

A COMPARISON OF MOTHERS' ATTITUDES AND PERCEPTIONS
USING TWO METHODS OF ADLERIAN PARENT EDUCATION

by

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Chapter 1

INTRODUCTION

Every person who takes part in the rearing of a child has an enormous potential influence on the child's development (Frost, 1975), but it is the parents who are in the best position to exert the most positive or negative influence on the child's personality development. The importance of trained parents has been emphasized by T. H. Bell (1975:271), United States Commissioner of Education, who stated "Every child needs, and has a right to, trained parents." In response to this need, parents, teachers, counselors, school administrators, the medical profession, and others, who deal with children, are seeking more effective ways of coping with children's behavior. Schools and hospitals are focusing efforts toward improving parenting skills. At the present time, parent education course offerings in universities and colleges are in great demand by both graduate and undergraduate students. The elementary schools are urged to assume more responsibility for initiating the contact with parents and involving them in a meaningful way in their child's education (Samuels, 1973). To help meet this challenge, parenting skills that were formerly taught to low-income parents of pre-school children through Head Start are now taught to some low-income parents through Home Start programs (O'Keefe, 1973). Parents who are ill at ease with their children and uncertain

of their training abilities are assisted in a pediatric clinical setting (Glick and Morris, 1971). Theamon and Gadlin (1971) used Behavior Modification T-Groups to intervene in authoritarian parent-child relationships. Whittlesey (1967) analyzed game playing, on the part of parents and psychologists, through the descriptive operational ego-states of Transactional Analysis.

In addition to Behavior Modification and Transactional Analysis, other theoretical approaches to parent education and parent training are being utilized. Parent Effectiveness Training programs offer parents, teachers, counselors, and administrators a new philosophy of dealing with children and youth as well as with each other (Gordon, 1973). Parent group discussions conducted by the Child Study Association of America (Brim, 1959) have been helpful in parent guidance. Ginott (1965, 1969) has emphasized parent-child communication for improving parenting abilities. Adlerian Parent Study Groups are an educational model for parent education that focuses on the parents' lack of parenting knowledge and ability as contributing factors to a child's maladaptive behavior. In these groups, parents and leaders meet to learn parenting interventions designed to foster mutual respect and cooperation in the family (Soltz, 1967).

Parent Materials Information Center (Evans, 1975) has focused on parent education and classified approximately fifteen hundred materials into parent education content areas. The major topics for those content areas are: academic content and skills, child abuse, discipline, early childhood activities, exceptional children, family,

group relations and training, health and safety, language and intellectual development, multi-ethnic or multi-cultural heritage, physical and sensory development, pregnancy and birth, social and emotional development, and sexual development.

There was a stated need (Bell, 1975; Frost, 1975) to find ways to assist parents to improve their parenting skills and to become better support agents for their children. To help meet this need for parent education, individuals, schools, medical centers, and governmental agencies have developed a plethora of methods for imparting parenting skills, knowledge, and capabilities. Parent education materials and models have been developed in cognitive, conative, psychomotor, and remedial areas.

THE NEED FOR THE STUDY

Currently, most of the Parent Study Group activities occur in the proximity of institutions of higher education (DeGrado, 1970; Stambaugh, 1971). With the upsurge of interest in parent education (Bell, 1975), the Office of Education has funded programs, such as Education for Parenthood. In the past, parent education programs have been costly in manpower, training, and time (Aronson, 1975). It was important that the development of alternative parent education delivery systems be considered.

At Utah State University, parent training packages were developed for use in cognitive development by parents of children

with learning difficulties who reside in rural areas and do not have access to specialized services (Stowitschek, 1975). Funded through the Bureau of Education for the Handicapped, Telepac serves parents of severely handicapped homebound children in rural areas by teaching self-help skills through a monitored slide package. George Peabody College for Teachers has developed packages to train parents to teach pre-academic skills to their children. Other organizations have been developing parent-training packages for the deaf and blind, hearing and speech impaired children, and for training personnel in state hospitals and training centers who work with children (Stowitschek, 1975). Each of these special purpose packages was designed to assist the adult in becoming effective teachers of selective cognitive skills necessary to the child's educational development (Stowitschek, 1975).

There has been a need for alienated parents to acquire knowledge concerning the purpose of children's behavior and to develop strategies for the redirection of children's misbehavior. Effective professional assistance was not available for many families who experience confusions over their children's disruptive behavior. Stambaugh (1971) has studied the leadership of Adlerian Parent Study Groups for the purpose of developing materials to train lay group leaders.

A more direct approach in delivering parent education was through the use of a learning package. This method was thought to

be the most efficient method to provide knowledge for developing parenting skills.

With the present emphasis on parent education, there was a need to study the methods of teaching adults to determine their effectiveness. The traditional teaching procedures that have been adapted from the adult student's younger counterpart were often inadequate (Bergevin, 1967). Knowles (1973) stated that our education system, as applied to adult learners, was progressively regressive; that is, the theory and technology that has been found to be effective in teaching children has been slow in being introduced to the field of adult learning. Salomon (1972) has proposed the investigation of aptitude by treatment interactions for the purpose of providing improved instruction. In another study of "mother" training as a means for the acceleration of childhood development in a high risk population, Badger, Elsass, and Sutherland (1974) found that adolescent mothers were more receptive to attending meetings than older mothers. To provide an alternative method of learning parenting skills there was a need for parent education materials that were economical in terms of manpower, time, and training and that can be available to the isolated or alienated parent. It should be possible to construct a parent education learning package that will impart parenting skills as effectively as an Adlerian Parent Study Group.

SIGNIFICANCE OF THE STUDY

There was a need for programs to help parents to improve their child's development skills and to enable them to become better support agents for their children (Lumpkin, 1973). Aronson (1975) maintained that there was a need to develop positive models of parent education that focus on behavioral problems and social inadequacies. Also, Aronson stated that there was a need to find the most economical method of delivering parent education to large populations and to improve parent education assessment skills.

This study has a sense of urgency for mothers in an anomic or high risk population where children of adolescent mothers were in jeopardy. This study attempted to determine the effectiveness of delivering parent education to the mother in a high risk population utilizing an auto-tutorial method and a parent study group method.

PURPOSE OF THE STUDY

This study has investigated the effects of two different methods for Adlerian Parent Education: (1) parent study groups and (2) auto-tutorial instruction. A comparison of the effectiveness of the group study method with a developed auto-tutorial instructional package was the basis for this study.

STATEMENT OF THE PROBLEM

The problem for this study was to measure the effectiveness of two methods of parent education by evaluating three research questions:

1. What effect will the participation in auto-tutorial group or parent study group methods of parent education have in changing the mother's attitudes toward child rearing from autocratic to democratic attitudes?

2. What effect will participation in either type of parent study have on the mother's perception of the behavior of a target child?

3. What effect will the mother's knowledge of specific appropriate behavioral interventions have in modifying the target child's behavior? Evaluation of this question depended for the most part on the development of the Parent-Child Interaction Evaluation Tape which was unsuccessful (See Section D, page 52).

The field testing of materials developed as a part of this study presents an opportunity to focus on the specifics of the auto-tutorial learning package efficacy when compared with the behavioral outcomes of the Adlerian Parent Study Group.

DEFINITION OF TERMS

1. Adlerian Parent Study Group. (APSG) Eight to twelve parents of pre-adolescent children who meet once a week to study child rearing practices that are based on Adlerian psychology. The purpose of the study is to foster mutual respect and cooperation among family members.

2. Anomic. (alienation, high risk) A state perceived as being apart from the social or cultural group. The anomic end of Srole's Anomie-Eunomie Scale (Appendix A).

3. Aptitude. The complexity of personal characteristics and potential abilities, whether acquired or inborn capacity, that determine an individual's propensity for learning or to perform specific tasks adequately.

4. Auto-Tutorial. (AT) An individualized approach to the teaching-learning process. The material to be learned is presented on slides that are manually sequenced with a tone signal on an audio tape. This method permits the learner maximum control over the reinforcement and permits self-pacing in the learning situation (Appendix B).

5. Auto-Tutorial Parent Education. (ATPE) A training or learning package consisting of slides and a cassette tape. The content is based on the principles taught in Adlerian Study Groups. The learner has control of the material presented in the learning situation.

6. Family. A functioning group of persons living together in one household. Everyone who eats and sleeps in the household on a regular basis is a member of the family or household.

7. Goal. A broad statement of objectives that provide knowledge of the direction, intent, or purpose of the study.

8. Growth. A change of behavior in a valued direction.

9. Individual Psychology. (IP) A formulation of general behavior rules that regard all human striving as a creative evolution or struggle for perfection. IP views the individual's ability to make decisions and realistic commitments to be a decisive factor in the development of personality and behavior.

10. Nuclear Family. An adult man and an adult woman that are recognized by society as husband and wife, and their minor children, that live together in one household.

11. Objective. A desired output within a time and space frame that can be assessed in terms of progress toward a goal.

12. Parent Education. Purposeful learning that is designed to improve child rearing practices and to foster cooperative family relationships. Parent education knowledge was both cognitive and conative in content as opposed to parent training that may be described as cognitive and psychomotor in content and implementation.

INCLUSIONS OF THE STUDY

This study has included the following resource materials:

(1) the application of the Adlerian Parent Study Group method adapted from an outline in Soltz's Study Group Leader's Manual (1967) as shown in Table 2, and the use of Dreikurs' and Soltz's Children: The Challenge (1964) as the textbook for each participant in both groups; and (2) the auto-tutorial learning package developed from Dreikurs' and Soltz's materials by the researcher.

LIMITATIONS OF THE STUDY

Mothers of school children aged four to twelve years old who live in a public housing project in Charleston, West Virginia, represented the population from which the sample was drawn. Therefore, the

results of this study can only be generalized to adults with similar socio-economic backgrounds.

Another limitation was the use of instruments that required self reporting for the basis of comparisons. Criticism of the use of self-reporting instruments include:

1. the propensity to report favorably,
2. a tendency to generalize responses, and
3. a reluctance on the part of some to respond to the items.

However, Folds (1965) found that changes in reporting were indicative of growth.

A third limitation deals with data collection. The time line for collecting data may not have provided subjects sufficient time to modify attitude and child-rearing practices that would result in concomitant changes in the mother's perception of the target child's behavior. A fourth limitation was the lack of a direct evaluation of the content of each session or a content evaluation at posttest.

Finally, the fact that the evaluator was the leader for all groups was a limitation. However, this was deemed necessary by the researcher to maintain content control.

THEORETICAL PREMISES OF ADLERIAN PARENT EDUCATION

The Parent Education Study material content used in this study was based on Adlerian Psychology. Early in this century Alfred Adler began formulating the tenets of individual psychology. Adler, Dreikurs, and others, who have worked or studied with them, have formalized these tenets into the basic assumptions of individual

psychology. Based on writings as noted following the sections these tenets were synthesized by the researcher:

1. Man is a Social Being. The leading viewpoint of Individual Psychology is to be found in the importance of human society for the development of the individual character. Individual Psychology theorizes that personality development occurs through the individual's striving for the fulfillment of a need to belong or to satisfy an innate social interest (Dreikurs, 1953).

2. All Behavior Has a Purpose: All behavior is purposive and is directed toward the individual's goal to achieve a viable place in the human group (Dreikurs, 1968; Dreikurs, Grunwald, and Pepper, 1971).

3. The Individual Develops a Life Style. The development of personality, of a life style, is based on the opinions that the individual forms about what the world is like, about himself and others, and of the individual's personal goals. The life style becomes the frame of reference from which the individual chooses alternatives in making decisions (Dreikurs, Grunwald, and Pepper, 1971).

4. Everyone Needs to Belong. As a social being, each individual has a need to belong. Through mutual respect and cooperation, each individual may be recognized as equal to all others.

5. The Individual is Self-Determined. The individual is free to move and is not controlled through life by past experiences. Fictitious goals leading to inappropriate behavior are considered to be based on faulty assumptions about life. While the individual is free to move, one must assume responsibility for behavior.

6. Mutual Respect and Cooperation. In the family group, the parents transmit attitudes and values to their children (Dreikurs and Grey, 1968). Parents, who are competitive with each other, are likely to have children who are competitive. To the extent that mutual respect and cooperation are the basis for the parent's relationship, the likelihood is increased that the children will achieve a feeling of belonging.

7. Natural and Logical Consequences. Every action has a resultant consequence. The term natural consequences is defined as the natural result of ill-advised actions (Dreikurs and Grey, 1968). According to Dreikurs and Grey, the term natural consequences originated with Rousseau and Herbert Spencer, both of whom condemned punishment as excessively harsh treatment for children. Dreikurs advocated the use of logical consequences to identify those consequences of a child's act that are arranged by a parent or adult. The use of logical consequences in dealing with children focuses upon encouraging the child to become responsible (Dreikurs, 1953; Dreikurs and Grey, 1968; Dreikurs and Soltz, 1964; Dreikurs, Grunwald, and Pepper, 1971; Dinkmeyer and Dreikurs, 1963). In encouraging the child to become responsible, the ultimate choice of behavior is the child's, and the parent respects the child's decision.

Significance of the Adlerian Viewpoint

Initially, the teleo-analytical method, that Alfred Adler developed to recognize and change the goals of people, found much

opposition. The concept of being able to change one's goals was contrary to the prevalent religious belief in fatalism. Fatalists believed that whatever the individual's present circumstances, they could not be changed because that was a part of God's plan. (Carl Jung had expressed similar fatalistic ideas in his concept that man should fulfill the demands of his ancestors through his collective consciousness.) However, it was the scientists, who believed in the doctrine of causality, that were the strongest in opposition. Belief in the cause and effect relationship permeated the whole society in such a manner that it was difficult to idealize a possibility other than cause to explain human behavior (Dreikurs, Grunwald, and Pepper, 1971).

In teleo-logical thought, "every individual conducts himself in life as if he had a definite idea of his power and his capabilities" (Adler, 1974). Also, as though from the very beginning, the individual has a clear idea of the difficulty or the feasibility of action in any given situation (Adler, 1974).

By 1933 teleo-analysis was referred to as Individual Psychology. In Social Interest, Adler (1933) predicted that:

Individual Psychology has a permanent influence on the thought, poetry, and dreams of humanity. It will attract many enlightened disciples, and many more who will hardly know the names of its pioneers. It will be understood by some, but the number of those who misunderstand it will be greater. It will have many adherents, and still more enemies. Because of its simplicity many will think it too easy, whereas those who know it will recognize how difficult it is. It will bring its followers neither wealth nor position, but they will have the satisfaction of learning from their opponents' mistakes. It will draw a dividing line between those who use their knowledge for the purpose of establishing an ideal community, and those who do not. It will give the followers such

keenness of vision that no corner of the human soul will be hidden from them and it will ensure that this hard-earned capacity shall be placed in the service of human progress (p. vi).

Adlerian Parent Study Groups

The objective of Adlerian Parent Study Groups was to foster cooperative parent-child relationships based on mutual respect. This was achieved by assisting the parent to identify the child's mistaken goals and to assist the parent in developing techniques for redirecting the child's behavior.

ORGANIZATION OF THE STUDY

Chapter 1 is the introduction to this study and contains an explanation of the need for the study, the significance of the study, a statement of the problem, the purpose of the study, the definition of terms, the inclusions of the study, the limitations of the study, and the theoretical premises of Adlerian psychology. Chapter 2 is concerned with the current issues in parent education, an examination of auto-tutorial versus group study, and the domain of evaluation. Chapter 3 is a presentation of the procedure for the study, the instruments, procedures for administering the instruments, the analysis of the data, and other related information. Chapter 4 is an analysis of the data that includes answers to the research questions and a section on generalizations from clinical observations. Chapter 5 presents the summary of this study, its conclusions, and recommendations.

Chapter 2

SURVEY OF RELATED LITERATURE

The purpose of this chapter was to provide a review of literature bearing upon the content, process, and evaluation utilized in this study. This chapter contained a series on the current issues in parent education, a section on auto-tutorial versus group studies, the domain of evaluation, and a summary of the chapter.

CURRENT ISSUES IN PARENT EDUCATION

While some sub-cultures oppose the traditional family arrangement as being irrelevant in contemporary society, it was the traditional family that still affords its individual member the best opportunity to learn attitudes and values that will prepare the individual to function effectively as an adult in a democratic society. Lane (1973) stated that the American family was different, and this difference presents a challenge for the shaping of future families through Family Life Education. One of its characteristics was that the parents were uncertain about their child rearing capabilities (Winch, 1963) and tend to rely on mass media advice as a source of acquiring parenting information. Bigner (1971) reported the results of a content analysis of "good" child rearing practices in popular literature. During the

years from 1950 to 1970 the primary interest of the articles accepted for publication in three popular women's magazines increased considerably to content focusing on specific behavior problems. Topics dealing with health care decreased from 19 percent to 4 percent during the two decade period. In 1970, the socialization of children, parent-child relations, and the developmental stages of children were topics of 62 percent of the 196 articles that were published (Table 1).

In The Identity Society, Glasser observed that the 1950's brought an end to the civilized survival society and the beginning of the civilized identity society. Bigner's (1971) study indicated that the changes in parenting advice giving shifted from encouraging parents to train children in conformance with their anticipated adult roles to advice giving that emphasized rearing children to become self-actualizing individuals. Buckland (1971) surveyed the field of parent education for the purpose of formulating a theory of parent education and noted a shift in the focus of current programs from children's adjustment and parental roles toward competence at many levels of parent and child functioning. Buckland (1971) regards this as an encouraging trend toward building family strength and fulfilling the individual member's growth needs.

Kohlberg, LaCross, and Ricks (1970) studied child behavior for the purpose of isolating predictors of future adult maladjustment. Their results indicated that the two best indicators of adult maladjustment occur when: (1) there exists poor peer relations during the first three years of schooling and (2) the child exhibits anti-social behavior during the second three years of schooling. They conclude that relatively high

Table 1

Percentage of Parent Education Topics in Three Popular
Women's Magazines: 1950-1970

Topics	% 1950	% 1952	% 1954	% 1956	% 1958	% 1960	% 1962	% 1964	% 1966	% 1968	% 1970	\bar{X} %
Specific Behavior Problems	3	4	6	9	8	15	11	9	16	13	15	10
Personality Development	9	6	13	8	11	13	12	8	11	10	10	10
Socialization	21	19	27	31	26	22	24	23	26	23	23	24
Parent-Child Relations	19	20	17	19	16	20	23	17	20	22	21	20
Health Care	19	19	14	6	11	8	12	15	3	7	4	11
Pregnancy	2	4	3	2	5	3	2	14	9	6	8	5
Developmental Stages	22	20	19	21	16	15	12	10	12	17	18	17
Miscellaneous	5	8	1	4	7	4	3	4	3	2	1	1
Total Topics	149	142	162	160	122	144	129	111	148	190	196	
Total Articles	72	81	73	78	59	68	76	60	83	89	94	

(Bigner, 1971:314)

levels of cognitive and ego development during the first six years of schooling seem to assure children against severe psychological maladjustment in adulthood.

The Development of Parenting Skills

Many persons enter parenthood with little understanding of its meaning to them as individuals and with limited knowledge of child growth and development (Frazier, 1971). To improve the quality of living, Frazier recommended two objectives for their relevance to parent education. Frazier's (1971:337) recommended objectives are:

1. Enhance the quality of individual and family decisions and to provide the skills needed to carry out decisions.
2. Increase the ability of individuals to interact effectively with others.

The parent educator as the primary developer of parenting skills. In a model program for preventative interventions for the very young, the theoretical framework was expanded to include familial development. It assumed that children developed within a changing family system and socializing with siblings may become mildly symptomatic requiring the parents to gain skills without requiring intense therapeutic work (Brown, Hansen, Sperber, Reid, and others, 1973).

The early results of the three-year Florida Parent Education Early Intervention Study that provided enrichment to mothers of pre-school age children (Gordon, 1974) have shown that a positive relationship exists between the maternal affective factors and the child cognitive development. One statistically significant finding was a low

correlation between the mother's educational level and the Stanford-Binet of the child at age five. It was the study's major finding that the mothers from lower social-economic levels lack skills and do not see herself as the primary teacher of the child.

In a program aimed at reducing foster placements by providing services to children in their homes, Goldstein (1973) found that many referral parents had severe character disorders and lacked the ability to parent and nurture children. The focus was on parenting as the development of personal skills, education, and to provide experiences aimed at fostering individual growth. Fewer than 5 percent of the children in the program have required separation from their parents.

In a case analysis of a parent group consultation, Carlson (1969) stated that it was the parents who provide guidance for the child's growth, development and behavior. In this study, a counselor met one hour a week in a parent education study group with five mothers of fifth or sixth grade students. Carlson concluded that the children were helped indirectly by fostering the parenting growth and the mothers expressed an interest in becoming leaders to extend the parent group to others.

Exemplary Parent and Child Centers (1970), established from the Task Force on Education of 1966, provide an opportunity for community parents to gain information on child development, legal matters, nutrition, and to obtain suggestions for solving child rearing problems.

The parent educator enhances the ability of the parent and child to interact favorably. In Goodwin's (1972) opinion, the role of

the parent educator was that of a change agent when it incorporated a wide informational content and diversified applications. Modelling through play therapy resulted in social learning that modified the parent-child interaction and resulted in the child becoming more self directive. Through observing a therapist, the mother's behavior changed from a high rate of criticism and of commanding the child to expressions of praise. The child's behavior changed to include a lengthened attention span, a more positive self-concept, the ability to structure play, and recognition of safe outlets for aggressive feelings (Seitz and Terdal, 1972).

In a study between the resistance to temptation and maternal communications of sixty-two Catholic mother-child pairs, in which all children were nine to ten years old of Italian or Canadian families, the results showed that resistance to temptation was greater for Italian, and less for the Canadian boys. The Italian mothers seemed to be more controlling. There was no significant differences for the girls, although the resistance to temptation was positively associated with a high degree of parent control (Greenglass, 1972).

The importance of carefully planned communication has been studied (Shrader, Altman, and Levanthal, 1968) as a means to increase structure to overcome the problems of over-expectant, over-anxious parent syndrome that most often occurs with the parents of first born children. Each couple was seen seven times, twice individually and five times in a group with children. The results on outcome data

obtained from parents on a checklist suggest definite improvement in the child's adjustment.

The accumulated evidence about family interaction patterns suggested that communication barriers may contribute to serious difficulties in the child's social and school milieu (Strickler, 1969).

Gordon (1970) developed a program called Parent Effectiveness Training that has been administered to parents and teachers. Basically, it was a communication approach to handling child conflict in the home and classroom.

Dinkmeyer (1973) has developed the "C" group that dealt with affective, cognitive, and behavioral domains of the parent and child. In the "C" group approach, group members: (1) collaborate and work together on common concerns, (2) are provided and receive consultation, (3) clarify beliefs in a manner that assists parents in understanding their own actions, (4) realistic and honest feedback of the individual's self perceptions is provided through confrontation, (5) are concerned for each other's growth, (6) confidentiality is protected in that the information stays within the group, and (7) are committed to helping the individual to change in a positive direction (Dinkmeyer, 1973).

Baker (1970), in a study of children's perceptual differences in 48 subjects in grades two through five, persuaded the parents to ignore the perceptual difficulty and concentrate on methods and techniques to improve parent-child relations. The result was an improvement in the child's behavior, as well as school performance (Gilmore, 1971). Other studies (Ryan and others, 1972; Larson, 1972; Poppen and others, 1974) sustain Baker's results.

Adler and associates made considerable contributions to sharing child rearing information with parents (Dreikurs and Grey, 1968). Several decades ago Dreikurs established Parent Study Groups. Through these Adlerian Parent Study Groups, parents learn Adlerian counseling techniques so that the parent can be helped to understand their children's behavior, and the parent develops the skills to establish better family relations (Piercy, 1973). The focus of Adlerian counseling was usually on a short term individual or group contact with a significant adult in the child's life, rather than counseling the child directly. It was reasoned that the child functions within a social environment. Therefore, it was more expeditious to counsel with the significant persons with whom the child has substantial direct contact.

Kennedy (1971) compared the effects of parent counseling and non-parent counseling conducted over a five and one half month period. It was hypothesized that the students would change citizenship marks, GPA, and ideal self in a positive direction. Comparisons after three counseling sessions did not yield significant results. Kennedy suggested that the model of Dreikurs and Soltz has not been subjected to empirical research and that further research in the area might take these factors into consideration.

In predicting future directions in parent education, Aronson (1975) suggested that goals for research in parent education: (1) develop and replicate long-term studies for the effects of parent education, (2) replace deficit models of parenting with more positive approaches, (3) seek to find the most economical method of delivering

parenting services to large populations, (4) improve parent education assessment skills, and (5) develop parent education content areas that focus on behavior problems and social inadequacies.

The importance of improving communication patterns to effect positive attitudinal changes as an objective in parent education may be regarded as equally important as the attainment of child development knowledge. On the basis of the divergent literature cited for each objective, an effective parent education auto-tutorial learning package should focus on both objectives.

AUTO-TUTORIAL VERSUS GROUP STUDY

Auto-Tutorial (AT)

Viewed in perhaps the simplest way, learning packages are systematized ways of delivering content and process to learners (Kapfer and Kapfer, 1972). In a learning package, concern is commonly demonstrated for one or more of the following elements: (1) provision for variability in societal, parental, and student expectations concerning the subject matter and behavior to be learned; (2) provision for the variability in interactions between learner and materials; (3) provision for variability of subject matter; (4) provision for the variability in instructional settings in which interactions may occur, the subject matter can be learned, and the behaviors can be practiced; and (5) provisions for the motivational appeal of the interactions of materials and settings.

In addition, Kaye (1974) lists four key requirements: (1) the individual must be able to control the learning material with independent

spacing and control; (2) there should be convenient materials acquisition by the students. Waiting inconveniences the student and waiting for the rewinding of tapes, etc., dampens enthusiasm for learning; (3) simplicity of presentation method that requires a minimum of equipment operation so that the student might not have to cope with malfunctions; and (4) the cost of instruction delivery must be compatible with the benefits the student receives.

Ashok (1972) stated that most of the feasibility studies exploring the application of automated devices in education are centered around the equipment with little consideration being given to its acceptance by the users and the others affected. Campbell and Martinez-Perez (1975) studied the effects of self-pacing instruction on the attitudes and achievement teacher preparation in science classes and found that the self-pacing students' achievement was significantly better than other students in a lecture class. Ott (1974) developed questionnaires to assess attitudes toward instruction by two methods: (1) audio-tutorial and (2) lecture-recitation. The results indicated that the AT and lecture-recitation laboratory (LRL) lead to similar levels of achievement; but those students with low math scores did better under AT, while the high math achievers did better under LRL. Another significant result in this study was that subjects assigned by stated personal preference had a more favorable attitude to the method of instruction. The major findings of Rowsey (1974) in a study of AT and lecture lab were that those students using AT demonstrated significantly greater achievement gain but did not differ significantly in attitude

toward the course content. An analysis of the opinion questionnaire revealed a favorable reaction toward the use of AT. The subjects in AT spent more time in study outside the programmed learning time than did the subjects in the conventional approach. Others (Postlewaite and Hurst, 1972; Postlewaite and Murray, 1971; Schnucker, 1974; Campbell and Martinez-Perez, 1975) support the finding that subjects in auto-tutorial learning develop in cognition and attitudinal skills at a level comparable to or above the subjects in the lecture laboratory learning situations. Steffen (1971) used unobtrusive observations to gather data on students in AT study and computed modified gain scores of student progress. A significant finding in this study was the negative correlation between modified study time and pretest scores. The conclusion was that students with low pretest scores should spend a longer period of time in AT study. No studies were found that compared auto-tutorial instruction with group process study.

In summary, auto-tutorial instruction is a systematized method of delivering content and process to learners. Learning packages must provide for one or more of these elements: (1) learner expectations, (2) interaction between the learner and the material, (3) the variability of subject matter, (4) instructional settings, and (5) motivational appeal. Four requirements of the learning package are: (1) the individual must be able to control the equipment, (2) convenient materials, (3) simple equipment, and (4) at a cost comparable to learner benefits. The results of studies on achievement in AT study versus lecture laboratory indicate a significant increase except for

one study. In that study, the significant negative correlation indicated that there was a need for more AT study time for those individuals who have low pretest scores. In attitude toward course content, these studies indicate no significance between subjects in AT study or lecture laboratory study. The studies also indicate that subjects in AT study develop in cognition and attitudinal skills at a level comparable to or above subjects in lecture recitation laboratory study. There were no studies that compared AT study with group method study.

Group Process

Group process has been researched extensively by Wright (1963), Gazda (1968, 1971, 1974), and Dinkmeyer and Muro (1971). Wright (1963), in a three-year review of group procedures, concluded that group counseling was the major focus for most of the group activities. In a review of group studies from 1938 to 1970, Gazda concluded that perhaps the greatest weakness in group practice was in the rehabilitative emphasis of the group. For with almost all the groups, the effort of the group was directed toward rehabilitation of group members with very few of the studies being concerned with intervention. Gazda (1974) suggested that group goals might be "problem prevention through the early and systematic identification of potential problem behavior, and the subsequent intervention."

