

AN INVESTIGATION OF THE STEP PROGRAM

by

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## ABSTRACT

The purpose of this study was to investigate the effectiveness of the Systematic Training for Effective Parenting (STEP) program on the parent participants of a study group. This study also investigated the effects of the STEP program on the parent participants' grade 8 child.

A critical review of the related literature suggested that programs, such as STEP, do not demonstrate significant statistical evidence in support of the proposition that they change the parent-child relationship, the child's behaviour and the child's performance in school.

It was hypothesized that there would be no statistically significant difference between the experimental group and the control group in: (1) parental attitudes related to child-rearing as perceived by the participants; (2) family climate as founded upon inferred interaction by the participants and their grade 8 child; (3) parent-adolescent communication as perceived by the participant and their grade 8 child; and (4) the grade 8 child's behaviour as inferred by the participant and by the teacher.

All measures on the posttest between the experimental group and the control group showed no significant change.

The results of the study suggest that the STEP program is not an effective method in promoting change in the parent-child relationship. It is felt that for significant changes

to occur, more sessions should be provided to give the participants' the opportunity to practise the skills and principles presented. It is also recommended that the STEP program as it exists, must be modified to more appropriately meet the needs of parents of adolescents.

Chairman's Signature

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## Chapter I

### INTRODUCTION

The emphasis upon working with the family rather than just the child within the school, has become more common in recent years. The Adlerian viewpoint maintains that behaviour changes in children can be most effectively brought about by working with the significant adult in their lives. Educators, and more specifically counsellors, are realizing the importance of changing the social environment in which the child lives. In such an approach, the parents living with the child are taught the skills necessary to reduce deviant behaviour and increase more adaptive forms of interaction. It is assumed that such an approach should be highly efficient in terms of the amount of professional time required for treatment. Training the parent as treatment agents should also increase the permanence of the changes in child behaviour.

Until recently, parents seldom received systematic programs in practical methods for rearing children. Ironically our society not only provides, but also requires, training for professionals who work with children. Yet it is assumed that any one can be a parent. In our rapidly changing society the tasks of parenthood have become more difficult. The parents are seeking information on how to improve their relationship with their children. As a means of helping

parents meet this task, schools are inaugurating various parent education programs. Family education centers, behavioural modification programs, transactional analysis groups, parent effectiveness training courses, and generally a profusion of books and other material all attempting to provide information on how to improve parents relationships with their children. This investigator was concerned with the study-discussion group method of parent education. The growing interest in developing new parent-child relationships has been reflected with an array of advice needing clarification and input from other parents who are struggling to apply the new ideas. Thus groups have been formed to study points of view of particular authors.

Dinkmeyer and Munro (1971) discuss the value of the group process for helping parents.

The parent group provides a unique opportunity for all involved to become more aware of the parent-child relationship and to experience feedback regarding the effect that their parent practises have upon their children. This is derived through feedback from other parents about their procedures. The opportunity for mutual therapeutic effect is constantly available. At the same time, there is the opportunity to create a strong interdependence which takes advantage of the universal problems that confront parents. There is an opportunity for parents to contribute to each other and to develop new approaches to parent-child relationships. The corrective process of feedback from contemporaries has tremendous effect upon the group dynamics.

Parents taking part in a study-discussion group stand to improve the quality of their home life by better understanding their children, learning new child-training

techniques, and ultimately improving the parent-child relationship (Pors, 1977).

Much of the literature on parent education deals with models. Some include manuals or outlines of study, and others are loose in structure. The model, Systematic Training for Effective Parenting (Dinkmeyer and McKay, 1976), hereafter referred to as "STEP", was the subject of study by this investigator. It offers parents a practical alternative to meet the challenges of raising children today. STEP is an Adlerian theory-based program blended with communication skills which follow the basic principles on human behaviour set down by Alfred Adler and popularized in the United States by Rudolf Dreikurs. The program is designed for professional, trained, or inexperienced lay leadership. STEP consists of a variety of materials designed to enhance an understanding and application of the concepts of the program, and to provide for individual learning styles through reading, discussing, listening, practising, and viewing visual materials. The program contains a leader's manual, parent's handbook, cassettes, exercises, posters, charts, and specific task assignments for application of the principles taught in each session.

### Purpose

There are in excess of ten STEP programs in operation at various schools in the Lower Mainland alone (as indicated

by the British Columbia Association of Adlerian Psychology, 1979), and more planned for implementation in the 1979-1980 school year. At least four schools in the Burnaby School District have become involved with the STEP program during the 1978-1979 school year.

Although there is an impressive body of subjective evidence attesting to the success of the STEP program, there is less precise information on the magnitude of parental changes and their effects upon the children. It was suspected that the parent and the child are most likely to change favourably with exposure to the STEP program but more empirical evidence was required to support or dispute this statement.

An evaluation of the effectiveness of the STEP program will aid the Burnaby and other school districts in determining the usefulness of the program.

### Statement of the Problem

Parent education is not a recent phenomenon. In the last decade, however, there has been an upsurge of interest with resulting attempts to refine and evaluate various programs. However, the effects that parenting programs have on the families involved remain uncertain.

1. The main purpose of this study was to investigate the effectiveness of the STEP program on the parent participants of the study group. Does the STEP program help facilitate democratic parental

attitudes and behaviour toward children? Does parent-child communication increase when the parents participate in STEP? Does the family environment become less incongruent when the parents participate in STEP?

2. A secondary purpose was to determine the indirect effects of the program. Specifically, does childrens' classroom behaviour become less negative during and after the parents' participation in STEP?

#### Definition of Terms

1. Systematic Training for Effective Parenting (STEP): A ten session Adlerian parent study program taught in weekly two-hour meetings. The topics and format of the program are outlined in the STEP leader's manual.
2. Participants: A parent or parents of a child attending Grade 8 at Alpha Secondary School who received the treatment (STEP program) for at least eight of the ten, two-hour weekly sessions. They may also be referred to as the experimental parents.
3. Control Parents: Parents who were tested over the same 10-week period of time before they attended

the STEP program.

4. Target Children: A son or daughter of the participant who was attending Grade 8 at Alpha Secondary School. They also may be referred to as the experimental children.
5. Control Children: A son or daughter of the parents participating as controls and who was attending Grade 8 at Alpha Secondary School.
6. Adlerian Parental Assessment of Child Behaviour Scale (APACBS): A 32-item, seven point, Likert-type scale designed to assess the parent's perceptions of their child's behaviour. Increasing scores indicate a change toward improved behaviour.
7. Attitudes Toward Child Rearing Scale (ATCRS): A 40-item attitude test on a five point, Likert-type scale designed to measure intensity of democratic and authoritarian attitudes held by parents. Decreasing scores indicate a change toward more democratic attitudes.
8. Family Environment Scale (FES): A 90-item instrument where the respondent answers either true or false for each item. This family incongruence scale was given to provide information on how closely family members agreed on the characteristics

of the family's social milieu. Decreasing scores indicate a change toward a more congruent family.

9. Parent-Adolescent Communication Inventory (PAC)  
(Form P and A): A 40-item scale to measure the degree of parent-adolescent communication in families. Increasing scores indicate a change toward more communication.
10. Walker Problem Behaviour Identification Checklist (WPBIC): A 50-item checklist of the most frequently mentioned negative behaviour. Decreasing scores indicate a change toward more appropriate behaviour.

#### Data Base

This multi-level evaluation of the STEP Program included changes in:

1. Parental attitudes related to child-rearing as perceived by the participants and measured by the Attitudes Toward Child-Rearing Scale.
2. Family climate as founded upon inferred interaction by the participants, and the target child, and measured by the Family Environment Scale.
3. Parent-adolescent communication as perceived by the participant, and measured by the Parent-Adolescent Communication Inventory.



4. Parent-adolescent communication as perceived by the target child and measured by the Parent-Adolescent Communication Inventory.
5. The target child's behaviour as inferred by the participant and measured by the Adlerian Parental Assessment of Child Behaviour Scale.
6. The target child's behaviour as inferred by the teacher, and measured by the Walker Problem Behaviour Identification Checklist.

This thesis is organized into five chapters plus a reference section and an appendix.

The first chapter provided an introduction to the history of the study-discussion group method of parent education.

Chapter II provides an overview of literature which reports the effectiveness of various study-discussion groups upon their participants and their children, with Chapter III describing the research methodology.

Chapter IV summarizes the results of the study while the final chapter involves a discussion based on the findings.

Titles of books and articles, used in the study of the STEP program and the writing of this thesis, appear in the reference section.

Copies of letters and measurement instruments used in the study appear in the Appendix.

## Chapter II

### REVIEW OF THE LITERATURE

The potential for helping parents by involving them in group experiences and providing them with child-training information, has influenced both experts and informed lay persons to develop programs in education. The literature on parent education is extensive. Parent Effectiveness Training groups based on Gordon's work exist in many areas (Gordon, 1970). The philosophy of Alfred Adler has gained popularity through the writings of Dreikurs and others (Dinkmeyer and McKay, 1973; Dreikurs and Soltz, 1964). Study groups have been formed to study Adlerian parent-child books. Behavioural modification programs (Becker, 1971; Krumboltz and Krumboltz, 1972; Patterson and Gullion, 1968) and transactional groups are also prevalent (James, 1974).

The literature selected for review was chosen on the basis of its relevance to the problem at hand: the effect of parent study-discussion groups upon their participants and their children with special emphasis on Adlerian based programs. Following the review of the literature, it was the opinion of this researcher that much human energy has been focused in the field but very little good research has emerged.

## Research Studies

According to Brim (1959), much of the research up to 1959 suffered from improper research design. (For an extensive review of related studies prior to 1960, the reader is referred to Education for Child Rearing (Brim, 1959) ).

The following investigations took place after 1958. Dinkmeyer (1959) explored the effects of Adlerian child guidance through the process of family counselling in an audience setting. He found no significant improvement in children's behaviour.

However, the mothers generally felt satisfied with their experience. Some of the mothers indicated that they felt the need for some private counselling. There was no evidence that Adlerian counselling was effective with certain specific areas of child adjustment. The evidence did not indicate that the mothers could better empathize with their children as measured by their ability to observe changes in their children's perceptions of their problems.

Haley (1963) found significant changes in certain parental attitudes at the conclusion of a parent counselling program. He found no significant interaction between pre-test and treatment. Change in children's perception of parental attitudes (family control of behaviour) was non-significant. A follow-up assessment revealed no significant changes in parental attitude or children's perceptions of parental attitudes.

