AN EVALUATION OF THE EFFECTIVENESS OF ADLERIAN PARENT STUDY GROUPS, AFTER FOUR WEEKS AND AFTER SIX WEEKS

by

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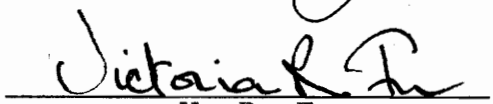

V. R. Fu

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CHAPTER I

Introduction

Child rearing practices have been described and discussed in literature for hundreds of years. Organized parent education, however, did not begin in this country until the 19th Century. In 1888, a small group of mothers in New York City began meeting in an effort to become more effective parents. This group, which was originally named the Society for the Study of Child Nature and is now known as the Child Study Association of America, is the oldest organization in this country with an uninterrupted program of parent education. The Association's goal is to aid parents in promoting maximum physical, mental, emotional, and social development in their children. The chief method employed to reach this goal is small-group discussion.

Organized parent education had its greatest growth between 1925 and 1935 and today millions of parents are reached through this type of educational program. One popular means of educating parents is the use of Adlerian Parent Study Groups. These groups study a method of child rearing based on the principles of Alfred Adler (1930, 1956, 1957) and Rudolf Dreikurs (1958, 1964, 1968, 1971) as presented in the book entitled Children: The Challenge (Dreikurs & Soltz, 1964). Parents read this book and

discuss how to utilize the principles in their child rearing.

Many authors (Brim, 1965; Holtzman in Hereford, 1963; Kessler, 1966) agree on the need for systematic research to evaluate the effectiveness of parent discussion groups. They concur that there have been very few well-designed, objective studies conducted on this problem. Brim (1965) reviewed 23 studies and reported that only 6 used an experimental design which was complete in terms of the use of controls, proper procedures, and good statistical analysis. This led him to conclude that the question of the effectiveness of parent discussion groups had not yet been answered.

Evaluative research on the more specific topic of Adlerian Parent Study Groups is almost non-existent. Only four studies (Berrett, 1973; Freeman, 1971; Runyan, 1973; Swenson, 1970) which attempted to shed some light on the issue of the effectiveness of these groups were found. Of these, only Swenson's (1970) investigation showed no objective evidence of favorable changes in the child rearing attitudes of the parents or the behavior of their children after the parent study group experience. He did, nevertheless, report that subjective statements from parents, teachers, and school counselors indicated that participation in the study group sessions had a positive effect on

one or more family members. Thus, the small amount of knowledge we have on this subject suggests that Adlerian Parent Study Groups do effect desirable changes in parents' attitudes and their children's behavior.

Berrett (1973) and Freeman (1971) measured the effects after 10 weekly sessions and Runyan (1973), after 12 weekly sessions. This raises the question: How many parent study group sessions are necessary before measurable changes occur in the parents and their children?

Purpose

The purpose of the present study was to evaluate the effectiveness of Adlerian Parent Study Groups as related to the child rearing attitudes and behavior of the parents and the behavior of their children after: 1)Four, and 2)Six sessions. Specifically, the objectives were to determine if:

(1) Parents' attitudes, as measured by the Attitude Toward the Freedom of Children--Scale II, evidenced a mean gain between the time of the pretest and the time of the posttest;

(2) Parents' behavior, as measured by the Child Rearing Practices Scale, evidenced a mean gain between the time of the pretest and the time of the posttest;

(3) Children's behavior, as measured by:

(a) The percentage of behaviors which occur, and

(b) The percentage of behaviors which are bothersome on the Children's Behavior Checklist, evidenced a mean gain between the time of the pretest and the time of the posttest.

There were two experimental groups, A and B. Each was pretested during the week after the first parent study group session. For Group A, the week following the fourth session constituted the posttest period; for Group B, the week following the sixth session served as the posttest period.

Definition of Terms

In this study the following definitions were used:

(1) Adlerian Parent Study Groups: Groups of parents who meet to study and discuss the theory of Alfred Adler (1930, 1956, 1957) as interpreted by Rudolf Dreikurs in the book Children: The Challenge (Dreikurs & Soltz, 1964);

(2) ATFC-II: Attitude Toward the Freedom of Children--Scale II;

(3) CRPS: Child Rearing Practices Scale;

(4) CBC: Children's Behavior Checklist;

(5) Parents' Attitudes: Those attitudes which are measured by the ATFC-II;

(6) Parents' Behavior: Those behaviors which are measured by the CRPS;

(7) Children's Behavior: Those behaviors which are measured by the CBC.

(a) Behaviors Which Occur: The percentage of behaviors engaged in by the child out of the possible number of behaviors in which he could have engaged;

(b) Behaviors Which Are Bothersome: The percentage of behaviors judged as bothersome by the parent out of the total number of behaviors which occur;

(8) Week 1: The week following the first discussion group meeting (for Groups A and B) or the first week of the control period (for Groups C, D, and E);

(9) Week 4: The week following the fourth discussion group meeting (for Groups A and B) or the fourth week of the control period (for Groups C, D, and E);

(10) Week 6: The week following the sixth discussion group meeting (for Groups A and B) or the sixth week of the control period (for Groups C, D, and E);

(11) Group A: The experimental group which was posttested during Week 4;

(12) Group B: The experimental group which was posttested during Week 6;

(13) Group C: The control group which was posttested during Week 4;

(14) Group D: The control group which was posttested during Week 6;

(15) Group E: The control group which completed one set of questionnaires each week for eight consecutive weeks.

(16) Gain Score: The difference between each subject's score on the ATFC-II, the CRPS, the Behaviors Which Occur subscale of the CBC, or the Behaviors Which Are Bothersome subscale of the CBC completed during Week 1 and his score on the corresponding questionnaire completed during either Week 4 or Week 6.

Assumptions

The following assumptions were fundamental to this study:

(1) The subjects comprising the experimental groups are representative of the universe of parents who attend Adlerian Parent Study Groups;

(2) Information secured on the questionnaires is accurate.

Rationale for Hypotheses

Berrett (1973), Freeman (1971), and Runyan (1973) used the Attitude Toward the Freedom of Children scale to assess parents' attitudes after participation in Adlerian Parent Study Groups. Both Freeman (1971) and Runyan (1973) reported that the parents in the experimental group scored significantly lower on the posttest, indicating a more liberal attitude toward children's freedom, than those in the control group. Berrett (1973), using a somewhat

unusual design, randomly assigned parents to either of two experimental groups. He then compared the pretest scores of one group with the posttest scores of the other group to control for the effects of pretest-treatment interaction. He found that the posttest mean score on the ATFC-II for the group which had not been pretested was significantly lower than the pretest mean score for the other group. Furthermore, in the same study, the posttest mean scores on the ATFC-II for a group of mothers of hearing impaired children were significantly lower than the pretest scores for the same group. These results were based on a 10-week experimental period for Berrett (1973) and Freeman (1971) and a 12-week experimental period for Runyan (1973). However, other researchers (Davis & McGinnis, 1939; Downing, 1971; Hereford, 1963; Shapiro, 1956) have found evidence of attitudinal changes after shorter training periods. These studies differed from those conducted by Berrett (1973), Freeman (1971), and Runyan (1973) in two respects: 1) The group discussion meetings followed various orientations rather than the curriculum of the Adlerian Parent Study Groups, and 2) Instruments other than the ATFC were used. Nevertheless, this research does suggest that it may be possible for attitudinal changes to take place after fewer than 10 or 12 Adlerian Parent Study Group meetings.

Shapiro (1956) studied parents who attended from 1 to

12 group discussion sessions and discovered that a greater degree of attitudinal change occurred in those subjects who attended 4 or more meetings than in those who had attended fewer than 4 meetings. He, thus, concluded that there is a positive interrelation between change in attitudes toward child rearing and the amount of time spent in group discussion. It seems likely, therefore, that: 1)Significant changes in child rearing attitudes will occur after some period of training, and 2)No significant changes in child rearing attitudes will occur after no period of training. H_1: The mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C. H_2: The mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E. H_3: The mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D. H_4: The mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E.

Swenson (1970) believed that a cause and effect

relationship exists between attitudes and behavior. Hereford (1963) agreed with this idea and, consequently, stressed that the aim of parent education programs should be attitudinal change. In his opinion, behavioral change will result from this. Several researchers (Berrett, 1973; Freeman, 1971; Lillibridge, 1972; MacNamara, 1963) have, in fact, reported changes in the parents' behavior after a group training experience. Thus, it appears logical to expect that changes in parental behavior will occur after participation in an Adlerian Parent Study Group, and that these behavioral changes, like attitudinal changes, will be correlated with quantity of exposure to the group. H_5: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C. H_6: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E. H_7: The mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D. H_8: The mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E.

Adlerian Parent Study Groups concentrate on the principle that parents can only alter their children's behavior by changing their own behavior. By learning to show faith in their children's ability to behave responsibly, the parents foster cooperative behavior in their children. By realizing that they are not responsible for their children's deeds and, thus, don't have to suffer the consequences of them, their anxiety over their children's behavior should decrease. It seems reasonable, therefore, to postulate that, after the parents have participated in the study group: 1) Their children will engage in fewer non-cooperative or non-adaptive behaviors, and 2) The parents will be less bothered by the undesirable behaviors which do occur. Furthermore, if changes in parents' attitudes after a group discussion experience are accompanied by changes in the behavior of their children (Berrett, 1973; Cullen, 1968; Freeman, 1971; Hereford, 1963; MacNamara, 1963; Pollak, 1964; Runyan, 1973), these behavioral changes should also co-vary with the length of the study group experience. H_9: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C. H_{10}: The mean gain score achieved from Week 1 to

Week 4 on the Behaviors Which Occur subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E. H_{11}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D. H_{12}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E. H_{13}: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C. H_{14}: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E. H_{15}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B is significantly greater than the

mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D. H_{16}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E.

No research was found in which an attempt was made to establish, by repeated measures, at what point during a group study experience attitudinal or behavioral changes occur. Since it is not known what effect, if any, such repeated measures may have upon the variables being studied, the following hypotheses are two-tailed: H_{17}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C and the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E. H_{18}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E. H_{19}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E. H_{20}: There is no significant difference between the mean gain score

achieved from Week 1 to Week 6 on the CRPS by Group D and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E. H_{21}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E. H_{22}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E. H_{23}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E. H_{24}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E.

Hypotheses

H_1: The mean gain score achieved from Week 1 to Week 4 on

the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C ($\mu_1 > \mu_2$);

H_2: The mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 > \mu_2$);

H_3: The mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D ($\mu_1 > \mu_2$);

H_4: The mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 > \mu_2$);

H_5: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C ($\mu_1 > \mu_2$);

H_6: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E ($\mu_1 > \mu_2$);

H_7: The mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B is significantly greater than the

mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D ($\mu_1 > \mu_2$);

H_8: The mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 > \mu_2$);

H_9: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C ($\mu_1 > \mu_2$);

H_{10}: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 > \mu_2$);

H_{11}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D ($\mu_1 > \mu_2$);

H_{12}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors

Which Occur subscale of the CBC by Group E ($\mu_1 > \mu_2$);

H_{13}: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C ($\mu_1 > \mu_2$);

H_{14}: The mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 > \mu_2$);

H_{15}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D ($\mu_1 > \mu_2$);

H_{16}: The mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B is significantly greater than the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 > \mu_2$);

H_{17}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C and the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

H_{18}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

H_{19}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E ($\mu_1 = \mu_2$);

H_{20}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 = \mu_2$);

H_{21}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC

by Group E ($\mu_1 = \mu_2$);

H_{22}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_{23}: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_{24}: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$).