The positive effects of groups has been attributed to the group dynamics (Dinkmeyer, 1971). In defining group dynamics, Dinkmeyer studied representative definitions and concluded that the definitions were not always concrete and precise. However, there was a general tone

of agreement among the definitions, and Dinkmeyer has selected this definition by Shertzer and Stone (1966:169) for its brevity and clearness: "Group dynamics is a term that refers to the interacting forces within groups as they operate to achieve objectives."

Kozar (1974) studied, as an aspect of group dynamics, the effects of supportive and non-supportive audiences upon learning. This study tested the social facilitation hypothesis that the mere presence of others was a sufficient condition for learning. The results indicated that there was no significant difference for the conditions of learning or for interaction between the subject's anxiety level and the learning condition.

Extensive research conducted on group process concluded that most of the group activity has been described as group counseling. The major emphasis of group counseling has been on rehabilitation. Gazda suggested that the goals of groups might be aimed toward the intervention in potential problem behavior.

Summary

In recent years, auto-tutorial study and group process have been used to effect achievement and attitudinal growth among diverse individuals and groups. Most of these studies have compared AT study with lecture-recitation laboratory study. While the usual procedure of group process has been effective at rehabilitation, there was a stated need to identify potential problem behaviors and to apply group study techniques to intervention in the problem. No study has been found that compares the application of AT instruction with the

application of a group study method to intervention in potential behavior problems.

THE DOMAIN OF EVALUATION AS RELATED TO THIS STUDY

Educational evaluation has been defined as a form of discipline that differs from educational research only in the use of systematic inquiry activities for different purposes (Worthen and Sanders, 1973). Worthen and Sanders state that the purpose of research was to produce new knowledge, while the purpose of evaluation was to judge the worth or social utility of the program, product, or process that is being evaluated. Scriven (1971) maintained that the role of evaluation has to be an important part of curriculum development. Scriven dichotomized evaluation as formative and summative. Summative was an evaluation of the outcomes or the final evaluation of a program.

Formative Evaluation

While the program, product, or process is in its fluid stage the evaluation loop feeds back to the developmental agency or consultants for revision and for the purpose of effecting further refinements in the product. In this process, Scriven has suggested that it is appropriate for the formative evaluator to be an individual who was a regular part of the program being evaluated and an individual who understands the project details.

According to Scriven, it is difficult to describe the outcomes of complex learning in explicit terms with respect to absolute goals. It is much easier to observe relative outcomes from two programs.

The evaluation criterion for determining the worth of a process or product focuses on three aspects. According to Cronbach (1963), the chief aim of evaluation was to assess the effects of the program in terms of the changes it produces in the participants. The second aim was to identify those aspects of the program where revision is possible. The third aim, and this Cronbach says should not dominate the other two, was to compare one program with another.

Scriven (1971) has developed a taxonomy of criteria that provides a checklist of six broad titles for evaluation:

1. Conceptual Description of Educational Objectives. Checklist items under this title can be used to describe the kind of knowledge gained from the program.

2. Manifestation Dimensions of Criteria. Aptitude gained from a program.

3. Follow-up. Two kinds of criteria for assessing the effects of time on learning are: (a) the reapplication of tests and (b) long-term investigation to ferret changes of habit and character.

4. Secondary Effects. The need to evaluate the effects that are due to the participant's exposure to the materials.

5. Tertiary Effects. Those changes effected in the institution or community that are brought about by someone who exhibits the primary or secondary effects (Worthen and Sanders, 1971).

6. Values and Costs. The program's range of applicability and its possibilities in effecting improvement within that range are important value considerations for the consequences that involve

society as a whole. The cost has to be considered in terms of the product's worth and the time and energy required for it to be adopted on a large scale basis (Scriven, 1973).

It was the aim of this section to briefly outline the Cronbach and Scriven dimensions of evaluation that furnish the framework for this evaluation study.

SUMMARY

The current parent education content interests focus on specific behavior problems, personality development, and the socialization of children. For the development of parenting skills, Frazier (1971) has recommended two objectives. One objective emphasizes the improvement of familial decision making, and the other objective emphasizes the improvement of the ability to interact effectively with others. There was a stated need to improve the quality of child development abilities (Brown, Hansen, Sperber, Reid and others, 1973; Carlson, 1969; Goldstein, 1973; Goodwin, 1972; Gordon, 1974). The substantial evidence about family interaction patterns suggested that communication barriers adversely effect the child's growth (Baker, unpublished; Dinkmeyer, 1973; Gordon, 1970; Greenglass, 1972; Larson, 1972; Poppen and others, 1974; Ryan and others, 1972; Seitz and Terdal, 1972; Shrader, Altman, and Leventhal, 1968). Adlerian Parent Study Groups provide parental skills in understanding child behaviors and the behavioral intervention techniques (Dreikurs and Grey, 1968; Kennedy, 1971; Piercy, 1973). Further research in parent education should

develop long-term studies, develop more positive approaches to parent education, seek economical methods of delivery to large populations, improve parent education assessment, and focus the content on specific behavioral problems and social inadequacies (Aronson, 1975).

Auto-tutorial learning was as effective as the lecture-recitation method in achievement gain and attitudinal changes. Group process has been effective in rehabilitation. Researchers were urged to employ this method to intervene at the prevention stage of behavior problems (Gazda, 1971 and 1974).

The purpose of evaluation was to judge the worth or social utility of a program (Scriven, 1971). Complex learning outcomes were more easily described in the explicit terms of the relative outcomes from two programs. When evaluation criterion was applied to a program in its fluid stage, the findings are useful in effecting formative changes in the program. This type of evaluation was termed formative evaluation (Scriven, 1971). The chief aim of evaluation was to identify the changes in program participants.

Chapter 3

METHOD OF INVESTIGATION FOR THIS STUDY

The purpose of this chapter is to present the method of evaluation, the instruments, procedures for administering the instruments, and other pertinent information that were related to this study. The problem was to measure the relative effectiveness in two methods of parent education methods by evaluating specific attitudes of mothers in dealing with children's behavior and the reported behavior of the target child. These were the questions to be answered.

1. What effect will the participation in auto-tutorial group and parent study group methods of parent education have in changing the mother's attitude toward child rearing from autocratic to democratic attitudes?

2. What effect will the mother's participation in either type of parent education study have on the mother's perception of the behavior of a target child?

It was recognized by Brim (1965) that factual information was generally presented in such a manner that it was difficult to translate into attitudes and behavioral changes. Therefore, this study did not present material as factual knowledge. There was no attempt to evaluate facts as such. However, this study examined situational parent-child relations selected to effect:

1. changes in attitudes and
2. changes in perception of behavior toward the target child.

DESCRIPTION OF THE INSTRUMENTS

Several instruments were used in this investigation. Among these were two instruments that were administered before and after treatment. The Attitude Toward Child Rearing, shown in Appendix A, was used to determine the subject's tendencies to control children. The Children's Behavior Checklist, Appendix B, was administered to assess the subject's perception of the target child's behavior.

Other Instruments Used in This Evaluation

1. The Orchard Manor Tenant Survey Questionnaire, Appendix C, provided descriptive demographic data, items for computing Srole's Anomie-Eunomie Scale and Rosen's Achievement Value Orientation items.

2. An in-depth interview was conducted with a sample of five subjects who exhibited the most change and the five subjects who exhibited the least change in each group. These interviews were conducted for the purpose of isolating the common factors that were relevant to the subjects' accomplishments.

Use of Instruments

The Orchard Manor Tenant Survey Questionnaire (OMTSQ) provided the name, age, sex, educational background, and occupational status for each subject and the subject's family. In addition, each subject's

educational aspirations, occupational aspirations, and the use of leisure time was obtained.

The Srole items have been adapted as used in a Southern Regional Research Project (1974) study of Appalachian mothers. These were designed by Srole (1956) and described by Bonjean (1967). In 1966, Miller and Butler evaluated Srole's Anomie Scale and concluded that the scale was useful in dichotomizing a population into anomie-eunomie. Responses to five structured items 11, 13, 15, 17, and 19 on the OMTSQ were scored agree = 1 and disagree = 0. An unweighted score of three or more is in the anomie direction on this scale.

Likewise, the Rosen (1961) items have been adapted for use from the Southern Regional Research Project study. Rosen described the achievement value syndrome as a prerequisite to success in occupational or educational attainment. Responses to seven structured items 12, 14, 16, 18, 20, 21, and 22 on the OMTSQ were scored agree = 0 and disagree = 1. A score of four or more is in the direction of high achievement value orientation.

Attitude Toward Child Rearing Scale (ATCRS)

Designed by Croake (1975) and Hinkle (1976), this scale and the Children's Behavior Checklist have been referenced by Educational Testing Service. The ATCRS consists of forty statements that require one of the following responses: strongly agree, agree, undecided, disagree, strongly disagree (Appendix A). The ATCRS was originally

an eighty-six item instrument that consisted of selected statements from Children: The Challenge (Dreikurs, 1968). After the scale was administered to approximately five hundred persons who represented a cross-section of the population, the forty most discriminating statements were retained in the ATCRS scale (Hinkle, 1976). The instrument was submitted to seventy persons who were predominantly middle class eastern college students in Adlerian Parent Study groups. The test-retest reliability coefficient was 0.904 ($p < .001$) (Arnold, 1977).

To score the scale, numerical values were assigned for each of these response choices: strongly agree = 1, agree = 2, undecided = 3, disagree = 4, and strongly disagree = 5. These values were coded for the forty statements. The values for the following statements were recoded in reverse: 2, 7, 9, 11, 17, 19, 20, 22, 24, 26, 29, 30, 32, 35, and 39. A raw score was computed for each subject. The higher the score, as determined by the sum of the responses, the greater the subject's democratic attitude toward child rearing. Low scores were indicative of autocratic attitudes toward child rearing.

Children's Behavior Checklist (CBC)

The Children's Behavior Checklist (Appendix B) was selected to assist the mother to identify those behaviors of the target child that are considered to be areas of parental concern. Designed by Croake (1975) and Hinkle (1976), this checklist was used to measure the behavior of a target child. The fifty-three items describe

behaviors that children sometimes enact that are bothersome to parents. The parent responds to the checklist in the following manner: 0 = no opportunity to observe the behavior; 1 = yes, and it bothered me; 2 = yes, but it didn't bother me; 3 = no. The "yes" responses were dichotomized and reliabilities computed on each part. The test-retest reliability coefficient for the "yes, and it bothered me" part was 0.6942 and for the "no" was 0.5554.

In this study, the sum of the item responses was computed to obtain a raw score for the CBC. The higher scores indicated the mothers did not perceive the behavior of the children to be bothersome. A lower score indicated that the behavior of the child was bothersome to the mother.

Procedure for Administering Instruments

The Orchard Manor Tenant Survey Questionnaire was administered prior to the first parent education study session. The Attitude Toward Child Rearing Scale and the Children's Behavior Checklist was administered as a pretest before the first study period. These same instruments were administered as a posttest immediately following the eighth study period.

POPULATION AND SAMPLE

Population

The participants in this study were residents in a highly

impacted public housing project in Charleston, West Virginia. The racial balance was approximately 60 percent white and 40 percent black. Over 70 percent were single parent families. Government welfare was the chief source of income for over 50 percent of the tenant families. The information on current education enrollments (Table 2) was obtained from a survey of 236 households in Orchard Manor (Hamilton, 1976). It shows the kinds of educational activity in which members of the surveyed families participated during the survey period.

There were 181 pre-school age children in the population. Only 65 percent, of the children who were eligible for pre-school education, were enrolled in school. In the high school age group there were 48 of the 108 persons who were not attending school, who did not have a job skill, and who were unemployed. The survey included 431 adults. Over 65 percent of the adults had terminated their education without a high school diploma or its equivalent.

Data on leisure time items were obtained from the responses on the Orchard Manor Tenant Survey Questionnaire (Appendix C). Preferred leisure activities by categories were: competitive games, 16 percent; creative activities, 18 percent; and relaxation (watching TV, talking, etc.), 66 percent. Over 7 percent of the tenants stated either "they have no leisure time" or "there's nothing to do around here." This total exceeded 100 percent because some tenants chose more than one category.

Table 2
 Education Enrollment of Adults and Children
 Living in the Housing Project

1. Private and Public Settings:	
Pre-School Education	41
Elementary	216
Junior High School	119
Senior High School	60
College	7
2. Alternative Educational Settings:	
Adult Basic Education Center	7
Career and Technical Center	2
Homebound Instruction	1
Occupational Industrialization Center	3
Vocational Rehabilitation Center	3
Work Incentive Program (Employment Security)	<u>3</u>
Total	468

(Hamilton, 1976)

When Srole's Anomie-Eunomie responses were dichotomized into anomie or eunomie categories, it was found that over 70 percent of the tenants were classified at the anomie end of the scale. This indicated a high alienation factor and a resultant sense of normlessness that was usually found in a high risk population.

The findings from administering Rosen's scale in achievement value orientation were that 53 percent of the tenants had high achievement values.

Sample

The sample for this study was sixty housing residents, selected from seventy-nine persons, who had expressed an interest in parent education study, plus fifty-nine persons who were referred to the study. All were mothers or grandmothers of four to twelve year old children. Subjects were referred for the study in the following manner.

1. Mothers who were self-referred by expressing an interest in parent education study during the Orchard Manor Tenant Survey Questionnaire (Appendix C).

2. The Charleston Housing Authority Director of Community Relations referred mothers or grandmothers of children who had been in contact with juvenile justice personnel.

3. The Charleston Housing Authority Social Service Workers referred mothers and grandmothers, who were the primary caretakers,

of children whom they felt could benefit from participation in parent education study.

4. A Department of Welfare Supervisor referred mothers who had been in contact with the department for child neglect.

Demographic Characteristics of the Sample

The subjects for the study were randomly selected from the referrals and assigned at random to a method of study. Two subjects were given their stated preference for ATPE study. In Auto-Tutorial Parent Education (ATPE) 46.7 percent of the subjects were black whereas 40 percent of the Adlerian Parent Education Group (APSG) subjects were black.

As shown in Table 3 the mean age in years for the thirty subjects in ATPE was 31.87 (SD = 11.42) and the mean age for the thirty APSG subjects was 36.63 (SD = 10.7). Seventeen out of sixty of the subjects were both mothers and grandmothers. Two of the grandmothers were the primary caretakers of their grandchildren. Also, one of the grandmother subjects had a sixteen year old daughter (with a four year old child) who participated in the study.

To obtain the educational level for the subjects each of the subjects was asked the last grade completed in school. The mean grade level response for the ATPE was 9.767 (SD = 2.32) and the mean grade level response for the APSG was 10.533 (SD = 1.78). These results are recorded in Table 3.

Table 3

Descriptive Information Based on Orchard Manor Survey
for Mothers Included in the Study

Variable	Group	\bar{X}	Range	Median
Educational Level (Grade)	ATPE	9.76	3 - 13	9.3
	APSG	10.53	7 - 13	10.5
Age (Years)	ATPE	31.87	16 - 62	27.5
	APSG	36.36	21 - 68	34.2
Anomie-Eunomie (High anomie = 5) (High eunomie = 0)	ATPE	3.50	0 - 5	1.6
	APSG	2.97	0 - 5	2.0
Achievement Value Orientation (High = 7)	ATPE	4.07	0 - 7	4.2
	APSG	4.57	0 - 7	4.6

The reported source of the family income frequency of response is shown in Table 4. Government welfare provided the income for the greatest percentage of subjects in both groups. In the ATPE 63.4 percent of the subjects received their income from government welfare. In the APSG 46.7 percent of the subjects received their income from government welfare. Two subjects in the APSG reported no direct personal income source. These two depended upon their parents to provide support of themselves and their children.

Subjects were asked to name their job or, if they were unemployed, they were asked to name the last job. To obtain information on the occupational aspiration the subject was asked to name the job they would most like to have. This data is shown in Table 4. The number of employed subjects in the ATPE was 13.3 percent. In the APSG group 10 percent of the subjects were employed. Thirty-five percent of the subjects stated a preference for a professional occupation. This data presented with the subjects' achievement value orientation (page 41) is evidence of a general expression for vertical mobility. An explanation of the scoring for this scale is shown on page 34.

Table 5 shows the average number of hours per day that the subjects spent watching television. Twenty-one of the ATPE subjects indicated that they watched three hours or more of television per day. Eleven APSG subjects watched television three or more hours per day.

To obtain information on the subjects' use of leisure time they were asked about the things they do for fun. The frequency of responses is shown in Table 6. Twenty percent more APSG subjects than

Table 4
Source of Family Income

Income Source	Percentages	
	ATPE	APSG
Salary or wages	26.6	30.0
Profits or investments	0.0	3.3
Social security or pension	10.0	13.3
Government welfare	63.4	46.7
No direct income	0.0	6.7

Occupational Classification of Subjects Last
Job and Occupational Aspiration

Occupation	Percentages			
	Last Job		Aspiration	
	ATPE	APSG	ATPE	APSG
Professional	3.3	3.3	40.0	36.7
Semi-professional or clerical	30.0	26.7	30.0	26.6
Crafts	10.0	10.0	3.3	6.7
Operations	20.0	20.0	6.7	3.3
Services	36.7	40.0	16.7	16.7
No response	0.0	0.0	3.3	10.0

Table 5
 Subjects' Average Hours Per Day
 Viewing Television

Hours	Frequency	
	Auto-Tutorial	Parent-Group
None	1	1
Less than 1 hour	3	4
2 hours or less	4	12
3, 4, or 5 hours	8	7
More than 5 hours	13	4
No response	1	1

Table 6
 Subjects' Use of Leisure Time in Percentages^a

Activity	Percentage of Responses	
	ATPE	APSG
Competitive Games (bowling, softball, etc.)	6.7	26.7
Creative Activities (sewing, cooking, with children, etc.)	10.0	26.7
Relaxation (TV, visiting, nothing, etc.)	70.0	40.0
No Response	13.3	6.6

^aSubjects made more than one response.

ATPE subjects participated in competitive games considered to be occupational orientation.

Anomie (Alienation)

The response to the five anomie-eunomie items on the OMTSQ were agree or disagree. The anomic, or agree response, was scored one (1) and the eunomic, or disagree response, was scored zero (0). Subject scores ranged from zero (0) to five (5), the higher the score the greater the alienation expressed by the subject. Both groups responded in the anomic end of the scale. The mean for the ATPE was 1.5 (SD = 1.36). The APSG mean was 2.03 (SD = 1.43). In Table 7, the differing proportions between the three different surveys are indicative of inner-city to suburban differences according to Miller and Butler (1966). Social disorganization is greater in Orchard Manor than in either setting that was cited by Miller and Butler. Srole (Bonjean, 1967; Merton, 1949) indicated that anomic or highly alienated persons were outside the norms of society and attempts to involve such persons potentially would meet failure or at best disappointment.

Achievement Value Orientation

The success factor in working with an anomic group may be found in the degree of achievement value orientation of the subjects involved in the study. As shown in Table 4, page 43, the subjects in this study aspired to occupations which could lead to career advancement. Responses to the seven achievement value orientation items were agree or disagree.

Table 7
 Subject Response to Anomie-Eunomie Scale with
 Metropolitan and Suburban Samples^a

Sample	Eunomia	Anomia
Los Angeles SMSA N = 981	.550	.450
Suburban City N = 213	.640	.360
OMSTQ N = 282	.355	.645
ATPE N = 30	.300	.700
APSG N = 30	.406	.594

^aNumbers represent proportion responding positive to items.

The mean for the ATPE was 4.07 (SD = 2.02) and the mean for the APSG was 4.57 (SD = 1.87). A total score of four or more is indicative of high achievement value on Rosen's Achievement Value Orientation Scale.

Summary

The subjects for this study were identified through personnel in the Charleston Housing Authority and the Department of Welfare and then randomly assigned to one of two groups with the exception of two subjects. Demographic data was obtained from the Orchard Manor Tenant Survey Questionnaire and has been reported in this section. One personal characteristic that might have jeopardized the success factor in the study was the high degree of alienation as evidenced by the anomic responses of subjects to the anomie-economie items on the OMTSQ.

THE LOG BOOK AUTO-TUTORIAL PACKAGE DEVELOPMENT

Prior to identifying subjects for participation in the parent education study the auto-tutorial learning package was developed in the following manner as shown in Figure 1.

A. Guiding Your Child's Behavior: Study Guide (Appendix D)

1. An objective was written for the auto-tutorial (AT) first session. Designed to follow the content guide in Table 1

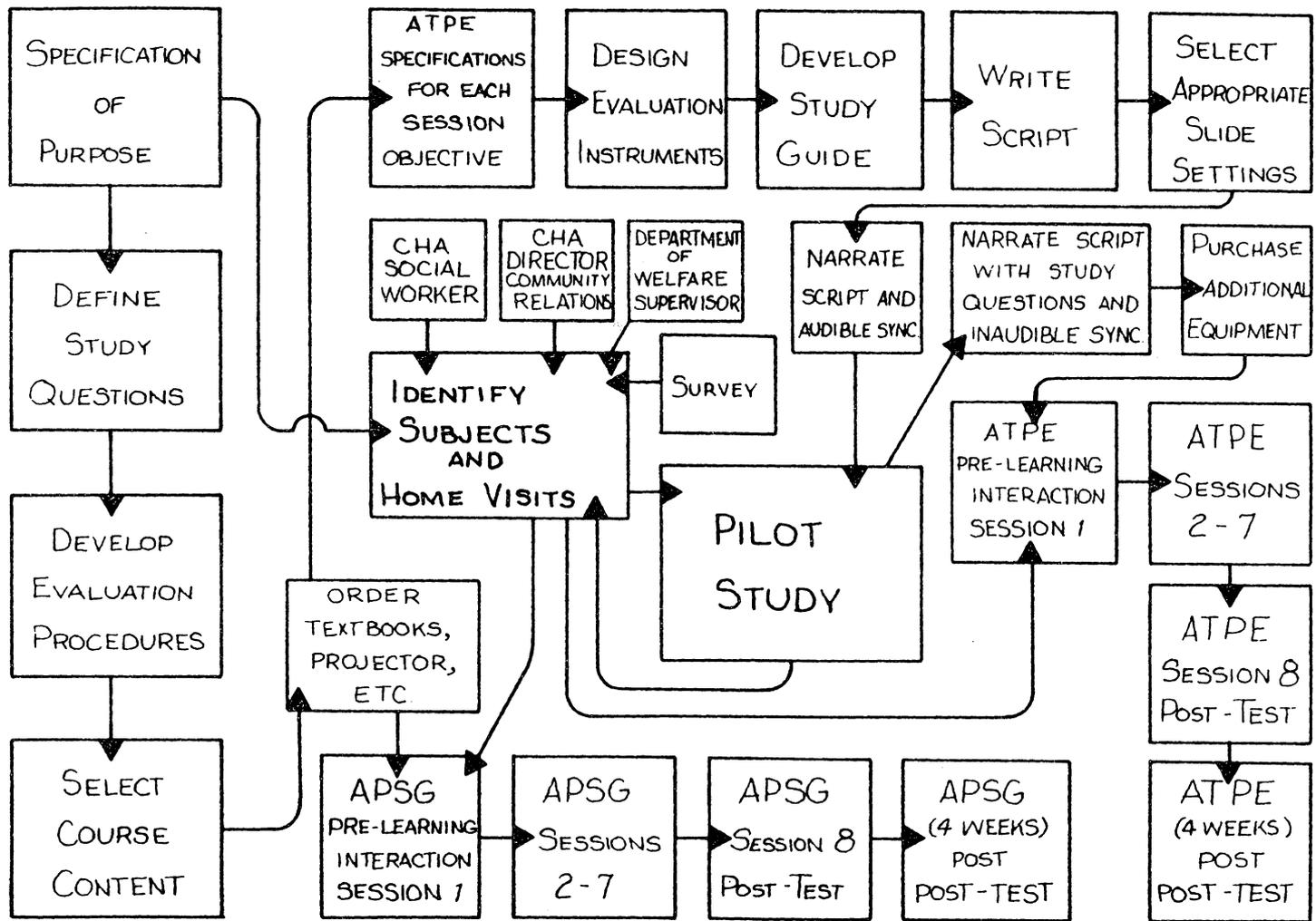


FIGURE 1. A CHART SHOWING PARENT EDUCATION DESIGN

this session became the overview for the other seven sessions (see Appendix E).

2. Study questions were formulated for the purpose of evaluating the objective.
3. The main points to be observed in the session were listed.
4. A summary paragraph of the main purpose was included as an introduction for the session.
5. Supplemental reading material "Josh Learns to Tie His Shoes" completed this part of the study guide. This was written by a mother especially for this session.
6. The same procedure was used in the preparation of the seven parts for the study guide.

B. Preparation of the Visual Presentation

1. Charts were drawn of all the superscripts and titles that would be needed in the visual presentation. These were prepared in the Center for Instructional Technology, West Virginia State College.
2. Using the study guide overview a script was written for Session One as shown in Appendix F.
3. A listing was made of the kinds of slides that would be needed to provide a pictorial representation of the subject matter.
4. Slides were obtained in one of three ways: (a) through an inventory of available slides, (b) by personally photographing those scenes that were not available and having the film commercially developed, or (c) by acquiring the service of a

professional photographer who took the pictures and developed the film.

5. The slides for the session were arranged in the appropriate order on an eighty slide viewer.
6. The slides were numbered and placed in a carousel slide projection tray.
7. Slide programs for the other seven sessions were prepared in the same manner.
8. Written releases were signed by the subjects in the slides to permit their use in Guiding Your Child's Behavior. In the case of the children their mother also signed a release for them.

C. Preparation of Cassette Audio Tapes

1. Using the script prepared for Session One the evaluator prepared the first audio tape and submitted the session to be critiqued by an advisor in the Learning Resource Systems, Virginia Polytechnic Institute and State University.
2. A WKLC radio announcer narrated the scripts. The narrations were recorded in the West Virginia State College Television Studio.
3. An audible sound was recorded on the cassette tape to be used as a signal for the participant to advance the slides.
4. Releases were obtained from the participants in the audio presentations.

D. The Parent-Child Interaction Evaluation Tape

1. The audio tapes contained child behavior that may be identified as: (a) attention getting, (b) a struggle for power, (c) revenge, or wanting to hurt, or (d) a withdrawal into disability. Mostly, the behaviors were in the first two categories.
2. In the preparation of the Parent-Child Evaluation Tape three examples of each of the behaviors were selected to be included on a cassette audio tape.
3. Some of the parent-child interactions were dubbed on the cassette tape from those situations that were presented in two tapes: (a) Critical Incidents on a Critical Day or (b) Intervention Strategies. These did not provide the total required for the revenge and the withdrawal into disability behaviors. Mothers and children role-played the needed situations and their interactions were recorded to complete the tape.
4. A meeting was arranged with eleven counselors at Blessed Sacrement School to rate the situations. At the rating session the counselors found it difficult to discriminate between behaviors by the sounds alone and they tended to rate all behaviors as either attention getting or power struggle.
5. Various suggestions were made for improving this method of evaluation. Probably the most effective would have been the use of video tape for the evaluation tape. However, after

evaluating the responses, it was decided to delete this method of evaluation from the study for the following reasons:

- (a) the amount of time and energy required to refine the tape and to establish it as a reliable instrument may not be worthwhile in terms of results,
- (b) educationally disadvantaged adults in the population identified for the study may have difficulty in responding to the tape situations, and
- (c) the two hours required to administer the tape with the counselors exceeded the total time allotted for gathering data at pre-learning interaction.

E. Pilot Study

1. Social service workers identified five persons for auto-tutorial study. Each person was contacted at their home by the leader, and the program was explained and assurance of the voluntary participation in the study was received. The first session was scheduled for 9:00 a.m., Tuesday.
2. Tuesday, 9:00 a.m. The participants have not arrived. At 9:30 a.m. three of the five persons are present. Pre-Learning Interaction (PLI) begins.
3. In PLI, the participants were asked, "What do you expect to learn in parent education study?" The responses varied: want to be a better mother, to "handle" Davy, or to get along better with my kids.

4. The Orchard Manor Tenant Survey Questionnaire was administered. One of the participants was a non-reader. Her responses were recorded by the leader apart from the other two participants.
5. The Attitude Toward Child Rearing Scale and the Children's Behavior Checklist were administered in the same manner.
6. A time was scheduled for each participant to attend parent education study on the next Tuesday.
7. Second Tuesday, 9:00 a.m. The participant for this time slot has sent word (no telephone) that Davy hasn't dressed. "Is it alright to come at 10:00 a.m.?" I went to inform her that 10:30 a.m. would be a better time.
8. The 9:30 a.m. participants were on time. The equipment was in the carrel. The study guide and writing materials had been removed from the envelope and placed on the carrel desk. The leader gave instruction for advancing the slides and operating the equipment. Everything went as expected for about five minutes when the participant handed the controls to the leader and asked, "Can you do this for me? It makes me nervous." She stood, shifting her weight from one foot to the other foot during the remainder of the session. She later explained that she had not taken her nerve pill that morning. In addition, being a non-reader she required assistance completing the study questions for the session.
9. The next participant followed directions and proceeded through the program without additional instructions.