An extensive research project is thoroughly discussed in Changing Parental Attitudes through Group Discussion (Hereford, 1961). Would parents attending discussion groups experience attitudinal changes in areas related to the parent-child relationship? The results showed that the experimental group made significant, positive attitudinal changes as measured by the Parent Attitude Survey (Hereford, 1963). One control group made up of parents attending at least one in a series of lectures on parent-child relations given by professionals, revealed statistically nonsignificant changes. Although no text was used, the format was not unstructured. The informational component consisted of films designed to stimulate discussion and provide a general topic for the sessions. Some groups preferred to set their own discussion topic. Valuable background material and contemporary organizational procedure was presented. The investigators conclude that the nonprofessional leader was not a factor of any importance, but the "discussion method" was the crucial, influential factor.

In a follow-up study of an extensive parent counselling program, Shaw and Tuel (1965) hypothesized that good attendance and favorable response would correlate positively with parental attitude changes. The authors used the Family Life Attitude Inventory, but found no statistically significant correlation.

In another study using the discussion method, Robinson and Pettit (1966) organized an eleven-week discussion group

made up of parents (all mothers) of underachieving fourth graders. Would weekly sessions focusing on "modern methods" of teaching math and reading, change parental attitudes toward their underachieving children? The researchers found no significant changes in parental attitudes. And although there were changes in the academic performance of the children, the results were inconclusive. It was suggested that fathers be included in future programs.

Shaw and Rector (1968) reported the results of a three-year study that dealt in part with parent-discussion groups focusing on problems of child development. Parents of first grade, seventh grade, and high school students made up three sections. Each section had its choice to enroll in a four, eight or twelve-week program. The sessions were led by trained counsellors. Although the investigators report a favorable attitude on the part of the parents who participated, an absence of data concerning changes in parental attitudes related to program effectiveness leaves the results inconclusive. The authors reports a more favorable response from parents attending the longer sessions.

Kamali (1969) recorded the effects a course involving Adlerian principles had on parental attitudes. The results indicated that:

- (1) females, with the exception of mothers, seemed to be more receptive to suggestions and new ideas regarding child-rearing than males;

- (2) mothers appeared to be less open to new ideas than married females without children or single females.

Swenson (1970) studied changes in parental attitudes, children's adaptation to school as rated by their teachers, and children's level of adjustment as rated by their parents. He compared an Adlerian parent discussion group with an eclectic film discussion group for their effects on the above variables. Swenson found only one significant change. Teachers' ratings of one group of pupils in the "middle level of adaptation to school" indicated significance in the pre to post analysis. The author concluded that parental participation in a parent discussion group was associated with a significant gain in the teacher's ratings of children who begin the school year with a near average rating.

Carkhuff and Bierman (1970) assessed attitudinal and behavioural change in parents undergoing training in interpersonal skills. Although there were significant positive changes in how parents perceived the parent-child relationship at home, changes in parents' functioning were not significant.

Eastlack (1970) compared the responses of a parent study group using Dreikurs and Soltz's Children: The Challenge (1964) and an experimental group who attended a Family Education Center, using a parental practises questionnaire. The conclusions reached were:

- (1) there was a significant change toward democratic behaviour among people after attending the Family Education Center;
- (2) the major categorization of parental practices before counselling was authoritarian, and after counselling, democratic;
- (3) the participants learned the Adlerian principles of practical parenting.

Platt (1971) explored the effects of Adlerian counselling and consultation with children, teachers, and parents on behaviour change in children as perceived by their parents and teachers. The children of the experimental group met in counselling groups once a week, while the teachers and parents met in separate consultation groups. The teachers also received individual consultations or viewed demonstrations of classroom discussions. The parent group experience consisted of a combination of viewing family counselling demonstrations and discussing topics from assigned readings. Platt used a placebo group as well as a control group. In the placebo group, the children met once a week with a counsellor to listen to records or study. There was minimal interaction with the counsellor. The study revealed positive changes in all children of the experimental group as rated by their parents. The teachers rated all but two children as showing improvement. The behaviour of most of the

children in the placebo and control groups was rated by teachers and parents as remaining about the same or deteriorating.

Steed (1971) studied 18 families who volunteered for counselling at a Community Parent-Teacher-Counsellor Center in Arizona. Steed assessed the usefulness of Adlerian Family counselling in modifying the families' interactional process. Ten families participated in the counselling and eight families were asked to wait for 5 weeks to begin their counselling and comprised a "waiting for treatment" control group. Both groups were pretested and posttested with a modified form of Farber's Index of Marital Integration. Steed hypothesized that experimental families would show more positive attitudes toward themselves, each other and their children; and that children would show more positive attitudes toward themselves, their parents and their siblings.

Inspection of the data indicated that many changes had taken place in the counselling group but none of Steed's hypotheses were statistically supported. The process of Adlerian parent education, Steed suggested, sometimes involves a period of regression before positive changes occur. He also suggested that while many changes were positive, enough regressive changes occurred to cancel out the positive variations.

Santilli (1973) compared the results of 14 four-hour weekly sessions of two groups of parents who reported emotional problems involving the parent-child relationship groups.



The groups were led by professionals. Several facets of human interaction were measured. Of particular interest to this study were the interpersonal process measures between parent and child.

The results showed a significant increase between pre-test and posttest for both groups in empathetic understanding and communicated respect. Although the Sunday group experienced more change, the difference was not significant.

In a study to determine the effects of an Adlerian parent study group used in combination with special reading instruction for pupils with several reading and adjustment problems, Runyan (1973) found that there were positive changes in the experimental group in parental attitudes, and children's behaviour as rated by parents and teachers. The differences were not significant between the experimental and control groups on the posttest. No changes in locus of control of the children were found. The author concluded that locus of control change would require a longer treatment period.

Berrett (1973) studied the effects of an Adlerian parent study group on mothers' attitudes, child-rearing practices, and perception on their children's behaviour. The subjects included mothers of both hearing impaired and non-hearing impaired children. The mothers who participated in the groups obtained a score on the attitude assessment which indicated they expressed a more liberal attitude toward their children than the mothers who had not yet experienced a group.

The parent group mothers also showed changes in child-rearing practices. The hearing impaired children of the mothers who attended a study group displayed a lower occurrence of negative behaviours than the children of mothers who had not yet attended the group. Concerning the nonhearing impaired children, only the children of the mothers who were pretested and then experienced treatment, were rated as displaying a lower occurrence of negative behaviour. The parents were also asked to indicate if their child's behaviour bothered them. The parents who participated in the study group reported fewer occurrences of children's bothersome behaviour than the parents of the control group. The investigator concluded that the Adlerian theory of parent-child relationships, which emphasizes individual responsibility and democratic living has significant value in today's world.

In the Walter and Gilmore (1973) study, twelve consecutive referrals were randomly assigned to either a placebo or an experimental group. Families in the experimental group received four weeks of parent training. Parents in the placebo group met for an equal number of weekly meetings and discussed audio tapes which they had previously made concerning their children's problems. There were nonsignificant increases in rates of targeted deviant child behaviour. However, four parents indicated in their global evaluations that their child had improved. A comparable analysis for the experimental group showed a significant decrease in rates in behaviour--the global rates showed all six parents

thought their child had improved. Parents in both groups rated their confidence in the treatment procedures before and after each session. Their ratings showed no differences between groups, nor were there changes over time.

Laine (1974) studied the impact of a Dreikurs parent study group on parental attitudes toward school as well as their interaction with the school. The results of his study indicated that parental attitudes did not change but that their intentions toward interacting with the school were more positive. However, the actual translation of intentions into behaviour was not studied.

The Wiltz and Patterson (1974) study showed that five weeks of parent training in the "standardized program" produced significant decreases in observed rate of deviant child behaviour. On the other hand, the six 'waiting list' control families, observed after a comparable period of time, showed no change.

In a study of parental disciplinarian attitude and over-protectiveness, Mahoney (1975) studied the influence of a Parent-Teacher Education Center on parent and teacher attitudes toward adult-child relations, and their perceptions and behaviour change in the child with whom they were most concerned. The ten-week treatment series consisted of three segments: a parent discussion group, a family counselling demonstration viewed by all participants, and a discussion group for teachers. The instruments were administered before and after treatment. Analysis of the pre and posttest

scores of the attitude instrument revealed that the participants were significantly less overprotective and less over-indulgent. There were no significant changes in the acceptance and rejection scales. The participants' perceptions of child behaviour also showed significant changes in self, social, school, home and total adjustment. The attitude study was replicated with different populations during two subsequent series. The first replication yielded the same results as the initial study. The second replication showed significant positive changes in all four attitudes.

F Frazier and Matthes (1975) compared Adlerian and behavioural approaches used in parent education programs. The purpose of their study was to assess the effects of parent education programs based on the Adlerian and Behavioural models relative to each other and a control group. Results suggest that parent education programs do have an impact on parents' ideas, but not, apparently on the behaviour of the children of the parents involved.

De Laurier (1975) investigated the effect of Adlerian parent study group participation on children's reading achievement and classroom behaviour, and on parents' attitudes toward child-reading. The purpose of the parent study sessions was to assist the parents in learning and use of democratic child-rearing practices as presented in Rudolf Dreikurs' (1964) Children: The Challenge.

It was hypothesized that there would be significant differences in favor of the study group on the Metropolitan

Elementary Reading Test, the Walker Behaviour Identification Checklist and the Attitude Toward the Freedom of Children--Scale II. Results were such that the hypothesis could not be accepted. There were no significant changes in favor of the study group. Children whose parents participated in the Adlerian parent study group did not show significant improvement in reading achievement or class behaviour, as compared with the control groups. While verbal reaction of parents to the Adlerian parent study group program was generally positive, there was no statistical evidence of change in attitudes toward child-rearing.

Nordal (1976) studied the effects of Adlerian parent training on rational self-esteem and child-rearing attitudes, and on the learner self-concept and home and school behaviour of the preschool child. Parent training for the mothers in the experimental groups was of a five-week duration with one two-hour session weekly. All mothers completed the Tennessee Self-Concept Scale and noted their children on the Anderson Behaviour Rating Scale. The Mother-Child Relationship Evaluation was completed by all mothers. All children were rated for learner self-concept on the Florida Kay and for behaviour on the Anderson Behaviour Rating Scale by the teacher and their home visitor.

The findings of this study seemed to indicate that Adlerian parent training does result in positive changes in child-rearing attitudes and improves child behaviour at home. However, the treatment did not significantly alter

the learner self-concept, home behaviour, or school behaviour of the preschool child.

The Goula Study (1976) attempted to evaluate the effect of an Adlerian parent study group with a communication training component and one without a communication training component relative to each other and to a no treatment control group. The Adlerian Parental Assessment of Child Behaviour Scale developed by McKay was used to measure the mothers' perception of the behaviour of their identified child and the Mother-Child Interaction Exercise, developed by Goula and McKay, was used to measure the number of facilitating and nonfacilitating statements made by mothers of their identified child.

The results of the study indicated no significant differences among the groups in the mothers' perception of the behaviour of their identified child. There were no significant differences among the groups in the number of mothers' facilitating statements made to their identified child. Finally, there were no significant differences among the groups in the number of mothers' nonfacilitating statements made to their identified child.