For statistical purposes, the hypotheses will be stated in null form:

1. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A and the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by

Group C ($\mu_1 = \mu_2$);

2. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A and the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

3. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D ($\mu_1 = \mu_2$);

4. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

5. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C ($\mu_1 = \mu_2$);

6. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E

($\mu_1 = \mu_2$);

7. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D ($\mu_1 = \mu_2$);

8. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 = \mu_2$);

9. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C ($\mu_1 = \mu_2$);

10. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

11. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the

Behaviors Which Occur subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D ($\mu_1 = \mu_2$);

12. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

13. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C ($\mu_1 = \mu_2$);

14. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

15. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC

by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D ($\mu_1 = \mu_2$);

16. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

17. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C and the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

18. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

19. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E ($\mu_1 = \mu_2$);

20. H_0: There is no significant difference between the mean

gain score achieved from Week 1 to Week 6 on the CRPS by Group D and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 = \mu_2$);

21. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

22. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

23. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

24. H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC

by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$).

Subsequent Chapters

A review of literature related to the effects of parent education on attitudes and behavior is presented in Chapter 2. Chapter 3 consists of an explanation of the design employed in the present research study; it includes descriptions of the experimental and control groups, the instruments used, and the statistical analyses which were performed. The results of the analyses are detailed in Chapter 4, and the interpretation of these results is discussed in Chapter 5. Chapter 6 contains a summary of the study and its implications, as well as recommendations for future research.

CHAPTER II

Review of Literature

Formal parent education originated in this country almost a century ago. It was not until many years later, though, that researchers attempted to critically evaluate parent education techniques with the aim of improving upon them where necessary. One of the earliest research efforts in this area was reported by Schaus in 1932. He compared the discussion method employed in parent groups with the lecture method by pre- and posttesting parents who attended 10 biweekly group meetings. He found no significant differences in any of the factors which were studied; namely, degree of mastery of subject material, changes in the behavior of the parent and his children at home, attendance at group meetings, and use made of available library materials. The discussion group, however, did achieve a slightly higher mean score for mastery of subject material than the lecture group. The author suggested that the poor results may have been due to unreliable measuring instruments.

A study by Jack also appeared in the literature in 1932. He constructed an interview form to measure parents' practices and their children's behavior as indices of the parents' child rearing effectiveness. He then used this instrument to determine if positive changes occurred after

a 4-month experience in a parent education group. Jack found no significant differences in mean scores for either parents' attitudes or parents' behavior between the pre- and posttest on most sections of the questionnaire. However, the mothers who had the lowest scores on the pretest showed the greatest improvement by the end of the training period.

In a joint study conducted by the Child Study Association of America and the Westport-Weston Mental Health Association, parents who registered for a discussion group were randomly assigned to either an experimental or a control group. The members of the control group were told that, due to space limitations, their discussion group could not begin until a later date. Those in the experimental group met together to discuss their day-to-day child rearing problems. Both groups were pre- and posttested with several instruments designed to measure changes in problem-solving and decision-making skills. The researchers, however, found no statistically significant gains on any of the variables being investigated (Auerbach, 1968).

Lillibridge (1972) studied changes in parents' attitudes and their children's perceptions of them after an 8-week Parent Effectiveness Training program. Using the Parent Attitude Survey and the Children's Report of Parent Behavior Inventory, the author found that the parents in

the experimental group improved significantly from the time of the pretest to the time of the posttest in overall attitudes toward their children, confidence in themselves as parents, and acceptance of their children. Likewise, their children saw their parents as significantly less rejecting and more accepting of them, both as individuals and in general. There were no significant changes in either of the two control groups on any of the variables studied.

Subjective Evidence

Some researchers have provided subjective evidence of the effectiveness of parent discussion groups. While their studies may be less satisfactory in terms of design and analysis than research employing objective criteria for evaluation, they, nevertheless, add valuable information to the literature on parent groups.

Slavson (1958) has worked with thousands of families since 1949 as a discussion group leader. His child-centered therapy focuses solely on the child in an effort to understand his behavior and his needs and to learn to deal effectively with them. Only actual situations involving their children are discussed by the groups of eight parents who meet every other week. Reports given by the parents who have participated in these groups indicate that they have achieved very satisfactory results with many child

rearing problems after having discussed them with the group and followed the group's recommendations. Moreover, many parents commented that, when one or both parents attended the group sessions, their relationship improved, even though the group discussions were directed at parent-child relationships. Based on the subjective evaluation of the group members and his own observations, Slavson (1958) contended that Child-Centered Group Guidance of Parents has been shown to be effective with parents of both normal and problem children.

Crow (1967) also evaluated the effectiveness of a continuing program of parent education. These groups consisted of parents who met weekly for 8 to 12 discussion sessions focusing on the participants' questions and concerns about their parenting. The author reported that the parents' anxiety and guilt over child rearing decreased as a result of the group experience. Moreover, she claimed that, as the parents began to feel less anxious about their role, they were able to deal more effectively with their children.

Based on posttest interviews of 81 mothers enrolled in 10- to 15-session discussion groups, Cullen (1968) found that over 95% of the subjects felt they had benefitted as parents from the group experience while 56% felt they had benefitted as persons. Thirty percent of the mothers

also reported positive changes in their children's behavior. Furthermore, in follow-up interviews 2 months later, 55% of the parents felt their initial gains had been maintained; 28% contended they had made additional gains.

Special Groups

Several authors have reported on discussion groups comprised of special classes of parents. In 1963, Lindenauer began holding weekly group discussions for parents who had been receiving counseling from him (Lindenauer & Terry, 1967). These parents felt guilty and unsure about their child rearing practices. The group went through four stages: ridding the parents of their guilt, teaching the parents that it's okay to make mistakes, introducing the children into the group, and building effective parent-child relationships. Lindenauer & Terry (1967) asserted that the groups had been very successful in solving problems, facilitating openness, and aiding understanding between the parents and their children.

Pollak (1964) evaluated five discussion groups for parents who had been referred by school counselors and principals because of their children's acting-out behavior. Four of the groups met for eight weekly sessions while one group met for seven. Reports by the group leaders and the school authorities, as well as responses on questionnaires

completed by the mothers, suggested that positive changes had occurred in both the mothers' attitudes and their children's behavior.

Four groups of mothers of children who were being treated at a child psychiatry unit were the focus of a report by MacNamara (1963). These mothers met weekly for 3 years. In assessing the value of the discussion groups after the first 2 years, MacNamara felt that prolonged participation effected attitudinal changes in the mothers, decreased their anxiety, and promoted better mother-child relationships. Moreover, as the mothers' behavior improved, their children's symptoms often lessened.

Mandelbaum (1967) based his evaluation of the group process on 7 years of experience with small groups of parents of retarded children. These groups met weekly for as long as their members felt was necessary. The author credited the group process with helping each member to come to grips with his feelings and his thoughts, thereby freeing his energy to be used more effectively in coping with the social and emotional problems associated with his child's retardation. Parent satisfaction with the groups seems to support Mandelbaum's positive evaluation.

Rathbun & Kolodny (1967) studied a group consisting of five couples, each of which had adopted a pre-adolescent Chinese girl from Hong Kong. They met 10 times during a

2-year period. Self-reports from the parents suggested that they had profitted from the group experience.

Hence, while there is some evidence to the contrary, most studies have demonstrated that participation in a parent discussion group results in positive changes in the parents and often in their children as well.

Adlerian Parent Study Groups

Research concentrating on a specific type of discussion group, the Adlerian Parent Study Group, was almost non-existent until 1970. However, since then, several studies evaluating the effectiveness of these groups have been conducted. Swenson (1970) compared two kinds of discussion groups. One group met for 12 weekly lectures based on the Individual Psychology of Alfred Adler; the book Children: The Challenge (Dreikurs & Soltz, 1964) was recommended reading for these parents. The other group met biweekly during the same time period to view films which were not oriented toward any one particular psychological theory. In both groups, discussion followed the lecture or film. The subjects, 41 parents of students in the first three grades of an elementary school in Massachusetts, were randomly assigned to the two groups. Both groups were pre-tested and then posttested 2 months after the last group meeting with the Maryland Parent Attitude Survey, the Personality Rating scale (filled out by both the parents

and their children's teachers), and the Teachers' Quarterly Ratings. The researcher found no significant differences from pre- to posttest between the two groups in the parents' attitudes toward child rearing, their children's adjustment (as rated by their parents), or their children's adaptation to school (as rated by their teachers). Swenson, however, stated that subjective accounts by the parents, teachers, and counselors indicated that, in a number of individual cases, positive changes did occur for the variables being studied. The author suggested that the measuring instruments used may have lacked the sensitivity needed to detect these changes.

Freeman (1971) evaluated the effectiveness of two types of discussion groups, the Adlerian Mother Study Group and the Traditional Mother Discussion Group, relative to each other and to a control group. Subjects consisted of 36 mothers of children in the elementary schools in a Eugene, Oregon school district. The mothers volunteered to participate in the 10 weekly discussion group meetings and the research project. They were randomly assigned to five groups; namely, Adlerian group led by Freeman, Adlerian group led by fellow doctoral student, Traditional group led by Freeman, Traditional group led by fellow doctoral student, and a control group. The members of the control group were told their group could not begin until a later

date due to both a shortage of leaders and the research design. All groups were posttested with the ATFC-II, the CRPS, and the CBC; there was no pretest.

The results indicated that the AMS (i.e. Adlerian Mother Study Group) mothers were significantly less restrictive and authoritarian in their attitudes toward child rearing, as measured by the ATFC-II, than the controls. The TMD (i.e. Traditional Mother Discussion Group) mothers were not significantly different in their attitudes from either the AMS mothers or the controls. Furthermore, the AMS mothers engaged in the non-constructive behaviors measured by the CRPS significantly less than the TMD mothers. On the CBC it was found that the children of AMS mothers had a significantly smaller percentage of behaviors which occurred than the children of either the TMD mothers or the controls. The children of AMS mothers also displayed a significantly smaller percentage of bothersome behaviors than the children of the control mothers. The children of the TMD mothers were not significantly different on this variable from the children of either the AMS mothers or the controls. Freeman, therefore, concluded that the Adlerian approach to parent education was more effective than no treatment in changing child rearing attitudes, some child rearing practices, and children's bothersome behavior.

Freeman (1971) also reported subjective evidence of

the effectiveness of Adlerian Mother Study Groups based on information he obtained from leaders and coordinators of such groups in Corvallis, Oregon. Replies given on questionnaires completed by 345 persons who participated in the groups over a 4-year period indicated that: 93.6% of the group members thought the experience was "very helpful or helpful," 6.1% found it "of some help," and .3% rated it as "little help"; 0.0% judged the group experience to be of "no help." The following most frequent responses from the questionnaires suggest what the parents felt they gained from the group experience:

> (1) Gave me a better understanding of parent-child relationships, of goals and of purposes of behavior.
> (2) Learned to be more patient and not to get so emotionally involved with children.
> (3) Realized others have the same or similar problems.
> (4) Learned how to help and foster a better atmosphere and spirit of cooperation in the home.
> (5) Learned the technique of taking more effective action rather than just using words [p. 10].