10. The participant, who had postponed her time last week, arrived on time with her five year old girl and two year old boy. The children seemed to enjoy the slide program, but they became restless while their mother completed the study questions.
11. The evaluation of this session indicated that it would be necessary to have each study question read by the narrator to overcome the reading difficulties encountered by the non-reader.

PROCEDURE

Parent education was to be provided in two separate treatment group methods. Each subject was interviewed in her home by the researcher who stated that the purpose of the visit was to locate mothers of children age four through twelve years old who were interested in learning more about the behavior of children. Subjects were notified of their appointed meeting time and place. OMTSQ data was obtained from those subjects who were not available during the interview period. The textbook, Children: The Challenge, and the reading assignment sheet was given to the subject at the close of the researcher's interview.

At pretest the subjects were asked to select one of their children age four through twelve years old, designated as a target child, to observe during the study period. Subjects responded to the Children's Behavior Checklist items in terms of the target child's behavior. Both the Attitude Toward Child Rearing Scale, shown in

Appendix A, and the Children's Behavior Checklist, shown in Appendix B, were completed during pre-learning interaction before the first study session. The Attitude Toward Child Rearing Scale and the Children's Behavior Checklist were administered at posttest (eight weeks) and post-posttest (twelve weeks).

Target Children

There were 173 children in the families of the subjects in this study. The ATPE subjects had a total of seventy-eight children ($M = 2.6$) living at home. The APSG subjects had a total of ninety-five children ($M = 3.17$) living in the household. Table 8 shows data on the number of children in the families.

The subjects selected one of their children age four through twelve years old to observe and report behavior on the Children's Behavior Checklist. The mother reported behavior of a child, called the target child for the study, at pretest, posttest, and post-posttest. As recorded in Table 9, boys were over-represented in the target child category. In the ATPE 56.7 percent of the target children were boys. In the APSG 73.3 percent of the target children were boys. The mean age of the target children in the ATPE group is 7.5 years ($SD = 3.15$). The mean age in the APSG was 9.68 years ($SD = 2.84$). The mean grade level for children in the ATPE was 4.23 ($SD = 3.04$). The mean grade level for the target children in the APSG was 5.0 ($SD = 2.61$).

Adlerian Parent Study Group (APSG)

Thirty mothers of four to twelve year old school children were subdivided at random into three groups of ten mothers each for parent

Table 8
 Total Number of Children Living in the
 Home by the Number of Families

Number of Children	Frequency	
	Auto-Tutorial Families	Parent-Study Families
1	9	3
2	6	8
3	8	9
4	3	6
5	3	2
6	1	
7		1
8		1
Mean	2.6	3.17

Table 9
Descriptive Information for Target
Children in the Study

Category		ATPE	APSG
Sex	Boys	N = 17	N = 22
	Girls	N = 13	N = 8
Age	Boys	M = 7.31 SD = 3.29 Mdn = 5.50	M = 9.18 SD = 2.79 Mdn = 10.0
	Girls	M = 7.57 SD = 3.11 Mdn = 7.50	M = 7.25 SD = 2.28 Mdn = 7.00
Grade	Boys	M = 2.69 SD = 1.53 Mdn = 0.50	M = 1.73 SD = 0.83 Mdn = 1.50
	Girls	M = 2.07 SD = 1.08 Mdn = 1.50	M = 1.88 SD = 0.42 Mdn = 4.00

education group study. The three APSG groups met separately in the Tenant Classroom for two hours weekly for eight weeks. The discussions centered on material and methods that are presented in Dreikurs' Children: The Challenge. The syllabus for this study was one that had been adapted by the investigator from Soltz and Dreikurs' materials (Table 10). A copy of Children: The Challenge was provided for each subject.

Auto-Tutorial Parent Education (ATPE)

Thirty mothers of four to twelve year old school children were assigned to meet individually in the home of a community leader. The home was equipped with a slide projector, a cassette tape player, and a study table. Fifty minutes was required to complete each session. The content for this group was slide and synchronized inaudible tone sequences cassette tape presentations of the Soltz and Dreikurs' materials (Table 10). Guiding Your Child's Behavior Study Guide (Appendix D) session materials were provided for each subject at each session.

There were some extraneous factors to be considered in the ATPE. This group was scheduled for individualized instruction using specially built carrels in the tenant meeting room which was located across an unpaved yard from the Orchard Manor administrative offices. An assistant, who was to monitor the equipment, arrange the study materials, etc., was a tenant in the project. Because there was a high concern of some subjects for the lack of security, the mothers expressed a reluctance to use the meeting room carrels. Instead, they chose to

Table 10

Topics Covered in Both the Parent Study Group and
Auto-Tutorial Group Shown by Session

Session	Number ^a	Chapter	Topic
01	01	Our Present Dilemma	Overview: To gain knowledge of the terminology and concepts that are used in this study.
	03	Encouragement	
	26	Mind Your Own Business	
02	22	Refrain from Overprotection	The Family Atmosphere: It is through the family atmosphere that attitudes and values are transmitted to children.
	23	Stimulate Independence	
	25	Be Unimpressed by Fears	
	19	Don't Feel Sorry	
03	02	Understanding the Child	Family Constellation: The interaction between family members.
	05	Fallacy of Punishment and Reward	
	10	Respect for the Rights of Others	
	14	Win Cooperation	
04	04	The Child's Mistaken Goals	Identifying the Child's Purpose of Behavior: Recognizing the goals of behavior and specific methods for dealing with misbehavior.
	15	Avoid Giving Undue Attention	
	16	Sidestep the Struggle for Power	
	17	Withdraw from the Conflict	
	21	Do the Unexpected	
05	06	The Use of Natural and Logical Consequences	Critical Incidents in a Typical Day: Times during the typical day when children are most likely to misbehave
	07	Be Firm Without Dominating	
	12	Maintain Routine	
	13	Take Time for Training	
	18	Action! Not Words	
	27	Don't Shoo Flies	

Table 10 (continued)

Session	Number ^a	Chapter	Topic
06	08	Show Respect for the Child	Intervention Strategies: To demonstrate that freedom without laxity are usually the best approach for parents to apply.
	09	Induce Respect for Order	
	10	Respect for the Rights of Others	
	11	Eliminate Criticism and Minimize Mistakes	
	14	Win Cooperation	
	20	Use Care in Pleasing: Have the Courage to Say <u>No</u>	
	29	Follow Through--Be Consistent	
	30	Put Them All in the Same Boat	
07	34	Downgrade "Bad Habits"	Family Council: To integrate the concept of rights and equality of value into a relationship that assists family members in developing social skills.
	24	Stay Out of Fights!	
	28	Make Requests Reasonable and Sparse	
	33	Take It Easy	
	36	Meet the Challenge of T.V.	
	38	Talk <u>with</u> Them, Not <u>to</u> Them	
	39	The Family Council	
08	30	Put Them All in the Same Boat	Social Interest: To develop an understanding of the parent's role in establishing harmony in the home and to understand the relationship between harmony in the home and society's ways of living.
	31	Listen!	
	32	Watch Your Tone of Voice	
	35	Have Fun Together	

^a(Children: The Challenge, 1964)

view the parent education AT sessions in the assistant's home that was located two blocks away from the office. The parent education days, then, became social affairs. There was a need for flexibility on the part of the study leadership that allowed the participants in ATPE to remain after their appointed session time and that permitted the inclusion of the participants in the study group. Because the data was collected from each subject immediately following the completion of each session, their remaining after the appointed time was not considered to have influenced the outcomes.

Two instruments were administered to each subject upon completion of session eight. The ATCRS and the CBC provided the data for evaluating the subjects' change of attitudes and perception of a target child's behavior.

The Session Reactionnaire was designed to measure the effectiveness of each session (Appendix F). The first item was a Likert like scale open-ended sentence that the parent selected one of five sentence stems. The second part was a semantic differential scale that consisted of eight polarized sentences. The third and fourth statements required a "yes" or "no" response.

ANALYSIS OF DATA

The data yielded in this study was analyzed through the use of t-tests, correlated t-tests, analyses of variance, and chi-square according to the following model and as shown in Figure 2.

Analysis of pre-study data:

1. Orchard Manor Tenant Survey Data and Attitude Toward Child Rearing Scale chi-square

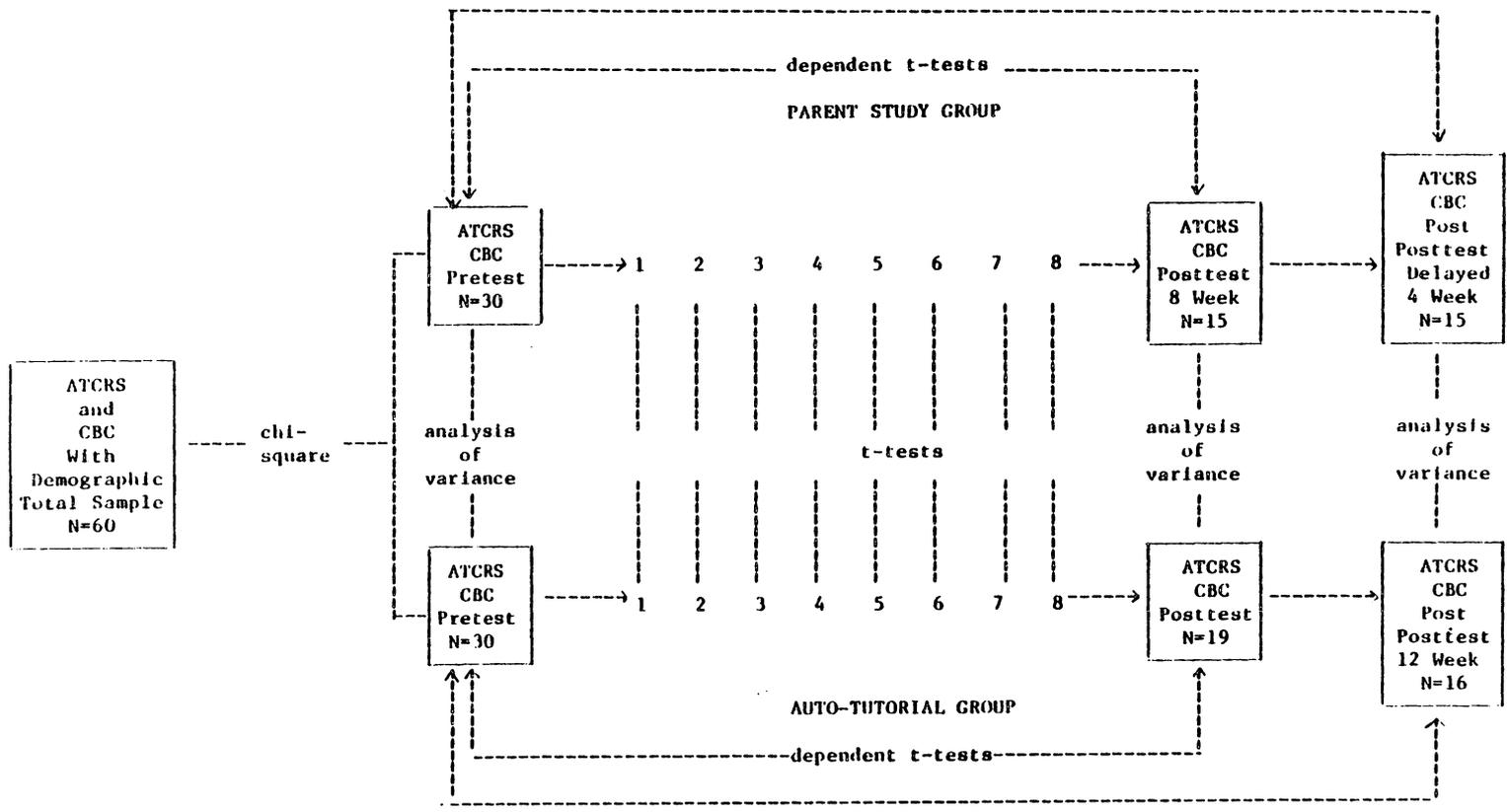


Figure 2
Analysis of Data

At pretest each of the biographical variables were cross-classified into the ATCRS scores after the attitude scores had been recoded into four equal parts.

- | | |
|--|------------|
| 2. <u>Orchard Manor Tenant Survey Data and Children's Behavior Checklist</u> | chi-square |
|--|------------|

Biographical variables and CBC scores were cross-classified in the same manner as the ATCRS scores.

Analysis of pre- and post-study intra-group data:

- | | |
|---|------------------|
| 1. <u>Attitude Toward Child Rearing Scale</u> | dependent t-test |
| 2. <u>Children's Behavior Checklist</u> | dependent t-test |

Analysis of the difference between pre- and post-study inter-group data:

- | | |
|---|----------------------|
| 1. <u>Attitude Toward Child Rearing Scale</u> | analysis of variance |
| 2. <u>Children's Behavior Checklist</u> | analysis of variance |

Analysis of pre- and post-study data and biographical variables:

- | | |
|---|------------------------------------|
| 1. <u>Attitude Toward Child Rearing Scale</u> | Pearson Product Moment Correlation |
| 2. <u>Children's Behavior Checklist</u> | Pearson Product Moment Correlation |

Post-study data:

Analysis of variance was computed at pretest, before the first session; at posttest, eight weeks; and an analysis of variance was computed on the post-posttest data at twelve weeks, four weeks after the completion of the learning activity.

Session Reactionnaire:

T-tests for differences between means were computed between groups data from the responses to items on the session reactionnaire.

SUMMARY

This was an evaluation study of the effectiveness of two methods of parent education using information based on Adlerian psychology and directed to mothers of children ages four to twelve years old. The setting was a public housing project. The subjects were randomly selected from those mothers living in a public housing project who had indicated an interest in parent education study or to learn more about the behavioral problems in the home.

Dreikurs' Children: The Challenge was the text for the Adlerian Parent Education Study Group. This text and the Guiding Your Child's Behavior Study Guide provided the course content for the AT learning package.

The sixty subjects, who were self-selected by responses to the OMTSQ or referred through social agencies, were randomly assigned to a treatment group. There were thirty subjects in each treatment group. Two subjects stated a preference for the other than assigned method and were placed in their self selected group.

Those subjects assigned to the Adlerian Parent Education Study Group met in groups of ten for two hours study per meeting for a total of eight meetings. The ATCRS and CBC instruments were administered at the beginning of the first meeting. The goals and objectives of the study were presented by the evaluator. The subjects articulated their needs and expectations of the study. The subjects scheduled the AT laboratory for individual study periods. They were assigned to small groups for each of the eight sessions.

Posttests were administered upon completion of the eighth session or the eighth group meeting for each subject. In addition, post-post-learning assessment (four weeks after last session) provided an opportunity to measure the attitude change over a longer period of time.

The instruments used in this study were the Orchard Manor Tenant Survey Questionnaire which gathered demographic data, the degree of subjects' alienation, and Achievement Value Orientation data; the Attitude Toward Child Rearing Scale; and the Children's Behavior Checklist. In addition, each session was evaluated through the use of a Session Reactionnaire.

Chapter 4

RESULTS

This chapter presents an analysis of the data in relation to the purpose of this study. It was the purpose of this study to compare the effectiveness of the auto-tutorial learning package (ATPE) and the effectiveness of the more traditional parent study group (APSG) on two dependent variables: the mother's attitudes toward child rearing, and the mother's perception of the behavior of a target child. Also, it was proposed that this study investigate the effects of the mother's knowledge of specific behavior interventions in the modification of a target child's behavior. However, the parent-child evaluation tape that was developed to provide this data proved to be impractical both in terms of having low reliability and in terms of the amount of time that would be required to administer the tape. A description of the development of the tape is located in Chapter 3.

The women involved in this study were mothers or grandmothers, who were the primary caretakers, of school children age four through twelve years old and who live in public housing. Sixty mothers were drawn from those mothers who had expressed an interest in parent education or who had been referred to the study

by housing authority social services staff members, the Director of Community Relations, or by a Department of Welfare supervisor. Adjustments for personal preference in group assignment were given 5 percent of the subjects who participated in ATPE for convenient proximity to home. All others were randomly assigned. Thirty mothers (ATPE) received eight weeks parent instruction individually through colored slides synchronized with a cassette tape narration and a specially prepared study guide shown in Appendix D. The other thirty mothers were subdivided into three groups of eight to twelve persons in each subgroup. Eight to twelve members in a group were specifically chosen to maximize the group members' interaction through sharing experiences. These (APSG) subgroups participated in a parent group study for eight weeks. Textbooks and assignments were the same for both the experimental and the control groups (see Appendix G). To evaluate each session, t-tests were computed on the mean responses to a session reactionnaire (Appendix F). Pretest, posttest, and post-posttest scores obtained from the Attitude Toward Child Rearing Scale and the Children's Behavior Checklist were analyzed using analysis of variance.

The Attitude Toward Child Rearing Scale was used to measure the changes of the mother's attitudes. On this scale high scores indicated democratic attitudes. This scale was selected because of the high reliability ($r = .908$, $n = 70$) when used to measure the parenting attitudes of a socially and geographically stratified

sample of participants in parent study groups (Arnold, 1977). The present study's reliability was obtained through two methods: the split-half method and the KR20 formula. In the split-half method the pretest items were divided into odd-even halves and two scores were obtained from the odd-even items. These scores were correlated, using the Pearson Product Moment procedures, and then corrected with the Spearman-Brown prophecy formula $r_{xx} = \left(\frac{2r_{hh}}{1 + r_{hh}} \right)$ which provided

the final reliability coefficient estimate of $r = .79$. The Kuder-Richardson formula 20 $KR20 = \frac{n}{n-1} \left(1 - \frac{\sum s_i^2}{S_x^2} \right)$ pretest results and a

reliability coefficient of $r = .63$ was obtained.

COMPARISON OF MEAN ATTITUDE TOWARD CHILD REARING SCORES

Means, standard deviations and range of scores for persister's attitude toward child rearing scale are presented in Table 11. Drop-out results are discussed in another section. At pretest, the APSG persisters, those subjects who completed all eight study sessions, were less democratic in their attitude toward child rearing than the ATPE persisters. At posttest, following the last session, both groups achieved an increase in the mean that indicate positive change in the direction of democratic attitude. The APSG mean was greater (difference = 16.6) than the ATPE group mean. At post-posttest, four weeks following the last session, the means for both groups decreased, however, the APSG group mean remained greater than the ATPE group mean. To determine the

Table 11

Means, Standard Deviations, and Range of Attitude
Toward Child Rearing Scores for Persisters

Group	N	Mean	SD	Range
<u>Pretest</u>				
ATPE	18	105.9	11.2	89 - 135
APSG	15	102.3	10.2	80 - 127
<u>Posttest</u>				
ATPE	18	114.3	16.8	86 - 149
APSG	15	127.3	17.6	93 - 163
<u>Post-Posttest</u>				
ATPE	16	112.3	19.8	92 - 156
APSG	15	116.7	15.9	95 - 144

significance of the difference between means within groups, correlated t-tests were used on the pretest and the posttest means. There was no significant difference at the .05 alpha level between the pre and posttest means obtained by the subjects in the ATPE ($t = 2.06$, $df = 17$, $p < .06$) on the correlated t-test. There was a significant difference between the pre and posttest means obtained by the APSG at the .001 level on the t-test ($t = 5.76$, $df = 14$).

A correlated t-test between the pre and post-posttest stage four weeks after the last session indicated no significant differences for the ATPE ($t = 1.65$, $df = 15$) at the .05 alpha level. There was significance for the APSG ($t = 4.5$, $df = 14$, $p < .001$).

At post-posttest, four weeks following the eighth parent education session, both the ATPE mothers and the APSG mothers responded with a lessened democratic attitude toward child rearing. The effects of the parent education to change the mothers' attitudes toward the use of a decision-making process had tended to dissipate under the strength of the environmental influences. However, the significance of the attitude scores for APSG mothers was maintained at the .001 level indicative of a more cooperative attitude in mother-child relations four weeks following the study. The parent study group method was the most effective in changing the mother's attitudes from autocratic toward democratic methods of child rearing.

COMPARISON OF MEAN CHILDREN'S BEHAVIOR CHECKLIST SCORES

Means, standard deviations, and range of scores for the mother's perception of the behavior for the target children are shown in Table 12.

Table 12
Means, Standard Deviations, and Range of Children's
Behavior Checklist Scores for Persisters

Group	N	Mean	SD	Range
<u>Pretest</u>				
ATPE	18	123.5	17.5	89 - 149
APSG	15	119.3	16.8	81 - 156
<u>Posttest</u>				
ATPE	18	124.8	16.7	91 - 144
APSG	15	130.9	21.5	69 - 154
<u>Post-Posttest</u>				
ATPE	16	118.2	36.8	73 - 212
APSG	13	124.5	11.6	108 - 144

At pretest the ATPE group mean was greater than the APSG group mean. The ATPE mothers observed fewer potential problem causing behavior than the APSG mothers. At posttest, after eight weeks study, the APSG subjects' group mean increased in a positive direction. At the same time, the ATPE subjects' group mean showed an increase of only one percent. At post-posttest the ATPE subjects' mean was 4.4 percent less indicating an even greater awareness of potential problem causing behaviors than at pretest. The APSG subjects reported 4.2 percent fewer problem causing behaviors than at pretest.

Use of the correlated t-test revealed no significant difference between the pre and posttest means obtained by the subjects in the ATPE ($t = 0.117$, $df = 17$) or the APSG group ($t = 1.507$, $df = 14$) at the .05 alpha level.

There were no significant differences between the pretest and post-posttest means obtained for children's behavior on correlated t-tests with the results in the ATPE group ($t = 0.69$), $df = 14$) or for the APSG group ($t = 0.253$, $df = 14$) at the .05 alpha level. Neither method of parent education was effective in changing the mother's perception of the target child's behavior at the .05 alpha significance level.

INITIAL COMPARISON OF THE GROUPS ON ATTITUDE AND BEHAVIOR AT PRETEST

Relationships of Initial Scores with Biographic Variables

Pretest results indicated that initially the ATPE group and APSG group did not differ significantly on the dependent variables: attitude toward child rearing and the mother's perception of the

behavior of a target child. The chi-square statistic was used to compare thirteen biographical variables and the pretest scores. For this analysis the Attitude Toward Child Rearing pretest scores were recoded in the following manner: low through 85 = 1, 86 through 101 = 2, 102 through 112 = 3, and 113 and over = 4. The Children's Behavior Checklist pretest scores were recoded as follows: low through 109 = 1, 110 through 121 = 2, 122 through 134 = 3, and 135 through 160 = 4. Mother's age was recoded: 16 through 23 = 1, 24 through 29 = 2, 30 through 39 = 3, and 40 through 70 = 4. As shown in Appendix H, none of the thirteen independent variables was shown to have a significant ($p = .05$) relationship with attitude toward child rearing.

Subjects' responses to the behavior checklist and biographical variables were tested for independence using chi-square. These results are presented in Appendix I. A significant relationship was found for the school grade of the target child ($\chi^2 = 57.54, p < .03$). There were no other statistically significant differences at the .05 level for twelve biographical variables and the sixty subjects pretest scores for the mother's perception of the behavior of the target child.

Drop-Out Evaluation

The projected standard for the drop-out level for this study was not to exceed 50 percent. Overall, the actual drop-out level was 48.3 percent. Forty percent of the ATPE subjects and 50 percent of the APSG subjects withdrew before completing the eight sessions. In addition, two ATPE subjects changed residence and could not be located for the post-posttest evaluation.

As shown in Table 13 the twelve ATPE subjects who dropped out of the study ($\bar{X} = 106.4$, $SD = 11.9$) and the thirty ATPE subjects at pretest held more democratic attitudes toward child rearing than the APSG subjects. When an analysis of variance was performed on the drop-out attitude scores, the difference was not significant [$F(1,25) = 0.18$]. Both the APSG subjects who dropped out of the study and the fifteen APSG subjects who completed the study were more autocratic in their attitudes toward child rearing than the ATPE subjects at pretest. At pretest, the fifteen APSG subjects who dropped out reported fewer potential problem causing behaviors than the twelve ATPE subjects who dropped the study. However, analysis of variance applied to the ATPE and APSG dropouts indicated no significant difference at the .05 alpha level [$F(1,25) = 2.84$] for mother's perception of potential problem causing behaviors for the target child.

ATPE subjects had younger children, were in closer contact with their children, and tended to be more annoyed by the child's misbehavior. APSG subjects had older children who spent more time outside the home, generally within the limits of the housing complex or the community center. These children were outside the mother's domain and with their peers. Therefore, their mothers had less frequent opportunity to observe their behavior.

Table 14 documents the subjects' reasons for not continuing with the study. Subjects dropped voluntarily because of interference within the environment and not for reasons that would

Table 13
 Analysis on Attitude and
 Behavior at Pretest

ATTITUDE				
Group	N	Mean	SD	Range
Drop-Outs				
<u>Pretest</u>				
ATPE	12	106.4	11.9	84 - 122
APSG	15	102.5	8.7	86 - 113
Persisters				
<u>Pretest</u>				
ATPE	18	105.9	11.2	89 - 135
APSG	15	102.3	10.2	80 - 127
BEHAVIOR				
Drop-Outs				
ATPE	12	115.2	19.2	89 - 140
APSG	15	120.7	15.9	81 - 136
Persisters				
ATPE	18	123.5	17.5	89 - 149
APSG	15	119.3	16.8	81 - 156

Table 14

Drop-Out Reasons Given by Auto-Tutorial Parent Education
and Adlerian Parent Study Group Subjects^a

Adlerian Parent Study Group	Auto-Tutorial Parent Education
Employment:	Employment:
welfare day care service teacher aide parcel service	school bus driver K-Mart clerk
Illness:	Illness:
allergies kids sick all the time pregnancy complications new baby personal problems	too nervous (2) facial burn required plastic surgery alcoholic
Relocated:	Relocated:
no forwarding address (2)	no forwarding address (2) housing project in another city separated from husband, moved to parents
Other:	Other:
entered college program no transportation husband objected to participation undetermined	can't get out with three children undetermined

^a each excuse was given by a separate mother except where indicated by the number in parenthesis.

have influenced the outcomes of this study. In the ATPE four subjects moved their households. These subjects did not return to complete the study.

Illness was a major cause for withdrawal from the ATPE. Illness reasons stated by the ATPE subjects were related to personal illness. In contrast the reasons for discontinuing the study that were given by the APSG subjects were child-related illness.

Employment was the third major reasons for withdrawal from the study. Three of the APSG and two of the ATPE subjects gave work related reasons for discontinuing study. Other reasons accounted for the drop-out of seven subjects. It was concluded by the researcher that the drop-outs were close enough in all descriptive categories to those who completed the group work not to have influenced the outcomes.

ANALYSIS OF PERSISTERS ATTITUDE AND BEHAVIOR SCORES IN THE TWO EXPERIMENTAL GROUPS

Results on the analysis of variance for attitude and behavior at pretest, posttest, and post-posttest are presented in Tables 15 and 16. There were no statistically significant differences between the total group ATPE and the total group APSG in the subjects attitude toward child rearing at the .05 level at pretest. The analysis of variance using the posttest scores indicated significant differences between the means of ATPE and APSG at the .05 level for the mothers' attitude toward child rearing

Table 15
 Analysis of Variance Summaries for Attitude
 Toward Child Rearing

Source	df	Sum of Squares	Mean Square	F
<u>Pretest^a</u>				
Between Groups	1	212.8164	212.8164	1.86
Within Groups	58	6653.3608	114.7131	
Total	59	6866.1758		
<u>Posttest^b</u>				
Between Groups	1	1382.73	1382.73	4.712*
Within Groups	31	9097.34	293.463	
Total	32	10480.07		
<u>Post-Posttest^c</u>				
Between Groups	1	146.8051	146.8051	0.451
Within Groups	29	9430.7542	325.1982	
Total	30	9577.5586		

^aPrior to instruction

^bLast session of parent education study

^cFour weeks after the last parent education session

*Significant at .05 alpha level

[$F(1,31) = 4.712, p < .05$]. The analysis of variance between the ATPE group and the APSG group four weeks after the last session at post-posttest indicated that the difference between means was not statistically significant at the .05 alpha level for the mothers' attitudes toward child rearing.