Noble (1976) attempted to determine the differential effects of two systematic approaches to educating parents, Parent Effectiveness Training and Adlerian Parent Groups. Child-rearing attitudes as measured by the Parental Attitude Research Instrument, were the criterion variable.

Results indicated no significant difference between the two experimental treatments. Neither group of parents changed significantly their awareness of their children's emotional needs, or their encouragement of parent-child communications, as measured by the Parental Attitude Research Instrument.

Fears (1976) conducted a pretest and posttest evaluation of 100 parents who attended Adlerian Parent Study groups in Largo, Florida. She reported that parents see positive changes in their children's behaviour as a result of using Adlerian child-rearing practices in the home. Fear further reports a decrease in the number of school counselling cases referred during the following school year. It was impossible to assess whether the parent education program was responsible for this trend.

McKay (1976) studied whether parent participation in a STEP group resulted in measurable change in the mother's ratings of the behaviour of the children with whom they were most concerned, and changes in the observed verbal behaviour of the mothers. The results indicated that participation in a STEP group does change the mother's perception of her target child's behaviour (i.e., mothers who participated in the STEP group viewed their target child's behaviour in a significantly more positive way). Changes in the verbal behaviour of the mothers were not significant. It appears as if this study is one of the few which showed significant changes in mother's perceptions of children's behaviour resulting from participation in an Adlerian based parent study group.

There was no assessment of actual changes in children's behaviour. Only the perceptions of the mothers regarding their target child were investigated. The program should be tested with different populations such as fathers and couples, and parents of teenagers. Also, the relationship between parents' perceptions of their children's behaviour and unbiased observers' ratings of the children's behaviour should be investigated. In addition, the parents' behaviour could be observed and rated. It is also felt that it would be valuable to investigate the effects of STEP where pre and posttesting were conducted with parents who were not aware that research was being conducted.

#### Statement of the Hypotheses

Specifically, this study investigated the following hypotheses, stated in the null form:

1. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of attitudes toward child-rearing between subjects participating in STEP and those not participating in the program as measured by the Attitudes Toward Child-Rearing Scale.
2. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of the family environment between subjects participating



in STEP and those not participating in the program as measured by the Family Environment Scale (Moos, 1974).

3. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of parent-adolescent communication between subjects participating in the program as measured by the Parent-Adolescent Communication Inventory, Form P (Bienvenu, 1967).
4. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of parent-adolescent communication between the target child of the participants of STEP and the target child of the control group as measured by the Parent-Adolescent Communication Inventory, Form A (Bienvenu, 1967).
5. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of child behaviour between subjects participating in STEP and those not participating in the program as measured by the Adlerian Parental Assessment of Child Behaviour Scale (McKay, 1976).
6. There will be no statistically significant ( $\alpha = .01$ ) difference in the mean rating of

child behaviour between the target child of the participants of STEP and the target child of the control group as measured by the Walker Problem Behaviour Identification Checklist (Walker, 1976).

## Chapter III

### METHODOLOGY

This chapter will be concerned with the procedures involved in testing the hypotheses for this study. Sampling procedures, description of instruments, the research design, research and treatment procedures, methods of measurement and the analysis of data are discussed.

#### Population

The population for this study was defined as parents of children who are attending grade 8 at a secondary school in British Columbia and who volunteer for parent education programs such as STEP.

#### Sample and Assignment of Subjects to Groups

The sample for the present study consisted of parents of grade 8 students attending Alpha Secondary School who were willing to participate in the STEP program.

A letter announcing the formation of a STEP group was sent to all parents of grade 8 students attending Alpha Secondary School (Appendix A). Parents were offered the option of enrolling in the STEP group immediately or of signing up for a group at a later date.

The sample consisted of two equal sized groups; an experimental group and a control group. The experimental group was comprised of parents who participated in the STEP program at that time and the control group were those parents who volunteered for the program as well but were unable to participate at that time, but would at the next session. In order to form two equal sized groups, two parents were assigned to the control group through counsellor referral. These parents had indicated during a previous counsellor-parent interview that they would be interested in participating in a parent education group but had not completed a response to the letter sent to them. The parents were contacted by telephone and asked if they would participate at a later date. Two of four parents contacted responded favorably and were assigned to the control group. Both the experimental group and the control group contained eleven subjects each. All eleven individuals assigned to the experimental group attended at least eight of the ten sessions of the STEP program. Of the eleven individuals assigned to the control group, all eleven provided data that was usable. The participating subjects were told the information they provided would assist to improve the existing program and any program offered in the future.

The parents selected for this study,

(1) resided in the Burnaby School District,

- (2) had a child presently attending grade 8 at Alpha Secondary School about whom they expressed a desire to improve their relationship, and
- (3) attended at least eight of the ten treatment sessions.

### Description of Instruments

The measuring instruments used in this study were the Adlerian Parental Assessment of Child Behaviour Scale (McKay, 1976), the Attitudes Toward Child Rearing Scale (Croake and Hinkle, 1975), the Family Environment Scale--Form R (Moos, 1974), the Parent-Adolescent Communication Inventory (Bievenu, 1967), and the Walker Problem Behaviour Identification Checklist (Walker, 1967).

These instruments provided measurements of the target child's behaviour, the participants' child rearing practices, the social climate of the participants' families, and the process of communication between participant and target child as an element of social interaction.

#### Adlerian Parental Assessment of Child Behaviour Scale.

The Adlerian Parental Assessment of Child Behaviour Scale designed by McKay (1976), assesses parents' perceptions of their child's behaviour. It is a thirty-two item, seven point, Likert-type rating scale (quasi-interval) to test for change in specific behaviours

which are dealt with in STEP. Participants are asked to rate each behaviour on a continuum from "Always" to "Never" (Appendix B). Both responsible and irresponsible child behaviours are represented in the items. A reliability test of the instrument was conducted during McKay's research project (1976). The Cronbach's alpha (Cronbach, 1951) test for internal consistency ranged from .81 to .89. The Pearson r-test for stability over time yielded a coefficient of .83.

Attitudes Toward Child-Rearing Scale. The test is a Likert-type scale, designed by Croake and Hinkle (1976), to which a parent must respond by checking one of the following for each item: agree, strongly agree, undecided, disagree, strongly disagree (Appendix C). The scale was constructed using 86 statements selected from Adlerian literature. These statements were then submitted to 500 people representing a cross-section of population and the forty most variable observations were selected for the final scale. The statements were constructed to measure the intensity of democratic and authoritarian attitudes held by parents.

Concurrent validity coefficients ranging from .54 to .86 were determined by correlating the scores on the Attitudes Toward Child-Rearing Scale with the Attitudes Toward the Freedom of Children (Freeman, 1975), which claims to measure the same construct.

Family Environment Scale. The Family Environment Scale was designed by Moos (1974) and consists of a 90-item, ten subscale instrument where the respondent answers either true or false to each item (Appendix D). It was developed to assess the social climate of families and could be used to compare parent and child perceptions. It focuses on the measurement and description of the interpersonal relationships among family members, on the directions of personal growth emphasized within the family, and on the basic organizational structure of the family. The Family Environment Scale consists of the following ten subscales: Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual Cultural Orientation, Active Recreational Orientation, Moral Religious Emphasis, Organization and Control. The subscales' internal consistencies, using the Kuder-Richardson Formula 20, were all in the acceptable range varying from a low of .64 for Independence to a high of .79 for Moral Religious Emphasis. The test-retest reliabilities of individual scores are all acceptable from a low of .68 for Independence to a high of .86 for Cohesiveness. A family incongruence scale is given to provide information on how closely members in a family agree on the characteristics of the family's social milieu.

Parent-Adolescent Communication Inventory (Forms P and A). The Parent-Adolescent Communication Inventory was developed by Bienvenu (1969) to measure the degree of parent-adolescent communication in families. It is not intended to measure content of communication, but to identify patterns, characteristics, and styles of communication. It is a self-inventory type of device in which the subjects respond to each item by checking one of three possibilities: "usually," "sometimes," and "seldom" (Appendix E and F). The responses to the items are scored from zero to three with a favorable response given the higher score. It should be noted that a "sometimes" response when indicative of a favorable attitude or answer is given a weight of two whereas when suggesting an unfavorable attitude given a weight of one. The higher the total score, the higher the level of parent-adolescent communication. It is best suited for individuals of high school age and it relates solely to the individual and to his interaction with other individuals.

Three reliability studies were conducted with the present forty-item inventory. The Spearman-Brown formula revealed a coefficient of .86. Using the Spearman Rho, a test-retest study revealed a .78 correlation coefficient. A second test-retest reliability study showed an  $r$  of .88.



Walker Problem Behaviour Identification Checklist. The Walker Problem Behaviour Identification Checklist designed by Walker (1976), consists of items that describe behaviours that interfere or actively compete with successful academic performance. The teacher is regarded as the most qualified rater using the checklist on identifying children with behaviour problems. Ratings from the children's parents, however, can be obtained for purposes of comparative analysis.

The checklist consists of fifty of the most frequently mentioned negative behaviours (Appendix G), in a pool of three hundred items from a random sample of thirty experienced teachers.

The reliability of the checklist has been estimated by the Kuder-Richardson split-half method and by the test-retest method. The split-half reliability coefficient obtained on the checklist was .98 (Walker, 1970). Two estimates of the test-retest stability have been obtained since its original publication in 1970. Walker and Bull (1970), showed an overall test-retest coefficient of .80 for a three week interval. Bolstad (1974) showed a stability coefficient of .89 for one sample and .81 for another sample within a four-week period.

The checklist provides a detailed description of behaviour through a factorial profile which includes

acting-out, withdrawal, distractability, disturbed peer relations and immaturity.

### Research Design

The research design used in this study was a Pretest-Posttest Control Group Design (Campbell and Stanley, 1966). The treatment group and the control group had an equal number of subjects, eleven. In this experimental investigation, the following nonrandomized control group, pretest-posttest design was established:

Experimental group	$O_1$	X	$O_2$
Control group	$O_1$		$O_2$

$O_1$  - Dependent variable measures before treatment  
 $O_2$  - Dependent variable measures after treatment  
X - Independent variable (treatment)

Since the experimental group and the control group were not assigned at random but volunteered for the STEP program, it was not certain that both groups were equivalent. Therefore, a statistical analysis was done on the pretests to verify their statistical equivalence on the dependent variables.

In the use of volunteers for the experimental group, the possibility of contamination of posttest data due to the effects of selection and testing did exist. That is, did the volunteer experimental group carry some critical difference that would not be reflected in the pretest? And could

this difference, rather than the treatment, account for differences in the posttest?

It was felt that the jeopardizing factor of selection and testing is minimized by the procedure used in establishing a control group. In the first place, the control group itself was made up of volunteers. And, it was felt that these parents, in offering their services, represent a non-randomized sampling of the population.