Berrett (1973) randomly assigned 22 mothers to two experimental groups. Both groups met weekly for 10 Adlerian Mother Study Group sessions. One group was pre- and posttested while the other group was posttested only. Employing a unique experimental design, the researcher compared the pretest scores of one group with the posttest scores of the other group in order to control for the effects of pretest-treatment interaction. He found that the posttest mean scores of the group which was not pretested were

significantly lower on the ATFC-II, the CRPS, and the bothersome behaviors section of the CBC than the pretest mean scores of the other group. There was no significant difference between the pretest mean scores of the one group and the posttest mean scores of the other group for the behaviors which occurred, as measured by the CBC. Furthermore, no significant differences were found between the posttest mean scores of the two groups. This suggests that pretest-treatment interaction, if it existed, did not have a significant effect. As part of the same study, Berrett compared the pre- and posttest scores for a group of five mothers of hearing impaired children using the same instruments. After a 10-week Adlerian Mother Study Group experience, the subjects scored lower for all four variables than they had on the pretest. This finding indicates that the principles learned in these groups can be used effectively with handicapped children.

In the same year, Runyan (1973) reported favorable changes in parents' attitudes and their children's behavior, both at home and at school, after the parents had taken part in 12 weekly Adlerian Parent Study Group sessions. The study focused on parents whose children were part of a federally-funded program for extreme learning problems. The 57 subjects were randomly assigned to an experimental and a control group, with the controls being

told they would participate in a group at a later date. Runyan found significant differences between the experimental group's pre- and posttest scores on the ATFC, the CBC, and the Walker Problem Behavior Identification Checklist. The experimental group was also significantly different from the control group on the posttest of the ATFC.

The results of these studies strongly suggest that Adlerian Parent Study Groups are effective in producing changes in parents' child rearing attitudes and behavior and their children's behavior.

Shorter Group Experiences

Several researchers have reported encouraging results after evaluating parent groups which met for fewer than eight sessions. Davis & McGinnis (1939) studied more than 9,900 participants in study groups conducted by the Institute of Child Welfare at the University of Minnesota. The groups usually held 5, 6, or 7 weekly, biweekly, or monthly meetings. Both before and after the group experience, the parents rated each of 50 common behavior problems as to its importance for a child's future development. Comparison of the two measures revealed that the mean percentage of parents who rated problems as serious dropped about 5% from the time of the pretest to the time of the posttest.

Downing (1971) measured attitude changes by means of The Parent Attitude Research Inventory and two concept scales of the Semantic Differential. The subjects attended six weekly meetings which centered around the theories of Adler, Rogers, and other behavioral scientists. These meetings were structured so as to include lectures, group discussions, small group problem solving, role playing, and psychodrama. Based on pre- and posttest results, the author concluded that the following parental attitudes changed significantly as a result of the group experience: attitudes toward controlling techniques, awareness of their children's emotional needs, expression of trust and respect for their children, and confidence in their own child rearing practices.

Shapiro (1956) also concentrated on changes in the child rearing attitudes of parents who participated in group discussion sessions. The subjects were 25 parents who were taking part in a medical service and research program in New York City. Each parent attended between 1 and 12 group meetings. There was also a group of controls who were matched to the experimental group on a one-to-one basis according to various criteria. Both groups were pre- and posttested by two means: 1)A questionnaire derived from the Harris, Gough, and Martin Attitude Scale, and 2)Joint ratings by a psychiatric social worker and a

public health nurse who were affiliated with the medical service program and, consequently, knew each of the subjects. The results showed that the means of the experimental group were significantly lower for the characteristics of authoritarianism and possessiveness but significantly higher for good judgment on the posttest, as compared to the pretest. There were no significant changes in mean scores for the control groups.

Hereford (1963) performed a 4-year study involving 30 discussion group series and a total of 916 parents. Each group met for six weekly sessions which consisted of an educational film or skit about child-parent relations followed by discussion. The study focused on an experimental and three control groups. The Lecture-Control parents did not take part in the discussion group meetings but attended one or more lectures delivered by a professional on a topic similar to those covered in the films and skits shown to the experimental subjects. The Non-attendant-Control Group consisted of parents who registered for a discussion group or lecture series but did not attend, while the Random-Control group was made up of parents who did not register for or attend either a discussion group or lecture series, but had merely been randomly selected from school files.

All groups were pretested 1 week before the first

meeting and posttested 4 to 6 weeks after the last meeting. The following dimensions were measured in the parents: confidence in parental role, causation of child's behavior, acceptance of child's behavior and feelings, mutual understanding, and mutual trust. Classmate relations and classroom adjustment of the subjects' children were evaluated by a sociometric rating of each child by both his peers and his teacher. Comparisons of the pre- and posttest measures revealed that the parents in the experimental group showed significantly more positive changes on all five variables than the parents in the control groups. The children of those in the experimental group also improved significantly more than the children of those in the control groups in the amount of acceptance given them by their peers. There were no significant differences, however, in the teachers' ratings of children of the experimental subjects and children of the controls. Based on these findings, the author concluded that the discussion group method can be used successfully to change attitudes and behavior.

Shrader, Altman, & Leventhal (1969) worked with couples who were having problems with their first-born children. Each group consisted of five couples who met weekly for five sessions. Preliminary results, based on pre- and posttest answers given by parents concerning number of problems with the child and also on information

reported by the parents 8 weeks after cessation of the group meetings, showed evidence of improved adjustment of the children.

The data gathered from these studies clearly indicate that discussion groups can improve attitudes and behavior in 7, 6, or even a smaller number of sessions.

Summary

In summary, it appears that parent discussion groups, including the subset known as Adlerian Parent Study Groups, are effective in helping parents to achieve significant and desirable changes in themselves and in their children. It seems evident, also, that these changes sometimes take place after very few group meetings.

Theoretical Framework

The assumption that the principles of Alfred Adler (1930, 1956, 1957) as interpreted and applied to child rearing by Rudolf Dreikurs (1958, 1964, 1968, 1971) produce changes in parental attitudes was the theoretical basis for the present research. According to Dreikurs (1958), the key to democracy is the belief that all human beings are social equals. After World War II, the democratic evolution made its impact in this country. People became aware of their rights, including their right to equality. They began to demand their rights to dignity and value. Women

no longer thought they must be subservient to their husbands and children no longer felt they had to obey their parents. Today people of various races, creeds, professions, sexes, and ages are fighting for their right to be treated as equals.

With the awareness that all men should receive equal dignity and respect, must come different treatment of children. Parents must realize that they should not regard children as inferior simply because they have lesser amounts of knowledge and experience. When we accepted democracy, authoritarian methods of child rearing became unfeasible, for in a democracy children, too, must have their say. They will not submit to the every wish of parents who feel themselves superior to their children. If we treat our children as if they are superior, they rebel and become tyrants.

Often parents are not able to cope with this new attitude in their children. They, like the rest of society, have rejected autocratic methods in favor of democracy but are not yet fully prepared for democracy. They are not yet aware of what they must contribute in order for democracy to work. Dreikurs (1971) maintained that most parents have the best intentions for raising their children but lack the skills necessary to carry them out. Until now parents did not need education for child rearing; they simply raised

their children the way their parents had raised them. Today, however, if parents continue to employ the autocratic methods of childrearing which were so widely used by former generations, their children rebel. They know they are equal to their parents but are not being treated as such. Consequently, the parents feel defeated and try even harder to control their children. In turn, the children rebel more strongly.

What parents need, then, are new methods for rearing their children; they need methods which are consistent with the idea that parents and children are socially equal. The use of force with children is now ineffective. Parents must discard the autocratic methods of reward and punishment and instead must learn how to stimulate and encourage their children to behave responsibly and cooperatively. Adler (1930, 1956, 1957) stressed the importance of cooperating with those with whom we interact for the sake of order. He termed this respect for order "social interest" and, according to Dreikurs (1958) the development of social interest in children should be the main goal of parents in raising them. Children must be taught that, in order to have freedom, they must assume the responsibility of maintaining order. Freedom does not mean the right to do as one pleases. Rather, it involves the privilege of making choices as to how one wants to behave, without infringing

on the freedom of others. Only when we preserve order can everyone have freedom.

Participation in Adlerian Parent Study Groups is a means for parents to learn how to stimulate cooperative behavior in their children. In these groups, the parents concentrate on new methods of interacting with their children in order to promote social interest in them. They become familiar with the idea that they must alter their behavior in order to bring about changes in the behavior of their children. As parents begin to apply the knowledge acquired through the group experience to their child rearing, they start to recognize its value for helping them become more effective parents. This, in turn, should produce attitude changes. Dreikurs (1968) asserted that the proper attitude of a parent is the result, rather than the cause, of his effective parenting. When a parent sees that he can stimulate a child into desirable behavior, his attitude begins to change.

CHAPTER III

Procedure

Seventy-seven persons attended Adlerian Parent Study Group sessions in Blacksburg, Virginia and Reston, Virginia led by graduate students enrolled in a Parent Education course which was taught at both locations. Although the group series consisted of eight weekly meetings, not all of the parents enrolled attended all of the meetings. Each parent was asked to complete one set of questionnaires during the week following each group session. When the data from the fourth through the eighth weeks were collected and examined, it was found that the greatest number of questionnaires which had been completed and returned to the experimenter were those for the weeks following the fourth and sixth group sessions. It was decided, therefore, to analyze the data from these weeks for the purposes of the present study. Thus, the subjects for Group A were the 43 parents for whom completed questionnaires from Weeks 1 and 4 were available; the subjects for Group B were the 32 parents for whom completed questionnaires from Weeks 1 and 6 were available. There was some overlap of subjects in the two groups; i.e. parents who completed questionnaires from Weeks 1, 4, and 6 were included in both Group A and Group B.

Control Groups

Three groups of parents were used as a means of control. Two groups were composed of parents who filled out only two sets of questionnaires. The 11 subjects in Group C completed one set of questionnaires during the first week of the control period and another set during the fourth week while the 13 subjects in Group D completed one set of questionnaires during the first week and another set during the sixth week. Some of the parents in these two groups were located through a letter which was sent home with the children in Grades 3, 4, and 5 in the Gilbert Linkous Elementary School in Blacksburg, Virginia (see Appendix J). The remainder of the parents were contacted by the experimenter who learned, from various sources, that they had elementary school-aged children.

Group E was made up of eight parents who completed one set of questionnaires during each of eight consecutive weeks. These parents were also contacted by the experimenter because they were known to have children in elementary school.

The parents in these three groups were aware that they were participating as controls in a research project related to Parent Education. Those who requested further information about the nature of the study were merely told that it was an attempt to evaluate the effectiveness of Adlerian

Parent Study Groups.

The three control groups were mutually exclusive; in other words, each control parent was a member of one, and only one, group.