The analysis of variance results for mothers perception of the target child's behavior are shown in Table 16. At pretest, the ATPE mothers had observed more potential problem causing behaviors than the APSG mothers had observed in the target child. However, the results of the analysis of variance indicated no significant differences in the mother's perception of the target child's behavior between the ATPE and APSG at pretest, posttest, or at post-posttest.

Discussion

At pretest, posttest, and post-posttest there were no statistically significant differences between groups on the analysis of variance for the mother's perception of the target child's behavior. The results obtained when t-tests were used on the pre and posttest, and the pre and post-posttest scores, for behavior in each group, were not statistically significant at the .05 level for either the ATPE group or the APSG group. Neither the parent study group method nor the auto-tutorial method of parent education was significantly effective in changing the perception of the target child's behavior. The ATPE subjects reported more potential problem behaviors before the study. Four weeks following the study

Table 16
 Analysis of Variance Summaries for Children's
 Behavior Checklist

Source	df	Sum of Squares	Mean Square	F
<u>Pretest^a</u>				
Between Groups	1	35.3224	35.3224	0.119
Within Groups	58	17163.4141	295.9209	
Total	59	17198.7344		
<u>Posttest^b</u>				
Between Groups	1	304.44	304.44	0.87
Within Groups	31	10777.43	347.65	
Total	32	11081.87		
<u>Post-Posttest^c</u>				
Between Groups	1	996.7646	996.7644	0.797
Within Groups	27	33748.2100	1249.9336	
Total	28	34744.9727		

^aPrior to instruction

^bLast session of parent education study

^cFour weeks after the last parent education session

they reported the most observed behaviors. The APSG subjects reported the most potential problem causing behaviors before the study and a decrease four weeks following the study.

SECONDARY ANALYSIS OF ATTITUDE AND BEHAVIOR SCORES

Pretest and Posttest Gain Score Comparison

The pre to posttest gain scores for attitude and behavior were correlated with the biographic variables and the results are shown in Table 17.

At pretest, the sixty scores were partitioned and X^2 was used to test for independence of the biographical variables and the subjects: (1) attitude toward child rearing and (2) perception of a target child's behavior. Because there were fewer scores at posttest, partitioning these scores and performing X^2 might have resulted in empty cells and less meaningful results. Therefore, the pre to posttest gain scores were tested as a continuous variable and the Pearson Product Moment formula was used to correlate biographical variables and gain scores. The coefficient reported in Table 17 indicate that the mothers' attitude was negatively correlated with the number of hours spent in television viewing ($r = -.33$) and was positively correlated with the age of the target child ($r = .46$).

At posttest, following the eighth parent education session, the APSG subjects had developed more democratic attitudes toward child rearing. Those subjects who spent the most hours per day viewing television changed their attitudes in the direction of high control. Those subjects with the older children changed their attitudes toward a more democratic method for

Table 17

Correlation Coefficients of Independent Variables and
the Mother's Attitudes and Children's Behavior
Pretest to Posttest Gain Scores

Variable	Attitude	Behavior
Mother's age	.23	.10
Last school grade completed	.00	-.08
Employment status	.20	-.05
Occupational status	-.07	-.06
Sex of target child	.16	.07
Age of target child	.46*	.20
Anomie	.00	.23
Achievement value orientation	.02	-.00
Number of children in household	.28	.12
Source of family income	-.18	-.29*
Hours television viewing	-.33*	-.24

*Significant at .05 alpha level

child rearing. Initially, the ATPE subjects spent more time watching television and these mothers changed the least in their attitudes toward child rearing and that change was in the direction of high control. The APSG subjects had the older children and these mothers changed their attitudes most markedly toward the use of more democratic methods of child rearing.

The results of Pearson Product Moment Correlation indicated that the only significant correlation was between the mothers' perception of the target children's behavior and the source of the family income ($r = -.29$). The level of source of family income are in the Parstudy Code Book shown in Appendix J and recoded according to the categories shown in Table 4, page 43.

Subjects, in families where the main source of income was salary or wages, reported a significant reduction in the potential problem causing behaviors for the target child when compared with mothers in families where the main source of income was government welfare as shown in the statistically significant, but weak, negative correlation. It may be argued that in any table containing twenty-two correlations the possibility of one significant correlation may be attributed to chance. However, the like signs for the attitude and behavior correlations increase the possibility that all three correlations, age of target child, hours viewing television and source of family income are indeed noteworthy.

High-Low Scoring Subjects

Table 18 shows the results of posttest interviews with the five subjects who had the highest scores in each group and the five subjects

Table 18

Group Comparison of Source of Family Income for
 Mother's High and Low Scores on Attitude
 Toward Child Rearing Scale at Posttest

<u>ATPE</u>		<u>ACTUAL RESPONSE</u>		<u>APSG</u>	
High	Low	High	Low	High	Low
Salary or Wages	Welfare	Welfare	Welfare	Welfare	Welfare
Welfare	Welfare	Welfare	Salary or Wages	Salary or Wages	SS/Pension
Welfare	Welfare	Welfare	Salary or Wages	Salary or Wages	Welfare
SS/Pension	Welfare	Welfare	Welfare	Welfare	Salary or Wages
Welfare	Welfare	Welfare	None	None	Welfare
<u>Subjects Occupational Aspiration</u>					
Social Worker	Factory Job	Office Clerk	Office Clerk	Office Clerk	House Cleaner
Recreational Leader	Construction Flagman	Cashier	Cashier	Cashier	Nurse/Sales Clerk
Nurse Aide	Secretary	Florist	Florist	Florist	Cafe Work
Sales Clerk	Secretary	Hospital Social Worker	Hospital Social Worker	Hospital Social Worker	Landlord
Any Job	No Response	Practical Nurse	Practical Nurse	Practical Nurse	No Reponse

who had the lowest scores in each group for Attitude Toward Child Rearing. One of the high scoring ATPE subjects and two of the highest scoring APSG subjects received their income from salary or wages. Three of the low scoring APSG subjects and five of the low scoring ATPE subjects main source of income was government welfare. Also, Table 18 indicates the stated occupational aspiration for the five highest and the five lowest scoring subjects in each method of study. Six of the ten highest scoring subjects aspired to jobs in social work or medical fields. Four APSG low scoring subjects were vague in their occupational choices. The lowest scoring subjects in both groups were unable to state an occupational preference.

Group comparison of biographic variables, high and low scores on attitudes are shown in Table 19. The mean age of the high score subjects in both groups was 10 years more than the low scoring subjects within the group. Also the high APSG subjects were 9.2 years older than the high scoring ATPE subjects. High scoring subjects had completed one more year of school than the low scoring subjects. Three of the high scoring subjects in both groups were single parents. Two of the low scoring subjects in the APSG and the five low scoring ATPE subjects were single parents. Low scoring ATPE subjects had fewer children (Total = 8) than the APSG (Total = 18) low scoring subjects. Low scoring ATPE subjects and high scoring APSG subjects had the highest achievement value orientation. Within both groups the anomie score was lower for the high scoring subjects. APSG subjects were more group centered than ATPE subjects as measured on Srole's Anomie-Eunomie Scale.

Table 19

Group Comparison of Age, Education, Achievement Value Orientation
and Anomie-Eunomie for Mother's High and Low Scores on Attitude
Toward Child Rearing Scale at Posttest

Category	<u>ATPE</u>		<u>APSG</u>	
	High	Low	High	Low
Age (SD)	33.6 (2.7)	23.6 (4.0)	42.8 (5.4)	32.6 (8.8)
Education (SD)	9.8 (1.2)	8.8 (1.4)	11.4 (2.7)	10.6 (2.0)
Single Parents	3	5	3	2
Number of Children (SD)	16 (3.2)	8 (1.6)	17 (3.4)	18 (3.6)
Mean Age of Children	10.44	5.0	17.0	10.9
Achievement Value (SD)	3.0 (2.3)	5.4 (.8)	6.0 (.8)	4.6 (1.8)
Anomie (SD)	1.6 (1.4)	1.0 (0.0)	3.0 (1.5)	1.8 (1.0)
ATCRS Mean	136.6	96.0	146.6	110.2
Mean (Difference pre to posttest)	26.8	16.4	42.0	4.6

SESSION REACTIONNAIRE

Using the session reactionnaire (Appendix F), the mothers rated each of the eight parent education sessions. Responses are recorded in Appendix K. The instrument developed to evaluate the effectiveness of the sessions was a Semantic Differential Scale consisting of eight bipolar adjectives. T-tests were applied to each of the reactionnaire items for the difference of response between groups. Table 20 contains these results.

There were statistically significant differences between the ATPE group and the APSG group for the overall evaluation of session two. The APSG mothers expressed a more positive reaction to the family atmosphere presentation. ATPE mothers enjoyed the session less and responded that the session was less helpful than did the APSG mothers. T-test for difference between groups was statistically significant at the .05 level for the easiness of session three. ATPE mothers responded that the session on the family constellation was more difficult. There was a difference between means for the helpfulness, reasonableness, and effectiveness of identifying the purpose of a child's misbehavior. ATPE mothers responded that the session was less helpful, less reasonable, and less effective. Critical incidents in a typical day evoked a statistically different response on usefulness and effectiveness. There were no other statistically significant differences among the session reactionnaire items at the .05 level. However, in eighty-eight t-tests it was expected that four and one-half would be significant by chance. Significance was indicated on eight t-tests.

Table 20
t-tests Results Between Means for Response
to Session Reactionnaire Items^a

Items	<u>Session Numbers and t-values</u>							
	1	2	3	4	5	6	7	8
1. Participants evaluation of learning experience	1.59	3.24*	1.11	1.62	1.94	0.26	1.96	1.82
2. The session was:								
helpful	1.67	2.71*	0.73	2.43*	1.77	0.64	0.97	1.05
liked	1.33	1.48	1.55	2.39	1.18	0.75	0.93	1.54
easy	1.34	1.63	2.47*	2.00	1.60	1.77	1.68	1.32
important	1.26	1.69	0.45	2.00	0.53	0.87	1.10	1.27
useful	1.21	1.69	1.55	1.93	2.09*	0.96	0.37	1.23
reasonable	1.79	1.36	1.14	2.17*	1.75	1.37	0.26	1.28
effective	1.10	1.02	0.91	3.37*	2.65*	1.23	1.14	1.88
informative	0.90	1.02	0.51	1.89	1.87	0.60	0.91	1.24
3. The information was beneficial	1.44	0.00	0.00	0.00	0.00	0.00	0.63	0.68
4. Will recommend Parent Education Study to a friend	0.64	0.00	0.00	0.00	0.00	0.00	0.82	0.00
	n=60	n=53	n=45	n=46	n=37	n=35	n=34	n=33

^a Appendix J

* Significant at .05 level

Overall, the subjects rated both methods of parent education very high. However, the ATPE group may have found the family atmosphere, the family constellation, the identification of the purpose of the child's misbehavior, and critical incidents in a typical day to be somewhat more difficult than the overview, intervention strategies, family council, and summary sessions.

CONCLUSIONS REGARDING CHAPTER 3 QUESTIONS

The problem for this study was to evaluate the main effects in two methods of parent education delivery by studying the changes in mother's attitudes toward child rearing and the changes in her perception of the potential problem behaviors of a target child. Specific questions to be answered, in the study, were stated in Chapter 3. These questions and the conclusions are:

Question 1: What effect will participation in auto-tutorial or parent study group methods of parent education have on changing the mother's attitudes toward child rearing from autocratic to democratic attitudes?

Mothers, of target children four through twelve years old, who participated in eight sessions of parent education study groups (APSG), experienced a significant change from autocratic to more democratic attitudes toward child rearing. The mother's attitudes changed from an emphasis on the control of the child through the authority of the mother to group control through family participation and cooperation. These were evidenced at four weeks following the last study session.

Comparison of the posttest means indicated that both the ATPE and the APSG group mothers achieved higher posttest than pretest means for attitude toward child rearing. Mothers who participated in the parent study group (APSG) method of parent education study obtained posttest scores that differed statistically at the .05 level from the auto-tutorial group (ATPE) mothers. Furthermore, the posttest scores and post-posttest scores for the APSG group were statistically significant at the .001 level from the APSG pretest scores.

Those mothers, whose attitudes changed the most, had the oldest target children, were likely to live in families whose income was from salary or wages, and the mother spent the least number of hours per day watching television. Mothers age, educational level, employment status, occupational status, the sex of the target child, the degree of anomie, the achievement value orientation, and the number of children in the household were not statistically significant at the .05 level when correlated with the differences between the pre and posttest scores for mother's attitudes.

Question 2: What effect will the mother's participation in either type of parent education study have on the mother's perception of the behavior of a target child?

Participation in parent education increased the ability of some mothers to recognize potential problem behaviors of the target child. The mother's perception of potential problem causing behaviors and 13 biographic variables were cross tabulated. The only significant χ^2 obtained was associated with the school grade of the target child. This

result indicated that the mothers of children in higher grades reported fewer potential problem causing behaviors at pretest. When the two groups were compared at pretest, posttest, and post-posttest, there were no significant differences at the .05 level for the perceived behavior of the target child. However, the difference between the pre and posttest scores were correlated with the same thirteen independent variables and the results indicated a significant correlation only between the source of the family income and the behavior scores. Mothers in families whose main source of income was salary or wages reported the fewest perceptions of the behavior of the target child following this study. Unemployed, or mothers whose main source of income was government welfare, changed the least in their perception of the behavior of the target child.

Both ATPE and APSG mothers reported fewer misbehaviors among the target children at posttest than at pretest or at post-posttest. The group mean at post-posttest for the ATPE mothers was lower than the pretest group mean. During the eight weeks of parent education study, the ATPE mothers had learned to recognize some potential problem causing behaviors in the behavior of the target and four weeks after the last session the perception of the behavior was intensified. This difference in reporting was indicative of growth in the mother's perceptual abilities.

From these findings, it was postulated that the effective parent education program would show favorable behavior changes in the target child in a positive direction. Although not statistically significant, the changes indicated that it is possible for mothers, who participate in parent education, to perceive favorable behavioral changes in their

children. Some mothers could identify their actions as a contributory factor in the child's action. In addition, the reported change of child behavior was measured less favorable four weeks after the study. The stimulus of the external environment may be sufficiently strong that the positive effects will tend to dissipate without reinforcement on a continuing basis.

Also, the younger mothers tended to report more behavior problems prior to the study, but they reported fewer problems four weeks after the study. This interaction was explained by the evaluator in terms of the parent education study having increased the ATPE mothers' abilities to discriminate those behaviors in the target child that are more annoying and that may develop into anti-social behaviors.

CLINICAL OBSERVATIONS

The development of this study provided an opportunity for the researcher to observe the interactions of subjects in a socially disorganized population. Therefore, some basic learnings that may be helpful to persons who deliver services within similar socio-economic groups are included in this section. Topics discussed are: overcoming the problem of acceptance, building a support group, the health of the subjects, environment for the study, subjects' interaction with equipment, time differences in the two methods of study, making provisions for non-readers, and maintaining confidentiality of the group leader.

Overcoming the Problem of Acceptance

In working with this population as an outsider, the researcher built a support group within the community that included the director of community relations, the department of welfare supervisor, housing

management personnel, social service workers, and a community leader. Because many residents were in the arrears with their rent obligations, they tended to be suspicious of anyone who might be associated with housing management or collection agencies. In the initial survey contact stage, residents were assured that the researcher was not a representative of the housing authority. This disclosure assisted the researcher to gain acceptance within the housing community.

Building a Support Group

Contacts with tenants and housing personnel during the planning and conducting of the household survey of Orchard Manor were helpful in building a support group for this study. While it was still in the planning stage, the Housing Manager commented on the uniqueness of the survey plan to interview each household. According to his comments, other researchers in housing have drawn their conclusions from interviews conducted from approximately 5 percent of the population who they meet on the street, are easily accessible, and may not live in Orchard Manor. Results, as appropriate, of the current survey were shared with housing management who pledged continuing support for the study. In addition, active support for the study was solicited from all social service persons who had responsibilities in Orchard Manor for the identification of subjects. Finally, the voluntary assistance of a community leader to assist with the mechanics of the auto-tutorial audio-visual equipment was a valuable contribution to the completion of this study. This informal community leader was a single parent mother of five children, a junior high school drop-out who required instruction in the operation of

the equipment. The lower drop-out rate among auto-tutorial subjects may be attributable to her voluntarily reminding subjects of their study commitment. The building of the support group and the maintenance function performed by the community leader provided the channels for delivering parent education study for eight weeks within the housing project.

The Health of the Subjects

As noted in The Log Book (Appendix G) subjects often referred to the use of tranquilizers for the relief of "nervousness." As first noted, the reference to nervousness was not understood and dismissed by the researcher as an irrelevant comment. Later observations revealed that some subjects tended to be agitated. Whether this was the effect of being in a group, participation in a new experience or other reason was unknown, but required attention on the part of the researcher. The technique for dealing with the behavior was to recognize and comment on the subjects' discomfort. This was enough to assure the subjects continued participation in the program and offer explanations. One way subjects relieved the stress was to visit the doctor. This was a socially acceptable way for mothers to get away from their children. If they were sick, relatives or neighbors would care for their children while they visited the doctor. However, this same service was not provided if the mother wanted to enroll in a college credit course, go shopping, or attend a movie to relieve the stress of parenting. Therefore, becoming ill provided the only opportunity for release from parenting for some subjects in the study.

Environment for the Study

The provision of a home-like environment was important for subjects in this study. Every day dress was appropriate, no special clothing was required for the subjects to be comfortable. The leader wore clothing that was styled similar to the subjects'. Small children were included as necessary to assure the mothers continued participation. They observed the slides, or would sit with their mothers in the study group sessions. This flexibility allowed some subjects to continue who would have remained at home with the children. Refreshments were served in both groups. The availability of refreshment may have contributed to the auto-tutorial group members evolving from individual study sessions to small groups and held them in the study longer. Parent educators, in housing projects, should incorporate a home-like environment that includes informal dress, provisions for young children, and the serving of light refreshments.

Subjects Interaction with Equipment

Initially, the subjects in auto-tutorial study were inexperienced in the operation of the equipment. Some rejected instruction in equipment operation because they might break the equipment. This function was the responsibility of the community leader who served as a model for others. Subjects, who at the first session, were reticent later were observed while operating the equipment.

Time Difference in the Two Methods of Study

There was a difference in the amount of session time scheduled for each method of study. Participants in auto-tutorial study required approximately one hour, depending upon the subject's proficiency in responding to study questions. This did not include their refreshment break. Participants in the group method required two hours total time that included a twenty minute break for refreshments. This discrepancy in the study times for the two groups may be an important factor in the significant change of attitudes among the subjects in parent study groups.

Provision for Non-Readers

Fifty percent of the APSG subjects and 56.7 percent of the ATPE subjects completed the tenth grade or less in school. In the total group of sixty subjects, 21.7 percent had completed the seventh grade or less. It was important that adjustments be made for the functionally illiterate subjects. In the auto-tutorial group this was done by having the material read by the study guide narrator. Also, the use of the kitchen table for study questions provided privacy for the researcher to re-read the study question and write responses for those persons requiring this assistance. In the parent study groups, materials were read aloud by volunteers within the group. The leader encouraged non-volunteers to respond to the materials and participate verbally. There was no control over the reading of the chapter assignments in Children: The Challenge or the session hand-outs. However, some subjects

reported that family members enjoyed reading the material aloud at home. They were particularly pleased when their teen-age children were interested in the study materials. The leaders of parent education study should make provisions for non-readers that allow them maximum participation without undue attention to their ability.

Confidentiality of Leader

The building of trusting relationships with the subjects and the maintenance of subjects' confidentiality provided a climate of acceptance in which the subjects were free to discuss debilitating problems concerning their children. In the parent study groups specific behavioral interventions were suggested and implemented with successful results that enhanced leader credibility. The trust-building required constant attention on the part of the researcher.

SUMMARY OF THE RESULTS

In summarizing the results, the parent study group was more effective than the auto-tutorial method in changing mother's attitude toward child rearing from high control autocratic methods to more cooperative democratic attitudes. The auto-tutorial group change was in a positive direction, however, the shift in attitude was not a significant increase for these subjects.

Results were not significant with either group for change of mother's perception of the behavior for a target child. The

parent study group perceived a more positive behavior change at the completion of the study than the auto-tutorial parent education subjects. Based on these results, the parent study group is more effective than the auto-tutorial package in delivering parent education for subjects in a socially disorganized environment.

Other findings in this study were:

1. that mothers of older children changed attitudes toward cooperative decision-making more readily than the younger mothers as reported in Table 17.

2. that mothers who spent the least amount of time per day viewing television changed the most from autocratic to democratic attitudes.

3. that mothers who spent the most time per day viewing television changed their attitudes in a more highly controlled direction as shown in Table 17.

4. that APSG mothers in a highly alienated population could interact positively and build a support group in parent education study as reported in the Log Book: Implementation, Appendix G.

5. that mothers in families where the main source of income was from salary or wages perceived the most positive changes in the behavior of the target children during the study.

6. that the assistance of a community leader and a case aide worker to perform routine group maintenance tasks would provide the needed community support for implementing parent education in a housing project.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the comparison of mother's attitudes and the mother's perception of the target child's behavioral change in two methods of parent education. The conclusions in this study and the recommendations for further study are included in this chapter.

SUMMARY

There has been a need for programs that will assist mothers, and other primary caretakers, of pre-adolescent children to develop parenting skills that focus on changing mother's attitudes and the mother's perception of the behavior of a target child. Such parent education programs should assist the mothers to improve their child development skills and to enable them to become better support agents for their children (Lumpkin, 1973).

In addition, program materials need to be economical in terms of the use of skilled presenters, the participant's time, and the learning complexities in order to impart parenting skills to persons: (1) that are highly anomic, (2) that have low achievement value orientation, and (3) that are educationally disadvantaged.

It has been the purpose of this study to develop an auto-tutorial parent education learning package that was effective in

changing mother's attitudes toward child rearing and that would increase the mother's ability to observe the behavior of a target child. This study investigated whether the auto-tutorial learning package or the Adlerian parent study group parent education method was the most effective among women who reside in public housing.

The subjects were sixty women, ranging in age from sixteen years to sixty-eight years, who were the primary caretakers of four to twelve year old school children. Each had expressed an interest in the behavior of children or were referred through social services, the director of community relations, or a supervisor in the department of welfare. The subjects were randomly assigned to one of two groups: (1) auto-tutorial group (ATPE) or (2) parent study group (APSG). Each subject completed the Orchard Manor Tenant Survey Questionnaire, the Attitude Toward Child Rearing Scale, and the Children's Behavior Checklist at pre-learning interaction. On the pretest the data indicated no statistically significant differences at the .05 level between mother's attitudes and age, educational level, employment, occupational status, number of children in the family, source of income; sex, age, and grade of target child; occupational aspiration, the hours spent watching television, anomic, achievement value orientation, and use of leisure time. The data indicated a significant difference at .05 level for the mother's perception of the target child's behavior and the school grade of the target child at pretest. There were no other statistically significant differences at the .05 level for other variables for either group.

The APSG was subdivided into three groups with ten mothers in each group. These groups met once a week for eight weeks to study lessons adapted from Soltz' Study Group Leader's Manual. The ATPE mothers studied eight sessions of parenting skills based on the Soltz materials and presented through colored slides and a cassette tape narrative synchronized with an inaudible tone. A study guide manual completed the auto-tutorial package. Dreikurs' Children: The Challenge was the text provided for all subjects.

The treatment program was structured around the parent-child relations of mothers and children who lived in the housing project. Emphasis was on encouraging appropriate social behavior through the selection of alternative responses to children's misbehavior. In the ATPE suggestions for reinforcement and the expected outcomes were pre-taped. In the APSG group members discussed alternative methods for dealing with the misbehavior of children. The participants reported on progress at the next group session.

The mean Attitude Toward Child Rearing score obtained prior to participation in the ATPE at pre-learning interaction was 105.9 (SD = 11.2); the mean posttest attitude was 114.3 (SD = 16.8); the mean post-posttest, at four weeks, was 112.3 (SD = 19.8). The mean Attitude Toward Child Rearing score obtained prior to participation at pre-learning interaction in the APSG was 102.3 (SD = 10.2); the mean posttest attitude was 127.3 (SD = 17.6); the mean post-posttest, at four weeks, was 116.7 (SD = 15.9).

The results of an analysis of variance among means at posttest indicated a significant difference between the groups [$F(1,31) = 4.712, p < .04$] for mother's attitudes toward child rearing. There were no other statistically differences at the .05 level between the pre and post-posttest means for attitudes. Results of t-tests for significant difference between the mean of the Attitude Toward Child Rearing scores obtained by the APSG mothers was significantly greater [$t(14) = 5.78, t < .001$] at posttest and at post-posttest [$t(14) = 4.5, p < .001$] than the pretest mean. T-test for the ATPE mothers was not statistically significant [$t(17) = 2.069, t < .06$] at the .05 alpha level than those scores obtained for the same subjects initially. The APSG mother's attitude was changed significantly from autocratic methods to more democratic methods of child rearing. As reported in Table 17, Pearson product-moment correlation applied to posttest gain scores and independent variables indicated that the mother's attitudes toward child rearing is positively correlated with the age of the target child ($r = .46$) and negatively correlated with the number of hours per day that the mother views television ($r = -.33$). There were no other statistically significant correlations at the .05 level for attitudes.

The mean score for the mother's perception of the target child's behavior obtained prior to participation at pre-learning interaction for the ATPE mothers was 123.5 (SD = 17.5). The posttest mean was 124.8 (SD = 16.7). The mean post-posttest, at four weeks, was 118.2 (SD = 36.8). The mean score for the APSG mother's perception of the target child's behavior at pre-learning interaction was

119.2 (SD = 16.8). The APSG posttest mean was 130.9 (SD = 21.5). The post-posttest mean, at four weeks, for mother's perception of children's behavior was 124.5 (SD = 11.6).

The results of an analysis of variance among means at pre, post, and post-posttest indicated no statistically significant differences at the .05 level for the mother's perception of the target child's behavior for either the ATPE or the APSG group indicating no significant differences between groups for behavior. T-tests for significance between means at pre to posttest and pretest to post-posttest indicated no statistically significant difference for the pretest scores and the posttest scores or the pretest and the post-posttest score for either the ATPE mothers or the APSG mothers for perception of the behavior of the target child. Results of the Pearson product-moment correlation applied to posttest gain scores and independent variables indicated that the mother's perception of target child's behavior was negatively correlated ($r = -.29$) with the source of the family income. There were no other statistically significant correlations at the .05 level.

Results of t-tests applied to each of the Session Reactionnaire items indicated a statistically significant difference between the two groups for session two and the helpfulness of the information; the easiness of session three; the helpfulness of session four; the reasonableness and effectiveness for session four. The overall liking for session five and the effectiveness of the session was statistically significant. There were no other statistically

significant differences at the .05 level for the session reactionnaire items.

CONCLUSIONS

The primary objective for this study was to determine the effectiveness of two methods of parent education. An auto-tutorial group (ATPE) and a parent study group (APSG) were investigated for influencing the change in mother's attitudes toward child rearing and the mother's perception of the behavior of the target child. It was assumed that mothers, of four to twelve year old children, who studied parent education, would develop more democratic attitudes toward child rearing. Also, the mothers would increase in their awareness of potential problem behaviors of a target child.

Two specific research questions guided the present study. These questions and summarized responses to the questions include the following:

1. What effect will the participation in auto-tutorial group or parent study group methods of parent education have in changing the mother's attitude toward child rearing from autocratic to democratic attitudes?

In this study the parent study group method was most effective in changing mother's attitudes toward child rearing. According to Frazier (1971), a significant change in mother's attitudes should improve familial decision-making. Substantial evidence on family interaction patterns suggested that sharing decision-making

responsibility opened communications that promoted child development (Dinkmeyer, 1973; Gordon, 1970; Greenglass, 1972; Poppen and others, 1974; Ryan and others, 1972; Seitz and Terdal, 1972; Shrader, Altman, and Leventhal, 1968). Therefore, one conclusion in this study is that the parent study group mothers changed attitudes to include familial decision-making responsibility that promoted the development of the target child. Results indicated that the auto-tutorial group participants did not change attitudes significantly.

2. What effect will the mother's participation in either type of parent education study have on the mother's perception of the behavior of a target child?

Some mothers, who participated in this parent education, developed the ability to perceive behavior changes in the target child. APSG mothers reported fewer potential problem causing behaviors both before and after the study. Four weeks after the study the AT group mothers reported more potential problem causing behaviors for the target child. Although there was no statistically significant difference at the alpha level, according to Folds (1965), reported changes are indicative of growth. There was a negative correlation between the mother's perception of the behavior of a target child and the source of the family income. Mothers in families whose main source of income was salary or wages reported fewer potential problem causing behaviors following the parent education study. Overall, the mothers became cognizant of the behavior of the target child.