Parents were eligible to serve in the control group only if they were planning to participate in the next parent education program to be offered during the following Fall semester. During the initial interview, each member of the control group expressed a desire to improve their relationship with their child and would be very likely candidates for the future parent study group.

Also, it was felt that the factors of maturation and regression did not represent a threat to the internal validity of the study. Maturation is not likely a problem due to the use of a control group. It should be noted that the experimental and the control group were quite similar (Table 1) and these similarities are further confirmed by the scores on the pretest (Table 2). Neither the control nor the experimental group had extreme scores on any of the pretests. Thus, regression was not likely to be a major threat to the internal validity either.

Summarizing, the control group volunteers who indicated an interest in parent education, represented a nonrandomized

TABLE 1  
DESCRIPTIVE CHARACTERISTICS OF THE SAMPLE

Characteristic	Experimentals	Controls
Numbers in Sample:		
Mothers	7	7
Fathers	4	4
Boys	5	5
Girls	4	4
Age:		
Range, mothers and fathers	33-56	32-57
Mean, mothers and fathers	44.6	44.5
Range, girls and boys	13-15	13-14
Mean, girls and boys	13.9	13.3
Family Size:		
Range	1-6	1-6
Mean	3.0	3.0
Education:	11.8 years	11.2 years
Marital Status:		
Married	10	8
Divorced	1	1
Separated	0	1
Widowed	0	1
Religion:		
Protestant	5	8
Catholic	4	3
Buddist	2	0

TABLE 1 (continued)  
 DESCRIPTIVE CHARACTERISTICS OF THE SAMPLE

Characteristic	Experimentals	Controls
Country of Origin:		
Canada	8	10
Germany	1	1
China	1	0
Japan	1	0
Occupations:		
Housewives	4	3
Secretaries	2	2
Sales Positions	1	2
Management Position	1	1
Other	3	3
Target Child:		
Position in the Family -		
Oldest	1	0
Youngest	7	8
Third	1	0
Adopted Parent	1	2
Real Parent	8	7

TABLE 2  
PRETEST MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL  
AND CONTROL PARENTS ON ALL MEASURES

Test	Experimental	Control
Attitudes Toward Child-Rearing Scale		
Mean	88.64	100.64
S.D.	11.97	6.31
T-Value		2.94
Probability		0.01
Family Environment Scale		
Mean	18.64	19.73
S.D.	4.70	4.86
T-Value		0.54
Probability		0.60
Parent-Adolescent Communication Inventory (Form P)		
Mean	99.27	101.91
S.D.	3.98	10.18
T-Value		0.80
Probability		0.44
Parent-Adolescent Communication Inventory (Form A)		
Mean	92.45	93.91
S.D.	14.02	16.29
T-Value		0.22
Probability		0.83

TABLE 2 (continued)

PRETEST MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL  
AND CONTROL PARENTS ON ALL MEASURES

Test	Experimental	Control
Adlerian Parental Assessment of Child Behaviour Scale		
Mean	162.73	166.81
S.D.	16.46	9.10
T-Value		0.72
Probability		0.48
Walker Problem Behaviour Identification Checklist		
Mean	7.36	4.18
S.D.	4.43	4.53
T T-Value		1.66
Probability		0.11

sample that was closely related to the experimental group.

Therefore, it was felt that contamination of posttest results attributable to the effects of selection, pretest-treatment interaction, maturation and regression were not significant factors, and did not pose a threat to the internal validity of the study.

### Procedures

Pretest. Each member of the control group and the experimental group was contacted by telephone by the investigator, approximately two weeks prior to the beginning of the STEP program. An outline of the interview is provided in Appendix H. Each subject was asked to complete the APACBS, ATCRS, FES, PAC, and a confidential information form (Appendix I). General instructions for completing the instruments were given at that time. The package of instruments were delivered personally by the investigator one week prior to the STEP program and all were completed by the subjects and returned at the time of the first session of STEP.

The grade 8 children of the control and the experimental group were assembled in one large meeting in school during the week prior to the beginning of STEP. They were administered the FES and the PAC at that time.

The instruments were described for the purpose of providing input of general parent concerns into the



existing program of STEP and for any future programs. It was stated that the counselling department was gathering data to provide parent programs which would reflect the particular needs of parents living in the attendance area of Alpha Secondary School and that the information the parents provided the department would greatly assist the design and content of future parent programs. It should be noted that none of the information from the data collection was applied to this STEP program and that the STEP manual was strictly followed. Individuals were assured of confidentiality and anonymity through the assignment of matched numbers on all sets of tests.

Each teacher of the target and control children completed the WPBIC, during the week prior to the STEP program. Instructions were given individually to the teachers by the investigator on how to complete the checklist. All teachers were given the same instructions. It was made clear that the children were not to be aware that their behaviour was being observed.

Posttest. During the week following the last treatment session, the subjects were posttested using the instruments according to the procedure outlined for the pretest. Upon completion of posttest procedures, the investigator provided pretest and posttest feedback on an individual basis to those participating subjects requesting it. A letter thanking each participant and offering feedback was sent at this time (Appendix J).

Treatment. Participating in the STEP program involved ten-weekly sessions of a STEP parent study group. Each session was two hours in length.

The treatment procedures involved specific topics for each session, various kinds of materials, a set lesson format and sequence, and a leader. The leader for all ten sessions was a trained study group leader and the investigator of the study.

Each session of the STEP program was organized around one or more topics. The following are the topics of each session.

Session 1 - General information, organization, parent concerns

Session 2 - Understanding behaviour and misbehaviour

Session 3 - How children use emotions to involve a parent/the "good" parent

Session 4 - Encouragement

Session 5 - Communication: Listening

Session 6 - Communication: Exploring alternatives and expressing responsibility

Session 7 - Developing responsibility

Session 8 - Decision making for parents

Session 9 - The family meeting

Session 10 - Developing confidence and using your  
potential

An outline of the first session can be found in Appendix K.

The treatment procedure strictly followed the topics and concepts as described in the STEP manual. The program was supplemented by the use of the publication, Basics of Adult-Teen Relationships (Dinkmeyer, 1976). This pamphlet was suggested as supplementary reading outside of the regularly scheduled STEP sessions. For a detailed discussion of the treatment procedure the reader is referred to the leader's manual (Dinkmeyer and McKay, 1976).

#### Analysis of Data

The APACBS, FES, PAC, and the WPBIC were scored manually. The ATCRS was completed on mechanically scorable answer sheets and sent to the designer of the instrument (Croake, 1976) and results returned to be included with the rest of the data. All results were mechanically punched onto computer cards. Means and standard deviations were determined for the experimental and control group for each dependent variable, both pretest and posttest. An appropriate t-test of significance

was calculated between mean pretest and posttest scores for both groups. The .01 level of significance, rather than .05, was chosen due to the lack of randomization in selection of subjects and the repeated use of t-tests on several independent measures involving the same subjects. This also decreased the probability of a Type I error (i.e., rejecting a true null hypothesis). The consequences of such an error, in this context, are not critical but certainly most important.

## Chapter IV

### RESULTS

This research study set out to determine the effectiveness of the STEP program on the parent participants of the study group and on their children's behaviour. The null hypotheses stated that after participating in the STEP program, no statistically significant differences in posttest results between the experimental and control groups would exist for:

- (1) participants' attitudes toward child-rearing,
- (2) participants' family environment,
- (3) parent-adolescent communication as perceived by the participants,
- (4) parent-adolescent communication as perceived by the target child,
- (5) the target child's behaviour as inferred by the participant,
- (6) the target child's behaviour as inferred by the teacher.

Unless differences significant at the .01 confidence level were found, the null hypotheses would be considered tenable.

#### Data Analysis

Tables 3 to 8 summarize the pretest and posttest means, and changes in standard deviation for both experimental and control groups. An independent t-test was calculated between the experimental and control groups on the posttest. The statistical analysis of the data obtained for each hypothesis follows:

## Hypothesis 1

There will be no statistically significant difference in the mean rating of attitudes toward child-rearing between subjects participating in STEP and those not participating in the program, as measured by the Attitudes Toward Child-Rearing Scale (ATCRS).

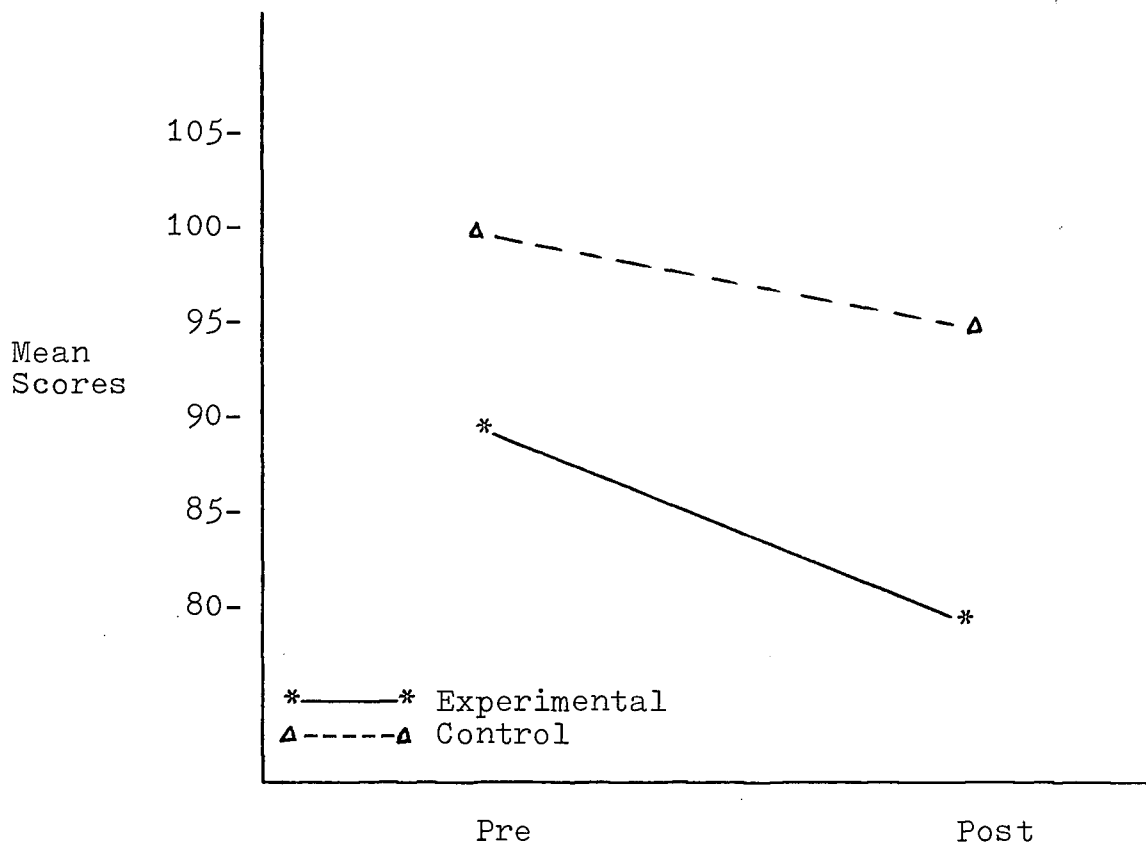
The results were as follows: The STEP group had a posttest mean of 78.18 while the control group had a posttest mean of 95.82 (Table 3).