Instruments Used

Three questionnaires comprised each set; namely, the ATFC-II, the CRPS, and the CBC.

Attitude Toward the Freedom of Children--Scale II. This instrument was developed by Koch, Dentler, Dysart, & Streit in 1934. It has two forms, Scale I and Scale II, each consisting of 33 items. An equivalent forms reliability coefficient of .68 was obtained by comparing answers given on the two forms of the test by 233 adults. Both scales were constructed using the Thurstone method of equal-appearing intervals. Two groups of 100 judges each sorted 123 items into 11 piles according to the degree of leniency or sternness they felt each represented. The scale value for each item is the median of the position assigned the item by the group of judges. There was a .97 correlation between the scale values assigned by the two groups. After the scale values had been computed, the 66 items on the scales were chosen on the bases of dispersion along the attitude continuum, low Q value, conciseness, and similarity of rating by the two groups of judges.

Koch et al. (1934) tested the validity of the ATFC-II

by having professionals in psychological fields identify 111 persons as either lenient or stern in the handling of their children and found that this scale satisfactorily differentiated one group from the other. Shaw & Wright (1967) commented that, in contrast to most other scales with which they are familiar, the validity of the Attitude Toward the Freedom of Children Scale is established.

Each of the 33 items on the ATFC-II has an assigned value. The questions which have low scale values indicate permissiveness toward children, while those which have high scale values indicate restrictiveness. A person's overall score is the mean of the scale values for the total number of questions with which he agreed. Thus, a person who obtains a low score manifests a more liberal attitude toward the freedom of children; a person with a high score expresses a more authoritarian attitude. Koch et al. (1934) administered the ATFC-II to 241 subjects and reported a range of scores from 3.25 to 7.25 with a mean score of 5.33.

Child Rearing Practices Scale. This scale was devised by Freeman (1971) based on a method used by Ellsworth. Ellsworth sent questionnaires to relatives of mental patients when they were hospitalized, when they were discharged, and 3 months after they were discharged. He computed split-half reliability coefficients from .61 to

.91 for the relatives' ratings of the patients' social adjustment according to six variables. When corrected to account for the small number of items used, the coefficients ranged from .77 to .98. Test-retest reliability coefficients for the six variables over a 10-day period were from .74 to .98. Because the relatives' ratings agreed very closely with the evaluations of the patients by the members of the hospital staff, Ellsworth concluded that this type of rating is highly valid.

Katz & Lyerly (Freeman, 1971) also compared ratings given by relatives, clinicians, and other observers for two samples of 73 subjects and 243 subjects, respectively. They reported validity coefficients between .67 and .79 for these ratings.

On the basis of these findings, as well as on the widely-held belief that self-reports or reports by a stranger observing another's behavior do not yield very valid results, Freeman (1971) constructed the CRPS. This is a list of 27 specific practices which parents might use in interacting with their children. This list is filled out by a person close enough to the parent to be able to observe his behavior over the period of a week.

Berrett (1973) compared changes in mothers' scores on the CRPS with changes in their scores on the ATFC-II since the validity of the ATFC-II had previously been

established. Lower scores on both instruments indicate assimilation of the principles discussed in Adlerian Parent Study Groups. He found that each mother who scored lower on the posttest of the ATFC-II than on the pretest also scored lower on the posttest of the CRPS than on the pretest, thus suggesting concurrent validity. This same author provided evidence of test-retest reliability, face validity, predictive validity, and construct validity for the CRPS. This will be discussed in the next section.

For each behavior on the CRPS the observer ranks, on a scale from "never" to "always," how often during the past week the parent has engaged in that behavior. A person's score is determined by assigning a high value to "always" and a low value to "never" for each item except the 7th, 12th, 17th, 21st, 22nd, and 23rd. For these items, the values are reversed. The values for each item are summed, yielding a person's total score. Neither Freeman (1971) nor Berrett (1973) specified exactly what values they assigned to the items on the CRPS. This researcher assigned the following values: Never = 0; Rarely = 1; Sometimes = 2; Usually = 3; Always = 4. On the 7th, 12th, 17th, 21st, 22nd, and 23rd items in the scale, the values were: Never = 4; Rarely = 3; Sometimes = 2; Usually = 1; Always = 0. A low total score indicates that the parent is applying the child rearing principles advocated by

Dreikurs (1964).

Children's Behavior Checklist. This instrument was constructed by Freeman (1971) to measure behavior changes in children. It consists of a list of 53 specific behaviors which were drawn from a variety of sources in an effort to cover a wide range of children's behavior. According to Freeman (1971), all the behaviors listed on the CBC are considered by various authors to be "non-constructive, non-cooperative and/or non-adaptive [p. 69]." Two scores are obtained for each child; namely, the percentage of behaviors engaged in by the child out of the possible number of behaviors in which he could have engaged (i.e. 53), and the percentage of behaviors judged as bothersome by the parent out of the total number of behaviors which occur. The CBC was designed to be used with elementary school-aged children. For each item, the parent checks whether or not the child engaged in that behavior and, if so, whether it bothered him.

Freeman (1971) measured the test-retest reliability of the CBC over a 7-day period for the 55 children on whom the subjects in his study had completed the CBC during the first and second weeks of the group discussion period. He obtained a reliability coefficient of .738 for the percentage of behaviors which occurred and .764 for the percentage of behaviors which were bothersome.

Berrett (1973) administered the CRPS and the CBC to 15 mothers and their children and then retested them with the same instruments 1 week later. He calculated Spearman correlation coefficients of .94 for the CRPS, as well as .52 and .74 for the Behaviors Which Occur and the Behaviors Which Are Bothersome subscales of the CBC, respectively. All three measures were significant, indicating that these instruments have test-retest reliability.

He also demonstrated face validity for the CRPS and the CBC by asking three experts in Adlerian theory to evaluate the degree to which the content of these instruments is consistent with Adlerian theory. All three judges rated both instruments as very good in this respect. Furthermore, Berrett (1973) found that as the mothers' scores on the CRPS became lower, their children's scores on the CBC also decreased. This suggests that these two instruments have predictive validity.

His experimental results showed that the CRPS and the CBC were effective in differentiating between those persons who had been exposed to the study groups and those who had not. Berrett (1973) cited this as evidence of the construct validity of the CRPS and the CBC.

Testing

At the first meeting of each of the study groups the experimenter or another graduate student explained to the

parents that a research project was being conducted simultaneously with the study groups. They were told that the purpose of the project was to evaluate the effectiveness of Adlerian Parent Study Groups by means of the ATFC-II, the CRPS, and the CBC. Each parent was asked to complete one set of questionnaires during the week following each group meeting. At every session, the blank sets of questionnaires were distributed to the parents and the completed ones were collected.

Since the control parents did not participate in any group sessions, the questionnaires were delivered to them according to a different schedule. One set of questionnaires was mailed or personally delivered to each parent in Groups C and D during the week prior to the first week of the control period. The second set was mailed to Group C parents just before Week 4 and to Group D parents just before Week 6. Each parent was instructed to send the completed questionnaires to the experimenter in the self-addressed, stamped envelopes which were enclosed with them.

Eight sets of questionnaires were delivered by mail or in person to the parents in Group E one week before the first set was to be completed. They were instructed to fill out one set during each of eight consecutive weeks and then return them to the experimenter. One parent in

this group, however, returned each set as it was completed since this was more convenient for her.

Each experimental and control subject was assigned an identification number so that he would be able to respond anonymously on the questionnaires. Most of the parents, however, preferred to sign their names and, consequently, did so.

For all five groups, the questionnaire responses were coded and then punched on computer cards by the experimenter and an assistant. For each set of questionnaires, the subject's scores on the ATFC-II, the CRPS, and both aspects of the CBC were computed at the Virginia Tech Computing Center. From these scores, gain scores were computed for each subject in Groups A, B, C, and D by subtracting his four pretest scores from his four posttest scores. For example, for a member of Group A, the score obtained on the ATFC-II which he completed during Week 4 minus the score obtained on the ATFC-II which he completed during Week 1 yields his gain score for the ATFC-II. For each subject in Group E gain scores from Week 1 to Week 4 and from Week 1 to Week 6 were computed in the above manner.

Analysis of Data

The mean gain scores for each group were calculated separately for the ATFC-II, the CRPS, and both the Behaviors Which Occur and the Behaviors Which Are Bothersome

subscales of the CBC. Multivariate analyses of variance (Morrison, 1967) were then performed on the gain scores to determine if any significant differences exist on the linear combination of the gain scores for: 1)Groups A, C, and E, and 2)Groups B, D, and E. Only those subjects for whom four gain scores (i.e. one for each variable) were available were included in these analyses.

Each multivariate analysis yielded a value for the U statistic (Wilks' lambda) which was then converted to an approximate F statistic. If the observed value of F was greater than the criterion value of F, the result was considered to be significant. When significant results were detected, simultaneous confidence intervals (Kramer, 1972) were computed to determine which variables were the main contributors to the significant differences found for the linear combination. Single degrees of freedom linear contrasts (Kramer, 1972) were then carried out to ascertain which groups differ from each other on the main contributing variables. Based on the results of these linear contrasts, the experimenter was able to reject the appropriate null hypotheses.

The four variables examined in this study could not be considered independent of each other, due to repeated measures on the same subjects. Nevertheless, the mean gain scores were analyzed individually in order to obtain

additional data. The information gleaned from these analyses, though, was viewed as descriptive rather than inferential. For those variables for which significant F values were obtained in the univariate analyses of variance, multiple comparisons using the studentized range (Q) were performed by the Newman-Keuls method (Ferguson, 1971). These tests assessed which groups differed from each other on that variable. Since the groups being compared had different-sized samples, the harmonic mean of the number of observations in the groups was substituted for n in the formula for the Q tests.

The alpha level for all tests was set at 0.05 before the analyses were performed. This is the standard alpha level and was considered to be sufficient since the consequences of making an alpha error in this study were not critical enough to warrant use of a higher-than-standard level. Power for each test was determined after the test was performed by using the appropriate tables (Hays, 1973).

CHAPTER IV

Results

Twenty-four hypotheses were tested in the present study in order to determine if significant mean gains in parents' attitudes, parents' behavior, and their children's behavior were achieved by the experimental subjects after exposure to Adlerian Parent Study Group sessions for: 1)Four weeks, and 2)Six weeks. Parents' child rearing attitudes were measured with the ATFC-II (Attitude Toward the Freedom of Children--Scale II), while parents' behavior toward their children was assessed with the CRPS (Child Rearing Practices Scale). The CBC (Children's Behavior Checklist) was used to gauge two aspects of the children's behavior, the percentage of behaviors which occurred and the percentage of behaviors which were bothersome. Gain scores for each experimental and control subject were computed individually for these four measures.

Testing of Hypotheses

A multivariate analysis of variance (MANOVA) was performed on the linear combination of gain scores for Groups A (the experimental group which was posttested during Week 4), C (the control group which was posttested during Week 4), and E (the control group which completed one set of questionnaires each week for eight consecutive

weeks). The means and standard deviations of the gain scores for the four variables for these three groups are presented in Table 1. In this analysis an approximate F statistic of 2.277 was computed from the U statistic. Since the observed value was greater than the critical value of F with 8 and 46 degrees of freedom (power = .83), the researcher concluded that a significant difference exists among Groups A, C, and E on the linear combination of mean gain scores.