Other conclusions:

The mother's attitudes toward child rearing correlated negatively with the number of hours per day the mother spent viewing television. The more hours per day that the mother watched television precluded improvement of the ability to interact effectively with the children. Winch (1963) found that parents who were uncertain about their child rearing responsibility tended to rely on mass media advice as a source for acquiring skills. Mass media has not been an effective method for the acquisition of parenting skills for the mothers in the parent study.

Auto-tutorial group mothers had a less favorable reaction to some aspects of the study than did the parent study group mothers and these areas were identified to facilitate improvement in the auto-tutorial package: (1) There was a significant difference concerning the family atmosphere. That is, the parents or other significant adults, with whom the child lives, establishes a pattern for the values and attitudes for the family; (2) ATPE mothers found it difficult to assess the family atmosphere or the idea that the adults in the family establish the family atmosphere before the child is born; (3) ATPE mothers regarded the session that presented the relationship of the child to the other children in the family, that had a potential greater influence upon the personality development of the child than the parents, to be less helpful. In conclusion, presented without a skilled parent education tutor it was difficult for some of the ATPE mothers to understand,

and/or to accept, certain concepts presented in the auto-tutorial learning package.

In summary, the parent study group method was most effective in changing attitudes toward the behavior of children among mothers who live in a housing project. The auto-tutorial group was not as effective for changing mother's attitudes. Parenting attitudes changed to include the parent-child sharing decision-making responsibilities in the family. In this study the mothers of older children changed the most from high control attitudes to cooperative decision-making attitudes toward child rearing. The attitudes of the mothers who watched the most television changed the least in a positive direction. Neither method was effective in changing the mother's perception of the behavior of a target child at the alpha level. Those mothers, supported by government welfare, reported more potential problem causing behaviors for the target child following the last parent education class.

RECOMMENDATIONS

In the manner of most studies, this current study has provided answers for some questions, but it also has suggested other areas of refinement in the process of the parent education program. These suggestions to be considered are:

1. That revision be made in session two, The Family Atmosphere, of the auto-tutorial learning package where there was indicated a significant difference in the session presentation and that the study be replicated in a similar setting incorporating the changed program.

2. That the model for research in the use of the auto-tutorial package be revised to include the training of community persons to function as tutors who can respond effectively to the participants' questions.

3. That parent study sessions be made available on a continuing basis for mothers who participate in parent education programs in a housing project in order to reinforce parenting skills and to maximize these learning experiences.

4. That the building of positive social interaction through serving light refreshments for the participants should become a condition for parent education classes within the housing project.

5. That parent education leadership maintain the flexibility that will permit the participant in auto-tutorial study to remain after their appointed session time and to permit the inclusion of the children in the study group.

6. That parent educators need to have great flexibility in research of this type and provide:

- a. for alternative study methods to compensate for the lack of reading power for some participants,
- b. for the care of subject's children during the study session, and
- c. for the development of a support group from social workers, community leaders and others who indicate an interest in providing parent education study.

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APPENDICES

APPENDIX A

ATTITUDE TOWARD CHILD REARING SCALE

ATTITUDE TOWARD CHILD REARING SCALE (ATCRS)

(revised)

For each of the following statements please indicate on the IBM sheet the extent to which you agree or disagree with the statements by blackening SA (strongly agree), A (agree), U (undecided), D (disagree), or SD (strongly disagree).

1. Withholding allowance is a good method of discipline.
2. A child should be invited to participate in parent-teacher conferences.
3. A parent should remind a child to say "Please" and "Thank you" when he forgets.
4. A parent should regularly help a child with his homework.
5. It is helpful to frequently remind a child of the rules at home.
6. A child should obey the wishes of his elders.
7. A child should be able to treat his playthings as he wishes, without fear of punishment.
8. In most quarrels between young children, adults should arbitrate.
9. A child should be able to choose how much of each food he wants at a meal.
10. A child should not be allowed to wear clothes that are noticeably dirty.
11. A child should participate in a decision about his bedtime.
12. Physical punishment is often the only method of discipline that will work.
13. A parent should demand respect from his child.
14. The parent should make it his responsibility to see how his child is behaving in school.
15. A parent should step in if the teacher seems to not understand the behavior of his child.
16. A parent should not interfere if an older child seems to be picking on a younger child.
17. A child of six can be helpful in deciding whether the family should buy a new car.
18. A child should not be allowed to go outside on a cold day without wearing warm clothing.
19. If a parent really does a good job rearing his child, the child will turn out fine.
20. A parent should assume that a child will do whatever the child has agreed to do.
21. A parent should try to convince a fearful child that there is nothing of which to be afraid.
22. A parent who reminds a child several times to do a task is training a child in disobedience.
23. A parent should remind a child when it is time to go to bed.
24. All members of a family regardless of age should agree on most family decisions.

25. A parent should praise his child when the child has been good.
26. A child should be able to spend his allowance as he chooses.
27. A parent should make sure a child looks right in his dress.
28. A child should be paid for doing extra chores around the house.
29. It is best for the parent not to become involved when the child is misbehaving.
30. A parent should stop a fight between two children if it looks as if one of them will get hurt.
31. Children need punishment in order to learn proper behavior.
32. A child should be responsible for putting away his own toys as soon as he learns to walk.
33. A child needs to be reminded regularly as to what's right and wrong.
34. A parent should step in if an adult neighbor seems to be unfairly reprimanding his child.
35. To correct a child for something that he already know is wrong is not helpful to the child.
36. A parent is morally responsible for how his child behaves.
37. A parent should step in if a bully is picking on his child.
38. If a child receives lots of love and affection he will turn out fine.
39. A parent is disrespectful of the child when he does something the child can do for himself.
40. A parent should point out a child's mistakes.

APPENDIX B
CHILDREN'S BEHAVIOR CHECKLIST

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 -- Answer Sections A, B, and C immediately after the specified period of time ends by marking the appropriate answer on the answer sheet. Section D should also be referred to and appropriately marked after each time period, e.g., Section A should be marked 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 marked. 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).

The following are possible answers and the code to be used on the answer sheet:

- 0 = No opportunity to observe the behavior (NOp)
- 1 = Yes, and it bothered me (YB)
- 2 = Yes, but it didn't bother me (YD)
- 3 = No (N)

OCCURRENCE OF BEHAVIORA. MORNING: THE CHILD

- 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.

- 0 = No opportunity to observe the behavior (NOp)
- 1 = Yes, and it bothered me (YB)
- 2 = Yes, but it didn't bother me (YD)
- 3 = No (N)

B. AFTERNOON: THE CHILD

- 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

- 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.

- 0 = No opportunity to observe the behavior (NOp)
1 = Yes, and it bothered me (YB)
2 = Yes, but it didn't bother me (YD)
3 = No (N)

D. MISCELLANEOUS: THE CHILD

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 C

ORCHARD MANOR TENANT SURVEY QUESTIONNAIRE

WEST VIRGINIA STATE COLLEGE
CONTINUING EDUCATION AND COMMUNITY SERVICE

ORCHARD MANOR TENANT SURVEY QUESTIONNAIRE

My name is Pete Hamilton. I am representing West Virginia State College, Office of Continuing Education and Community Service. We are making a survey of educational needs and leisure time activities. I would like to talk with you for a few minutes about how you feel about school and recreation programs for yourself and the members of your family.

1. Name _____ Date _____
Address _____ Phone _____

2. I'd like to list all the persons living in this household--everyone who eats and sleeps here is part of the family or household.

	Name	Age	Sex		In School		Employed		Occupation or Usual Work	
			M	F	Yes	No	Grade	Yes		No
Father										
Mother										
Child										
Others										

3. What are the main sources of your family's income? Do you get any income from the following sources?

- ___ 1. salary or wages
- ___ 2. profits or fees from business operations
- ___ 3. rentals or investment
- ___ 4. money from children not in home (military allotment)
- ___ 5. board money from persons living in the home
- ___ 6. social security or other pension _____
- ___ 7. unemployment compensation

- ___ 8. government welfare
- ___ 9. other _____
4. a. If you could choose any job, what kind of job would you most like to have?
- _____
- b. How likely do you think it is that you will be able to get that job?
- (1) ___ yes (2) ___ no (3) ___ maybe (4) ___ don't know
- c. Why do you think that?
- (1) ___ mobility
- (2) ___ motivation
- (3) ___ financial resources
- (4) ___ educational reasons _____
- (5) ___ family obligation (children)
- (6) ___ illness: self _____ others _____
- (7) ___ discrimination _____
- (8) ___ other _____
5. If you had your choice, how far would you like to go in school?
- (1) ___ GEDT
- (2) ___ vocational-career school
- (3) ___ 1-2 years college
- (4) ___ 4 years college
6. How far would the other adults in the family like to go in school?
- (1) ___ GEDT
- (2) ___ vocational-career school
- (3) ___ 1-2 years college
- (4) ___ 4 years college

Now I would like to ask you some questions about some things you do.

7. Does anyone in your family take or read any daily newspaper regularly?

(1) ___ yes; paper _____

(2) ___ no

8. How often does someone in the family listen to a news program on the radio or TV?

Radio Television

_____ _____ (1) every day

_____ _____ (2) 2-3 times a week

_____ _____ (3) once a week

_____ _____ (4) seldom or never

9. About how many hours a day, on the average, do you watch TV?

(1) ___ none

(2) ___ less than 1 hour

(3) ___ 1 or 2 hours

(4) ___ 3, 4, or 5 hours

(5) ___ more than 5 hours

10. Are you a member of any clubs or organizations?

___ yes How many? _____ Attend regularly _____

___ no

Here are some statements that some people agree with and some don't. Read each statement aloud and tell me if you agree or disagree with it.

11. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.

___ agree ___ disagree

12. All a man should want out of life is steady work that is not too hard and enough pay to afford a nice car and home.

___ agree ___ disagree

13. In spite of what some people say, the life of the average person is getting worse, not better.

___ agree ___ disagree

14. When a person is born, the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.

___ agree ___ disagree

15. These days a person doesn't know whom he can count on.

___ agree ___ disagree

16. The secret of happiness is not expecting too much out of life and being content with what comes your way.

___ agree ___ disagree

17. It's hardly fair to bring children into the world with the way things look for the future.

___ agree ___ disagree

18. Nothing is worth the sacrifice of moving away from one's parents.

___ agree ___ disagree

19. There's little use in writing to public officials because they often aren't really interested in the problems of the average person.

___ agree ___ disagree

20. A good son should try to live near his parents even if it means giving up a good job in another part of the country.

___ agree ___ disagree

21. Planning only makes a person unhappy since your plans hardly ever work out anyway.

___ agree ___ disagree

22. Nowadays, with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself.

___ agree ___ disagree

23. How do you spend your leisure time--the things you do for fun?

- _____ 1. competitive games _____
- _____ 2. making things _____
- _____ 3. relaxation _____

24. What is your preferred time of day for outside-of-home activities?

25. Which is your preferred time of the week for outside-of-home activity?

26. Here is an example of courses available through the Office of Continuing Education, West Virginia State College. Please tell me those courses that you would most like to take in the next few months.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

27. Here are some suggested leisure activities that the Orchard Manor Recreation Director might offer in the future. Please tell me those activities that you find the most interesting.

- | | |
|-------------------------------------|---|
| (1) ___ baseball league | (9) ___ beginning wrestling |
| (2) ___ softball league | (10) ___ swimming |
| (3) ___ slimnastics | (11) ___ body conditioning |
| (4) ___ mini-bike club | (12) ___ jogging (cross country training) |
| (5) ___ group picnics, hiking, etc. | (13) ___ other physical activity |
| (6) ___ field trips | |
| (7) ___ volleyball | |
| (8) ___ beginning tennis | |

28. Do you have any questions or comments about this survey interview?

APPENDIX D

GUIDING YOUR CHILD'S BEHAVIOR STUDY GUIDE

G U I D I N G

Y O U R C H I L D ' S

B E H A V I O R

A SELF-INSTRUCTIONAL COURSE

STUDY GUIDE

Rebecca B. Hamilton

INTRODUCTION

Based on the parenting methods presented in Adlerian Parent Study Groups, this study is designed for persons who find it inconvenient to attend group meetings. It is intended that the individual will be able to increase their parenting skill through understanding the purpose of children's behavior and developing skill in the use of encouragement to promote cooperating children's behavior. This is an eight session program in which the learner views slides and listens to cassette tapes.

This Study Guide was written to supplement the audio-visual sessions. In the Study Guide each session includes four parts:

An Objective for the Session

A Summary

The Main Points to Observe

Study Questions

Materials for further study are included in the appendix.

GUIDING YOUR CHILD'S BEHAVIOR

SESSION 01

Title: Overview

Objective: To gain knowledge of the terminology (and concepts) that will be necessary in understanding methods of child rearing utilized in this study.

Summary: Children today need more than the traditional basic needs of food, shelter, and clothing in order to grow into responsible adulthood. Attitudes and values learned through the family atmosphere are important to personality development. Democratic methods of social cooperation can be learned in the family council.

Main Points to Observe:

1. Parenting Today
2. All Behavior Has A Purpose
 - a. the need to belong
 - b. the need to be a part of society
 - c. the need to work
3. Family Atmosphere
4. The Family Constellation
5. Critical Incidents in a Typical Day
6. Family Council
7. Social Interest

Study Questions:

1. How does your child's action with adults differ from the way you acted as a child?

2. Fill in the blanks with the correct letter to name these needs.

a. F _ O _

b. _ H _ _ T _ R

c. C L _ _ H _ _ G

d. B _ L _ _ G _ _ G

e. W _ R _

3. What is meant by the following terms?

a. The family atmosphere is _____

b. The family constellation is _____

c. A family council is _____

JOSH LEARNS TO TIE HIS SHOES

"Tie my shoes, please." My seven year old son, Josh, smiled up at me for what seemed the hundredth time that day.

I immediately began my daily sermons. "Josh you are seven years old. Everybody your age can tie shoes. Even little four year olds can tie shoes! You ought to be ashamed!" "I can't," he whined, pushing his foot toward me. "Yes you can! Try!" I was almost shouting. "I can't," he began to cry. "Oh, alright," I gave in. "I'll do it this time, but you've got to learn how to tie your shoes yourself!"

I tied the shoes, gave him a kiss, feeling badly for losing patience with him, and he went happily off to play.

We had been repeating variations of this scene since he was a toddler. As he entered kindergarden, I was embarrassed, and hoped he would be, when the other children had to tie his tennis shoes when he changed for gym. Not Josh! He liked the attention!

I was at my wits end. I had tried threats and teasing. I had punished him and made fun of him. I rationalized that he wasn't mechanically inclined. I apologized for him and to him. And I tied his shoes, or his father did, or one of his older brothers did.

Then I read a book called Children the Challenge, by Rudolph Dreikurs in which he says that when children are making unreasonable demands, refuse to allow them to. Tell the child what you are willing to do and leave the rest up to him. And that worked!

One day I announced to Josh. "After today I will no longer tie your shoes. No one else in this house will tie your shoes. If you want to learn to tie your shoes, I will be happy to teach you; but I won't tie them for you any more."

Josh grinned. He figured this was just another gimmick by me and he had out maneuvered me and all the rest. I wasn't worried.

The next morning he came to me as usual. "Tie my shoes." "No," I said gently but firmly. "I'll teach you how to tie your shoes, if you would like me to." He stared at me for a minute and went to his father. "Hey, Pop!" he laughed. "Tie my shoes." "No, Son," he replied, "but I'll teach you how if you like."

Josh turned away, crest fallen. After equally unsuccessful attempts with his brothers, he came back to me. "I'll just have to wear them untied. I can't tie them. Please tie them, Mom." Tears welled up in his eyes.

I almost weakened at the tears but managed to say again, "No, Josh, but I'll be glad to teach you how!"

He stumbled off. He had to walk slower than usual to keep from tripping over the dangling laces, but he went on about his business as usual. Neither of us mentioned the shoes again although I secretly considered buying him a pair of loafers.

It went on about three days. Then, one morning he walked up to me with hands on his hips, eyes sparkling and said, "Oh, Mom, you win. Teach me to tie my shoes."

It hardly took a few minutes for him to learn and the pride shining in his eyes made the days of waiting worthwhile.

"You know," he said, "Now I hope my shoes will come untied, so I can tie them back again. It's fun to tie shoes."

---Willa Bruce
Director of Staff Training and
Development
Charleston Housing Authority

SESSION 02

Title: The Family Atmosphere

Objective: To develop the skills necessary for the participant to self-evaluate own family atmosphere, to name the person or persons responsible for the social climate in the house, to recognize the valuing system of the family and to assess own family atmosphere.

Summary: It is through the family atmosphere that parents transmit attitudes and values to the children. Parents or other significant adults with whom the child lives, establish a family pattern for the child's first learning to the extent that mutual respect and cooperation are the basis for parental relationship. The likelihood is increased that the children will have a feeling of belonging.

Main Points to Observe:

1. Inner Experience/Outer Experience
2. Values: Spiritual
Education
Athletics
Aesthetic
Creativity
Work
3. Family Atmosphere: Competence
Cooperative
Authoritarian
Rejective
Martyrdom
Hopeless

Study Questions:

1. Who (or whom) is responsible for the family atmosphere in your household?

2. Place a check mark in front of the words that best describe your family's values.

- | | |
|--|---|
| <input type="checkbox"/> Education | <input type="checkbox"/> Social Activities |
| <input type="checkbox"/> Spiritual | <input type="checkbox"/> Work |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Play |
| <input type="checkbox"/> Entertainment | <input type="checkbox"/> Creativity (making things) |
| | <input type="checkbox"/> Other |

3. Place a check mark in front of the word that best describes your family atmosphere.

- Competent
- Cooperative
- Authoritarian
- Rejective
- Martyrdom
- Hopeless

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

Portland Public Schools, Portland Oregon

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own their home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent--due to divorce or death.

Other possibilities or factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls, inferiority feelings among girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred.

Adler taught that in the life-pattern of every child there is the imprint of his position on the family with its definite characteristics. He pointed out that it is just upon this one fact--the child's place in the family constellation--that much of his future attitude towards life depends.

THE ONLY CHILD

The only child has a decidedly difficult start in life as he spends his entire childhood among persons who are more proficient. He may try to develop skills and areas that will gain approval of the adult world or he may solicit their sympathy by being shy, timid, or helpless.

1. Usually he is a pampered child--and if a boy has a mother complex.
2. If boy, sometimes feels that his father is his rival.
3. Enjoys his position as the center of interest.
4. Usually is interested only in himself.
5. Sometimes has a feeling of insecurity due to the anxiety of his parents.
6. Usually are not taught to gain things by own efforts: merely to want something is to have it.
7. If his requests are not granted, he may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a threatened position in life: his being the oldest should entitle him to the favored spot, and frequently does. However, he may become discouraged upon the birth of the second child, and refuse to accept responsibility.

1. Is an only child for a period of time and has therefore been the center of interest.
2. Has to be first--in the sense of gaining and holding superiority over the next children.
3. Becomes a "dethroned" child with the birth of the second child. (Sometimes feels unloved and neglected.) He usually strives to keep or to regain his mother's attention by positive deeds; when this fails, he quite often switches to the useless side and may become obnoxious. If his mother fights back, the child may become a problem child.)
4. Could develop a good, competent behavior pattern or become extremely discouraged.
5. Sometimes strives to protect and help others in his struggle to keep the upper hand.
6. Sometimes death wishes or expressions of hate are directed toward the second child.
7. If the first child is a boy followed by a sister within a short time:
 - a. Personal conflict may become a pattern of sexual discord.
 - b. Girls develop faster than boys during one to seventeen years and press closely on the heels of the first child.
 - c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
 - d. The girl may develop a feeling of inferiority and pushes on.

THE SECOND CHILD

The second child has a somewhat uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he is under constant pressure.

1. Never has the parents' undivided attention.
2. Always has in front of him another child who is more advanced.
3. Feels that the first child cannot be beaten which disputes his claim of equality.
4. Often acts as though he were in a race. Hyperactive and pushy.
5. If the first child is successful: the second child is more likely to feel uncertain of self and his abilities.
6. Usually is the opposite of first child. (If the first child is dependable and "good"--- the second may become undependable and "bad.")
7. Becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because he is outdistanced and may become the most successful: or he may become discouraged and have inferior feelings.

1. Is often like an only child.
2. Usually has things done for him--decisions made, and responsibility taken.
3. Usually is spoiled by the family.
4. Finds himself in an embarrassing position-- is usually the smallest, the weakest and above all--not taken seriously.
5. May become the "boss" in the family.
6. Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
7. May retain the baby role, and place others in his service.
8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group--and may feel neglected: he discovers that he has not the privileges of the youngest nor the rights of the oldest child.

1. May feel unloved and abused.
2. Becomes a "squeezed child" whenever a third child is born.
3. May hold the conviction that people are unfair to him.
4. May be unable to find his place in the group.
5. May become extremely discouraged--and more prone to become a "problem child."

MIDDLE CHILDREN--LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character, and the conflict between the children tends to be less fierce. In other words, the larger the family, usually the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special.

"As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may learn and get support by weakness and frailty. There are cases where strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in his personal method of compensatory striving.

If there is quite a number of years between the birth of children, each child will have some of the characteristics of an only child. Perhaps there will be two families--one set of children, then a space of years, and then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or of an only boy among girls presents a ticklish problem. Both usually tend to go to extremes--either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

"Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life but at our whole world--then we must recognize the people everywhere are pursuing the goal of being conqueror --of overcoming and surpassing others. This goal is the result of training in early childhood, of the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family."

From the moment of birth the child acts, thinks, and feels in response to this world in accordance with how he experiences or perceives it; and the way in which he experiences or perceives his world is to him--reality. What actually happens to the individual is not as important as how he interprets the situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

SESSION 03

Title: The Family Constellation

Objective: To develop the skills to analyze the uniqueness of each child in the sibling birth order.

Summary: The relationships of the child to the other children in the family has a potential greater influence upon the personality development than the parents. In the family the children closest in age tend to have the greatest influence on each other's development.

Main Points to Observe:

1. The Only Child
2. The First Child
3. The Second Child
4. The Youngest Child
5. The Middle Child

Study Questions:

Name of Children

Who is . . .	Oldest	2nd	3rd	4th	Youngest
Hardest Worker					
Best Student					
Best Athlete					
Friendliest					
Quietest					
Fights (fusses) the most					
Critical to Others					

"BUT PUNISHMENT WORKS!"

"Punishment works for me," declared a mother. "So, what's wrong with it? I slapped Johnny's hand often enough and he finally stopped picking his nose."

It is true that many times punishment does seem to work. So let us examine this situation more closely. To begin with, we should figure out what we mean when we say it works. We mean that the child has stopped the behavior for which he was punished. But, for how long did he stop? Mother admitted that she slapped her son's hands quite often. One slap didn't work for long, so she had to do it time and again. When he finally stopped picking his nose, she thought it was because he didn't like being slapped for it. This may look like a good reason; but the interaction between mother and son gives different picture. So let us look, then, at the interaction and what it means.

Johnny picks his nose. This gets Mother's goat. She slaps. Let us apply the rule that we can usually tell what a child hopes to gain by his action if we look at Mother's response. Now we can see that Johnny wanted to get a rise out of Mother. His act is in defiance of her command. She says, "Don't pick your nose;" his behavior says, I will. He has continued to do the forbidden. And Mother's violent reaction is only a declaration of her bankruptcy. Quite a game: True, Johnny had to pay the price of a slap; but he is quite willing to do so. He has shown Mother that he will when she says he won't. If this is true, why did Johnny stop his disagreeable behavior? Because he was slapped? Because he lost the battle? Hardly. He stopped because the issue no longer interested him. He got bored with it. Chances are he has found another way to show his power.

Punishment does not fit into a democratic setting. The right to punish belongs to a superior power who decides what another shall or shall not do. Since children have gained the right to decide for themselves what they will do, they have become our equals. While we cannot force the child's decisions, we still may be able to influence them.

If Mother would promote a situation where Johnny gained nothing by his act, she might influence him to stop. She cannot achieve this with a futile show of power. But she can stimulate him to reconsider. To do so, she can accept Johnny's decision to pick his nose, and decide what she will do (not what she should make Johnny do). She can quietly say, "I don't like to touch your fingers when they have been in your nose," and refuse to touch his hands or let him touch her. Now Johnny has little to gain by picking his nose and much to gain by stopping. Of course Mother must remain friendly in all other aspects. She may pat him on the head, that avoids the hands. After his bath at night she can tell him, "Your hands are clean now, how about a hug?" Such a course will be much more effective and take less time.

It may seem strange at first to consider that a child is willing to accept pain in order to gain something. However, observation has shown that children will bear anything to gain something...in the way of hidden goals. If we hope to train our children for the democratic way of life, for a life of satisfaction in participation and usefulness, we must learn to use the democratic techniques which will guide them to become situation-centered, rather than self-centered.

SESSION 04

Title: Identifying the Child's Purpose of Behavior

Objective: To develop skill in recognizing the purpose of misbehavior, to state the appropriate parental action to encourage the child who is discouraged.

Summary: The behavior of children is directed toward finding a place in the group. If a child cannot find a place in the group by socially acceptable ways, then the child may choose useless behavior or misbehavior. The parent learns to recognize the purpose of a child's misbehavior and to use this knowledge to redirect the child's behavior.

Main Points to Observe:

1. Goal of Behavior
2. Encouragement
3. Four Goals of Misbehavior
 - a. to get attention
 - b. to show power
 - c. revenge; to get even or punish
 - d. withdrawal into disability

Misbehavior	Parent Feels
I. AGM	Annoyed
II. Power	Challenged
III. Revenge	Hurt
IV. Withdrawal into disability	Discouraged; sorry for the child

Parent Often	Child	Parent Should
I. Gives Attention	Stops	Ignore the attention getter at the time of misbehavior and show appreciation for the child's attention to work at the time of good behavior. Withdraw from the power struggle.
II. Overpower	Continues	
III. Hurt Back	Gets worse	
IV. Gets Discouraged and Withdraws	Withdraws	

Study Questions:

1. What is the goal of the overambitious child?
2. What is the overambitious child likely to do if the goal is not reached?
3. What is the purpose of the child who seems to be "helpless"?

RULES OF THUMB

Watch for your child's first attempts to help you or to do things for himself. Encourage these attempts.

Give a child credit for trying to help out.

Don't criticize or condemn poor results. Gradually and tactfully steer toward better one.

Know when a child is ready for larger responsibilities and then let him take them on.

Let young people know that you trust and have confidence in them.

Always try to set a task or a goal that you think the child has a reasonable chance to achieve.

SESSION 05

Title: Critical Incidents in a Typical Day

Objective: To develop the skills that are helpful to analyze the child's pattern of misbehavior during a typical day.

Summary: There are times during the typical day when children are more likely to misbehave. These times are called critical incidents because it provides the parent an opportunity to re-direct the child's behavior.

Main Points to Observe:

1. Getting Out of Bed
2. Getting Dressed
3. Breakfast
4. Leaving for School
5. Lunch
6. Home from School
7. Dinner
8. TV
9. Bedtime

Study Questions:

Observe your child's behavior for one day and answer the following questions.

1. How does _____ get up in the morning?
 wakes up self
 wakes with a clock
 has to be called _____ times
2. Does _____ dress self?
 yes
 no
3. Does _____ eat what is served for breakfast?
 yes
 no
4. Can _____ find his/her own clothes and dress self without being reminded?
 yes
 no
5. Does _____ need to be reminded to do any of the following after school?
 change clothes
 do chores
 do homework
6. Is _____ ready for supper when it is served?
 yes
 no

THE TOWEL ON THE FLOOR

Jack, 9, drove Mother to distraction by messing up the bathroom. He left the towel on the floor, the water dripping, and the soap in the basin. No matter how much she talked, or even yelled, Mother still had to clean up after him and hang the towel up. She presented the problem at a counseling session.

Since it was obvious that Mother and Jack were in a power contest, the solution lay in withdrawal. How could this be accomplished and still maintain order? It was suggested that Mother ask Jack where he would like to keep his towel and then follow through on the answer even if he wanted to keep it on the floor. Mother agreed to this suggestion with some reluctance, since she is a very fine housekeeper.

At the following meeting, Mother, greatly amazed, reported that when asked the question, Jack had looked dumbfounded. After a moment's thought, he said he would like to have his own towel rack put at his level. Daddy immediately complied. Even after two weeks there has been no further disorder in the bathroom.

Withdrawal from the contest was indicated to Jack when he was asked what he wanted. This took him by surprise. His response indicated a relatively good relationship between Mother and son. As soon as the pressure was off he could recommend a solution. He complied with the request for order when respect for his needs was recognized and met. Rather than concentrating on a show of power, Mother has turned her attention to the needs of the situation and won cooperation.

SESSION 06

Title: Intervention Strategies

Objective: To demonstrate techniques that provide freedom without laxity are usually the best approach for parents to apply.

Summary: In this session the methods for encouraging the child are discussed. The parent recognizes the purpose of the behavior and uses natural or logical consequences to re-direct the child's behavior.