Table 3

Means, Standard Deviations, and t-Statistics for  
Experimental and Control Parents on the  
Attitudes Toward Child-Rearing Scale (ATCRS)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	88.64	11.97	78.18	22.18
Control (N=11)	100.64	6.31	95.82	11.29
-----				
Independent t-test	t=2.94		t=2.35	
Probability	p=0.01		p=0.03	

The pretest-posttest means are more graphically illustrated in Figure 1. Based on the t-statistic as shown in Table 3, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level and thus Hypothesis 1 is accepted.



Note: Decreasing scores indicate a change toward more democratic attitudes

Figure 1. Pretest and Posttest Mean Changes on the Attitude Toward Child-Rearing Scale (ATCRS)

## Hypothesis 2

There will be no statistically significant difference in the mean rating of the family environment between subjects participating in STEP and those not participating in the program as measured by the Family Environment Scale (FES).

The results related to the second hypothesis are displayed in Table 4 and Figure 2. The STEP group had a posttest mean of 16.55, while the control group had a posttest mean of 18.64.

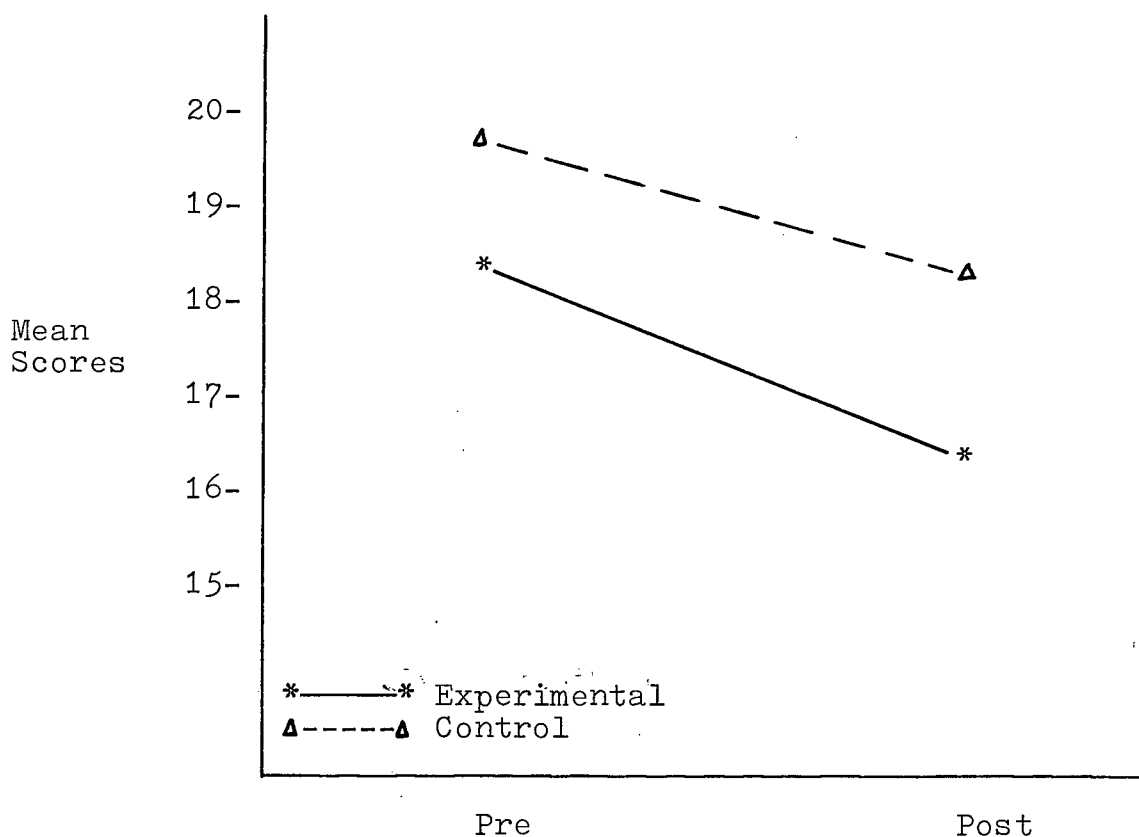
Table 4

Means, Standard Deviations, and t-Statistics for  
Experimental and Control Parents on the  
Family Environment Scale (FES)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	18.64	4.70	16.55	4.84
Control (N=11)	19.73	4.86	18.64	8.21
-----				
Independent t-test	t=0.54		t=0.73	
Probability	p=0.60		p=0.48	



Based on the t-statistic, as indicated in Table 4, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level. Hypothesis 2 is accepted.



Note: Decreasing scores indicate a change toward a more congruent family

Figure 2. Pretest and Posttest Mean Changes on the Family Environment Scale (FES)

## Hypothesis 3

There will be no statistically significant difference in the mean rating of parent-adolescent communication between subjects participating in STEP and those not participating in the program as measured by the Parent-Adolescent Communication Inventory, Form P. (PAC).

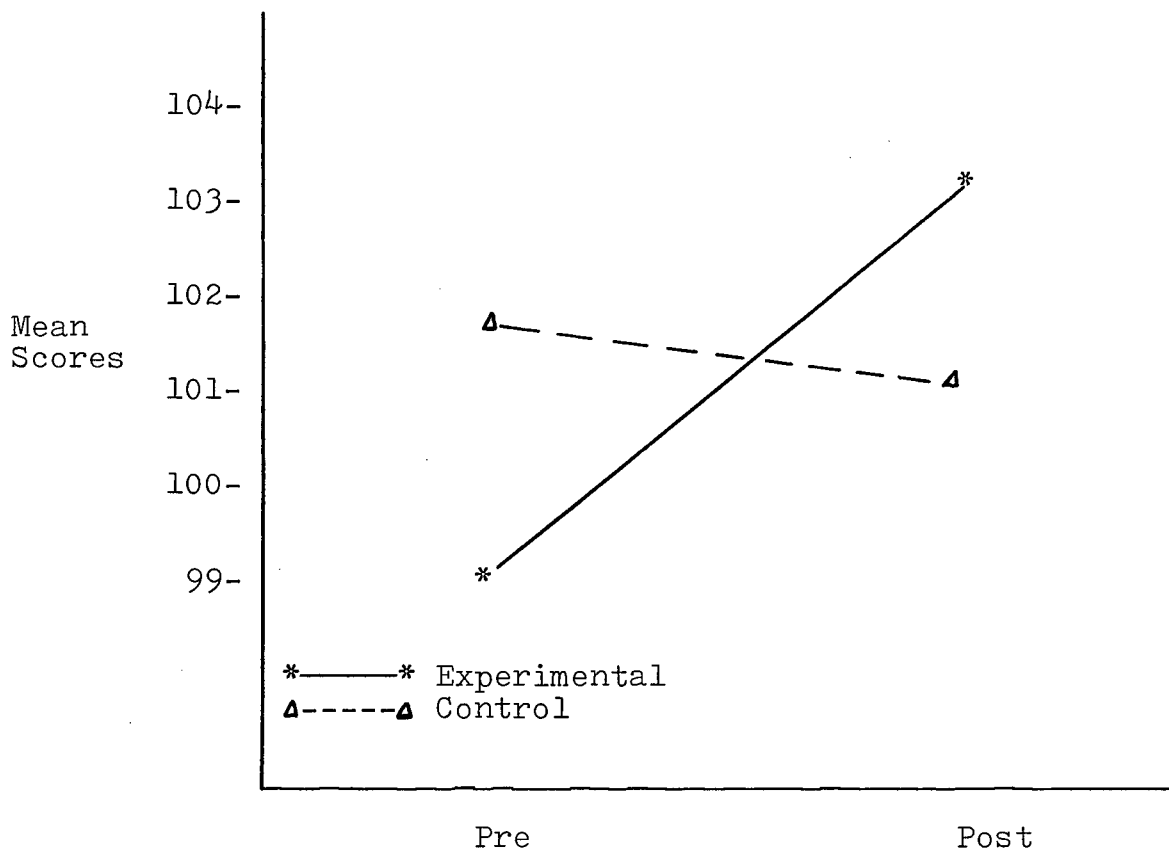
The results were as follows: The STEP group had a posttest mean of 103.27, while the control group had a posttest mean of 101.18 (Table 5).

Table 5

Means, Standard Deviations, and t-Statistics for  
Experimental and Control Parents on the  
Parent-Adolescent Communication Inventory, Form P (PAC)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	99.27	3.98	103.27	9.81
Control (N=11)	101.91	10.18	101.18	9.89
-----				
Independent t-test	t=0.80		t=0.50	
Probability	p=0.44		p=0.62	

The pretest-posttest means are graphically illustrated in Figure 3. Based on the t-statistic as shown in Table 5, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level and Hypothesis 3 is accepted.



Note: Increasing scores indicate a change toward more communication

Figure 3. Pretest and Posttest Mean Changes on the Parent-Adolescent Communication Inventory, Form P (PAC)

## Hypothesis 4

There will be no statistically significant difference in the mean rating of parent-adolescent communication between the target child of the participants of STEP and the target child of the control group as measured by the Parent-Adolescent Communication Inventory, Form A (PAC).

