsible children who will grow into responsible adults, capable of living meaningful, happy adult lives.

We will be looking forward to seeing you at Rosemont on Wednesday evening, October 29, at 7:00 p.m.

Sincerely,

Sue Sundberg

Lewis Dodley

2440 Dawnlight Avenue, Columbus, Ohio 43211 • 614-471-2626
Under the direction of The Sisters of The Good Shepherd
Appendix C

STEP Lesson Outlines
Lesson 1

UNDERSTANDING CHILDREN'S BEHAVIOR AND MISBEHAVIOR

Topics: Basic Principles

1. Social Equality of Parents and Children
2. Understanding Behavior

FOUR GOALS OF MISBEHAVIOR

Basic Principles

1. Attention
2. Power
3. Revenge
4. Display of Inadequacy

THE FOUR BASIC INGREDIENTS FOR BUILDING POSITIVE RELATIONSHIPS

Basic Principles

1. Mutual Respect
2. Taking Time for Fun
3. Encouragement
4. Communicating Love

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. The reading states that today's parents need training. What has happened in society to make this training necessary?

2. Why is reward and punishment as a method of discipline no longer as effective as it was in the past?

3. The authors suggest using democratic procedures with children as an alternative to the autocratic methods of reward and punishment. What do they mean by "democratic procedures"?

4. What do the authors believe about human behavior? How does this apply to children?
5. Why do children misbehave? What are the four goals of misbehavior?

6. What are two techniques you can use to discover the goal of your child's misbehavior? How do you know if your child is seeking the goal of attention? Power? Revenge? Display of Inadequacy? Why is it important to know what goal the child is seeking?

7. In general, what do the authors say we should do when our children inappropriately seek attention? When they seek power? When they seek revenge? When they display inadequacy?

8. Why do we need to concentrate on changing our own behavior rather than concentrate on changing the child's behavior?

9. What are the four basic ingredients for building a positive relationship?

**Problem Situation:**

Five-year-old Jamie is very shy. When he goes out with Mother and they meet one of her friends, Jamie hides behind his mother and sucks his thumb. Mother tries to coax him to come out and say hello to her friend, but Jamie just hides his head and continues to suck his thumb. Mother sighs and apologizes to her friend: "Jamie is so shy. I guess it's a stage he's going through."

1. What is the purpose of Jamie's behavior?

2. How did you make your decision about the purpose?

3. How can shyness be an expression of a desire for power?

4. Describe how a child might use shyness to serve purposes other than power.

**Activity for the Week:**

At the conclusion of Lesson 1, your leader asked you to analyze your children's misbehavior according to one of the four goals described in this chapter: Attention, Power, Revenge, and Display of Inadequacy.
To analyze your children's misbehavior during the coming week, use the following steps:

1. Describe what your child did.
2. Describe your feelings and exactly how you reacted.
3. Describe how the child responded to your reaction.
4. Considering your feelings and the child's response to your corrective efforts, decide what must have been the purpose of the child's behavior.
Lesson 2

UNDERSTANDING MORE ABOUT YOUR CHILD AND ABOUT YOURSELF AS A PARENT

Topics: Basic Principles

1. Emotions

LIFE-STYLE

Basic Principles

1. Family Atmosphere and Values
2. Sex Roles
3. Family Constellation
4. Methods of Training

THE "GOOD" PARENT

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. Do you ever use your emotions to influence other people? How?

2. How do children use emotions in negative ways?

3. What did you learn about sensitive children?

4. In general, how can we behave effectively when children are using their feelings in order to accomplish one of the goals of misbehavior?

5. What is meant by "life-style"?
   a. Why are our beliefs about ourselves and others often faulty?
   b. What are the four major factors which influence a person's life-style?
   c. What is meant by: family atmosphere? values? sex roles? family constellation? methods of training?

6. What tend to be the characteristics of the first child? second child? middle child? youngest child? only child?

7. Can you see the influence of the family constellation on your own children? In what ways?
8. What do the authors mean by the "Good" Parent? How does a "Good" Parent behave?