Because a significant F value was obtained, simultaneous confidence intervals were calculated to determine which variables were the main contributors to the significance observed in the MANOVA. The outcome of these calculations indicated that the ATFC-II and the CRPS contributed largely to this significance, while both subscales of the CBC contributed very little. In order to ascertain which of the three groups differ from each other on the linear combination, single degrees of freedom linear contrasts were performed using Groups A, C, and E. The results of these analyses showed that Group A made significantly greater mean gains on the ATFC-II and the CRPS than both Group C (observed F = 40.462; critical F = 4.23) and Group E (observed F = 27.307; critical F = 4.23). Based on these results, the null form of the following hypotheses was rejected in favor of the alternative:

TABLE 1

Means and Standard Deviations for Groups A, C, and E

Multivariate Analysis of Variance

Item	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
Group A (N = 16)				
Mean	-0.251*	-7.188*	-0.005	0.028
St. Dev.	0.455	10.584	0.084	0.359
Group C (N = 5)				
Mean	0.412	0.600	-0.011	-0.137
St. Dev.	0.862	5.727	0.047	0.143
Group E (N = 8)				
Mean	0.199	-11.625	-0.066	-0.125
St. Dev.	0.331	7.615	0.079	0.337

*$p < .05$.

H_1: The mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C ($\mu_1 > \mu_2$);

H_2: The mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 > \mu_2$);

H_5: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C ($\mu_1 > \mu_2$);

H_6: The mean gain score achieved from Week 1 to Week 4 on the CRPS by Group A is significantly greater than the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E ($\mu_1 > \mu_2$).

However, the following null hypotheses were not rejected:

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A and the mean gain score achieved from

Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group A and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the ATFC-II by Group C and the mean gain score

achieved from Week 1 to Week 4 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group C and the mean gain score achieved from Week 1 to Week 4 on the CRPS by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group C and the mean gain score achieved from Week 1 to Week 4 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$).

A multivariate analysis of variance was also conducted with Groups B (the experimental group which was posttested during Week 6), D (the control group which was posttested during Week 6), and E (the control group which completed one set of questionnaires each week for eight consecutive

weeks). The means and standard deviations of the gain scores for these groups are listed in Table 2. The observed F value for this test was 1.893 (df between = 8; df within = 56), indicating that there are no significant differences in the linear combination of the mean gain scores for these three groups. Thus, there was no statisical basis for rejecting the null form of the following hypotheses:

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group B and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group B and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on

TABLE 2

Means and Standard Deviations for Groups B, D, and E

Multivariate Analysis of Variance

Item	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
Group B (N = 14)				
Mean	-0.152	-9.000	0.009	-0.039
St. Dev.	0.710	8.283	0.061	0.402
Group D (N = 12)				
Mean	0.012	-3.250	-0.028	0.178
St. Dev.	0.367	4.731	0.113	0.288
Group E (N = 8)				
Mean	0.265	-8.375	-0.063	0.110
St. Dev.	0.345	6.675	0.057	0.249

NOTE.--None of the means are significant at the .05 level.

the CRPS by Group B and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of

the CBC by Group B and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group D and the mean gain score achieved from Week 1 to Week 6 on the ATFC-II by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group D and the mean gain score achieved from Week 1 to Week 6 on the CRPS by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Occur subscale of the CBC by Group E ($\mu_1 = \mu_2$);

H_0: There is no significant difference between the mean gain score achieved from Week 1 to Week 6 on the Behaviors Which Are Bothersome subscale of the CBC by Group D and the mean gain score achieved from Week 1 to Week 6 on the Behaviors

Which Are Bothersome subscale of the CBC by Group E ($\mu_1 = \mu_2$).

Auxiliary Analyses

Due to the fact that statistically significant differences were detected among those groups which had been tested during Week 4 but not among those which had been tested during Week 6, univariate analyses of variance (ANOVA's) were performed on the gain scores for each of the four variables. In the multivariate analyses of variance, those subjects who had fewer than four gain scores (i.e. one gain score for each of the four variables) were omitted from the analysis. However, when the gain scores for each variable were analyzed separately, only those subjects who had no gain score for the particular variable being analyzed were omitted. Thus, the number of observations for each variable was greater in the ANOVA's than in the MANOVA's.

No assumptions were made regarding the similarity of the set of subjects who completed all three questionnaires during both Week 1 and Week 4 (or Week 6), yielding four gain scores, and the set of subjects who completed fewer than three questionnaires for both weeks, yielding fewer than four gain scores. Nor was it assumed that the variables analyzed in this study were independent of each other. The ANOVA's on each separate variable were merely performed

in an attempt to shed more light on the relative differences between groups.

The numbers of observations, means, and standard deviations for each variable for Groups A, C, and E are shown in Table 3, while a summary of the univariate F tests for these groups is presented in Table 4. As can be seen from Table 4, a significant difference between groups was detected for both the ATFC-II (observed F = 6.548; critical F = 3.16) and the CRPS (observed F = 5.966; critical F = 3.19). In order to determine which groups differed on these variables, studentized ranges were computed for all three pairs of means using the Newman-Keuls method of multiple comparison. The harmonic mean of the number of observations in Groups A, C, and E was used in these Q tests because of the unequal sample sizes.

The results of these Q tests, given in Table 5, indicate that the mean gain score achieved on the ATFC-II by Group A is significantly greater than the mean gain scores achieved on that scale by both Group C and Group E. However, the mean gain score achieved on the ATFC-II by Group C is not significantly different from that achieved by Group E.

Moreover, for the CRPS, the mean gain score achieved by Group A is significantly greater than the mean gain

TABLE 3

Numbers of Observations, Means, and Standard Deviations for Groups A, C, and E Univariate Analyses of Variance

Item	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
Group A				
N	42	36	19	19
Mean	-0.340*	-7.000*	-0.012	0.021
St. Dev.	0.556	9.320	0.080	0.329
Group C				
N	11	10	6	6
Mean	0.203	1.900	-0.009	-0.114
St. Dev.	0.592	7.125	0.043	0.140
Group E				
N	8	8	8	8
Mean	0.199	-11.625*	-0.066	-0.125
St. Dev.	0.331	7.615	0.079	0.337

*$p < .05$.

TABLE 4

Univariate Analyses of Variance for Groups A, C, and E

Source	df	MS	F
ATFC-II[a]	2, 58	1.915	6.548*
CRPS[b]	2, 51	456.575	5.966*
CBC Occurred	2, 30	0.009	1.623
CBC Bothersome	2, 30	0.081	0.855

[a]Power = .87.

[b]Power = .85.

*$p < .05$.

TABLE 5

Results of Q Tests

for Groups A, C, and E

Groups Compared	Q Values	
	Observed	Critical
ATFC-II		
A and C	3.549*	3.40
A and E	3.523*	2.83
C and E	0.026	2.83
CRPS		
A and C	3.505*	2.84
A and E	1.822	2.84
C and E	5.327*	3.42

*$p < .05$.

score achieved by Group C, and the mean gain score achieved by Group E is also significantly greater than that achieved by Group C. The mean gain scores achieved on the CRPS by Groups A and E are not significantly different.

Sample sizes, means, and standard deviations obtained in the four analyses of variance performed on the gain scores for Groups B, D, and E are listed in Table 6; a summary of these analyses is found in Table 7. Since the results of the ANOVA indicated that there is a significant difference between Groups B, D, and E on the ATFC-II (observed $F = 3.382$; critical $F = 3.20$), the means obtained by these three groups in the analysis for that variable were compared by the Newman-Keuls method, using the harmonic mean. The observed, as well as the critical, Q values for this test are given in Table 8. As evidenced by this table, no significant Q values were obtained in this multiple comparison. Thus, the univariate analysis of variance which was performed on the mean gain scores achieved on the ATFC-II by Groups B, D, and E showed that at least one pair of means for these groups differed significantly on this variable, but the results of the Q test did not support this finding. The use of the harmonic mean of the sample sizes in the Newman-Keuls comparison is the probable cause of this inconsistency and will be discussed further in Chapter 5.

TABLE 6

Numbers of Observations, Means, and Standard Deviations for Groups B, D, and E

Univariate Analyses of Variance

Item	Scale			
	ATFC-II*	CRPS	CBC Occurred	CBC Bothersome
Group B				
N	32	28	14	14
Mean	-0.336	-8.393	0.009	-0.039
St. Dev.	0.759	11.347	0.061	0.402
Group D				
N	12	13	13	13
Mean	0.012	-3.385	-0.025	0.194
St. Dev.	0.367	4.556	0.109	0.281
Group E				
N	8	8	8	8
Mean	0.265	-8.375	-0.063	0.110
St. Dev.	0.345	6.675	0.057	0.249

*$p < .05$.

TABLE 7

Univariate Analyses of Variance for Groups B, D, and E

Source	df	MS	F
ATFC-II[a]	2, 49	1.393	3.382*
CRPS	2, 46	119.592	1.362
CBC Occurred	2, 32	0.014	2.066
CBC Bothersome	2, 32	0.187	1.718

[a]Power = .55.

*$p < .05$.

TABLE 8

Results of Q Test

for Groups B, D, and E

ATFC-II

Groups Compared	Q Values	
	Observed	Critical
B and D	1.923	2.85
B and E	3.320	3.43
D and E	1.398	2.85

NOTE.--None of the observed Q values are significant at the .05 level.

CHAPTER V

Discussion

It was anticipated that the mean gain scores obtained from Week 1 to Week 4 on the ATFC-II (Attitude Toward the Freedom of Children--Scale II), the CRPS (Child Rearing Practices Scale), and both subscales of the CBC (Children's Behavior Checklist) by Group A would be significantly greater than the corresponding mean gain scores obtained by both Group C and Group E. The multivariate analysis of variance for these three groups showed that a significant difference does exist on the linear combination of the four variables. The simultaneous confidence intervals which were computed provided evidence that the ATFC-II and the CRPS were the main contributors to this significance. When single degrees of freedom linear contrasts were performed, it was found that the mean gain scores achieved on both the ATFC-II and the CRPS by Group A were significantly greater than the mean gain scores achieved on those instruments by Group C and Group E. These results clearly indicate that parents' attitudes and behavior were effectively changed after four Adlerian Parent Study Group sessions.

Likewise, it was predicted that the four mean gain scores obtained from Week 1 to Week 6 by Group B would be significantly greater than the appropriate mean gain scores obtained by both Group D and Group E. The results of the

multivariate analysis of variance which was performed on the gain scores for Groups B, D, and E, however, indicated that no significant differences exist between any of the groups on the linear combination of the ATFC-II, the CRPS, the Behaviors Which Occur subscale of the CBC, and the Behaviors Which Are Bothersome subscale of the CBC. The outcome of this analysis was surprising, in light of the fact that significant differences on the ATFC-II and the CRPS had been found after 4 weeks. It was understandable, though, when viewed in terms of repeated measures on the same subjects.