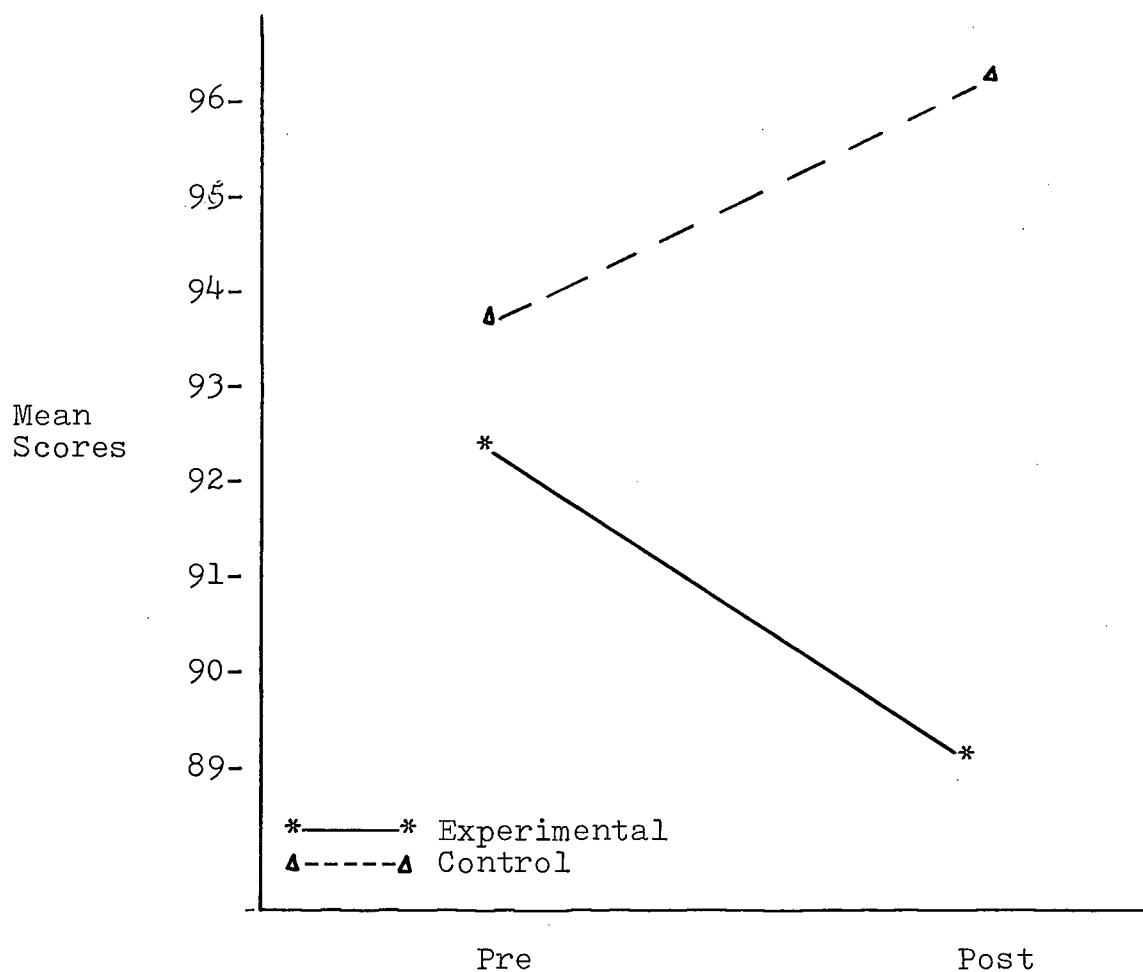
The results related to the fourth hypothesis are displayed in Table 6 and Figure 4. The STEP group had a posttest mean of 89.36, while the control group had a posttest mean of 96.18.

Table 6

Means, Standard Deviations, and t-Statistics for Experimental and Control Target Children on the Parent-Adolescent Communication Inventory, Form A (PAC)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	92.45	14.02	89.36	12.78
Control (N=11)	93.91	16.29	96.18	12.98
-----				
Independent t-test	t=0.22		t=1.24	
Probability	p=0.83		p=0.23	

Based on the t-statistic as indicated in Table 6, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level, thus Hypothesis 4 is accepted.



Note: Increasing scores indicate a change toward more communication

Figure 4. Pretest and Posttest Mean Changes on the Parent-Adolescent Communication Inventory, Form P (PAC)

## Hypothesis 5

There will be no statistically significant difference in the mean rating of child behaviour between subjects participating in STEP and those not participating in the program as measured by the Adlerian Parental Assessment of Child Behaviour Scale (APACBS).

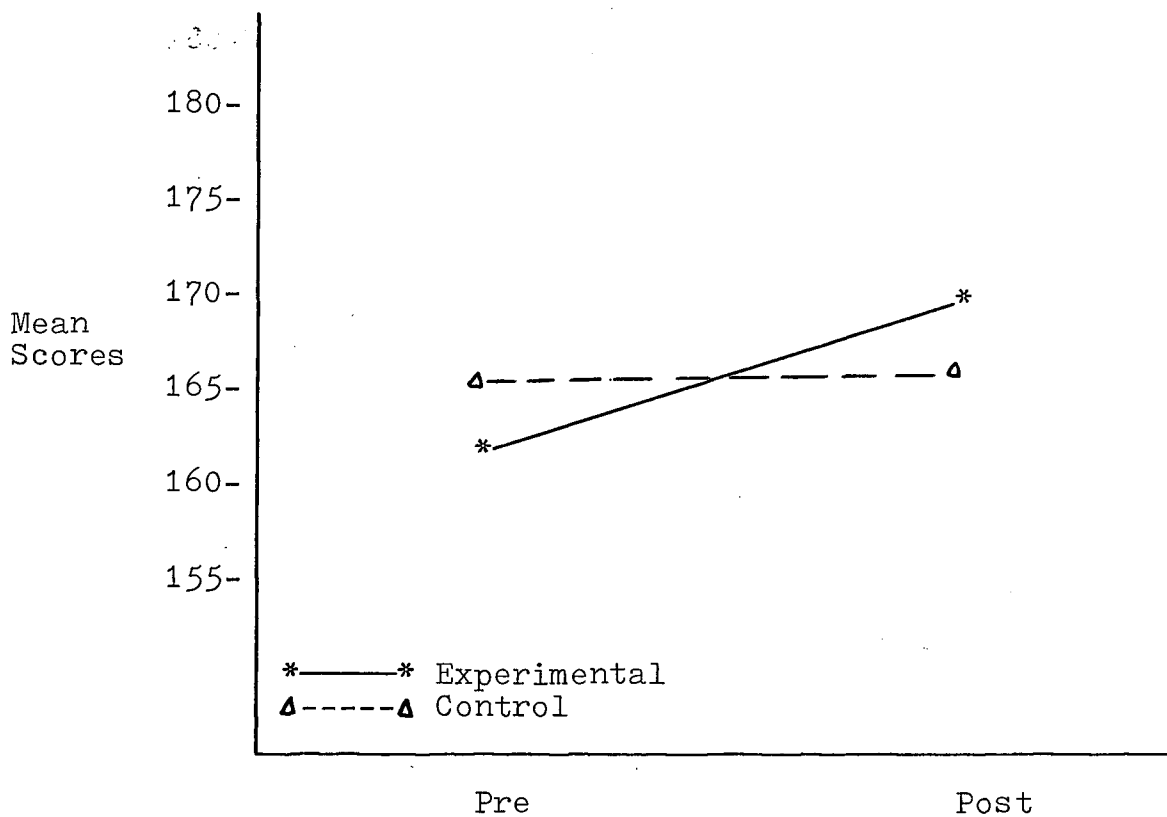
The results were as follows: The STEP group had a posttest mean of 170.45, while the control group had a posttest mean of 165.36 (Table 7).

Table 7

Means, Standard Deviations, and t-Statistics for  
Experimental and Control Parents on the  
Adlerian Parental Assessment of  
Child Behaviour Scale (APACBS)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	162.73	16.46	170.45	11.86
Control (N=11)	166.82	9.10	165.36	8.32
-----				
Independent t-test	t=0.72		t=1.17	
Probability	p=0.48		p=0.26	

The pretest-posttest means are graphically illustrated in Figure 5. Based on the t-statistic as shown in Table 7, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level and thus Hypothesis 5 is accepted.



Note: Increasing scores indicate a change toward improved behaviour

Figure 5. Pretest and Posttest Mean Changes on the Adlerian Parental Assessment of Child Behaviour Scale (APACBS)

## Hypothesis 6

There will be no statistically significant difference in the mean rating of child behaviour between the target child of the participants of STEP and the target child of the control group as measured by the Walker Problem Behaviour Identification Checklist (WPBIC).

The results related to this last hypothesis are displayed in Table 8 and Figure 6. The STEP group had a posttest mean of 7.91, while the control group had a posttest of 5.64.

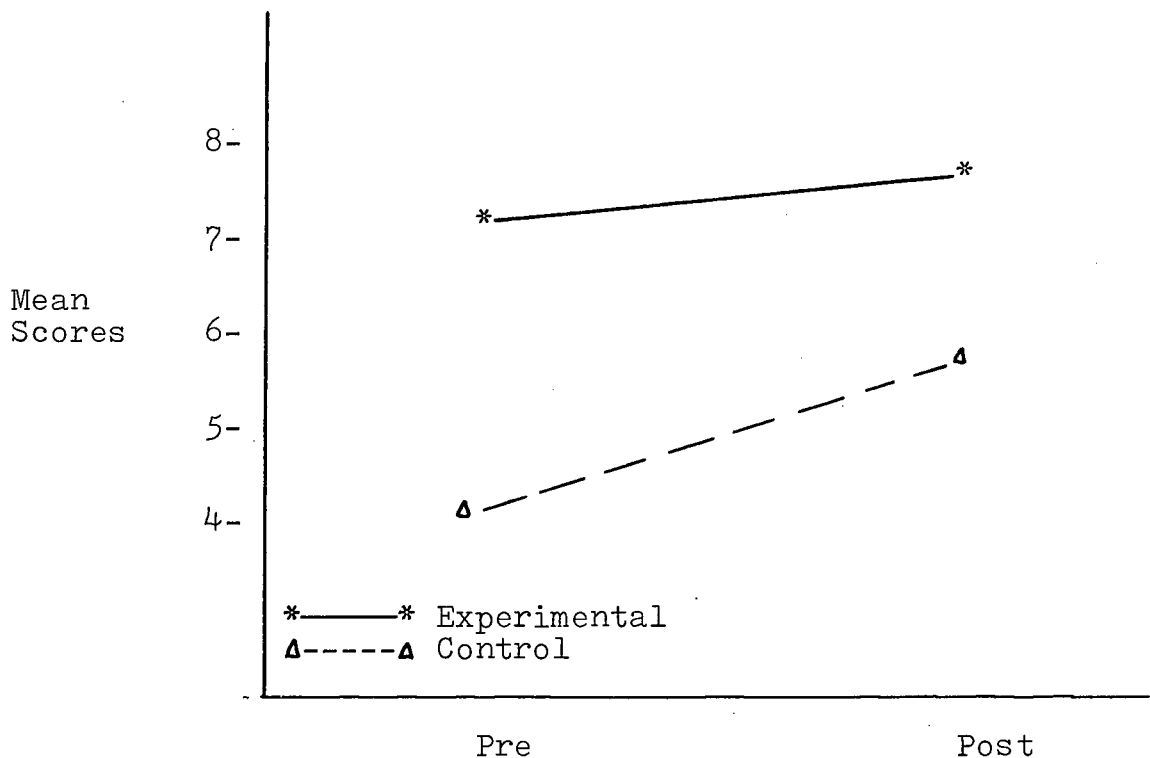
Table 8

Means, Standard Deviations, and t-Statistics for  
Experimental and Control Target Children on the  
Walker Problem Behaviour Identification  
Checklist (WPBIC)

Group	Pretest		Posttest	
	M	S.D.	M	S.D.
Experimental (N=11)	7.36	4.43	7.91	4.57
Control (N=11)	4.18	4.53	5.64	7.21
-----				
Independent t-test	t=1.66		t=0.88	
Probability	p=0.11		p=0.40	



Based on the t-statistic, as indicated in Table 8, there is no statistically significant difference between the experimental group and the control group on the posttest. The results are not significant at the .01 level, thus Hypothesis 6 is accepted.