Main Points to Observe:

1. Natural Consequences
2. Logical Consequences
3. Application to Behavior

JOE'S NATURAL CONSEQUENCES

The swirling snow had drifted and parched itself against the hills as the temperature dropped below the freezing point. Outside cars were sliding on the icy roads and children were dragging sleds toward the steeper slopes.

"I'm going sleigh-riding," announced fourteen year old, Joe. He bundled himself in his insulated parka, tied a scarf around his neck, and pulled on water proof mittens.

He was half way out the door when I noticed his feet. Tennis shoes! My son was wearing cloth tennis shoes into the icy blizzard. "Stop!" I shouted. "Come Back! You're not going out in this weather until you put boots on." "Aw, Mom," he moaned, "Nobody wears boots." "In this weather, everybody who goes outside wears boots. And you are no exception. You will not leave this house without boots." "Then I won't go." He layed, complete with coat and gloves, flat on his back on the couch, hands crossed, staring at the ceiling. "Now you're being ridiculous! Why won't you wear boots?" on and on I went. "Look," he said, "My boots from last year are too short. They hurt my toes." "Then wear your Dad's." "They're too long. I'll get blisters. Besides nobody wears boots."

The phone rang. Joe's friend was calling to say that everyone was waiting and where was Joe. With a wrathful look at me, he muttered into the phone, "Mom won't let me."

Well, I was furious! I knew he wanted to go sleigh-riding. I wanted him to go. I could understand his point about the ill-fitting

boots, although to me, that seemed less important than pneumonia, or frozen feet--one of which I was sure he would get without boots. Then I remembered what I had read about not giving children orders but allowing them to experience the natural consequences of their behavior. Joe was certainly old enough to know the risks involved in wearing tennis shoes in the snow. He knew my feelings about it. I decided I was handling the situation all wrong.

"Okay, Joe," I said. "You know how I feel. You know how cold it is. They're your feet and it's you whose risking getting sick. Go ahead. I'll not say anything else."

So he went. Pleased with me and with himself. We were no longer in a power struggle and he had been allowed the freedom to choose for himself.

Several hours later, a wet, cold, Joe stumbled in. "I think my feet are frozen," he looked sheepish.

It was almost more than I could do not to say, "I told you so!" But, I held my tongue and did not go into my usual motherly sermons. Not once did either of us mention the tennis shoes as the cause of his near frozen feet. He did not admit he had made a mistake nor did I point out that I had been right. Never again has he worn tennis shoes in the snow.

--Willa Bruce
Director of Staff Training and
Development
Charleston Housing Authority

SESSION 07

Title: Family Council

Objective: To integrate the concept of equality of rights and equality of value into a relationship that assists family members in developing social skills.

Summary: Even the youngest child can experience a measure of social responsibility and a sense of belonging through the family council. Family members meet regularly once a week to discuss family business and participate in a group activity. The goal of the family council is to help build a cooperating family atmosphere.

Main Points to Observe:

1. Meeting Arrangements
2. Ground Rules
3. Outline of Procedures
4. Special Activities
5. Coping with Conflict

GIVE ME A JOB

Give me a job. Give me something to do. Let me help you. Is there a household in which such pleas are not heard once in a while from a child of six or ten or twelve? Children want to work. They have their routine of household life, school, homework, religious activities, clubs, sports, music, or dance lessons. And they have their play. Their days seem too full of activity. Still, a child will tag after you and beg, give me a job.

A child wants to feel useful. He wants to feel he is necessary in the household. He wants to be trusted with responsibilities. He may feel far more grownup at school than at home, because at school he has jobs and responsibilities from the time he enters kindergarden. At home his parents may do everything for him. They may never ask him to work or expect him to work. Maybe his parents' answer to his plaintive, "Give me a job," is usually, "Go play."

Play is not always a good answer. Play is not always satisfying. If your child wants a job, find him a job. A wise parent usually has a couple of jobs in mind or on a list. Take advantage of his eagerness to work at something. Work teaches. It teaches self-discipline, promptness, neatness, reliability, responsibility, the importance of serving others, the dignity of work. In apartment-house living, parents complain that there are so few jobs for children. Nonsense. There are a dozen jobs, a hundred jobs that a child of six or twelve could do. A house with attic, basement, garden, lawns, garage does not offer more jobs than the city apartment, just different jobs.

Some household jobs only an adult can do, some a six year old can do. Why should you shuck the corn you bought at the roadside market? Your six year old might like this job. He will do it differently. He may strip each ear husk by husk and the silken tassel thread by thread. He may take forever to do what you can do in five minutes. What does it matter, if the job is done? Maybe he wants to linger over the job because he has no other activity in mind. This may be his relaxing time. The child who has a job to do has respect for himself. Adults respect him. And adults respect the parents who give their child a chance to work. Other children who are not trusted with responsibilities by their parents may even be envious. A little friend says to the daughter, "Let me go with you to the store. My mother never gives me errands to do."

No mother who has one child or several should be doing all the dishes or all the table-setting or all the bedroom cleanup. No father should be doing all the outside jobs. Give your child a chance to help. He is an able assistant once he knows that his help is needed

and appreciated. A child sometimes has a more creative approach to a job than the adult to whom it is a daily routine. Your daughter might suggest cleaning all the coats with vacuum attachments after she listens to you lament that you have no outdoor place to air woolen clothes. Your son might wash the tiled bathroom floor by a method that makes you wince--but the result is likely to be a clean floor.

Some parents answer a child's need for jobs and responsibilities by assigning simple jobs. Some children respond best to regular assigned jobs. One mother lists on a blackboard each morning the small jobs that her ten-year-old daughter and eight-year-old son are expected to do that day. Perhaps there are three ten-minute jobs for each child, to be done before or after school or sometime during the day. "Once I write their assignments on the board, I refuse to be bothered," she says. "I'm deaf to all arguments. They are never difficult or impossible jobs. There's a lot of muttering and groaning, but by the end of the day they're done. Not only are they done, but my tough son still loves me. And my daughter, who tries to sneak out of jobs, tells me it was fun to wash the dishes with the new pink liquid soap."

In another family, in the summertime, the children are "yard birds" until they have made their beds and tidied their rooms. Until these chores are done, they must stay home and no one can come in to play with them. There is nothing harsh about this. They are old enough for the jobs. In fact, the children agreed during a family-job council that these were jobs they would do each day. "A child becomes proud of having such jobs," this mother says. "I had my reward one morning when the gang stopped by on the way to the swimming pool. My daughter appeared at the window and shouted importantly, "We'll be out as soon as we finish our rooms. We're helping Mother. Don't any of you have to make your beds?" Why, my child was actually scornful of those children who didn't have jobs of their own.

In other families a list of jobs tacked to the kitchen bulletin board is the favorite way of offering jobs to a child. For some children this approach is better than a regular assignment of small jobs. A list gives the element of choice. On a list of twenty jobs there might be one that would appeal right now because it is raining. On the list there might be just the right job to fill that restless half hour before dinner when your son follows you around the kitchen and says, "What can I do?" If you post a list, it should have jobs that are suitable to the various ages and abilities of your children. Some fun jobs, some surprise jobs, some serious hard-work jobs. Some jobs take five minutes, some take an hour. Indoor and outdoor jobs. Jobs that depend on the season and the weather. Daytime jobs and evening jobs. Some at-home jobs, some away-from-home jobs. The list should not be permanent. When a child does a job, he can scratch it from the list with the feeling that he has accomplished something. New jobs can be added by the parents and by the children. Include a few tasks that you can do better and more efficiently than a child.

But let a child tackle them, because this is the way he learns. If you cannot stomach the way your son or daughter bungles one of your jobs, do it over, but in secret. Next time he will do the job much better.

Your list could be headed with a provocative phrase: "If you're bored, try one of these." "Want to help? Here's how." "Jobs waiting to be done. Anyone interested?" The list might include five jobs or fifty. When a child has done some household chore from the list, notice him for it. We all liked to be praised and complimented and thanked. In your praise, show him how his work has helped you or helped the household to run on a smooth track or made life more pleasant for someone--perhaps even more pleasant for himself. Never begrudge thanks. Watch a child sparkle when you say, "I liked the way you moved so carefully around the flower beds." "Thanks for finishing the ironing. You gave me time to bathe the baby." "How cleverly you have arranged all your toys and books. May I bring Mrs. Smith up to look at your room?"

A child resents the nagging in the adult voice when you ask him to do little chores. He closes his ears to the repetition of, "Please take the dog for a run." "Did you take the dog out?" "I asked you to take the dog out." We adults cannot help but nag because a child is so exasperating at times. If "take the dog for a run" were on the list of jobs taped to the kitchen wall, he might choose it eagerly without parental nagging or prodding. Perhaps it is the impersonality of a job reminder list that pleases the child.

When a child does a household job that an adult might ordinarily do, he matures. He thinks, "They can't get along without me." Unconsciously, he begins to realize that everyone has a role in family life, that running a household means the whole family cooperates. He becomes aware of the many jobs there are to be done, even though he is not capable of doing all of them. A child who knows and shares in the household routine is a value and a comfort in an emergency. Your daughter of ten or twelve can take over temporarily if you are ill in bed or have to make a sudden trip to a sick relative. She can put together a simple meal. She will make the beds. She will remind others that today is laundry day. She rises to the emergency until a neighbor or relative or baby-sitter comes to run the household in the mother's absence. The reason a child can rise to emergencies is because his parents have given him the opportunity to take household responsibility within his capabilities. He is proud. He feels that his parents depend on him, recognize his abilities, need him. This is a good feeling. It is, in fact, a grown-up feeling.

SESSION 08

Title: Social Interest

Objective: To develop an understanding of the parent's role in establishing harmony in the home and to understand the relationship between harmony in the home and society's ways of living.

Summary: This session is a summation of the ideas that have been presented in this program. The home is the child's first social group and the parents are the child's first teachers. There is a relationship between mutual respect and cooperation in the family and the child's participation with other children and adults.

Main Points to Observe:

1. Challenge of Social Interest
2. Shared Responsibility
3. Coping with Conflict
4. Mutual Respect
5. Summary

HOW TO RUIN YOUR CHILD

1. Begin with infancy to give the child everything he wants. In this way he will grow to believe the world owes him a living.
2. When he picks up bad words, laugh at him. This will make him think he's cute. It will encourage him to pick up "cuter" phrases that will blow off the top of your head later.
3. Never give him any spiritual training. Wait until he is 21 and let him "decide for himself."
4. Avoid use of the word "wrong." It may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted.
5. Pick up everything he leaves lying around--books, shoes, clothes. Do everything for him so that he will be experienced in throwing all responsibility on others.
6. Let him read any printed matter he can get his hands on. Be careful that the silverware and drinking glasses are sterilized, but let his mind feast on garbage.
7. Quarrel frequently in the presence of your children. In this way they will not be too shocked when the home is broken up later.
8. Give a child all the spending money he wants. Never let him earn his own. Why should he have things as tough as you had them?
9. Satisfy his every craving for food, drink, comfort. See that every sensual desire is gratified. Denial may lead to harmful frustration.
10. Take his part against neighbors, teachers, policemen. They are all prejudiced against your child.
11. When he gets into real trouble, apologize for yourself by saying, "I never could do anything with him."
12. Prepare for a life of grief. You will be likely to have it.

APPENDIX E

GUIDING YOUR CHILD'S BEHAVIOR: OVERVIEW

GUIDING YOUR CHILD'S BEHAVIOR

OVERVIEW

Visual	Audio
Blank	Music
At the Sound of the Tone Advance Slide	Music under narrator
Start	Music
GUIDING YOU CHILD'S BEHAVIOR	Music under narrator: This study has been prepared to help parents, and others who deal with children, to learn new ways of coping with the behavior of children.
OVERVIEW Session One	Music and narrator: Overview, Session One. The purpose of this session is to give you a preview of the ideas that are used in this study.
Buffalo	Narrator: Being a parent today is much different from being a parent a hundred years ago when the buffalo lived on the ranges. At that time children were likely to be expected to be seen and not heard. They were not allowed to do the things that adults did. Today, parents often do not know what to do about their children's behavior.
Farm	Narrator: In earlier days the family was most likely to live on a farm-- away from neighbors and friends. The only time that friends were seen was on Sunday, at church, at school, or on infrequent trips to town. Almost everything the family used was grown or made on the farm.
Animals	Everyone was needed to work on the farm. Children were not over protected...some children were expected to take care of the small animals.

- Woodpile Other children chopped the wood that would be burned to heat the home. Household chores help one to have a feeling of belonging.
- Blank Today, as in earlier years, children have some basic needs. Three important needs for every one are: food, shelter, and clothing. A balanced diet of food is necessary for good health and growth. Food from these four basic food groups is needed everyday.
- Meat Two or more servings from the meat group and...
- Dairy Products Two or more cups of milk from the milk group...and...
- Bread and Cereals Four or more servings from the bread and cereal group, and...
- Vegetables and Fruit Four or more servings from the vegetable and fruit group of foods should be eaten everyday.
- Mother's Shopping Clothing is important to the family. Some mother's make the clothes for their children, but most often the clothes are bought in a store and...
- Child with Shoes most children expect to choose the style of clothing they will wear.
- Clothes Line Mothers of small children spend a lot of time washing and drying clothing.
- House The balance of food that a child eats and the kinds of clothing that a child wears can be the same for most children. However, shelter or the home in which the child lives, is very different for many families.
- Girls in Pony Cart The family may live on a farm. Today farm children are likely to have fewer chores to do because machinery does most of the farm work.

House	Some families live in the suburbs between the farm and the city. Children who live here are likely to have many family and close neighbors.
Townhouses	Other families live in townhouse apartments where several families share a single building. Sometimes people who live in apartments like have a feeling of belonging to one big family.
City Roofs	Some families live among the businesses and factories of the cities. Wherever a family lives the child needs food, shelter, clothing and to have a feeling of belonging.
Policeman	The child should know and obey the safety rules at home, in the neighborhood, and at school.
Family	Parenting means more than providing food, shelter, clothing and safety needs. Parenting means recognizing that everyone has a need to belong... to enjoy mutual respect and cooperation in the family, and later...
Track Meet	One may find a feeling of belonging and feel good about oneself as a member of a team...
Teacher at Table	Or to do well in school, to enjoy studying and learning about new things... To travel to new places...
Football Player	Or to find ones place by doing something different...
Football Player	to be able to work at a task and to make something no one else has done.
Baseball	The baseball team where one child gains a feeling of belonging may become a rewarding life career and continue to fulfill the need to belong when he becomes an adult.

The Family Atmosphere

The Family Atmosphere. It is through the family atmosphere that the children develop an idea of what the world is like and how they should behave. The family atmosphere is the "mind-set" pattern that is established by the parents or other adults in the family. The child learns to become cooperative, competitive, demanding, or may have a feeling of rejection or hopelessness. The family atmosphere may be one in which a child develops high standards.

Couple after church

When the family values religion, the children learn to cooperate in religious activities and are likely to enjoy regular church attendance.

Counselor with Boys

When education is a family value, the children are encouraged to study and do well in school.

Baseball

Sports, or competition, is a value for some families, and the children are encouraged to play team sports at an early age.

Swimming

The family atmosphere may help the children learn the value of work and the value of leisure.

Family Constellation

The Family Constellation is the birth position each child has in the family. Just like each star in the Big Dipper has its special place, each person in the family has a place in the family constellation. It is the child's relationship to the brothers and sisters that has the greatest effect on each child's personality and development. There are five basic positions in the family.

One Parent Family

The only child is a child among adults. This child is likely to receive attention from parents and grandparents and to develop a feeling of importance. This child may become the prince or princess of the family. The only child may develop a feeling that life is unfair if not given its own way.

Nuclear Family

The oldest child is like the only child except that the prince or princess is dethroned when a second child is born. The oldest child must share the adult's attention with the second child. This boy strives to retain his first position and is likely to work hard and do his school work well to keep ahead of his sister. If his sister overtakes him and the competition becomes too strong he may lose his feeling of competency and give up trying to do tasks well.

The second child starts life with someone ahead and never has the parents undivided attention. This child may try to overtake the oldest child or she may choose to excel in another direction than the oldest child. This girl became very good in art and the personality of both children became satisfactory.

Grandmother with Children

The youngest child generally has it easier than the other children because the baby is always special and the youngest child can generally depend upon all the older family members for help. Both the youngest and the oldest children have special positions in the family.

The second child becomes the middle child when the youngest child is born. The second child may feel squeezed by the oldest child who assumes a position of responsibility and the youngest child who has the center of attention as the baby.

The personality growth of the child depends upon the basic assumptions that the child develops in the family. These basic assumptions become the child's life style, the way a child behaves.

Identifying the Goals of Behavior

All behavior has a purpose. Identifying the purpose of the child's behavior. Each child behaves in such a way that will give the child a feeling of belonging. When a child cannot gain recognition and a feeling of belonging through constructive activities, the child may become discouraged and attempt to gain recognition through

inappropriate behaviors. A misbehaving child is a discouraged child. There are four ways that a child may misbehave.

Attention Getting

The first form of misbehavior is attention getting. The attention getting child wants attention and service from others. The reaction of the adult to an attention getting child is to want to remind and coax the child to behave.

Power

The second form of misbehavior is Power. The child wants to be the boss. The reaction of the adult is to think: you can't get away with this.

Revenge

The third form of misbehavior is Revenge. The revengeful child wants to hurt others. The adult reaction is to feel deeply hurt or to think: I'll get even with you.

Display of Inadequacy

The fourth misbehavior is the display of inadequacy. The child isn't able to do his work. The adult feels despair. I don't know what to do. The parent is likely to want to help the child with homework. The more the child is helped the more help is needed. There is a tendency to feel sorry for the child and to believe the child really needs help.

Critical Incidents in a Typical Day

Critical Incidents in a Typical Day. There are critical periods during the day when a child is most likely to misbehave. Some of these times are getting up in the morning, getting dressed, meal times, after school, and bedtime.

Intervention Strategies

Intervention Strategies are the ways that parents have in coping with a child's misbehaviors. Logical consequences and encouragement are used to help a child to overcome discouragement. Logical consequences can be used when the parent and child have a good relationship. A logical consequence might be for the mother

to wash only the clothing that is properly placed in the clothes hamper. The child who does not have clean clothing to wear may learn to pick up his own clothing and become more responsible. Encouraging the child to become more responsible in the early year's of development avoids difficulties in the child's later years.

Family Council

The Family Council. To help parents and children develop an atmosphere of mutual respect and cooperation the family meets once a week to decide matters of concern to the family members. Each person, even Mike the baby, takes a turn at being chairman and at being secretary of the Family Council.

Sometimes a family decides which TV programs to watch during the week or where to spend the vacation...

Ocean

at the beach...

Mountains

or in the mountains.

Social Interest

Social Interest. In a democracy it is important that children learn to cooperate with others. Children expect to be treated as equals with adults. The child becomes a teenager without developing a respect for other persons is forced to develop a respect for material goods, power or other selfish objects.

Parent and Child

Parents are the child's first teachers. The child's best social learning is the way the parent acts toward the child.

Children at Play

Through good modelling on the part of the parent the child learns to accept others as equals--and to develop relationships based on mutual respect and cooperation. And...

Track

to become one who can have friendly relationships even while in competition with others.

Blank

On page two of your study guide are some questions. Turn to page two and look at question one while I read it.

How does your child's action toward adults differ from the way you were expected to behave as a child? You will have two minutes to think about your answer and to write it in the space provided.

(two minutes)

Let's check your answer. Today, children expect to be treated as equals with adults. If you said that your child talks with adults, has more freedom or does anything that shows the child expects to be listened to and have adults respect the right to talk with them. Any answer stating that children expect to be treated as equals is acceptable.

Now, look at question two, while I read it aloud. Fill in the correct blanks with the correct letter to name these needs that all people should have satisfied. Fill in the letter in the (a) blanks, then listen for the correct answer.

(30 seconds)

The answer to (a) is food. F O O D

Fill in the letters for (b). You will have 30 seconds to complete your answer.

(30 seconds)

The answer to (b) is shelter. S H E L T E R
Now, complete (c), (d) and (e). You will have two minutes to complete this section.

(two minutes)

Ready to check your answers. The answer to (c) is clothing. C L O T H I N G
The answer to (d) is belonging. B E L O N G I N G. The answer to (e) is work. W O R K

Look at question three while I read the statement.

What is meant by the following terms:
(a) The family atmosphere is _____.

Write your answer in the space. You have one minute to write your answer.

(one minute)

Check your answer. The family atmosphere is provided by the parents or other adults in the family...it is through the family atmosphere that the child learns attitudes and values.

What is meant by (b) The family constellation? Write your answer in the space provided. You will have one minute to complete your answer.

(one minute)

The family constellation is the birth position of each child in the family. A child may be an only child, the oldest, second, middle or youngest in the family. The birth position is important in the child's personality development.

What is meant by (c) The family council? Write your answer in the space provided. You will have one minute to complete your answer.

(one minute)

The family council is a meeting of the family members once a week to decide family business. Each person is expected to attend the meetings and to take turns at serving as chairman and secretary.

You have completed the Overview to Guiding Your Child's Behavior. The next session is The Family Atmosphere.

THE END

The End. (Narrator with music under.)

APPENDIX F
SESSION REACTIONNAIRE

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)

- A. I enjoyed the session very much.
B. I enjoyed the session a little.
C. I didn't particularly like this session.
D. I disliked the session somewhat.
E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful _____: _____: _____: _____: _____: _____: Unhelpful

Liked _____: _____: _____: _____: _____: _____: Disliked

Easy _____: _____: _____: _____: _____: _____: Hard

Important _____: _____: _____: _____: _____: _____: Unimportant

Useful _____: _____: _____: _____: _____: _____: Useless

Reasonable _____: _____: _____: _____: _____: _____: Unreasonable

Effective _____: _____: _____: _____: _____: _____: Uneffective

Informative _____: _____: _____: _____: _____: _____: Uninformative

3. Do you feel this information will benefit you? _____ Yes _____ No
4. Will you recommend this method of Parent Education Study to a friend?
_____ Yes _____ No

Comments:

APPENDIX G

THE LOG BOOK: IMPLEMENTATION

THE LOG BOOK: IMPLEMENTATION

AUTO-TUTORIAL PARENT EDUCATION

Photographer advises that some of the slides have been lost in the mail. It has been decided to rearrange script to exclude those slides and prepare the sessions. Completed the selection of 60 subjects for parent education study. Thirty subjects in auto-tutorial study will begin April 12 to meet Tuesdays and Wednesdays. Thirty group study subjects will meet on Wednesdays and Thursdays. On some of the visits to the apartments of selected participants the researcher is accompanied by a Staff Associate from the Office of Continuing Education and Community Service. She is depressed by the living conditions of the subjects and will not return to the housing project.

Each subject is visited, informed of their preselected meeting schedule and the scope of the study. A copy of the textbook, Children: The Challenge, and an assignment schedule is left with each subject.

AE has expressed an interest in assisting with the study. She is trained in the use of the audio-visual equipment to assist in monitoring the auto-tutorial sessions. During the summer she worked at the local playground as a recreation aide and is personally acquainted with many of the mothers. Because of her experience she feels strongly that the children need trained mothers and she is willing to assist in any way possible. While receiving training in the use of the equipment, she is shown the carrels. It is her opinion that the participants will, "Never come to the office, but I can get them to come to my house." It

was decided to change the location and AE will monitor the AT study in her home under observation.

AUTO-TUTORIAL PARENT EDUCATION

April 12, 1977 Session One:

Tape recorder is on the floor connected to the carousel slide projector that has been placed on its carrying case and synchronized with the tape for the first showing of Overview, Session One, in the living room of AE. The first subject arrives at 8:30 am and is given the first section of the Study Guide.

The researcher asks, "Will you, please, take a few minutes to read these materials and ask any questions that you may have before you view the slides?"

The slides and tape are started when the subject states a readiness to begin.

Interest is sustained and comments expressed during the showing.

This showing took longer than expected and the next subject JW arrives with her 4 month old son while the first subjects is viewing the slides.

Later, the kitchen table is used as a desk for responding to the study questions.

While JW reads the introductory material the equipment is reset.

The showing proceeds with the baby on the couch while the mother sits on the floor in front of him and views the program. She completes the study sheets and views again the next subject.

KM sends word by a subject that she cannot attend unless someone watches her two pre-school children. She is invited to bring them.

The flow of mothers with children continues throughout the two days that completes the first session. The ability to accommodate mothers with their pre-school children has made it possible to complete the first session. Most one parent families in the housing project have to be quite self-sufficient. They lack support persons, such as grandparents, for assisting with the children. Therefore, the mother and children are together 24 hours a day, except for the school-age children.

None of the subjects brought their textbooks or the assignment sheet to this session. Two subjects say they lost their materials and they are given replacements.

The hand-out, Josh Learns to Tie His Shoes, is given to each subject.

The session that began at 8:30 am concluded at 4:30 pm. AE expresses concern that the tape player and slide projector might get broken and the researcher removes the equipment overnight.

April 13, 1977 Second Day:

After yesterday there is some organizing to do. A greater effort is made to deal with one person at a time. However the subjects are arriving earlier. There is either a lack of time concept or a need to socialize that can be met in the study.

Session Two:

The equipment is in place in AE's living room. She is still a bit hesitant about operating the equipment. It really is not that

fragile and there is a back-up set in the automobile trunk. The first subject arrives a little late and explains, "It's raining and the children didn't want to go to school." Other subjects arrive on time or early as though they are glad to have some place to go on a dreary day.

The participants, shown in the session two slide set, are the housing management secretary and a social worker who discuss their family constellation with a counselor. There is a lot of interest in this session:

Some subjects recognize the individuals in the slides by their occupation.

Some subjects recognize the individuals as persons that they have seen somewhere.

The subjects can relate to the incidents discussed by the individuals.

In the kitchen, coffee and do-nuts are being served as the subjects complete the study sheets.

It takes approximately an hour to work through the A-T and complete the study guide questions. This is nearly twice as long as the researcher planned to spend with each individual in a session.

Four subjects did not return for session two.

Hand-out: The Characteristics of the Family Constellation. The information is designed to be reinforcing for this session and to be helpful in the subject's preparation for the next session.

Session Three:

Materials for the individual sessions are placed in separate pockets of envelope folders. Each pocket is identified with a subject name. In addition, a roster of the subjects' names and scheduled times provide a double check on attendance.

This session is on the Family Constellation. Subjects arrival times are more irregular. Some adjustments are made in the schedule. One subject is rescheduled to a morning time so that she may complete the session before her "happy hour" begins. According to AE that is about noon.

Two things are changing: (1) subjects are making more comments about ideas expressed in the session and (2) the subjects, having observed the operation of the equipment for the last two sessions, are beginning to operate the equipment. It's ok, just unexpected!

There were twenty-three persons who attended this session.

During the week, the researcher checked on the four persons who did not show for session two. MH has moved and left no forwarding address. MK is "too nervous" to continue in the study. Researcher asked if the materials could be brought to her home and she said, "No, I'm too nervous." PR relates that she may go to Columbus, Ohio, for plastic surgery to repair burn damage to her face. CR just cannot manage with her three little girls. The oldest is four and the youngest is four months.

Hand-out: But Punishment Works!

Session Four:

Twenty-four subjects participated in session four. Two subjects dropped the program last week. RP is working and will not be able to continue. DC is another "too nervous." Suggested alternative, such as a night or Saturday session, but that is unacceptable to either subject. Except for RP, the drop-outs thus far are subjects referred by social service personnel.

The format established in session one continues to be followed. Each subject is given session materials on arrival, the AT materials are viewed in the living-room, the subject completes the study guide questions in the kitchen where refreshments are served.

Hand-out for this session is Rules of Thumb.

There is a tendency for some of the subjects to remain and review the session with later participants. The researcher regards session two and three to be the most difficult in terms of understanding the concepts it may be helpful to view some of the sessions more than once.

As the mothers view the slides some of the small children become restless and make demands upon the mothers. Generally, mother reacts in one of three ways: acquiesce to child's demands, speak harsh words or produce a harsh action intended to decrease the demand, or send the child outside. There doesn't seem to be any consistency in the subject's reaction. The researcher is unable to predict in which manner a subject will react to a given demand.

Session Five:

Subjects require little assistance in choosing their own study materials, viewing the AT slides, and completing the written work. Anecdotes from home situations are related to those in the textbook indicating that the textbook is being read by some of the subjects.

As the level of difficulty has increased subjects have dropped out. Four persons have not returned from last week. EF has obtained employment at K-Mart. KM has moved to Dutch Village (about ten miles distance) and does not have transportation.

The days are growing warmer and the subjects send or leave children outside to play. Older children are assigned younger children to keep safe. They play on the top sidewalk of a 10-12 foot slope. The "older" children are five years or older. The "young" children are toddlers. To the researcher the care of the younger children is quite a bit of responsibility for pre-school age children. What kind of relationship will these children develop with one another? Will the children be able to learn to cooperate and accept each other as equals as they grow into adulthood?