By Week 6, the subjects may have been tired of completing one set of questionnaires each week and, consequently, may have approached this task with less diligence than at Week 4. If this was the case, the raw scores, and thus the gain scores, for Week 4 should be more accurate than those for Week 6. Therefore, if a significant difference did exist during Week 6, it could have remained undetected by the measuring instruments more easily than the difference which existed during Week 4. This condition would account for the lack of evidence of statistically significant differences in the mean gain scores for Groups B, D, and E. It is interesting to note, however, that 1.893, the F value observed in this analysis, is significant at the 0.10 level.

The results of the analyses of variance which were carried out separately on the gain scores for each of the four variables were considered valuable in terms of the descriptive, rather than statistical, evidence which they provided. For the ATFC-II, nevertheless, the outcome of the ANOVA's performed with Groups A, C, and E closely paralleled the results of the corresponding multivariate test. In the univariate analyses, significant differences were found for these groups on the ATFC-II. Subsequent Q tests showed that Group A achieved a significantly greater mean gain score on the ATFC-II than both Group C and Group E; no significant difference was found between Groups C and E on this variable. These findings added further support, in addition, to that provided by the MANOVA, that desirable attitude change was effected by a 4-week Adlerian Parent Study Group experience.

The ANOVA also showed that a significant difference exists among Groups A, C, and E on the CRPS. Q values computed between means evidenced that the mean gain scores achieved on this scale by both Group A and Group E are significantly greater than those achieved by Group C while there is no significant difference in the mean gains for Groups A and E. The evidence that Group A made significantly greater gains than Group C indicated that Adlerian Parent Study Groups can improve parents' behavior after

four meetings. In this respect, the univariate analyses substantiated the results of the multivariate analysis.

However, the fact that the mean gain scores achieved by Group E were found to be significantly greater than those achieved by Group C but not significantly different from those achieved by Group A suggests that repeated measures on the same subjects had an effect on this study. The single degrees of freedom linear contrasts performed to clarify the MANOVA results did not detect this, though. In fact, no evidence of this effect was found in either of the multivariate analyses of variance. Therefore, it could only be concluded that a significant repeated measures effect may have existed in this study.

The results of the ANOVA for Groups B, D, and E differed from the results of the MANOVA for the same groups. While the MANOVA found no significant differences on the linear combination of the four variables, the ANOVA showed that a significant difference exists on the ATFC-II. However, the studentized ranges computed for the three pairs of means evidenced no significant differences between Groups B, D, and E on the ATFC-II. Thus, while the univariate analysis of variance indicated that a significant difference exists, this difference was not detected in the subsequent Q test. This apparent contradiction was most likely due to the huge differences in sample sizes.

Since Groups B, D, and E did not all have equal numbers of subjects, the harmonic mean of the number of observations in each group was used to compute the studentized range. This method of adjusting for unequal sample sizes is not recommended for groups whose sizes differ appreciably. In the Q test performed for Groups B, D, and E, the sample sizes were 32, 12, and 8, respectively. The sizable differences in the number of observations between Groups B and D and between Groups B and E were probably responsible for the lack of significant Q values. It seems likely, then, based on the results of the univariate analysis of variance, that a significant difference does exist between Groups B, D, and E on the ATFC-II. Examination of the means for that test (See Table 6) demonstrates that, if a significant difference does exist, it is between Groups B and D, and possibly also between Groups B and E, with the mean gain score for Group B being significantly greater.

Neither the multivariate nor the univariate tests found any significant difference between Groups A, C, and E or Groups B, D, and E on either the Behaviors Which Occur or the Behaviors Which Are Bothersome aspects of the CBC. Apparently, the training period was too short for children to change their behavior and for parents to alter their reaction to their children's behavior.

Subjective Evidence

The experimenter participated as group leader in two of the discussion groups. By Week 4, some of the parents in these groups began enthusiastically reporting to the other group members how they were attempting to apply the principles they had learned in the group sessions to their child rearing behavior. They cited specific incidents which indicated that they were beginning to treat their children as social equals, allowing them more freedom while, at the same time, teaching them to be responsible for their actions.

Furthermore, at the final session, which occurred during Week 8, most of the parents in both of these groups disclosed that they had for some time been successfully using the newly-acquired principles in many areas of their child rearing. Based on their comments, the experimenter concluded that many of the parents had been applying Adlerian techniques in their interactions with their children at least since Week 6 and probably since Week 4.

At the first meeting, some of these parents had expressed very negative attitudes toward the idea that parents can no longer effectively dictate their children but, rather, must stimulate them to behave cooperatively. Apparently, by Week 4 or Week 6, the parents' attitudes had changed enough so that they were willing to experiment

with the method of child rearing presented by Rudolf Dreikurs in the book entitled Children: The Challenge (Dreikurs & Soltz, 1964). Further attitude changes may then have occurred as these parents witnessed the effectiveness of the Adlerian techniques.

Limitations

Unfortunately, this experiment had several unavoidable limitations. One of these was the small sample size. If all other factors are equal, the power of an experiment is lower with a small sample than with a larger one. When the number of observations is small, it is difficult to detect any significant differences that exist. This study had been planned to involve a large number of subjects. However, many of the persons who attended the Adlerian Parent Study Groups from which the sample for the present research was drawn failed to complete the questionnaires. Consequently, they could not be included in the sample.

Lack of motivation to complete the questionnaires is a common problem in research of this type. These parents had volunteered to participate in the discussion groups but had not volunteered to participate in this study. Nevertheless, they were asked to assist the experimenter by completing eight sets of questionnaires. While this was not a time-consuming or difficult task, many parents regarded it as a nuisance. Moreover, they were offered

no immediate reward for their help. Thus, many of them forgot, or elected to forget, to complete the questionnaires.

Another problem in this study was the actual use of questionnaires. It was not possible for a trained observer to collect the data; in this case, the parents served as the observers. As the number of observers increases, so does the chance that error will be introduced into the data. Furthermore, some of the subjects may have responded inaccurately to the items on the questionnaires. While the accuracy of the information provided on the questionnaires was assumed, it could not be ascertained. For example, some parents, after a busy morning, may have had difficulty remembering details of a child's behavior before he left for school that day; this could have led to inaccuracy in completing the CBC. Others may have attempted to provide socially-acceptable answers.

Finally, it would have been desirable to pretest the subjects before the first group session. Although it was valuable to examine attitudinal and behavioral gains achieved from Week 1 to Week 4, it is likely that greater gains would have been observed if the subjects had been pretested before, rather than after, the first Adlerian Parent Study Group meeting. However, it was not possible in this study to gather the pretest data prior to the first session.

CHAPTER IV

Summary and Implications of Research

The purpose of this study was to evaluate the effectiveness of Adlerian Parent Study Groups in changing parents' child rearing attitudes and behavior and their children's behavior after: 1)Four, and 2)Six sessions. The Attitude Toward the Freedom of Children--Scale II was used to measure parents' child rearing attitudes; the Child Rearing Practices Scale was used to assess parents' behavior. Two aspects of children's behavior, the percentage of behaviors which occur and the percentage of behaviors which are bothersome, were evaluated with the Children's Behavior Checklist.

There were two experimental groups, A and B, consisting of parents who attended a maximum of eight weekly parent study meetings. Both groups were pretested during the week following the first meeting. Group A, composed of 43 parents, was posttested during the week following the fourth meeting while Group B, composed of 32 parents, was posttested during the week following the sixth meeting.

Three control groups were included in the present study. Two of these groups, C and D, were asked to complete two sets of questionnaires. Both were given one set during the first week of the control period. The 11 subjects in Group C were posttested during the fourth week and the 13

subjects in Group D, during the sixth week. Group E consisted of 8 parents who completed one set of questionnaires per week for 8 weeks. The questionnaires completed by this group during the fourth week were considered as the posttest measures in comparisons with Groups A and C; those completed during the sixth week were used in comparisons with Groups B and D.

Pre- to posttest gain scores were computed for each subject on each of the four variables being studied. Multivariate analyses of variance were performed for: 1) Groups A, C, and E, and 2) Groups B, D, and E, using only those subjects for whom four gain scores were available. Moreover, while the four variables were not assumed to be independent of each other, due to repeated measures on the same subjects, the gain scores for each variable were analyzed individually. These univariate analyses provided additional data of a descriptive nature.

It has been shown that participation in as few as four Adlerian Parent Study Group sessions produced positive changes in parents' child rearing attitudes and behavior. While there was some question, based on the statistical results of this study, as to whether these changes were maintained after six sessions, subjective evidence gathered from the researcher's observations of two of these parent groups suggests that the gains were maintained. It is

strongly suspected that problems in the design of this experiment were responsible for the lack of statistical evidence of significant mean gains on the ATFC-II and the CRPS during Week 6.

No evidence that discussion groups effectively changed children's behavior or their parents' perceptions of that behavior were detected. Nevertheless, it is possible that these changes evolved after Week 6 if the parents continued to apply the Adlerian principles learned in the group sessions to their child rearing.

If it can be demonstrated by future research that: 1)Adlerian Parent Study Groups can desirably alter parents' child rearing attitudes and behavior after fewer than 10 sessions, and 2)That positive changes in the behaviors measured by the CBC occur as the parents consistently practice the method of child rearing learned in these groups, many parent educators may decide to shorten the duration of the group experience, in at least some cases. Hopefully, this would allow many parents who are interested in attending Adlerian Parent Study Groups, but who cannot commit themselves to as many as 10 sessions, to avail themselves of this education. Likewise, it might encourage more people to serve as group leaders if less time were required to complete the experience. With more group leaders and fewer study group meetings, the child rearing

principles found in Children: The Challenge (Dreikurs & Soltz, 1964) might be disseminated to much larger numbers of people than it is now possible to reach.

Suggestions for Future Research

Further research on the effectiveness of Adlerian Parent Study Groups in producing desirable changes in the attitudes and behavior of the parents and the behavior of their children after fewer than 10 sessions is warranted. In particular, studies conducted with larger sample sizes would be desirable. Of course, as mentioned above, the problem of providing motivation for the subjects to participate in the study must be dealt with if large sample sizes are to be obtained.

An additional factor which should be considered in the design of future experiments of this type is the possible effect of repeated measures on the same subjects. Randomly assigning the parents in each study group to different subgroups, each of which is posttested during a different week, would allow the experimenter to determine more accurately at which point, and in what order, attitudes and behavior change. For maximum effectiveness, no parent should belong to more than one subgroup and each subgroup should be represented in each parent group. This method, needless to say, would require a very large number of subjects so that sufficient power could be achieved in the

statistical tests on each of the subgroups. Also, in a design such as this, pretesting should be performed before the parents are exposed to the discussion sessions and the study material. If they are not pretested before the first session, some changes in attitudes and behavior may occur but not be measured.

Of further interest would be follow-up studies on both those parents who complete the study group experience and those parents who drop out before the end of the experience. For both categories, each parent could be tested at least several months, possibly a longer period, after the last meeting which he attended to ascertain if attitudinal and behavioral changes achieved during the course of attendance at the Adlerian Parent Study Groups had been maintained.

Moreover, it would be valuable to posttest parents who drop out of the groups immediately after the last session which they attend. Comparisons of the posttests for this group with posttests administered after the last group meeting for those who completed the training might provide important insights into why some parents chose to cease attending the Adlerian Parent Study Group sessions.