\* Note: Decreasing scores indicate a change toward more appropriate behaviour

Figure 6. Pretest and Posttest Mean Changes on the Walker Problem Behaviour Identification Checklist (WPBIC)

## Summary

Experimental and control group parents reported their attitudes toward child-rearing by means of the Attitudes Toward Child-Rearing Scale. Both groups reported their target child's behaviour by means of the Adlerian Parental Assessment of Child Behaviour Scale. The target children's behaviour was also reported by their grade 8 teacher by means of the Walker Problem Identification Checklist. Experimental and control group parents and their target children reported their family environment by means of the Family Environment Scale and their parent-adolescent communication by means of Parent-Adolescent Communication Inventory.

All measures showed no statistically significant change between the STEP group and the control group on the posttest at the  $\alpha = .01$  level.

## Chapter V

### DISCUSSION

This study investigated the effects of the STEP program on the parent participants of the study group. This research also investigated the indirect effects the STEP program had on the parent participants' grade 8 child.

When considering the problem, this investigator chose to measure changes in:

- (1) parental attitudes related to child-rearing as perceived by the participants,
- (2) family climate as founded upon inferred interaction by the participants and the target child,
- (3) parent-adolescent communication as perceived by the participant and the target child,
- (4) the target child's behaviour as inferred by the participant and by the teacher.

#### Interpretation of Findings

##### Hypothesis 1:

The data summarized in Table 3 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of attitudes toward child-rearing between subjects participating in STEP and those not participating in the program, as measured by the Attitudes Toward Child-Rearing Scale.

Since the changes reported by the treatment group were not statistically significant at the .01 confidence level, the null hypothesis of no difference was accepted.

These findings are in accord with those of Swenson (1970), Steed (1971), Runyan (1973), Laine (1974), and DeLaurier (1975) who reported no statistical evidence of change in parental attitudes concerning the parent-child relationship after participating in an Adlerian parent study group. The intention was to measure the effects of the STEP program on the participants attitudes toward child-rearing. If the goal of parent study groups is to improve the parent-child relationship, then a change of parent attitudes can be seen as an intervening variable. There was a drop in mean scores (indicating a change toward more democratic attitudes) between the pre and post testing of the experimental group. The difference between the means on the pretest and the posttest of the experimental group was more than twice the difference between the means on the pretest and the posttest of the control group (Table 3). However it should be noted that there was a significant difference between the experimental group and the control group on parental attitudes before the treatment ( $t=2.94$ ;  $p=0.01$ ).

The results indicate that participation in a STEP group

does not significantly change the participants attitudes toward child-rearing. This study gives support to the notion that attitudes are difficult to change.

#### Hypothesis 2:

The data summarized in Table 4 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of the family environment between subjects participating in STEP and those not participating in the program as measured by the Family Environment Scale.

Since the changes reported by the treatment group were not statistically significant at the .01 confidence level, the null hypothesis was accepted.

The intention was to measure the effect of the STEP program on the family environment of the participants. Changes in the family environment were reported as inferred interaction by the participants and their target child. A Family Incongruence Score is derived to help one conclude: How closely do the participants and the target child in a family agree on the characteristics of the family's social milieu? The lower the Family Incongruence Score the more congruent the family.

Both the experimental and control group showed decreased scores between pre and post testing (Figure 2). However, this improvement may have been generated by taking the test a second time.

It is interesting to note that the normative sample

(Moos, 1974), yielded a Family Incongruence Score of 16.74 and the posttest Family Incongruence Scores of the experimental and control groups were 16.55 and 18.64 respectively.

The results indicate that participation in a STEP group does not significantly change the inferred interaction of the family environment.

### Hypothesis 3:

The data summarized in Table 5 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of parent-adolescent communication between subjects participating in STEP and those not participating in the program as measured by the Parent-Adolescent Communication Inventory, Form P.

Since the changes reported by the treatment group were not statistically significant at the .01 confidence level, the null hypothesis of no difference was accepted.

These findings seem consistent with Goula (1976) and Nobel (1976) who reported no evidence of change in parent-child communication after participating in an Adlerian parent study group.

STEP attempts to educate parents in more effective methods of communication. Dinkmeyer and McKay (1975) and Frazier and Matthes (1975) suggest that when parents are brought together for discussion and training in communication skills more effective relationships within the family can be achieved.

The intention was to measure the effect of the STEP program on parent-adolescent communication as perceived by the participant. The mean scores between pre and posttests for the control group decreased slightly while the mean scores between the pre and posttests of the experimental group increased much more than the control group decreased (Figure 3). This suggests that the experimental group indicates a change toward more communication than the control group.

However, the results indicate that participation in a STEP group does not significantly change the participants' perceptions of parent-adolescent communication.

#### Hypothesis 4:

The data summarized in Table 6 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of parent-adolescent communication between the target child of the participants of STEP and the target child of the control group as measured by the Parent-Adolescent Communication Inventory, Form A.

Since the changes reported by the treatment group were not statistically significant at the .01 confidence level, the null hypothesis was accepted.

The intention was to measure the effect of the STEP program on parent-adolescent communication as perceived by the target child of each participant. The mean scores between pre and posttest on the control group increased slightly while the experimental group mean scores decreased between pre and posttest. This might be explained as Steed (1971)

suggested, that the process of Adlerian parent education sometimes involves a period of regression before positive changes occur. More significantly, the target children of the participants of STEP may initially react towards their parents who are interacting with them in a new and different way.

Nevertheless, the results indicate that participation in a STEP group does not significantly change the target child's perceptions of parent-adolescent communication.

#### Hypothesis 5:

The data summarized in Table 7 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of child behaviour between subjects participating in STEP and those not participating in the program as measured by the Adlerian Parental Assessment of Child Behaviour Scale.

Since the changes recorded for the treatment group were not statistically significant at the .01 confidence level, the null hypothesis of no difference was accepted.

The intention was to measure the effects of the STEP program on the participants' perceptions of their target child's behaviour. When parents are experimenting with new attitudes and perceptions--if parents report changes in child behaviour, they are also reporting changes in the parent-child relationship. The mean scores between pre and post-testing for the control group showed a slight decrease, while the mean scores for the experimental group increased



indicating a more positive change toward improved behaviour.

The results indicate that participation in a STEP group does not significantly change the participants' perceptions of their target child's behaviour. The validity of the data obtained from the study of mother's perceptions is strengthened by the high reliability of the APACBS.

These results support the recommendations of Goula (1976), Platt (1971), and others, that participation in an Adlerian study group does not significantly improve the parents' perceptions of child behaviour. In fact, Platt found that the behaviour of most of the children in his Adlerian group were rated by teachers and parents as remaining about the same or deteriorating.

#### Hypothesis 6:

The data summarized in Table 8 supports the research hypothesis that states:

There will be no statistically significant difference in the mean rating of child behaviour between the target child of the participants of STEP and the target child of the control group as measured by the Walker Problem Behaviour Identification Checklist.

Since the changes reported by the treatment group are not significant at the .01 confidence level, the null hypothesis of no statistically significant difference was accepted.

These findings are in agreement with those of Platt (1971), DeLaurier (1975), and Nordal (1976) who reported no significant improvement in class behaviour of children whose parents participated in an Adlerian parent study group.

The intention was to measure the effect of the STEP program on the target child's behaviour in class. It is hoped that the children of these parents will perceive behavioural changes in the parent and will alter their behaviour. It is assumed that changes in the parent-child relationship will accompany the changes. Both the target child group and the control group had increased mean scores between pre and post testing (indicating a change toward more inappropriate behaviour, Figure 6). This increase in score might be generated by the test itself or the target children could be indicating a negative reaction to their parents' new ways of interacting with them. As Steed (1971) suggests, the process of Adlerian parent education sometimes involves a period of regression before positive changes occur. Perhaps it would be valuable to measure changes in the target children's behaviour at least six months after the treatment. Or perhaps, as Runyan (1973) concluded, that change would require a longer treatment period.

The results indicate that participation in a STEP group does not significantly change the class behaviour of the participants' target child as inferred by their teacher.

### Limitations

This investigator notes the following limitations of this study:

1. The population was restricted to parents from the middle-socioeconomic strata of Burnaby, British Columbia who were required to have a child attending grade 8 at Alpha Secondary School. The children of these parents ranged from 13 to 15 years in age.
2. The sample was comprised of volunteers who resided in Burnaby and could attend the group on the designated time and day.
3. The sample ( $n=11$ ) was small but adequate to perform the necessary statistical procedures. It may not have been truly representative of the population.
4. Most of the volunteers were mothers. No assessment was made of the impact of STEP on fathers, single parents, or couples.
5. There is a low level of external validity and thus limited generalizability due to the restriction of the sample of parents to volunteers from one school only.
6. A violation in randomization is a possibility due to the procedure used in assigning some members to the control group. Thus generalizability is reduced.
7. Most results (Hypothesis 1-5) were obtained through self-report instruments. Thus perceived and

inferred family interactions may have been measured and perhaps not the actual family interaction. Changes in parent attitudes, family environment and parent-child communication were probably not reported by unbiased observers.

8. The research investigated changes in the target child only, other children of the family were excluded.
9. Some of the subjects in the control group may have read parent-child materials, received counselling, attended lectures on child training techniques, etc., during the treatment period.
10. Perhaps the instruments chosen in this study were not sensitive enough to measure changes due to the treatment.
11. Possibly other variables could have been measured which might have shown significant changes as the result of treatment.

#### Implications and Suggestions for Further Research

The Adlerian viewpoint, as stated previously in Chapter I, maintains that behaviour changes in children can be most effectively brought about by working with the significant adult in their lives. Further, behaviour toward children is

the product of adult perceptions of the children and the situation. Adult perception and behaviour, correct or incorrect, influence the child's behaviour in the direction of the adult's expectations.

The results of this study pose some interesting questions regarding the validity of these statements. The authors of STEP suggest, from their research, significant changes in mothers' perceptions of children's behaviour resulting from participation in an Adlerian-based parent study group (Dinkmeyer and McKay, 1976). They are one of the few Adlerian parent group studies which report significant changes. Thus the following questions are asked: Is the STEP Adlerian program more effective than other Adlerian parent study group programs? What changes can be measured and are these changes significant?

The present research is the only study besides Dinkmeyer's and McKay's, to the best of this investigator's knowledge, that has attempted to measure the effects of the STEP program. This study, as well as others, involved a comparison of the effects of an Adlerian-based parent study group to an equivalent control group and used a pre to post assessment which showed no significant changes in participants perceptions of their children's behaviour. No significant differences in parental attitudes, family environment, parent-child communication and teacher perceptions of child behaviour were reported. The results of this research seem to indicate that perhaps STEP is not as valid a program in terms of

helping parents relate more positively with their children as Dinkmeyer's and McKay's research seems to suggest.