9. Why do "Good" Parents behave as they do? What are the consequences for their children?

10. What is meant by the Responsible Parent? How do Responsible Parents behave? What are the consequences for their children?

**Problem Situation:**

Mr. and Mrs. Brown disagree on child-training procedures. Mr. Brown is strict and believes that their daughter, Alice, should "toe the line." Mrs. Brown believes in democratic procedures. Whenever Mr. Brown disagrees with his wife's methods, he interferes in front of Alice, and an argument develops. Mrs. Brown also interferes with her husband's disciplinary methods.

1. What are both Mr. and Mrs. Brown trying to prove?

2. What are the consequences of these faulty beliefs?

3. What is Alice learning?

4. How is this affecting the formation of her life-style?

5. If either Mr. or Mrs. Brown asked you for advice, what would you say?

**Activity for the Week:**

1. Analyze your children's emotional displays in terms of the four goals of misbehavior and use what you have learned in this session to influence your children.

2. Watch for a situation in which you are trapped - or nearly trapped - into being the "Good" Parent. Take steps to avoid its happening again.
Lesson 3

ENCOURAGEMENT: BUILDING YOUR CHILD'S CONFIDENCE AND FEELINGS AND WORTH

Topics: Encouragement Skills:

1. Negative Expectations
2. Unreasonably High Standards
3. Promoting Competition between Brothers and Sisters
4. Overambition
5. Double Standards
6. Accept Your Children as They Are, Not Only as They Could Be
7. Ignore Tattling
8. Be Positive
9. Have Faith in Children So They May Believe in Themselves
10. Focus on Contributions, Assets and Strengths
11. Recognize Effort and Improvement As Well As Final Accomplishment
12. Encourage Rather Than Praise

THE SPECIAL LANGUAGE OF ENCOURAGEMENT

Basic Principles

1. Phrases that demonstrate acceptance
2. Phrases that show confidence
3. Phrases that focus on contributions, assets, and appreciation
4. Phrases that recognize effort and improvement
5. A Word of Caution

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. What is meant by "encouragement"? How does encouragement affect a child's feeling about himself or herself?

2. How can negative expectations lead to poor performances?

3. What effects can the imposition of unreasonably high standards have on children?

4. How does reinforcing competition between brothers and sisters usually affect them?

5. What can be the results of overambition?
6. How do double standards affect the relationship between parents and children?

7. What is the meaning of "Accept your children as they are, not only as they could be"? Why is this important?

8. How does your attention to tattling give a discouraging message to the one who tattles, as well as the one who is tattled on?

9. What is the difference between praise and encouragement? Why is praise often inappropriate and ineffective?

10. How are the examples of "The Special Language of Encouragement" different from words of praise?

11. Why is it important to recognize effort and improvement as well as accomplishment?

12. What are some ways your could encourage your child? (Ask for specific examples.)

13. In the comparisons between our ideals and what we really do, which statements do you feel characterize your relationships with your children?

Exercise:

The following situations require encouragement. How would you respond? Write what your would do or say when:

1. Your daughter complains that the arithmetic homework is too difficult.

2. Your son has attempted to dress himself; his shirt is on backward, his shoes on the wrong feet, etc.

3. Your son has just helped you clean the kitchen.

4. Your son is worried that he will not do well in a music recital.

5. Your daughter returns from an athletic contest after playing well but having lost.

Problem Situation:

Your daughter's class held an election today. She was nominated along with two other students for class president. She lost the election and is very discouraged.

1. What might she believe about herself?

2. How would you encourage her?
Activity for the Week:

This week, find ways to encourage your children. In each instance, notice what happened, how you encouraged the child, and the child's response.
Lesson 4

COMMUNICATION: HOW TO LISTEN
TO YOUR CHILD

Topics: Basic Principles

The Roles We Play When Children Express Their Feelings

1. Commander in Chief
2. The Moralist
3. The Know-it-All
4. The Judge
5. The Critic
6. The Psychologist
7. The Consoler

BECOMING AN EFFECTIVE LISTENER

Basic Principles

1. Reflective Listening
2. Responding to Nonverbal Messages

TYPICAL COMMENTS FROM PARENTS ABOUT REFLECTIVE LISTENING

Basic Principles

1. "I don't like to have to stop and think before giving a response."
2. "I feel silly saying things like that."