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APPENDICES

APPENDIX A

Attitude Toward the Freedom of Children--Scale II

Following you will find thirty-three statements expressing different attitudes toward the question of children's rights and liberties.

For each one of the thirty-three items, circle AGREE if you agree with the statement and circle DISAGREE if you disagree with the statement.

If you cannot decide about a statement, you may mark it with a question mark. This is not an examination. People differ in their opinions about what is right and wrong in this issue.

_____
I.D. Number

AGREE DISAGREE 1. Except in danger situations, a child should never be expected to obey without being given an adequate reason.

AGREE DISAGREE 2. The child should be taught to respect the wishes of his elders.

AGREE DISAGREE 3. When imposing restrictions upon a child, a parent should have well considered reasons and should be willing to give them.

AGREE DISAGREE 4. A child should be required to eat everything that is set before him.

AGREE DISAGREE 5. A child should never be forced to do a thing he does not wish to do.

AGREE DISAGREE 6. Rigid training for obedience should be started in infancy.

AGREE DISAGREE 7. I believe in placing upon young children but few restrictions and enforcing these strictly.

AGREE DISAGREE 8. In all quarrels between young children adults should arbitrate.

AGREE DISAGREE 9. A child should never be required to say "please."

AGREE DISAGREE 10. The will of the parent should be dominant over the will of the child.

AGREE DISAGREE 11. In his explorations of property the child should always be under close supervision.

AGREE DISAGREE 12. A child should be given more than one chance to obey.

AGREE DISAGREE 13. It is the parents' task to make the child want to do what is good for him.

AGREE DISAGREE 14. A child's liberty should be restricted in danger situations only.

AGREE DISAGREE 15. When a child is absorbed in his own immediate affairs, a parent should consider the fact before making a demand.

AGREE DISAGREE 16. Natural forces, not individuals, should discipline the young child.

AGREE DISAGREE 17. Little children should be forced to obey, but the control of older children should be less exacting.

AGREE DISAGREE 18. Within the limits of justice and safety, a young child in his play should be free from adult interference.

AGREE DISAGREE 19. The older pre-school child should be allowed a certain amount of freedom in making decisions and assuming the consequences.

AGREE DISAGREE 20. A child should be allowed to do as he wishes in all things.

AGREE DISAGREE 21. A child should be given a choice in every matter possible.

AGREE DISAGREE 22. A child should always be supervised by his parents in his work activities.

AGREE DISAGREE 23. From a selection of foods chosen by an adult as suitable for the young child, the child should be allowed to choose freely.

AGREE DISAGREE 24. The Puritan method of bringing up children is the best method.

AGREE DISAGREE 25. If a child does not comply at once with a request in matters pertaining to health, he should be forced to.

AGREE DISAGREE 26. The child's own limitations in relation to his physical environment should be all that should restrict him in his play activities.

AGREE DISAGREE 27. The whims of the child should be repressed at all times.

AGREE DISAGREE 28. Within certain selected situations, a child should be allowed to assert his personal likes and dislikes.

AGREE DISAGREE 29. A child should be permitted to do as he wishes with his own playthings.

AGREE DISAGREE 30. A child should never be allowed openly to disagree with his parents.

AGREE DISAGREE 31. In the face of an emergency situation the immediate obedience of the child should be required.

AGREE DISAGREE 32. A child should be encouraged but not required to say "please" when he makes a request.

AGREE DISAGREE 33. A child should not be allowed to destroy or abuse his own playthings.

APPENDIX B

Scale Values for Each Item of the Attitude Toward the Freedom of Children--Scale II

1.	2.59	18.	3.38
2.	7.72	19.	4.41
3.	5.25	20.	0.54
4.	10.01	21.	2.14
5.	0.67	22.	8.41
6.	9.44	23.	3.79
7.	5.75	24.	10.29
8.	8.77	25.	7.81
9.	0.91	26.	1.54
10.	9.81	27.	10.28
11.	8.16	28.	5.01
12.	3.95	29.	1.81
13.	5.62	30.	9.36
14.	2.32	31.	6.24
15.	4.24	32.	4.63
16.	1.27	33.	7.17
17.	7.61		

APPENDIX C

Child Rearing Practices Scale

Date _____ I.D. Number _____

This questionnaire has been given to you as part of a joint parent education-research program. The person giving this questionnaire to you thinks you know the most about her child rearing practices and has contacted you for information. You are asked to answer each question in this questionnaire to the best of your ability. Your answers will help to evaluate the effectiveness of the parent education program now being undertaken. The information you provide will be kept strictly confidential. (You will notice that no names are asked for.)

After you have completed the questions, you may discuss the answers with the person being rated if you decide to do so. Please do not change your answers, however, for it is your observations of her behavior that we need. We fully realize that no two people necessarily agree on how they see things.

It is important that the questionnaire be returned as soon as possible. It is help of this kind, which only you can provide, that enables programs such as these to be as meaningful and as potentially valuable as they are.

INSTRUCTIONS

1) In describing this person's child rearing practices, please circle the one answer for each item that best describes her behavior during the past week.

2) If you are unsure of your answer, go ahead and answer it to the best of your ability, but put a question mark next to your answer.

3) Please complete this questionnaire as soon as possible and return it. It can either be mailed or returned with the person giving it to you.

_____

Relationship to the Person Being Rated

DURING THE PAST WEEK SHE HAS DONE WHICH OF THE FOLLOWING WHEN CHILDREN MISBEHAVE?

1.SPANKED	never	rarely	some-times	usually	always
2.EMBARRASSED THE CHILD (e.g. "what will others think.")	never	rarely	some-times	usually	always
3.WITHDREW PRIVILEGES (e.g. TV, allowances)	never	rarely	some-times	usually	always
4.USED CONFINEMENT (e.g. to room)	never	rarely	some-times	usually	always
5.CENSURED THE CHILD (e.g. "you are no good when you do that.")	never	rarely	some-times	usually	always
6.INDUCED GUILT (e.g. "how could you do that to me.")	never	rarely	some-times	usually	always
7.DISCIPLINED DIRECTLY IN LINE WITH MISBEHAVIOR (e.g. late for dinner, therefore no dinner)	never	rarely	some-times	usually	always
8.WITHDRAWAL OF LOVE (e.g. "I don't love you when you do that.")	never	rarely	some-times	usually	always

SHE HAS ATTEMPTED TO GET THE CHILD TO DO SOMETHING BY:

1.YELLING (e.g. "get in this house!!!")	never	rarely	some-times	usually	always
2.BRIBING (e.g. "if you do this you will get...")	never	rarely	some-times	usually	always
3.THREATENING (e.g. "you better do this or else.")	never	rarely	some-times	usually	always
4.SUGGESTION (e.g. "you may do this," rather than "you must do this.")	never	rarely	some-times	usually	always

HOW MANY TIMES HAS SHE SAID

1."I CAN'T CONTROL HIM."	never	rarely	some-times	usually	always
2."I AM YOUR MOTHER SO DO THIS BECAUSE I SAY SO."	never	rarely	some-times	usually	always
3."I TOLD YOU SO!"	never	rarely	some-times	usually	always
4.SHE WAS DISCOURAGED ABOUT CHILD RAISING	never	rarely	some-times	usually	always
5.SHE WAS ENCOURAGED ABOUT CHILD RAISING	never	rarely	some-times	usually	always

DURING THE PAST WEEK HOW OFTEN HAS SHE

1. LET CHILDREN GET AWAY WITH MISBEHAVIOR	never	rarely	some-times	usually	always
2. BEEN INCONSISTENT IN DISCIPLINARY PRACTICES (let child do something one day and not the next.)	never	rarely	some-times	usually	always
3. LET CHILDREN DO FOR THEMSELVES WHAT THEY CAN (e.g. dressing, choosing own clothes, picking up toys.)	never	rarely	some-times	usually	always
4. PLAYED WITH CHILDREN	never	rarely	some-times	usually	always
5. TALKED WITH CHILDREN	never	rarely	some-times	usually	always

DURING THE PAST WEEK HOW MUCH HAS SHE

1. DONE CHILDREN'S CHORES FOR THEM	never	rarely	some-times	usually	always
2. GOTTEN INVOLVED IN CHILDREN'S ARGU-MENTS AND FIGHTS	never	rarely	some-times	usually	always
3. GOTTEN UPSET ABOUT CHILDREN'S EATING HABITS, TABLE MANNER, ETC.	never	rarely	some-times	usually	always
4. GOTTEN INTO ARGU-MENTS WITH CHILDREN	never	rarely	some-times	usually	always
5. CALLED CHILDREN REPEATEDLY FOR SUCH THINGS AS BREAKFAST, DINNER, BEDTIME	never	rarely	some-times	usually	always

APPENDIX D

Children's Behavior Checklist

This checklist is to be filled out on an elementary school-aged child in the family. The checklist is divided into three sections:

A. MORNING--from awakening to before lunch;
B. AFTERNOON--from lunch to before dinner;
C. EVENING--from dinner to bedtime;
D. MISCELLANEOUS--problems which could occur anytime during the day or evening.

INSTRUCTIONS--Fill out sections A, B, and C immediately after the specified period of time ends by putting a check in the appropriate box or boxes. Section D should also be referred to, and appropriately checked, after each time period, e.g., Section A should be filled out after the child leaves for school, and if any of the items on the MISCELLANEOUS list (List D) occurred during that time they should be checked. The same procedure would be followed before dinner (with Lists B and D) and after the child goes to bed (with Lists C and D).

First Name of Child _____ Age _____ I.D. Number _____

A. MORNING: THE CHILD	OCCURRENCE OF BEHAVIOR			
	NO OPPORTUNITY	YES	NO	IF YES, DID IT BOTHER YOU?
1. WAS CALLED MORE THAN ONCE TO GET OUT OF BED.....				
2. ASKED FOR HELP WITH DRESSING.....				
3. ASKED FOR HELP IN PICKING OUT CLOTHES..				

4. WAS CALLED MORE THAN ONCE FOR BREAKFAST...				
5. WAS LATE FOR BREAKFAST.....				
6. NEEDED PROMPTING TO EAT.....				
7. REFUSED TO EAT.....				
8. HAD BAD TABLE MANNERS				
9. NEEDED TO BE REMINDED TO WASH UP..				
10. NEEDED HURRYING UP FOR SCHOOL.....				
11. WANTED TO STAY HOME FROM SCHOOL.....				
12. REFUSED TO GO TO SCHOOL.....				
13. WET THE BED LAST NIGHT.....				
14. HAD A BAD DREAM LAST NIGHT.....				

B. AFTERNOON: THE CHILD	NO OPPORTUNITY	YES	NO	IF YES, DID IT BOTHER YOU?
15. WAS CALLED MORE THAN ONCE FOR LUNCH.....				
16. WAS LATE FOR LUNCH...				
17. NEEDED PROMPTING TO EAT LUNCH.....				
18. REFUSED TO EAT LUNCH.				
19. HAD BAD TABLE MANNERS				

C. EVENING: THE CHILD

	NO OPPORTUNITY	YES	NO	IF YES, DID IT BOTHER YOU?
20. WAS CALLED MORE THAN ONCE FOR DINNER.....				
21. WAS LATE FOR DINNER..				
22. NEEDED PROMPTING TO EAT.....				
23. REFUSED TO EAT DINNER				
24. HAD BAD TABLE MANNERS				
25. WAS TOLD MORE THAN ONCE TO GO TO BED....				
26. GOT UP AFTER BEING PUT TO BED.....				
27. SHOWED FEAR OF DARKNESS.....				