Session Six:

This session builds upon ideas presented in earlier sessions. Practical methods for dealing with some of the common misbehaviors of children are presented, i.e., it is suggested that mothers withdraw from fighting children and allow the children to work out their relationships. Reaction varies among subjects from those who are

interested in learning more about the withdrawal technique to those who are fearful that fighting siblings, who are seemingly unattended, will actually hurt each other. Some subjects are risk-takers, but many are not willing to risk these new ideas.

There are 18 participants. The study schedule has been reduced to 1 1/2 days per week for the auto-tutorial subjects.

Hand-out is Joe's Natural Consequences.

Subjects are spending less time in the kitchen and instead they are completing the study questions in the living room while the audio tape is rewinding.

Session Seven

The attendance seems to have stabilized. Subjects have developed a system for the study with a minimum of assistance. It's really bothersome to the researcher that the subjects place so much responsibility for the care of the babies on the older children.

The hand-out is Give Me a Job. These preschoolers are given jobs but they do not receive positive reinforcement. They just seem to be reprimanded when a younger child is hurt.

Session Eight

Subjects are more relaxed and in control of their study. This is the last session. It is a summary of the other sessions so there are comments on the meaning of the study. Several participants

want to know when we'll have, according to one subject, "Something more else like this for people to attend."

Researcher administers the Attitude Toward Child Rearing Scale and the Children's Behavior Checklist immediately as each subject completes the session eight auto-tutorial materials.

Researcher tells each subject that they will be contacted in four weeks for more information about the study.

Appreciation for the subject's participation is expressed by the researcher.

PARENT STUDY GROUPS

Group A, Session One:

Ten mothers met in the Tenant meeting rooms. This was formerly a four bedroom apartment. Several partitions have been removed and the space has been converted to a large meeting room that is approximately 12 feet by 40 feet. Two small bedrooms, the bath and the kitchen remain undivided. Wall to wall carpeting in a roman stripe pattern covers the floor except for the bath and kitchen. Walls and ceilings are bone white. An AV screen has been mounted on the ceiling at the wall opposite the entrance door. There is a green chalkboard on the wall. Furniture consists of two plastic upholstered three cushioned couches, two end tables, a six foot dried plant, and a conference table. In addition, folding chairs are available for large group use. Twelve folding chairs are arranged in a circle in preparation for the subjects arrival. All materials are placed on a chair next to the leader. Five subjects who are acquainted with one another are the first to arrive. They begin to talk about their children while other subjects are gathering.

When all subjects are seated the researcher asks each subject to introduce herself and to tell the group what she would like to get from the study. The responses are related to the need to control the child, to make him/her do what I want, keep the children from sassin' or talking back, make them pick-up their clothes, etc.

Other activities are as follows:

1. Subjects are given pretest Attitude Toward Child Rearing Scale. To clarify the instructions the five responses are written on the chalkboard and the directions explained by the researcher.

2. Subjects are asked to identify a target child age four through twelve years old and write the child's name on the Children's Behavior Checklist that they will be given. Directions are given for completing the checklist. All of the pretest materials are placed in a separate box for later processing.

3. Coffee, tea and do-nut break. (MD complains about the combined odors of new furniture and new paint.)

4. Group reconvenes for the study session. Questions are used to initiate discussion.

5. What kinds of parent-child problems bother parents today? (fighting siblings, interrupting when adults talk, talking back, messing at meal times, staying out). What are the needs of children today? (to develop a feeling of belonging).

6. What kind of adult do we want our children to become? (to get an education, to get a good job, to be a good mother or father, to help at home).

7. Discussion of autocratic, democratic, and anarchy in the family atmosphere.

8. How do parents encourage their children? (they tell them when they do things the parent likes for the child to be doing).

9. How do parents discourage their children? (discussion of family atmosphere).

10. What is the importance of encouragement in child rearing? (to help child gain self-confidence, to develop self reliance, to gain feeling of adequacy).

11. How can we guide our children to gain proper attitudes? (respect the child as an equal, talk to the child as we would do with a friend).

12. Can a mother force a child to study? to be musical? (no, but some mothers try).

13. Complete study questions from study guide.

14. Handout: Josh Learns to Tie His Shoes

15. Overview of next week's session. (Subjects continue informal discussion except for one mother who explains that she must leave to meet the school bus.)

Session Two

(MD sends word by a social worker that her allergies are bothering her. Also, MD's grandchildren are visiting and she will not be able to continue participation in the study.)

Researcher asked for any comments or changes of children's behavior noticed during the week.

(One mother has read the textbook. Another mother says her teenagers were reading it. The remarked about the techniques and exclaimed you wouldn't do that to us! She reportedly assured them that she would but only if they misbehaved. Researcher explains that these techniques work when there is a good relationship in the family.

Apparently this mother has a good relationship with her children.
Fighting siblings is a common problem in another family.)

Other session activities:

1. Review the concept of family atmosphere. (Competitive, cooperative, authoritarian, rejective, martyrdom, hopelessness)
(Hopelessness, competitive and cooperative are the family atmospheres most frequently observed among housing families. Examples are given that some mothers say there is no use trying because things don't work out anyway. The children of these mothers give-up and don't try (compete) at an early age.)
2. Discussion of family values. (Spiritual, education, athletics, career, cultural)
3. Break for refreshments.
4. Reconvene for study session.
5. What purpose does a mother have in keeping a child dependent upon her? (to keep involved with the child, to maintain power through controlling the child, as a provider of strength for self)
6. How does an overprotected child feel? (discouraged, incapable of doing things for self, lacks self-reliance)
7. How does a child feel when we do something for he/she that he/she can do for themselves? (inadequate, dependent, can't do anything without help)
8. What can we do to help a child who is afraid? (ignore the fears and give attention and love at other times)

9. How does a parent assist a child to gain self-reliance?
(encourage the child to do own tasks and help the child only when necessary)

10. Study guide 2 is completed.

11. Assignments chapters 2, 5, 10 and 14.

12. Hand-out The Characteristics of the Family Constellation is given each subject.

Session Three

Four subjects are absent. Two have dropped: one because the paint irritates her allergies, and the other because her "kids are sick all the time."

Those present are enthusiastic. One subject says the course is helping her to understand some of the trouble she has with her children. SR's oldest daughter has been transferred by the school officials from the local junior high school to a special education class in a junior high school in another town. As a result she has quit going to school. This bothers SR. Two other subjects have children who have been involved in fights and request suggestions for dealing with this behavior.

Study questions are:

1. What has gone right this week? (course is helpful, helps understand kids, other positive but general comments)

2. What bothered you most about (target child)? (comments, talk about family constellation and the target child)

3. Last week we talked about the family atmosphere. Why is the family atmosphere important? (parents are models for children, children gain idea of the world through the family atmosphere)

4. What is the purpose of a child's behavior? (to develop a feeling of belonging)

5. What are the characteristics of the first child, second child, middle child, last child and an only child?

6. Discussion is initiated by SR on death of children. Does anyone have a deceased child? (Sandy, "yes, twin girls." Husband gave them to his sister when they visited one weekend. SR didn't know that he was giving them away until his brother and sister-in-law left one Sunday afternoon to return to Ohio. She never saw the twins again. The sister-in-law and the twins were killed in an automobile accident the next week. SR took her other five children and left her husband. SR is courageously making a home for her children. In families where there are deceased those children are often remembered to be perfect children and it makes life difficult for the other children who have to compete with a perfect brother or sister.)

7. Break for refreshments.

8. Session study continues with: What is a child likely to think about reward and punishment? (both are arbitrary expressions of parental authority)

9. What is the difference between praise and encouragement? (Child who receives praise for accomplishments may develop the idea

that he/she has worth only when he/she is doing "good" things. Encouragement aims to build self-confidence even when things do not succeed.)

10. What is meant by mutual respect? (accept others as equals, respect the rights of others)
11. What are some ways that children can cooperate? (family to meet once a week to discuss family matters, each person in the family to have a job to do)
12. Complete study pages.
13. Review assignment for next week.
14. Hand-out: But Punishment Works

Session Four

Five subjects are present. Two more subjects have dropped-out of the study. MB has become a Department of Welfare Day Care sitter. She will provide day care for five children in her home for working mothers. MM has personal problems. She was married, had two children and divorced. She is "dating" a neighbor's brother who is the father of her biracial two year old son. Her former is petitioning the court for custody of his two children. These personal problems are the reasons she gives for discontinuing the study. She is involved in fighting to retain the custody of the two older children. At the same time she hopes that the father of her young son can locate employment that pays more than the minimal wage so they can afford to marry. Her problems are consuming her energy and she is on tranquilizers. According to her at this time groups are upsetting.

Discussion in the group is not shared equally. Three of the five persons participate actively. Two others are observers although they do respond when attention is directed to them. The observers are not active voluntary contributors to the discussion.

1. Any questions or comments before beginning this session?
 (SE: "Last week I thought a lot about my brothers and sisters and the way we acted growing up at home."; "Yeh, I did, too," EL "Last week made me understand some things (?) like my dropping out of school.")

2. What is the purpose of a child's behavior? (to gain a feeling of belonging, if doesn't feel accepted the child may become discouraged)

3. How do we recognize a discouraged child? (A discouraged child is a misbehaving child.)

4. In what ways does a discouraged child misbehave? (Four goals of misbehavior: attention getting mechanism, power, revenge, or withdrawal into disability)

5. How do you know when attention getting is the purpose of a child's behavior? (when the mother feels annoyed, corrects the child and the child behaves for a short period of time then returns to the same behavior)

6. How does the child who constantly needs attention feel? (that one who constantly gets attention is special)

7. What does the parent of an attention getting child do? (ignore that behavior and given the child attention when the child is involved in an activity that the parent approves)

8. How do you know that a child has used power? (child is openly disobedient and continues when the mother speaks to redirect the behavior)

9. What should the mother do in a power struggle? (withdraw, do not speak, one cannot win in a power contest with a child)

10. How is this different from "giving in" to the child? (Mother does the unexpected. This is followed with encouragement. Mother observes the child in other situations and reinforces desirable behavior by comments such as, "You must enjoy having your homework done on time.")

11. What are some of the things mother can do that children do not expect? (Without speaking, remove a crying child to a quiet room or out-of-sight until the crying stops and then permit the child to rejoin the family group./Pick up toys left on the floor or in walk ways and put them in a box in the closet and do not retrieve the toys for the child who has neglected to pick up toys./When children are fighting, go to the bathroom, read, or listen to the radio until the children work out their differences.)

12. Next session will be Critical Incidents and the group will talk more about goals.

13. Complete study guide questions.

14. Assignment from text. Most subjects have read complete textbook. Interest is expressed in re-reading for the next study session.

15. Hand-out: Rules of Thumb.

Session Five

Four persons present. YD has become a teacher's aide in the elementary school that her children attend. She has dropped PE study. Anymore drop-outs and groups will need to be combined for good discussion.

1. Group gathers in circle and researcher asks for comments on the study. (Subjects "pay" more attention to their children . . . are becoming better observers of the children's behavior.)

2. What is punishment? (When you hit or deprive a child of a privilege for misbehavior, generally, the deprivation is unrelated to the child's action.)

3. What is consequence? The result of a child's misbehavior.

4. What are two kinds of consequences? (a. Natural--Examples: a child who does not eat will get hungry. A child who touches a hot stove will get burned. A child who goes outside in cold weather without warm clothing will likely get cold, etc.; b. Logical--Example: the child who doesn't put his/her dirty clothing in the hamper cannot expect to have clean clothes to wear. Mother washes only the clothes placed in the hamper.)

5. When should a mother not use consequences with a child? (When the child is involved in a power struggle or revenge; when there is not a good parent-child relationship.)

6. How can we respect a child? (Acknowledge the child's right to choose own action in a given situation; tell the child what

the parent is willing to do; be consistent, follow through with action, not words.)

7. Why do children need a routine? (To maintain orderliness in the home.)

8. What is the worst thing a parent can do for a child? (To pity or feel sorry for the child.)

9. How do we know when the purpose of a child's behavior is withdrawal into disability? (The parent tends to feel sorry for the child.)

10. How does the child feel? (Begins to feel sorry for self and believe can't do anything for self, lose self-reliance.)

11. How can we encourage a child whose goal is withdrawal? (Ask for assistance with small tasks that can be completed easily and will give a feeling of accomplishment, particularly notice and comment on those things the child does that are helpful to self or others.)

12. Complete study guide pages.

13. Hand-out: The Towel on the Floor is given each subject.

14. Call attention to next assignment.

Session Six

Four persons form the group for Intervention Strategies. Subjects share successes of last week: the kinds of things that work. In addition to target children in the study MH has grand-children and she reports on her observation of their mother-child behavior. She had suggested that her daughter not speak to her crying child in the

supermarket and continue through the check-out lane with her groceries. The grandchild stopped crying and followed her mother when it appeared that she might be left in the store.

MP says her sons are not fighting much. She has been going to the bathroom when the fights begin and stays there until the household becomes quiet. The bathroom technique works for her.

FN's son is more helpful. According to her report, "He seems to enjoy doing things around the house."

MP still has problems with fighting sons.

1. Let's talk about respect for the child. How can we show respect for a child? (talk to the child as you would your friends, let the child have some useful work to do, do not make unnecessary demands upon children, spend time alone with the child--a special time 1/2 hour a week, if possible--to be set aside for each child.)

2. How is a child that has constant criticism likely to develop? (learns to be critical of others)

3. How can we win the cooperation of children? (establish a family council)

4. Can a child make unnecessary demands? Why? (yes, child believes he/she is special and entitled to extra service)

5. What does it mean to be consistent in dealing with children? (Children learn by repeating similar experiences. Rules and orders must be carried out, in every case that they apply, for training children.)

6. What happens when each child is treated individually after misbehavior? (The children are likely to feel that others are favored, and not treated as equals.)

7. Why should mothers treat the children as a unit? (assists the children to work out their relationships and to develop cooperation)

8. What happens when the "bad" child in the family shows improvement in his/her behavior? (Another child is likely to assume the role of the "bad" child/things are likely to get worse before they get better)

9. Complete study guide sheet.

10. Direct subjects to next week's assignment.

11. Hand-out: Joe's Natural Consequences

Session Seven

Two visitors from group C are present for this session.

Otherwise the attendance remains constant with four persons. Visitors, EL and IB, add to the discussion. Both of them have older and younger children that enables them to observe a wide range of child behaviors.

MH reports that Ken is spending more time at home.

EB reports that Kevin, age five, is always wanting something when she talks on the telephone. She says, "He usually throws a tantrum to get attention." Her action is, ". . . to ignore him and to continue talking on the telephone. He went to get what he wanted and sat beside me on the floor."

FN said, "Billy was telling the other kids what to do." She thinks he bosses because he is bigger than the others. She let the children decide for themselves, and reports that, "They agreed who was old enough to ride skate boards and accept the responsibility for watching the traffic."

EL says her children (three) are, "Cranky in the morning." She ignored them for a time. Their action was to take the day "lightly." (leader questioned meaning) They behaved well until bedtime.

MP said her son misbehaved, "All the time." She "Got the belt out . . . and plenty happened." However, she reports that their behavior has not improved.

The mothers who are courageous enough to try logical consequences are observing successful behavioral changes in their children.

1. Why do children fight? (to get mother's attention, to establish relationships with one another)

2. What should mother do when children begin fighting? (with draw to a place where she cannot become involved and observe the interactions of the children while they work out their problem, i.e., the bathroom technique)

3. What happens when a parent makes unreasonable requests in an attempt to control the child? (There is likely to be an acceleration in the child's misbehavior.)

4. What is worry? Anxiety? (Worry is undo concern for occurrences in the past. Anxiety is undo concern for the future.)

5. Refreshment coffee and donuts.

6. Steps in establishing a family council.

- (a. the family meets regularly once a week to discuss matters of concern to family members,
- b. each person has a turn serving as chairman and recorder,
- c. minutes of the previous meeting are read and approved,
- d. discuss things that have been alright,
- e. discussion about things that need improvement,
- f. refreshments,
- g. the family plays a game, works a puzzle or enjoys another group activity.)

7. What are some topics suitable for the family council?

(use of television, allowances, household chores, schedule of family activities, and ways that the members can assist one another)

8. Complete study questions.

9. Review next assignment

10. Hand-out: Give Me a Job

Session Eight:

Four persons are present with no visitors. During the gathering period subjects express disappointment that the study is concluding. One subject asks, "What course will you start next?" Explained that other courses will be offered through Continuing Education next fall. There is an expressed interest in continuing the parent study group. Researcher expresses gratitude for the suggestions that will be considered in future program planning.

This last session is Social Interest.

1. What is it difficult to treat misbehaving children and others alike? Example: When one child misbehaves at the table all the children should be asked to leave the table. (Often it might appear that one child is misbehaving but may be responding to the behavior of the "good" children. Parents have a right to enjoy mealtime without child disturbances. Obviously, children misbehaving at the table are not hungry and therefore may be asked to leave the table. No food is served until the next meal.)

2. What does a parent gain from listening to a child? (friendship of the child, mutual respect, child will learn to listen to the parent)

3. How do adults sound when talking to their friends?
(friendly, helpful, sharing ideas, etc.)

4. How do adults often sound when talking to their children?
(critical, harsh, commanding, threatening--listen in the grocery)

5. What happens when a parent learns to ease-up on the misbehavior of the child and comments on the helpfulness of the child?
(children grow more cooperative, parent is more relaxed, parent enjoys the children more, everyone enjoys the home more)

6. Hand-out: How to Ruin a Child

7. Posttest: Attitude Toward Child Behavior Scale

8. Posttest: Children's Behavior Checklist

9. Researcher explains that this concludes the formal study group meetings, expresses appreciation for the subjects participation, and explains that each subject will be contacted for more information in four weeks.

Group B, Session One:

Ten subjects meet for the first session of Group B. Two of them attend Tenant Council meetings regularly. The other eight subjects are not involved in group activities except to attend a PTA meeting on the rare occasions when their children are involved in the program. One subject is employed by CHA.

Subjects select a chair in the circle and continue their talking until researcher quietness is noted and IB announces, "It's time to begin."

As in Group A the researcher turns to the person on her left and says, "Beginning on my left, please, tell the group what you expect to gain from this study. (Responses are: to learn what to do about (daughter) who stays out at night--family lives on third floor of a 12 apartment building and the 12 year old stays on the ground floor stoop after 9:00 pm and her mother feels this is unsafe; Terry won't come home from school, just in time for dinner; get children to do their homework; boy fights with his brother; girl whines all the time; girl disruptive while mother has visitors; girl will not stay home after school; girl doesn't like school--skips; mother doesn't want 12 year old son to go to K-Mart which is four blocks away, across two concrete road barriers and through another neighborhood and son complains that other kids are permitted to go to K-Mart alone)

Researcher explains that the group will meet for two hours each week for eight weeks to discuss problems to study children's behavior.

Pretest: Attitude Toward Child Rearing Scale

Pretest: Children's Behavior Checklist

Questions 1-14 the same as in Group A

After most of the subjects had left GK commented that her husband does not like for her to be away from home. Researcher expresses appreciation for her attendance and hopes that she may continue with the group.

Session Two:

IB and EL are earliest of the subjects to arrive. They are pleased to have someplace to go to get out of the apartment. Both live on the third floor in four bedroom apartments. Only the ground floor apartments have immediate access to the outside. They both wish for a house where "You don't have to be bothered by neighbors (noise)." Like many of the project residents, they would like to live on a farm.

As other group members arrive the conversation changes to discussion of the reading. LP said she can see many things that she is doing wrong. Researcher rephrases, "You read about some different actions you might be able to use with your children." Yes, and she is particularly interested in gaining the children's cooperation with household chores.

Procedure the same as Group A, questions 1-12.

(GK again explains that she may not be able to return next week. Her husband doesn't like for her to be away from home.)

(EL says her old man can't tell her what to do. She'd come anyway.)

Session Three:

Eight persons are present. CB says things are going better at home. The boys are helping with the household chores and they are more polite to their step-father who is disabled and in a wheelchair. She views Terry as a squeezed middle child and says, "No wonder he won't come home when he don't feel he belong."

IB thinks maybe that's why her daughter stays out later than she is permitted.

EL has a son in special education who wants to stay home from school. He is scheduled to ride a school bus to a rural high school about 15 miles outside the city. The other children travel a maximum of 2 miles in the city to school. It is inconvenient for both mother and son to meet the earlier bus schedule.

Question procedure same as Group A, questions 1-12.

Group interaction has increased in studying the family constellation.

Session Four:

Eight members in attendance.

GK has dropped the study. MH has been employed by UPS and will not be continuing in the study.

Six of the subjects are over thirty years old. In addition four subjects in this group are grandmothers. The mothers of older

children are more into the behavior of their own children as well as the behavior of the neighborhood children.

1. Any comments or questions? (IB explains that the study helps adults, too. Her husband has been released from prison and she explained that always before when he came home they couldn't talk. He just "set" on the couch and didn't say anything. The children didn't know how to talk with their father. Now, she explains she and her husband can talk about the children. Also, IB says her husband is enjoying reading the textbook. Other group members tell about sharing their new learnings with family and neighbors.)

Procedure steps 2-12 the same as Group A.

Session Five:

Five persons are present. Two persons comment on the absence of LP. They allude to personal problems as though their problems are common knowledge. However, there is a ground rule that no group member is discussed unless she is present and suggests the problem.

Group continues the session format.

1. Comments on study: (enjoying the study; don't understand about power and revenge; kids enjoy reading the book, too; wish my daughter could have this at Oakhurst Village; liked to have had it sooner)

Questions 2-12 the same as Group A.

Session Six:

Five subjects are present. They are congenial in greeting LP who missed last session.

GH has enrolled in college credit courses and has "other things to do" before the first summer session. The "other" is housecleaning, arrangements for child care, etc.

Review briefly the critical incidents, particularly for the benefit of LP who missed the last session.

Session proceeds as in Group A, questions 1-11.

LP was absent last session because her husband has left home. She and the three children are without income or close relatives that they can depend upon for assistance. A local church group is giving some aid. Because her husband is working the family is not eligible for welfare. Work for her seems to be the immediate solution. However, LP has minimal job skills. These are mostly in short order cooking. She is very much overweight and she is finding it difficult to compete in the job market. She is one of the many poor who not only lack sufficient funds for living but they are often beset with a multiplicity of problems that confound their lives.

Session Seven:

Five persons present. How have things gone this week?
(IB's daughter visited one afternoon with her young son. She prepared lunch for herself and the child, promising to clean the kitchen. However, the daughter left the dirty dishes on the table and returned

to her own apartment. This occurs often and it bothers IB. The group members suggested that she visit the daughter and repeat the guest behavior. IB will decide: (a) to use an intervention strategy such as the one suggested, (b) to speak to her daughter about the disregard for her promise to clean the kitchen, or (c) to stop hassling herself if she is not prepared to risk a change.)

(EL has a ten year old nephew whose constant movement is annoying when he visits. The group members suggested that she give him attention when he is quiet or otherwise involved in an activity that she approves.)

(CB's sons have taken their step-father to a movie with them . . . pushing the wheelchair approximately one mile to the theatre. She reports a marked improvement in the family relationships.)

(LF reports good results in getting her children to take their afternoon naps. They are happier, too.)

(LP's husband is living in an up-town hotel. She is confident that she and the children can manage without him. Community agencies are assisting the family and a job is in the offing.)

Procedures for this session are the same as questions 1-10 in Group A.

Session Eight:

This is our last time together as a group. The subjects gather in a quiet manner. They have become very supportive of one another. I hope this will continue following the study. Format the same as questions 1-9 in Group A.

Group C, Session One:

This is the first day for the third parent study group. Ten subjects attend this session. As in groups A and B the meetings are held in the tenant meeting room. All arrangements are the same for the three groups. Refreshments will be served at each session.

The format is the same as the procedures in Groups A and B.

Session Two:

Nine persons present. Participants begin talking about the text assignment. Children: The Challenge is readable and comprehensible. These are two important attributes to be considered in the use of written materials with out-of-school adults.

The session format is the same as Group A-2.

The interest centered on the kinds of family atmosphere. Subjects can relate to all except the hopelessness which is thought to be useless. Although they seem to agree that some persons might feel hopeless sometimes.

Session Three:

Eight persons present. RF has moved from the housing complex without leaving a forwarding address. Approximately five percent of the residents move from Orchard Manor each month. Quite frequently families move without notifying management or neighbors of their new location. Sometimes children are not enrolled in school for long periods of time when the family has relocated.

1. Subjects are asked: What bothers you most about children's behavior? (Responses are the common problems stated in the other groups, i.e., eating problems, getting children to bed on time, etc.)

2. Proceeds the same as Group A, session three.

3. After group session DA explains that she is divorced and needs a job. Arrangements are made for career counseling.

Session Four:

Seven persons present. As the level of difficulty increases subjects have tended to drop--not miss for a reason. Quite simply they stop attending without notifying researcher or other members. This lack of commitment to the group is indicative behavior of subjects who feel a high degree of alienation and low achievement value orientation.

Procedures the same as Group A, session four.

Because this is an afternoon group some of the children are out of school before the end of the session. Two of the children stop at the meeting on the way home from school. Their mother reminds them to change into play clothes before going out to play. These mothers are really "into" their children (ordering and commanding) before the child states their needs.

There are several teenage single parents in the study. Having a baby is the most expedient manner that disadvantaged youth can achieve

adult status. Other symbols of adulthood, such as, a driver's license, youth employment, career preparation, that are important in the maturation of middle class youth, are not readily accessible to disadvantaged youth. As do other expectant couples, unwed teenagers look forward to the birth of their child. The baby is loved and receives much of attention from relatives and neighbors. As the child grows and begins making demands upon the mother she may become abusive. Also, the young father will have been unable to gain viable employment and mother and child are abandoned to their own resources.)

Session Six:

Six persons present.

During the gathering time JB tells of a meeting that she attending at the elementary school. The reading teacher was explaining the goals of misbehavior that JB recognized from the last parent study session. Seeing her smile the teacher asked if any of the explanation was familiar. JB said that she admitted that the material was being studied in a class she attends. The teacher then asked JB to apply for a job opening as teacher aide in her reading class.

Procedure the same as questions 2-12, Group A, session five.

After the session RR talks about her disabled husband and their lack of income. She wants to know where she can obtain work. Referred to career counseling.

Session Six:

Six persons present.

Subject's comments: (JB's daughter is expecting her first child and this study would be helpful for her to learn to care for the child; PM states that it is good to see different ways to help children grow; DN does not hit her kids as much; DA has more time to herself in the evening because the children are going to bed earlier; SB is learning to cope with misbehavior at mealtimes.)

Procedure same as questions 1-11, Group A.

Session Seven:

Four persons present. Two subjects had to be absent and they met with Group A this week.

As group gathers PM talks about the difficulty in asking all the children to leave the table when one misbehaves. General concensus is that such a request is unfair. To whom? Does not a parent have a right to enjoy the meal without being disturbed by misbehaving children?

PM reminds that her father disciplined children by whipping all the children when one misbehaved. She believes that to be unfair but it worked--their behavior improved.

Leader explains that these are only suggestions to be tried or not. Subjects have begun to observe their children's behavior and to share that behavior within the group.

Procedures the same as questions 1-10, Group A.

Session Eight:

Six subjects are present for this last session.

Five of this group have expressed an interest in full-time employment. One 19 year old subject wants to obtain a job that will pay more than welfare. She says welfare is alright now but in a few years when her son becomes a teenager she wants him to have things better than she has, "So, he won't get all messed-up."

PM has an atrophied left arm due to a stroke. She has become the informal group leader. One of her self-appointed tasks has been to contact participants and remind them of the Thursday afternoon parent study group meeting. Her efforts are a very real contribution to the study.

Procedures the same as format for Group A, session eight.

POST-POSTTEST DATA

At four weeks the subjects are visited in their homes by the researcher for the purpose of gathering the post-posttest data.

During the visits the researcher administered:

1. Attitude Toward Child Rearing Scale
2. Children's Behavior Checklist.

APPENDIX H

APPLICATION OF CHI-SQUARE FOR COMPARING INDEPENDENT
VARIABLES AND MOTHER'S ATTITUDES AT PRETEST

Application of Chi-Square for Comparing Independent
Variables and Mother's Attitudes Toward
Child Rearing at Pretest

Independent Variable	df	χ^2	Probability level ^a
Mother's Age in Years	9	10.36	0.32
Mother's Last Grade Completed	27	39.49	0.06
Working or Non Working Mother	3	0.73	0.87
Occupational Status of Mother	12	16.66	0.16
Number of Children in the Family	24	26.92	0.31
Source of Family Income	12	12.01	0.45
Sex of Target Child	6	5.88	0.44
Age of Target Child	27	20.24	0.68
School Grade of Target Child	24	29.10	0.22
Occupational Aspiration of Mother	18	21.53	0.25
Number of Hours Mother Views TV	15	23.86	0.07
Alienation	15	18.59	0.23
Achievement Value Orientation	21	20.97	0.46
Use of Leisure Time	18	11.35	0.88

^aNo significant differences at the .05 level.