A FEELING WORD LIST

Basic Principles

1. Words for reflecting "Upset" feelings
2. Words for reflecting "Happy" feelings
3. How to construct a reflective listening response
4. Some cautions about using reflective listening

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. What is suggested by the recommendation to treat our children as friends?
2. The authors mention seven traditional roles adults play when responding to children's feelings. Do you notice yourself playing any of these roles? Which ones?

3. What is involved in being a good listener?

4. What is reflective listening? In what sorts of situations would it be useful with your children?

5. What is meant by a "closed response"? Can you think of some examples of closed responses other than those given by the authors?

6. What is meant by an "open response"? Can you think of examples of open responses other than those given by the authors?

7. What is the difference between closed and open responses in terms of their effect on the child?

8. What do the authors mean by "listening" to behavior?

9. How can you influence children to discuss their feelings when their nonverbal behavior indicates that they are upset?

10. How is reflective listening different from parroting?

11. How is a reflective listening response constructed?

12. What are some of the cautions the authors mention about using reflective listening?

**Problem Situation:**

Tom's parents give him an allowance so that he can learn to budget his money. One day, Tom saw a new toy advertised on television and rushed in to tell his mother about it. He asked if he could buy the toy. Mother replied that it was up to him to decide what to do with his money. He complained that he did not have enough to buy the toy. Mother suggested that he save his allowance for a couple of weeks. Tom, though, didn't want to wait. He asked for a loan. Mother replied that loaning money was not her policy. Tom became angry and tried to provoke her into an argument.
1. What was Tom's goal?
2. What would be a parent's typical reaction?
3. If you decided to use reflective listening in a situation like this, what would you say?
4. Is there another response besides reflective listening which would be consistent with democratic child-rearing principles?

Activity for the Week

Practice using reflective listening in your communication with your children.
Lesson 5

COMMUNICATION: EXPLORING ALTERNATIVES AND EXPRESSING YOUR IDEAS AND FEELINGS TO CHILDREN

Topics: Basic Principles

Exploring Alternatives

1. Using reflective listening to understand and clarify the child's feelings
2. Explore alternatives through brainstorming
3. Assist the child to choose a solution
4. Discuss the probable results of the decision
5. Obtain a commitment
6. Plan a time for evaluation

THE CONCEPT OF PROBLEM OWNERSHIP

Basic Principles

1. I-Messages
2. Constructing an I-Message
3. Communicating to Children That We Value and Respect Them

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. What is meant by "exploring alternatives"?

2. How does exploring alternatives differ from giving advice? Why is giving advice often ineffective?

3. What are the steps in exploring alternatives?

4. What can you do when your child is not able to generate ideas due to lack of experience?

5. When should you enter into exploring alternatives with your child?

6. What do the authors mean by "problem ownership"? Why is it important to recognize who owns the problem?
7. Why don't children listen to their parents?

8. What is an "I-message"? How is an "I-message" different from a "You-message"?

9. What is an "I-message" constructed? Why is it important to communicate to the child that the consequence of her or his behavior is what is disturbing you, rather than the behavior itself?

10. Why do parents use sarcasm and ridicule? What are the effects of these disciplinary methods on the child and on the parent?

11. How do your beliefs about your children affect your communication with them? How can you communicate your faith in your children?

**Exercise 1**

To determine problem ownership, consider the following:

1. If a child is hindered in satisfying a purpose, then the child owns the problem. The parents do not own the problem because the child's behavior does not interfere with them.

2. If the child is satisfying his or her own purposes and the child's behavior is not interfering with the parents, then there is no problem in the relationship.