D. MISCELLANEOUS: THE CHILD

	NO OPPORTUNITY	YES	NO	IF YES, DID IT BOTHER YOU?
28. WET PANTS DURING THE DAY.....				
29. SOILED SELF DURING THE DAY.....				
30. WAS BOSSY WITH FRIENDS/FAMILY MEMBERS.....				
31. ARGUED WITH FRIENDS/ FAMILY MEMBERS.....				
32. PHYSICALLY FOUGHT WITH FRIENDS OR FAMILY MEMBERS.....				

33. TALKED BACK TO PARENTS.....				
34. WOULD NOT SHARE WITH SOMEONE.....				
35. DESTROYED PROPERTY OF OTHERS.....				
36. STOLE SOMETHING.....				
37. TOLD A LIE.....				
38. STUTTERED.....				
39. USED BABY TALK.....				
40. BIT NAILS.....				
41. SUCKED THUMB.....				
42. HAD TEMPER TANTRUM...				
43. SULKED OR POUTED.....				
44. CRIED.....				
45. LEFT TOYS OUTSIDE....				
46. LEFT TOYS IN LIVING ROOM.....				
47. LEFT OWN ROOM MESSY..				
48. DID NOT DO CHORES....				
49. EXTREMELY ACTIVE.....				
50. NOISY IN CAR.....				
51. NOISY IN HOUSE.....				
52. INTERRUPTED WHEN MOTHER BUSY.....				
53. SHOWED FEAR OF ANIMALS.....				

APPENDIX E

Gain Scores for Group A

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
1	-0.3700	-5	0.0000	0.0910
2	0.2900	11	0.1130	0.5000
3	-0.2200	0	-0.0370	0.7500
4	-0.7800	7		
5	-0.4500	-11		
6	0.9700	-11	-0.1890	-0.0910
7	-0.3400	-15	0.0000	-0.3630
8	-1.0400		-0.0750	-0.0420
9	-1.5500			
10		-11	0.0000	0.0000
11	-0.0100	-11		
12	-0.2700	-11		
13	-0.2300			
14	0.3500			
15	-0.2300	-5		
16	0.1100	-24	0.1510	0.6360
17	-0.1300	-17	-0.0190	0.0180
18	-0.3200	-4	-0.0940	-0.0360
19	-0.8700	5		
20	-0.1900			
21	0.3900	-17		
22	0.0500	0		
23	-0.4700	-7	0.0760	-0.4330
24	-0.4400	15	0.0000	0.1670
25	-0.3200	-1	0.0190	-0.0220
26	-0.6000	-18		
27	-0.1900	8		
28	-0.5600	-2	0.0190	0.0000
29	0.7900	-6		
30	-0.5900	-22	-0.0380	-0.4650

APPENDIX E
(cont.)

Gain Scores for Group A

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
31	-1.3700			
32	-0.4600	-4		
33	-0.3000	-9	0.0560	-0.0630
34	-1.1700	-11	-0.0190	0.1210
35	-0.1600	-13	-0.1130	-0.3630
36	0.3500	-19		
37	-0.1000	-3		
38	0.0000	-5		
39	-0.3400	-3		
40	0.1100		-0.0750	0.0000
41	-0.9400	-6		
42	-1.4800	-4		
43	-1.2000	-23		

APPENDIX F

Gain Scores for Group B

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
1	-0.1300	-1	0.0380	0.5000
2	-0.8600	4	-0.0750	-0.2500
3	0.5000	16		
4	-0.4400	-20		
5	1.4400	-7	-0.0190	-1.0000
6	-1.0200	-4	0.0190	-0.2050
7	-1.7300			
8	0.0100	-9	-0.0370	0.0700
9	0.0000	-12		
10	-0.2300			
11	0.5600			
12	1.0100	-11	-0.0380	-0.2380
13	0.1900	-27	0.0750	0.1430
14	-0.1900	-16	-0.0190	0.4460
15	-0.7200	-9	-0.0180	-0.2050
16	-0.3800	-21		
17	-0.1900	-3		
18	-0.5200	14		
19	-0.5100	-8	0.0190	0.0000
20	0.5600	-3		
21	-0.3000	-5	0.0750	0.5560
22	-0.9900	-19	0.1320	-0.1520
23	0.1400	-15	-0.0760	-0.3130
24	0.1000	-18		
25	0.0500	0		
26	-0.2800	-1		
27	-0.2000	1	0.0560	0.1000
28	-0.5100	1		
29	-1.5900			
30	-1.1500	-11		
31	-1.9800	-15		
32	-1.3800	-36		

APPENDIX G

Gain Scores for Group C

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
1	-0.1400		0.0000	0.0000
2	1.8100	8	0.0380	0.0060
3	0.0200	3		
4	-0.1500	1		
5	0.0100	-7	-0.0570	-0.3330
6	0.2800	-5		
7	-0.1700	-2	-0.0560	-0.2000
8	0.0700	18		
9	0.0900	-1		
10	-0.2600	4	-0.0190	-0.1560
11	0.6700	0	0.0380	0.0000

APPENDIX H

Gain Scores for Group D

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
1	-0.2800	1	0.0000	0.0000
2	-0.2200	3	0.0380	0.0000
3	0.2600	-6	-0.0950	0.5000
4	0.2600	-2	-0.1890	0.3570
5	0.2900	-8	-0.1130	-0.1390
6	0.3600	-9	-0.2450	0.0000
7	-0.0200	-8	0.0180	0.0000
8	-0.1800	1	0.0940	-0.0670
9		-5	0.0190	0.3750
10	-0.8300	0	0.0180	0.2500
11	-0.1200	-10	-0.0560	0.3000
12	0.5100	-3	0.0750	0.8570
13	0.1100	2	0.1140	0.0830

APPENDIX I

Gain Scores for Group E

Person	Scale			
	ATFC-II	CRPS	CBC Occurred	CBC Bothersome
Week 4 Minus Week 1				
1	0.1200	-7	-0.0180	0.1670
2	0.6000	-22	-0.1890	-0.6000
3	-0.1200	-14	-0.0190	-0.2000
4	0.8100	-8	-0.0380	0.0000
5	0.1500	-23	-0.1700	-0.6670
6	0.0000	-1	0.0380	0.0000
7	0.1000	-8	-0.0940	0.1350
8	-0.0700	-10	-0.0370	0.1670
Week 6 Minus Week 1				
1	0.1200	-7	-0.0370	0.5000
2	0.6000	-3	-0.1320	0.0670
3	0.3700	-14	0.0190	0.4670
4	0.8100	-4	-0.0940	0.0000
5	-0.2000	-17	-0.0950	-0.1670
6	0.0700	0	0.0190	0.0000
7	0.4200	-17	-0.0940	0.1350
8	-0.0700	-5	-0.0940	-0.1190

APPENDIX J

Dear Parent:

As part of a research study which I am conducting for my Master's degree in Child Development, I am seeking volunteers to participate in a control group. As a member of the control group you would be sent a 3-part questionnaire. The first part of the questionnaire deals with your attitudes about child rearing and would be filled out by you. The second part concerns your actual child rearing practices and would be completed by someone who knows you well and is able to observe your interaction with your children (ex. spouse, boyfriend or girlfriend, older child in the family, close friend or neighbor). The third part of the questionnaire consists of a checklist of your child's behavior and would be filled out by you. Completion of the entire questionnaire will take approximately 15 minutes.

You would be asked to complete one of these 3-part questionnaires during the week of November 4, 1974 and another during the week of either November 25, 1974 or December 9, 1974. You would be given a choice of which week you would be willing to complete the second questionnaire (i.e. the week of November 25 or the week of December 9). Each of the two questionnaires would be mailed to you just prior to the week in which it is to be filled out. You would also receive a stamped, self-addressed envelope to be used for returning each completed questionnaire.

It will not be necessary for you to sign your name to the questionnaires. You will be assigned an I.D. number and, when you return both questionnaires, your answers will be recorded along with your number only. No information about you, except your assigned I.D. number and your answers on the questionnaires, will be collected, recorded, or used in any way.

If you so desire, at the completion of the study, I will interpret for you your answers on the questionnaires--in terms of how your child rearing attitudes and practices and your child's behavior compare with those of other parents and children.

This study is in no way related to your child's schoolwork. However, your participation in this research project will help me very much and may provide valuable information to others in the field of Parent Education. If you are willing to serve as a volunteer member of this control group please phone me. Your help will be greatly appreciated.

VITA

Mary Regel Burness (nee Mary Elizabeth Regel) was born August 18, 1949 in Philadelphia, Pennsylvania. In 1967 she graduated from Little Flower Catholic High School for Girls (Philadelphia). She then attended Rutgers--The State University (Camden, New Jersey) where she was awarded the Bachelor of Arts degree in Psychology in 1971. During her senior year at Rutgers, she began working as a probation counselor in affiliation with the Camden County Juvenile Probation Department.

In December, 1971 she married James H. Burness and, consequently, moved to Blacksburg, Virginia. In September, 1972 she commenced graduate studies at Virginia Polytechnic Institute and State University on a part-time basis while working full-time for the University. During this period, she was employed by the Donaldson Brown Center for Continuing Education and the Virginia Tech Computing Center. She is a member of Phi Kappa Phi national honorary society.

Mary Regel Burness

AN EVALUATION OF THE EFFECTIVENESS OF ADLERIAN PARENT STUDY GROUPS AFTER FOUR WEEKS AND AFTER SIX WEEKS

by

Mary Regel Burness

(ABSTRACT)

This research was an attempt to evaluate the effectiveness of Adlerian Parent Study Groups as related to parents' child rearing attitudes and behavior and their children's behavior after: 1)Four, and 2)Six sessions. The Attitude Toward the Freedom of Children--Scale II was used to measure parents' child rearing attitudes; the Child Rearing Practices Scale was used to assess parents' behavior. Two aspects of children's behavior, the percentage of behaviors which occur and the percentage of behaviors which are bothersome, were evaluated with the Children's Behavior Checklist.

All subjects were pretested during Week 1. One experimental and two control groups (with 43, 11, and 8 subjects, respectively) were posttested during Week 4 while another experimental group and two control groups (with 32, 13, and 8 subjects, respectively) were posttested during Week 6. Gain scores for each subject were computed individually for the four variables being measured.

A multivariate analysis of variance was performed on the gain scores for each of the three groups. The results

indicate that participation in as few as four Adlerian Parent Study Group sessions produced positive changes in parents' child rearing attitudes and behavior. While it was unclear whether these gains were maintained after six sessions, subjective evidence suggests they were. Problems in the design of the experiment were probably responsible for the lack of statistical evidence of mean gains during Week 6. The results did not show that the study groups significantly lowered either the percentage of behaviors which occur or the percentage of behaviors which are bothersome after four or six sessions.