APPENDIX I

APPLICATION OF CHI-SQUARE FOR COMPARING INDEPENDENT
VARIABLES AND MOTHER'S PERCEPTION OF THE TARGET
CHILD'S BEHAVIOR AT PRETEST

Application of Chi-Square for Comparing Independent
Variables and Mothers' Perception of
Childrens' Behavior at Pretest

Independent Variable	df	X^2	Probability Level
Mother's Age in Years	9	8.60	0.47
Mother's Last Grade Completed	27	23.18	0.67
Working or Non Working Mother	3	1.63	0.65
Occupational Status of Mother	12	9.72	0.64
Number of Children in Household	24	22.32	0.53
Source of Family Income	12	6.72	0.07
Sex of Target Child	6	6.31	0.36
Age of Target Child	24	20.91	0.64
School Grade of Target Child	24	57.54	0.03*
Occupational Aspiration of Mother	18	14.47	0.69
Number of Hours Mother Views TV	15	20.99	0.13
Alienation	15	11.84	0.69
Achievement Value Orientation	21	18.84	0.59
Use of Leisure Time			

*Significant at .05 level

APPENDIX J
PARSTUDY CODEBOOK

PARSTUDY CODEBOOK

Column(s)	SPSS Variable Names	Variable Description and Codes
1-3	GP	Group identification
2-3	ID	Identification number of each case within group
5-6	AGE	Mother's age at last birthday (Exact value)
7-8	EDUC	Last year completed in school by Mother (Exact value)
9-9	EMP	Employment status of Mother 1. Employed 2. Unemployed
10-10	OCC	Occupational status of last job 1. Professional, semi-professional 2. Clerical, sales and kindred work 3. Craftsmen, foremen, and kindred work 4. Operations and kindred workers 5. Laborers, except farm and mine 6. None (Never employed)
11-11	NOFCH	Number of children in household (Exact value)
12-12	SINC	Main source of family income 1. Salary or wages 2. Profits or fees from business 3. Rentals or investments 4. Money from children not in home 5. Board money from persons living in the home 6. Social security or other pension 7. Unemployment compensation 8. Government welfare 9. Other
13-13	CSEX	Sex of target child 1. Female 2. Male

Column(s)	SPSS Variable Names	Variable Description and Codes
14-15	CAGE	Age of target child (Exact value)
16-16	CGRADE	School grade of target child. 0. Not in school 1. Headstart or kindergarten 2. First grade 3. Second grade 4. Third grade 5. Fourth grade 6. Fifth grade 7. Sixth grade 8. Seventh grade
17-17	ASPR	Occupational aspiration of Mother 1. Professional, semi-professional 2. Clerical, sales and kindred work 3. Craftsmen, foremen, and kindred work 4. Operations and kindred workers 5. Laborers, except farm and mine 6. None (Would not choose)
18-18	TV	Average number of hours per day that Mother watched television 1. None 2. Less than one hour 3. One or two hours 4. Three, four, or five hours 5. More than five hours
19-19	ALO	Response to anomie-economie items (Exact value)
20-20	ACHVO	Response to achievement value items (Exact value)
21-21	LEI	Mother's preferred use of leisure time 1. Competitive games 2. Creative arts 3. Relaxation
25-64	ATT	Response to the Attitude Toward the Behavior of Children

Column(s)	SPSS Variable Names	Variable Description and Codes
5-57		Response to the Children's Behavior Checklist

APPENDIX K

SESSION REACTIONNAIRE: RESPONSE

PSG 1
n = 30

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (27)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 26: 1 : ___ : ___ : ___ : ___ : Unhelpful
 Liked 26: 2 : ___ : ___ : ___ : ___ : Disliked
 Easy 24: 2 : ___ : 1 : ___ : ___ : Hard
 Important 24: 3 : ___ : ___ : ___ : ___ : Unimportant
 Useful 25: 2 : ___ : ___ : ___ : ___ : Useless
 Reasonable 25: 2 : ___ : ___ : ___ : ___ : Unreasonable
 Effective 22: 4 : ___ : ___ : ___ : ___ : Uneffective
 Informative 24: 3 : ___ : ___ : ___ : ___ : Uninformative

3. Do you feel this information will benefit you? 28 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
28 Yes 0 No

Comments:

1. This session was very educational. I enjoyed the workshop.
2. I enjoyed this session it was very helpful. Plan to use the information on children behavior at home.
3. I would like to have this workshop in my community.
4. Made me unstand (sic) how a family can woke (sic) together.
5. I really enjoyed this session. The interaction of the smaller group. Would enjoy more of this type demonstiatioms (sic)

PSG 2
n = 26

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (26)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>25</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	Unhelpful
Liked	<u>25</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	Disliked
Easy	<u>25</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	Hard
Important	<u>24</u>	:	<u>2</u>	:	___	:	___	:	___	:	___	:	Unimportant
Useful	<u>24</u>	:	<u>2</u>	:	___	:	___	:	___	:	___	:	Useless
Reasonable	<u>25</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	Unreasonable
Effective	<u>22</u>	:	<u>4</u>	:	___	:	___	:	___	:	___	:	Uneffective
Informative	<u>24</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	Uninformative

3. Do you feel this information will benefit you? 25 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
25 Yes 0 No

Comments:

1. To me love is very important in child rearing show them we love them, even when they are naughty
2. Been help alot with the Boys, and the Roys are staring (sic) to help around the house.
3. This class was a helpful learning experience.
4. I enjoyed the parent sharing their life experience with the class. Also appreciate the valueable experience that the teacher shared with us.

5. Would like to learn more so I can help others.
6. This is a very important course for me. I feel I need much help to become a better parent!!
7. The class was very helpful.

PSG 3
n = 22

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (22)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 21: ___: 1: ___: ___: ___: Unhelpful
 Liked 21: 1: ___: ___: ___: ___: Disliked
 Easy 22: ___: ___: ___: ___: ___: Hard
 Important 21: 1: ___: ___: ___: ___: Unimportant
 Useful 21: 1: ___: ___: ___: ___: Useless
 Reasonable 21: 1: ___: ___: ___: ___: Unreasonable
 Effective 21: 1: ___: ___: ___: ___: Uneffective
 Informative 21: 1: ___: ___: ___: ___: Uninformative

3. Do you feel this information will benefit you? 22 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
20 Yes 0 No

Comments:

1. It helps me with my children and some of (my) problems, I can understand better than I could before.
2. I enjoyed this session very much.
3. Think crouse (sic) shue (sic) be on T.V.

PSG 4
n = 20

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (19)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>20</u> : ___: ___: ___: ___: ___: ___:	Unhelpful
Liked	<u>20</u> : ___: ___: ___: ___: ___: ___:	Disliked
Easy	<u>20</u> : ___: ___: ___: ___: ___: ___:	Hard
Important	<u>20</u> : ___: ___: ___: ___: ___: ___:	Unimportant
Useful	<u>20</u> : ___: ___: ___: ___: ___: ___:	Useless
Reasonable	<u>20</u> : ___: ___: ___: ___: ___: ___:	Unreasonable
Effective	<u>20</u> : ___: ___: ___: ___: ___: ___:	Uneffective
Informative	<u>20</u> : ___: ___: ___: ___: ___: ___:	Uninformative

3. Do you feel this information will benefit you? 20 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
20 Yes 0 No

Comments:

1. A lot better Home, more time, to enjoy the Home, sence (sic) the kids are do (sic) better helping around the house.
2. At least I can talk and think for myself now
3. The learning experience was rewarding.
4. The session was very helpful & I enjoyed the fellowship.
5. The role playing session was very effective.

PSG 5
n = 16

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (16)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>16</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Unhelpful
Liked	<u>15</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Disliked
Easy	<u>13</u>	:	<u>1</u>	:	___	:	___	:	___	:	___	:	___	:	Hard
Important	<u>15</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Unimportant
Useful	<u>15</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Useless
Reasonable	<u>14</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Unreasonable
Effective	<u>14</u>	:	___	:	___	:	___	:	___	:	___	:	___	:	Uneffective
Informative	___	:	___	:	___	:	___	:	___	:	___	:	___	:	Uninformative

3. Do you feel this information will benefit you? 15 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
15 Yes 0 No

Comments:

1. Hepe (sic)t(T)erry alot on things afouth (sic) comeing (sic) on time.
2. This class has helped me to allow my children to be responsible for themselves thus, relieving myself of a lot of responsibility. I'm not a dominating Mother anymore.
3. I think the way to train our children was very helpful.

4. I am applying these methods and find them very helpful. I wish I had taken this class when the children were younger. However, I am finding them very useful in training my grand children.
5. The workshop was informative. I thought that Mrs. Hamilton explained the power game clearly.
6. The workshop was very effective and I enjoyed the learning experience.

PSG 6
n = 15

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)

- A. I enjoyed the session very much. (10)
B. I enjoyed the session a little. (1)
C. I didn't particularly like this session.
D. I disliked the session somewhat.
E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 9 : 1 : 1 : ___: ___: ___: Unhelpful
Liked 9 : 2 : ___: ___: ___: ___: Disliked
Easy 11 : ___: ___: ___: ___: ___: Hard
Important 10 : 1 : ___: ___: ___: ___: Unimportant
Useful 9 : 2 : ___: ___: ___: ___: Useless
Reasonable 10 : 1 : ___: ___: ___: ___: Unreasonable
Effective 10 : 1 : ___: ___: ___: ___: Uneffective
Informative 10 : 1 : ___: ___: ___: ___: Uninformative

3. Do you feel this information will benefit you? 9 Yes 0 No
4. Will you recommend this method of Parent Education Study to a friend?
 11 Yes 0 No

Comments:

1. Would like to learn more so I can be a better mother. And help my children to be good mothers and fathers.
2. Terry, is doing better in the home, he is feeling Now he belonging in the Home, he not fighting (sic) now he began (sic) to grow up.

3. The famley (sic) is doing real Good, The Home is a lot more happy; Now, enjoy the Home more and The Kids more.
4. This session was very informative.
5. I came in (late) on this session. Probably would have got more out of it had I started in the beginning.

PSG 7
n = 15

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)

- A. I enjoyed the session very much. (7)
- B. I enjoyed the session a little.
- C. I didn't particularly like this session.
- D. I disliked the session somewhat.
- E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 6 : 1 : ___ : ___ : ___ : ___ : Unhelpful

Liked 6 : 1 : ___ : ___ : ___ : ___ : Disliked

Easy 7 : ___ : ___ : ___ : ___ : ___ : Hard

Important 6 : 1 : ___ : ___ : ___ : ___ : Unimportant

Useful 5 : 2 : ___ : ___ : ___ : ___ : Useless

Reasonable 5 : 2 : ___ : ___ : ___ : ___ : Unreasonable

Effective 5 : 2 : ___ : ___ : ___ : ___ : Uneffective

Informative 6 : 1 : ___ : ___ : ___ : ___ : Uninformative

3. Do you feel this information will benefit you? 7 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?

7 Yes 0 No

Comments:

1. I like the discussion and talking about our own situation.
2. The Parent Education study was very effective.
3. This session was very educational.

PSG 8
n = 15

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (9)
 - B. I enjoyed the session a little.
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 9 : ___ : ___ : ___ : ___ : ___ : Unhelpful
 Liked 9 : ___ : ___ : ___ : ___ : ___ : Disliked
 Easy 9 : ___ : ___ : ___ : ___ : ___ : Hard
 Important 9 : ___ : ___ : ___ : ___ : ___ : Unimportant
 Useful 9 : ___ : ___ : ___ : ___ : ___ : Useless
 Reasonable 9 : ___ : ___ : ___ : ___ : ___ : Unreasonable
 Effective 9 : ___ : ___ : ___ : ___ : ___ : Uneffective
 Informative 9 : ___ : ___ : ___ : ___ : ___ : Uninformative

3. Do you feel this information will benefit you? 8 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
9 Yes 0 No

Comments:

1. This se-sion of the parenting skills will help me to work with parents better.
2. Terry & Tony is getting along real Good, with Their Father - step father Now. they are feeling belong (sic) to enjoy their father. The home is doing better the (?) live in the home, is more beening (sic) a family Now.

3. I think Mrs. Hamilton is a very nice person and I enjoyed (sic) talking to her.
4. I would like to thank Pete for having this class.
5. The program was very helpful and useful.

ATG 1
n = 30

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (25)
 - B. I enjoyed the session a little. (3)
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>25</u> : <u>3</u> : <u>1</u> : ___: <u>1</u> : ___: Unhelpful
Liked	<u>23</u> : <u>4</u> : ___: ___: <u>1</u> : ___: Disliked
Easy	<u>22</u> : <u>3</u> : <u>1</u> : <u>3</u> : ___: ___: Hard
Important	<u>24</u> : <u>2</u> : <u>2</u> : <u>1</u> : ___: ___: Unimportant
Useful	<u>23</u> : <u>2</u> : <u>2</u> : ___: ___: ___: Useless
Reasonable	<u>24</u> : <u>2</u> : <u>3</u> : <u>1</u> : ___: ___: Unreasonable
Effective	<u>23</u> : <u>2</u> : <u>1</u> : <u>2</u> : ___: ___: Uneffective
Informative	<u>25</u> : <u>2</u> : <u>1</u> : <u>1</u> : ___: ___: Uninformative

3. Do you feel this information will benefit you? 30 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
29 Yes 1 No

Comments: (typed exactly as written, i.e. sentence structure, spelling, punctuation, etc.)

1. It makes you think.
2. I took this session and it helped a lot.
3. I think a lot of people should watch something like that, because they don't know how to raise their children & they let their children run over them.

ATG 1
n = 30

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (25)
 - B. I enjoyed the session a little. (3)
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>25</u> : <u>3</u> : <u>1</u> : ___: <u>1</u> : ___: Unhelpful
Liked	<u>23</u> : <u>4</u> : ___: ___: <u>1</u> : ___: Disliked
Easy	<u>22</u> : <u>3</u> : <u>1</u> : <u>3</u> : ___: ___: Hard
Important	<u>24</u> : <u>2</u> : <u>2</u> : <u>1</u> : ___: ___: Unimportant
Useful	<u>23</u> : <u>2</u> : <u>2</u> : ___: ___: ___: Useless
Reasonable	<u>24</u> : <u>2</u> : <u>3</u> : <u>1</u> : ___: ___: Unreasonable
Effective	<u>23</u> : <u>2</u> : <u>1</u> : <u>2</u> : ___: ___: Uneffective
Informative	<u>25</u> : <u>2</u> : <u>1</u> : <u>1</u> : ___: ___: Uninformative

3. Do you feel this information will benefit you? 30 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
29 Yes 1 No

Comments: (typed exactly as written, i.e. sentence structure, spelling, punctuation, etc.)

1. It makes you think.
2. I took this session and it helped a lot.
3. I think a lot of people should watch something like that, because they don't know how to raise their children & they let their children run over them.

4. It would be very good for mothers.
5. Very Effective, just what I wanted to see.
6. It was very good.
7. -Audio visual aspect needs to be smoothed out
-More "what if" situations needed to be brought into discussions-
techniques

ATG 2
n = 26

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (25)
 - B. I enjoyed the session a little. (10)
 - C. I didn't particularly like this session. (2)
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>14</u> :	<u>5</u> :	<u>2</u> :	___:	___:	___:	Unhelpful
Liked	<u>22</u> :	<u>3</u> :	<u>1</u> :	___:	___:	___:	Disliked
Easy	<u>20</u> :	<u>2</u> :	<u>1</u> :	<u>1</u> :	___:	<u>1</u> :	Hard
Important	<u>20</u> :	<u>4</u> :	<u>1</u> :	___:	___:	___:	Unimportant
Useful	<u>20</u> :	<u>5</u> :	<u>1</u> :	___:	___:	___:	Useless
Reasonable	<u>22</u> :	<u>1</u> :	<u>1</u> :	<u>1</u> :	___:	___:	Unreasonable
Effective	<u>19</u> :	<u>3</u> :	___:	<u>3</u> :	___:	___:	Uneffective
Informative	<u>25</u> :	___:	<u>1</u> :	<u>1</u> :	___:	___:	Uninformative

3. Do you feel this information will benefit you? 25 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
26 Yes 0 No

Comments:

1. (Do you feel this information will benefit you?) Some
2. Because it is very useful and helpful to people
3. These classes make me more aware of myself as a mother.

ATG 3
n = 23

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)

- A. I enjoyed the session very much. (17)
B. I enjoyed the session a little. (1)
C. I didn't particularly like this session.
D. I disliked the session somewhat.
E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 20: 2 : 1 : ___ : ___ : ___ : Unhelpful
Liked 17: 3 : 1 : ___ : ___ : ___ : Disliked
Easy 15: 4 : 1 : ___ : ___ : ___ : Hard
Important 21: ___ : 1 : ___ : ___ : ___ : Unimportant
Useful 17: 3 : 1 : ___ : ___ : ___ : Useless
Reasonable 17: 2 : 1 : ___ : ___ : ___ : Unreasonable
Effective 18: 1 : 1 : ___ : ___ : ___ : Uneffective
Informative 19: ___ : 1 : ___ : ___ : ___ : Uninformative

3. Do you feel this information will benefit you? 21 Yes 0 No
4. Will you recommend this method of Parent Education Study to a friend?
23 Yes 0 No

Comments:

1. I would like to see more classes of this type.
2. The guiding behavior workshop is a very educational workshop experience for parents. I enjoyed the audio equipment use for teaching & making the class work easy.

ATG 4
n = 24

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)

- A. I enjoyed the session very much. (19)
B. I enjoyed the session a little. (2)
C. I didn't particularly like this session. (1)
D. I disliked the session somewhat.
E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful 17: 1: 3: 2: ___: ___: Unhelpful
Liked 17: 1: 2: 2: ___: ___: Disliked
Easy 18: 3: 1: 1: ___: ___: Hard
Important 18: 1: 1: 1: ___: ___: Unimportant
Useful 18: 2: 2: 2: ___: ___: Useless
Reasonable 17: 4: 1: 1: ___: ___: Unreasonable
Effective 11: 4: 3: 2: ___: ___: Uneffective
Informative 20: ___: 1: 2: 1: ___: Uninformative

3. Do you feel this information will benefit you? 21 Yes 0 No
4. Will you recommend this method of Parent Education Study to a friend?
24 Yes 0 No

Comments:

1. (Will you recommend this method of Parent Education to a friend?)
maybe
2. I would like to see more parent with smaller children involved,
I think this would maybe cause a less parent confused. (sic)

3. There are a lot of people who need to watch the film, cause I've seen one too many families that let their kids run over the top of them, but mine's not gonna do that.
4. I wish I were able to continue.
5. The class work and session was very helpful.

ATG 5
n = 20

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (15)
 - B. I enjoyed the session a little. (4)
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>16</u> : <u>1</u> : <u>1</u> : <u>1</u> : ___: ___: Unhelpful
Liked	<u>18</u> : <u>1</u> : <u>1</u> : ___: ___: ___: Disliked
Easy	<u>12</u> : <u>1</u> : <u>2</u> : <u>1</u> : ___: ___: Hard
Important	<u>14</u> : <u>1</u> : <u>1</u> : <u>1</u> : ___: ___: Unimportant
Useful	<u>13</u> : <u>2</u> : <u>2</u> : <u>1</u> : ___: ___: Useless
Reasonable	<u>15</u> : <u>2</u> : <u>2</u> : ___: ___: ___: Unreasonable
Effective	<u>10</u> : <u>2</u> : <u>4</u> : <u>1</u> : ___: ___: Uneffective
Informative	<u>13</u> : <u>2</u> : <u>2</u> : ___: ___: ___: Uninformative

3. Do you feel this information will benefit you? 19 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
20 Yes 0 No

Comments:

1. I like the session very much. The session is very interesting.
2. Would really feel that this would benefit families in Oakhurst Village & would highly recommend it to them.
3. There's a lot of change in kids. Parents let their kids get away with a lot of things. And then when they tell them what to do, it's too late and they don't wanna listen.

ATG 6
n = 18

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (14)
 - B. I enjoyed the session a little. (2)
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>12</u> :	<u>3</u> :	<u>1</u> :	<u>1</u> :	___:	___:	Unhelpful
Liked	<u>14</u> :	<u>2</u> :	<u>1</u> :	<u>1</u> :	___:	___:	Disliked
Easy	<u>12</u> :	<u>1</u> :	<u>2</u> :	<u>1</u> :	___:	___:	Hard
Important	<u>13</u> :	<u>2</u> :	___:	<u>1</u> :	___:	___:	Unimportant
Useful	<u>13</u> :	<u>1</u> :	<u>2</u> :	<u>1</u> :	___:	___:	Useless
Reasonable	<u>12</u> :	<u>3</u> :	<u>1</u> :	<u>1</u> :	___:	___:	Unreasonable
Effective	<u>12</u> :	<u>2</u> :	<u>1</u> :	<u>1</u> :	___:	___:	Uneffective
Informative	<u>15</u> :	<u>1</u> :	___:	<u>1</u> :	___:	___:	Uninformative

3. Do you feel this information will benefit you? 14 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
18 Yes 0 No

Comments:

1. The movies good, but I think they should let the kids make a speech to see what they would say.

ATG 7
n = 25

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (13)
 - B. I enjoyed the session a little. (5)
 - C. I didn't particularly like this session. (4)
 - D. I disliked the session somewhat. (1)
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>12</u>	:	<u>4</u>	:	<u>1</u>	:	___	:	___	:	<u>1</u>	:	Unhelpful
Liked	<u>10</u>	:	<u>2</u>	:	<u>2</u>	:	___	:	___	:	___	:	Disliked
Easy	<u>8</u>	:	<u>2</u>	:	<u>3</u>	:	___	:	___	:	<u>1</u>	:	Hard
Important	<u>11</u>	:	<u>2</u>	:	<u>3</u>	:	___	:	___	:	___	:	Unimportant
Useful	<u>11</u>	:	<u>2</u>	:	<u>2</u>	:	___	:	___	:	___	:	Useless
Reasonable	<u>10</u>	:	<u>3</u>	:	<u>1</u>	:	___	:	___	:	___	:	Unreasonable
Effective	<u>8</u>	:	<u>5</u>	:	<u>2</u>	:	___	:	___	:	<u>1</u>	:	Uneffective
Informative	<u>12</u>	:	<u>1</u>	:	<u>2</u>	:	___	:	___	:	<u>1</u>	:	Uninformative

3. Do you feel this information will benefit you? 17 Yes 1 No

4. Will you recommend this method of Parent Education Study to a friend?
18 Yes 1 No

Comments:

1. I would like very much to start this at Oakhurst Village. I've discussed this with the two Social Workers who are working at the project.
2. I plan to discuss this with the project manager & see when she also feels it would be an appropriate day for all of us. Plan to call you Pete.

ATG 8
n = 18

SESSION REACTIONNAIRE

1. What is your evaluation of this kind of learning experience?
(Circle the letter that most nearly matches your feelings toward the session.)
 - A. I enjoyed the session very much. (15)
 - B. I enjoyed the session a little. (5)
 - C. I didn't particularly like this session.
 - D. I disliked the session somewhat.
 - E. I disliked the session alot.

2. Please rate the session according to the following words: (Put an X next to the word that most nearly describes your feeling about the session.) Please rate each group of two words. When finished, you should have eight X's. Be sure you place your X exactly on the line:

Helpful	<u>15</u> :	<u> </u> :	<u>2</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Unhelpful
Liked	<u>12</u> :	<u>3</u> :	<u>1</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Disliked
Easy	<u>13</u> :	<u>1</u> :	<u>2</u> :	<u> </u> :	<u> </u> :	<u>1</u> :	Hard
Important	<u>14</u> :	<u>1</u> :	<u>2</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Unimportant
Useful	<u>15</u> :	<u>1</u> :	<u>2</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Useless
Reasonable	<u>13</u> :	<u>2</u> :	<u>1</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Unreasonable
Effective	<u>10</u> :	<u>4</u> :	<u>1</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Uneffective
Informative	<u>14</u> :	<u>2</u> :	<u>1</u> :	<u> </u> :	<u> </u> :	<u> </u> :	Uninformative

3. Do you feel this information will benefit you? 16 Yes 0 No

4. Will you recommend this method of Parent Education Study to a friend?
16 Yes 0 No

Comments:

1. Parents need to feel that there are answers, as to why their children behave as they do, & this program would be very helpful to this (sic) confused parents.
2. Wish it could be available to be shown in each project. where there are families with disciplinary (sic) problems.

3. It was well designed and should be easily adopted for presentation by a tenant service aid--a good, unique training tool.
4. I have enjoyed these session's very much, and hope I've learned a little to get closer to my children.
5. It got me to thinking about myself and my family

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A COMPARISON OF MOTHERS' ATTITUDES AND PERCEPTIONS
USING TWO METHODS OF ADLERIAN PARENT EDUCATION

by

Rebecca B. Hamilton

(ABSTRACT)

While some sub-cultures oppose the traditional family arrangements as being irrelevant in contemporary society, it is the traditional family that still affords its individual member the best opportunity to learn attitudes and values that will prepare them to function effectively in a democratic society. There is a stated need to find ways to strengthen the family unit by assisting parents to improve their parenting skills and to become better support agents for their children. In recent years, auto-tutorial study (AT) and group process have been used to effect achievement and attitudinal growth among diverse individuals and groups. Most of the studies have compared auto-tutorial study with lecture-recitation laboratory study. No study had been found that compared the application of AT instruction with the application of a group method to intervene in potential problem causing behaviors of children.

It was the purpose of this study to compare the effectiveness of the auto-tutorial (ATPE) learning package with the effectiveness of the more traditional parent study group (APSG) on two dependent variables: (a) the mother's attitude toward child rearing and (b) the mother's perception of the behavior of a target child. It was expected that

mothers, or grandmothers who were the primary caretakers of children age four through twelve years old, would change their attitudes toward child rearing from autocratic high control methods to democratic and more cooperative methods of child rearing. Also, it was expected that the mothers would increase their perception of the target child's misbehavior and to develop specific intervention strategies for coping effectively with the child's potential problem causing behaviors.

Subjects in this study were sixty mothers or grandmothers who lived in a public housing project. They were identified through personal interviews, referral by social service workers, the Director of Community Relations, and the Department of Welfare. Each subject was assigned to the ATPE or APSG group for parent education. Pre-learning interaction before the first session included the completion of the Orchard Manor Tenant Survey Questionnaire in order to ascertain specific personal characteristics of the subjects; the Attitude Toward Child Rearing Scale (ATCRS); and the Children's Behavior Checklist (CBC). The ATCRS and the CBC were administered at posttest, immediately following the last session and at post-posttest four weeks after the last session.

The ATPE mothers met once a week for eight weeks in a parent education session, Guiding Your Child's Behavior, that was presented through slides synchronized with an audio-tape. The APSG mothers met in small groups of eight to twelve mothers for eight weeks' group study. The textbook and assignments were the same for both groups.

Initially there were no significant differences between the two groups for thirteen independent variables. At pretest, chi-square was used on the thirteen biographical variables and pretest scores. The only significant relationship was found to be the school grade of the target child [$\chi^2 = 57.53, p < .03$] and the mother's perception of the target child's behavior.

At posttest, there was a statistically significant difference indicated by an analysis of variance [$F(1, 33) = 4.712, p < .05$] for attitude toward child rearing. Also, there was a significant difference between the APSG pretest scores and the APSG posttest scores ($t = 5.78, p < .001$) for attitudes of mother. There was a significant positive Pearson Product Moment correlation for the difference between the pre and posttest scores and the age of the target child ($r = .46$), and a negative correlation with mother's scores and the average number of hours per day a mother viewed television ($r = -.33$).

There was no statistical significance between or within the ATPE or the APSG for the mother's perception of the target child's behavior at posttest. However, there was a negatively significant correlation at the .05 level for the difference between the pre and posttest scores and the source of the family income ($r = -.29$).

Conclusions: (1) The parent study group mothers changed their attitudes toward child rearing to include family decision-making responsibilities that promoted the development of the target child; (2) those mothers who spent the most time viewing television changed the least from autocratic to democratic attitudes for child rearing;

(3) those mothers, of older children in the study, experienced the greatest change in more cooperative attitudes for dealing with children; (4) the ability of the mothers in this study to change their perception of the target child's behaviors was negatively correlated with the source of the family incomes. Mothers in families where wages or salary were the source of the family income changed their perception of the target child's behavior and/or developed intervention strategies for coping with potential problem causing behaviors; and (6) although it was not statistically significant both the ATPE mothers and the APSG mothers reported fewer potential problem causing behaviors for the target child following this study.