3. If the child is satisfying his or her own purposes but the child's behavior is interfering with the parents, then the parents own the problem.

**PROBLEM LIST: WHO OWNS THE PROBLEM?**

Mark a "p" if the parent owns the problem and a "C" if the child owns it.

Who Owns the Problem

1. Misbehavior in public when the parents are present

2. Fighting with brothers and sisters

3. Leaving belongings around the house
4. Misbehavior at school

5. Homework not done

6. Not going to bed on time

7. Uncooperative in morning routine

8. Messing up the kitchen

9. Misbehavior at the dinner table

10. Not getting along with peers

Exercise 2

I-messages generally have three parts, though not necessarily delivered in this order:

1. Describe the behavior which is interfering with you. (Just describe; don't blame.)
   "When you don't call or come home after school ..."

2. State your feeling about the consequence the behavior produces for you.
   "...I worry that something might have happened to you..."

3. State the consequence.
   "...because I don't know where you are."

Practice Situations

Design an I-message for each situation:

1. Your son, who just got his driver's license, is backing out of the driveway too fast.

2. You are planning to have company. Your child promises to be home early and help prepare for guests. The child comes home late, causing you inconvenience.

3. You have just washed the car. Your child makes a design on it with muddy handprints.

4. Your child forgets to feed the dog.

5. Your child uses a paintbrush to paint a piece of wood and forgets to place the brush in turpentine.
Problem Situation

Your daughter's teacher calls to complain about her behavior in school. The child is not completing her assignments in class and does not seem at all interested in certain subjects. The teacher is angry and insists that you take corrective action. You believe the problem is between your daughter and the teacher. You also believe that your interference would prompt the girl to seek revenge on the teacher and cause problems in your parent-child relationship.

1. What might be the purpose of the teacher's behavior?

2. What faulty beliefs might you have which could interfere in your dealings with the teacher?

3. How can you apply what you have learned about communication skills to help you resolve this problem with the teacher?

Activity For The Week

Practice using I-messages and helping your child explore alternatives.
Lesson 6

NATURAL AND LOGICAL CONSEQUENCES:
A METHOD OF DISCIPLINE THAT DEVELOPS RESPONSIBILITY

Topics: Basic Principles

Steps in Applying Consequences
1. Provide choices.
2. Give assurance that there will be opportunity to change the decision later.
3. If misbehavior is repeated, extend the time that must elapse before trying again.

Questions:

These are some of the major points from the above topics. You may wish to review them before the discussion.

1. Why do the authors suggest doing away with reward and punishment as a way to relate to children?
2. What alternatives to reward and punishment do the authors suggest?
3. Why are natural and logical consequences more effective than reward and punishment?
4. What is the difference between a natural consequence and a logical consequence?
5. The authors give the following examples of natural consequences:
a. The child who refuses to eat goes hungry.
b. The child who does not wear mittens has cold hands.
Can you think of a challenge with your own children for which natural consequences would apply?
6. When should logical consequences be used instead of natural consequences?
7. How do logical consequences differ from punishment?
8. How can consequences be turned into punishment?
9. Why is it important to understand the child's goal and feelings before applying consequences?
10. What is meant by being both firm and kind?
11. Why is consistency important?
12. What is meant by "separating the deed from the doer"? Why is this principle important when using consequences?
13. Why is the principle "talk less, act more" important to remember?
14. What is meant by refusing either to fight or to give in?
15. Why is timing important in applying consequences?
16. Why is it important to let all the children involved in a problem share the responsibility?
17. What are the steps involved in applying consequences?
18. Can you think of a challenge with your child where logical consequences would apply?

Exercise:

Below are examples of typical parent-child concerns. For each situation do the following:

1. Identify an appropriate natural or logical consequence.
2. Label your consequences as natural or logical.
3. Decide how you would present the choice.
4. Decide what you would do or say after the child has chosen what he or she will do.

NOTE: In each situation, look for a natural consequence first. If a natural consequence is not available or is inappropriate, design a logical consequence. Make certain your action is truly a logical consequence, rather than a personal or arbitrary punishment. (You may wish to refer to Chart 6 or the list of major differences between punishment and logical consequences at the beginning of this lesson.)

Practice Situations:

1. Mr. and Mrs. Thompson's children leave their possessions strewn around the house. Both parents find themselves frequently yelling at the children or picking up after them. How can the Thompsons use consequences to handle this situation?

2. Every night at bedtime, Janet tries to get her parents' attention by asking for a drink of water, to go to the bathroom, etc. What can Janet's parents do?

3. Barbara, age eight, eats with her fingers. During each meal, her parents remind her several times to use the silverware provided. Still, Barbara continues to use her fingers. How can the parents help Barbara learn table manners?
4. Joey, age ten, and Ronnie, age seven, are constantly arguing. Usually their arguments develop into fights. When that happens, Ronnie runs to Mom or Dad howling that Joey hit him. The parents have tried everything to stop these fights. They have spanked Joey for hitting his younger brother; they have found out which boy started the fight and punished him. The boys continue to argue and fight despite these actions by their parents. What can Mom and Dad do?

Activity for the Week:

Practice applying natural or logical consequences to one of your child-training problems. Choose a situation in which you believe you can be successful.
Lesson 7

APPLYING NATURAL AND LOGICAL CONSEQUENCES TO OTHER CONCERNS

Topics: Basic Principles

1. Challenge: Forgetting
2. Challenge: Clothing and Hairstyle
3. Challenge: Cleanliness
4. Challenge: Kitchen Chores
5. Challenge: Non-Kitchen Chores

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. What are logical consequences? How are logical consequences different from punishment?

2. The authors present natural and logical consequences for typical challenges presented by children. As an example, let's talk about the child who frequently seems to forget things:

   a. How do we usually react?
   b. What would be an appropriate logical consequence, and why would it be more effective than the typical reactions are?

Exercise: (1)

For each situation, decide how you can act instead of react. After you have decided, we will discuss your plans.

1. While having lunch at the kitchen table, your son accidentally spills milk.

2. In a department store, your daughter begs for a toy. You feel she has enough toys.

3. You are trying to talk with your spouse. Your son keeps interrupting.
4. You have told your daughter not to leave her bicycle in the driveway. She continues to leave it there anyway.

**Exercise:** (2)

Do the following for each practice situation:

1. Decide who owns the problem.

2. Decide which of the three approaches to use:
   
   Approach 1: Reflective listening and exploring alternatives.
   Approach 2: I-messages.
   Approach 3: Natural or logical consequences.

3. Discuss exactly what you would do or say.

**Practice Situations:**

1. You are trying to read. Your children are playing in another room. They become very noisy.

2. Your daughter expresses a desire to take guitar lessons. She is enthusiastic at first, but later begins to lose interest in practicing. You are concerned because you are paying for weekly lessons.

3. Your boy comes home crying. He complains that a neighbor child has hit him.

4. You and your spouse leave for work before your ten-year-old leaves for school, and the child returns home before you do. You have given the child a key for locking up and entering the house. You come home early one day and find the house unlocked.

**Problem Situation:**

The O'Neils are visiting friends. Five-year-old Billy begins misbehaving at the dinner table. Mrs. O'Neil, who has studied democratic child-training procedures, disregards those principles and sternly reprimands Billy. The child stops for a few moments, but begins again. After further embarrassment, Mrs. O'Neil excuses herself, takes Billy to another room, and closes the door. She returns to the table and apologizes to the hosts, who try to reassure her.

1. How do you feel about what happened?

2. Why might Mother have violated the child-rearing principles?
3. Why was she embarrassed?

4. What other alternatives consistent with democratic principles were available?

Activity for the Week:

Choose one of your own child-training challenges, in which you have unintentionally reinforced the child's misbehavior by doing what the child expects. Use the principle of "Acting - Not Reacting" to plan an effective response.
Lesson 8

THE FAMILY MEETING

Topics: Family Meeting

1. Guidelines for Family Meetings
2. Leadership Skills
3. When to Begin Family Meetings
4. Establishing Meetings When Only One Parent Is Interested
5. Introducing Family Meetings to Young Children
6. Initiating Family Meetings
7. Common Mistakes in Family Meetings

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion:

1. What is the authors' definition of a family meeting? Why do they believe family meetings are important?

2. Why do the authors suggest regularly scheduled family meetings rather than meetings only for emergencies?

3. What kinds of things can be discussed in the family meetings?

4. What are the suggested guidelines of the family meeting? Why is each guideline important? For example, why is it important to rotate the chairperson and secretary?

5. What leadership skills are necessary for effective family meetings?

6. When should family meetings be initiated?

7. How do you establish meetings if your spouse is not interested?

8. What are the guidelines for single-parent family meetings?

9. How can family meetings be established with young children?

10. What are some suggested ways of initiating family meetings?

11. What are some common mistakes made in family meetings?
Problem Situation:

Mr. and Mrs. Ford have three children: Bill, ten; Melissa, nine; and Sally, six. They decide to introduce family meetings by planning a family outing.

Bill and Sally decide they want to go to a movie, but Melissa wants to go to a baseball game. Mother would prefer the movie. Father would like to go to the game, but is willing to go to the movie if the rest of the family would rather go there. Melissa refuses to go along with the rest of the group.

1. What might be keeping this family from more productive problem solving?

2. What guidelines for family meetings are recommended to make progress?

3. What options are available to the Ford family for resolving this deadlock?

Activity for the Week:

Hold a family meeting this week.
DEVELOPING CONFIDENCE AND USING YOUR POTENTIAL

Topics: Basic Principles

1. Avoiding Discouragement
2. Optimism
3. Family Equality

Questions:

These are some of the major points from the above reading which your leader may discuss. You may wish to review them before the discussion.

1. What is meant by "the rights of both parents and children"?

2. What are the difficulties of giving up your position of power in the family? What are the benefits of giving up this power?

3. The authors believe that the parent, not the child, must be the first to change. What are the implications of this for the challenges parents face with their children?

4. How can unrealistically high standards interfere with effective parent-child relationships?

5. What do the authors suggest we do to avoid becoming discouraged in our relationships with children? What do they mean by setting realistic goals?

6. Why is it important to recognize our strengths which have nothing to do with being a parent? How do you feel about no longer seeing your children as symbols of your success or failure as a person?

7. What are some things we need to consider when others are critical of our child-training methods?

8. What happens when we feel guilty? How can we avoid inappropriate guilt feelings?

9. The authors mention faulty assumptions which interfere with our personal growth and bring about poor relationships with other people. Do you hold any of these beliefs? Which ones:

10. How can we begin to change these beliefs?
Problem Situation:

Mrs. Grant has been actively involved in learning how to become a more effective parent. Her children, Gloria, 12, Cheryl, 9, and Ron, 7, have become very helpful around the house. Without complaint they cut the lawn, weed the garden, and help with other household chores.

At a neighborhood open house for new parents on the block, the other parents began a discussion about the uncontrollable, uncooperative behavior of their children. Mr. Anderson said, "It's only a stage; you have to expect it. Our pediatrician says they'll grow out of it."

Mrs. Grant suggested that child-rearing procedures can be changed to correct certain types of misbehavior. Mr. Anderson replied, "I know your children are very helpful, but I want my children to enjoy childhood while they can, and not be forced to take on adult chores. I think you expect too much of them."

Mrs. Grant now feels she is in a dilemma: Has she really required too much of her children? But, why should she be expected to do all the chores herself?

1. What are some faulty assumptions expressed at the open house?

2. What faulty assumptions or beliefs may keep Mrs. Grant from continuing her program and the new relationship with her children?

3. Which of the faulty assumptions might hinder your own effectiveness?
BIBLIOGRAPHY


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