It should be noted that this investigator had received positive feedback from participants of the STEP group and from other parents interested in the study/discussion method of parent education. A positive aspect of the STEP group was that parents experienced a feeling of relief when they discovered other people had problems similar to their own. In such an atmosphere, mutual support and understanding among group members was experienced. Members also reported feeling more confident in their role as parents, and that children behaved more responsibly and cooperatively. There was a high degree of interaction among group members. Parents seemed eager to share experiences and offered a wide range of views regarding the information in the text.

It is this researcher's opinion that the parent became conscious of, and evaluated his or her relationship with their children. Regardless of other aspects of the program, the parent may undergo change due to a self-evaluation and concentrated self-improvement approach to enhancing the parent-child relationship. This view is supported by Steed (1971) who suggests that, regardless of any measured outcomes, the study/discussion method may make its greatest contribution in making the parent more aware of the parent-child relationship.

The informational component of the group process seems to play an important role. Being able to clarify and relate

structured material through sharing and discussion may encourage parents to try new methods of dealing with their children. In this researcher's experience, parents freely expressing their beliefs and practices related to child-rearing become an extensive, creative and sometimes humorous experience. The STEP program provided an opportunity to build a new cooperative partnership between parents and educators.

Parents expressed a common complaint that ten group sessions was insufficient. Both parent participants and this investigator feel that the STEP program, as it presently exists, packs too much material into too short a period of time. Chapters IV and V on communication offer a good example. It is felt that parents never did effectively learn the communication skills outlined in these chapters. It is recommended that the STEP program increase the number of sessions to a minimum of twelve.

The tapes were more appropriate for parents of elementary school children. Thus, it is recommended that the tapes be adapted to cover the range of situations more pertinent to parents of adolescents.

The investigator recommends the reader remember the small n (11) when considering the results. A study involving larger numbers of subjects would be in order. The program should be tested with different populations such as couples, minority groups or parents of preschoolers. It would be interesting to explore the effects of the parent procedures

on various age groups of younger children.

It is strongly suggested that the schools encourage spouses to attend the sessions together. It seems that in using a team approach when applying new parenting principles and techniques gives support and confidence to both parents. STEP could be tested for use in study groups for teachers as well as in high school preparation for parenthood classes.

The effects of STEP on all children in the family needs to be investigated. In addition to measuring the children's behaviour, the parents' behaviour could be observed and rated. Parents' results were obtained through self-report instruments and the chance of bias rating is extremely high with this procedure. An unbiased observers' ratings of parental behaviour and family environment could be investigated.

A major question raised by this investigator is whether significant changes in the treatment group might be shown possibly six months to a year following participation in the STEP program? That is, if the experimental group were surveyed once again six months later, what changes, in child behaviour, parent-adolescent communication, family atmosphere, and parental attitudes would be reported by the parent, teacher and child. It must be remembered that changes in children's behaviour are not likely to occur immediately following their parents participation in any parent study group. Even if the parent attitudes are changed, the positive effects upon their children may not be evident until sometime after. A follow-up study needs to be conducted several months after



the conclusion of the treatment to determine any changes over time. It is hoped that a follow-up to this study can be carried out in the future.

It should again be noted that the normative data is presently being collected by the authors of the APACBS and the ATCRS. It is suggested that before a similar study is replicated, the researchers be able to utilize standard statistical information related to the APACBS and ATCRS.

Another modification would include a replication of the present study with the use of a novice rather than an experienced counsellor. It is felt that when an expert is present in the discussion group, group members assume less responsibility for their own training and depend more on the expert to show them the way. In this study, the distinction between the leader as expert and the leader as facilitator had to be made clear. It was emphasized that facilitating the group process was the leaders prime function in the group. An investigation of the effects of a STEP group led by leaders of varying skill levels could be undertaken.

Finally, more research on parent education is needed. Obon (1976) states that great strides have been made in the last decade, but that new research is constantly needed. This researcher feels that whenever possible the use of a cognitive criteria will allow more direct and meaningful conclusions to be drawn.

## Conclusion

The purpose of this study was to investigate whether participation in a STEP group would result in significant changes in,

- (1) parental attitudes related to child-rearing as perceived by the participants and measured by the Attitudes Toward Child-Rearing Scale,
- (2) family climate as founded upon inferred interaction by the participants, and the target child and measured by the Family Environment Scale,
- (3) parent-adolescent communication as perceived by the participants, and measured by the Parent-Adolescent Communication Inventory,
- (4) parent-adolescent communication as perceived by the target child and measured by the Parent-Adolescent Communication Inventory,
- (5) the target child's behaviour as inferred by the participant and measured by the Adlerian Parental Assessment of Child Behaviour Scale,
- (6) the target child's behaviour as inferred by the teacher and measured by the Walker Problem Identification Checklist.

The subjects were parents of grade 8 students who volunteered to participate in the STEP program. The control group was comprised of parents who volunteered as well, but were unable to participate at the time of the program. The Pretest-Posttest Control Group Design was used in this research. A t-test was calculated on mean pretest scores between the STEP group and the control group and posttest scores between the STEP group and the control group.

The results indicate that after participation in STEP, parents reported no significant changes in their attitudes, family climate, parent-adolescent communication and their target child's behaviour. The target children also reported no significant changes in their family climate and parent-adolescent communication. Finally, the teachers of the target children reported no significant changes in the target child's behaviour in class after their parents participated in STEP.

The results of this study suggest that the STEP program is not an effective method in promoting change in the parent-child relationship. Perhaps the small n of 11 was too small and may not have been truly representative of the population. Furthermore, the instruments chosen in the study may not have been sensitive enough to measure changes due to the treatment. Although McKay (1976) recommends the use of STEP with parents of adolescents, it is this investigator's opinion that STEP is more appropriately designed to meet the needs of parents of children at the elementary

school level. It is also this investigators opinion that STEP is a well planned and clearly presented approach to the challenges of parenting. Group sessions are presented in such an understanding and logical manner that insights and information are acquired in a stimulating and nonthreatening way. STEP is a meaningful contribution to increased understanding of the importance of parent education in the school setting.

It is recommended that there be a systematic altering of the content format of STEP to more appropriately meet the interests of real life situations of parents of adolescents. As the program exists, STEP seems more applicable to parents of children at the elementary school age. The caricatures and problem situations need to be presented in a more mature fashion to better retain the interests of the participants. Specifically, the participants need to be provided with material which relates more to their present situation at home. It is also suggested that the voices of young children on the tapes be replaced with voices of adolescents and that the problem situations be more in line with the interests of parents of adolescents. Generally, it is this investigators opinion, that the principles or concepts presented in STEP seem very appropriate for use at the elementary school level but there is a need for a thorough re-examination of STEP to provide a program which would more suitably meet the needs of parents of adolescents. It is also recommended that the suggested ten group sessions be increased to a minimum of

twelve so that participants may better grasp the principles presented in the program. It is suggested that the husbands as well as wives attend the sessions together whenever possible.

Other recommendations related to future research of STEP were: to devise studies to determine the form of participant change produced by the treatment and to ascertain the long term impact of the program on particular behaviours and attitudes on particular types of participants; to devise studies with a larger sample size, different populations and randomized comparison groups; to improve and refine the approaches to the measurement of changes in parental behaviour and family environment as suggested through the use of an unbiased observer; to survey the effects of STEP on all children in the family; and to examine the use of STEP by leaders of different skill levels. Finally, it was indicated that more research in parent education is needed with the objective of constructing educational programs aimed at improving the quality of family life.

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## APPENDIX A

## ANNOUNCEMENT/REGISTRATION NOTICE

January 24th, 1978

Dear Parent(s):

We are happy to announce that the Counselling Department at Alpha Secondary School will be offering a parent study group program for parents of Grade 8 students enrolled at our school.

What are parent study groups?

Parent study groups offer a program in which 10-15 parents meet periodically (once a week for two hours is usual) for nine to ten weeks and partake in a self-help approach to the challenge of parenthood.

Who attends?

Parents like you. Parents interested in learning new, practical steps concerning the problems of child-raising (particularly those relating to children in their early teens), parents interested in promoting more harmony and cooperation in everyday living, parents willing to lend mutual support to others, parents wanting to understand their children better and have fun while learning. Although it is not necessary, both parents are encouraged to attend.

How much does it cost?

Participants pay only for the texts. A parent'ss handbook which contains readings and exercises in principles of democratic parent-child relations (\$3.50) and a booklet entitled "The Basics of Adult-Teen Relationships;" D. Dinkmeyer (\$1.00) will be used.

What do the participants do?

The participants of the parent study group will be responsible for attending the meetings, reading assignments, discussing subject matter relating real life experiences as they feel it applies to the text. The group is the collective expert.

Learning more effective ways of relating to your children takes courage, practise, and patience .... the courage to be open to, and accept, new ideas and attitudes .... practise in applying the principles and techniques at home

- 2 -

January 24, 1978

with your family .... patience for the time it takes to discourage your children's once-effective misbehaviour patterns.

In our modern society we have come to expect "instant" results, "instant" success, "instant" everything! But anything of real value takes time. Take the very first step now! Please fill out the bottom half of this letter and return it to one of the counsellors. Thank you.

If you wish further information, please call me.

Yours sincerely,

AF/wh

Aerock Fox, Counsellor.

PARENT STUDY GROUP

ALPHA SECONDARY SCHOOL

Check one!

\_\_\_\_\_ I am definitely interested in participating in a parent study group beginning February 28, 1978, 7:00 - 9:00 p.m.

\_\_\_\_\_ I am interested in participating in a parent study group, but not at the time listed above.

\_\_\_\_\_ I am not interested in a parent study group.

\_\_\_\_\_  
(Telephone number)

\_\_\_\_\_  
(Parent's signature)

APPENDIX B

ADLERIAN PARENTAL ASSESSMENT OF CHILD  
BEHAVIOUR SCALE (APACBS)

ADLERIAN PARENTAL ASSESSMENT OF CHILD

BEHAVIOUR SCALE (APACBS)

DIRECTIONS: Please circle the number for each item which best describes your identified child's behaviour as you see it. Please try to respond to every item.

(Reprinted by permission of the author)

	ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
<u>Your identified child:</u>							
1. Has to be called more than once to get out of bed in the morning.	1	2	3	4	5	6	7
2. Gets dressed for school <u>without</u> being reminded.	1	2	3	4	5	6	7
3. Remembers to take lunch money, books, etc. to school.	1	2	3	4	5	6	7
4. Leaves for school <u>without</u> being reminded.	1	2	3	4	5	6	7
5. Makes helpful suggestions during family discussions.	1	2	3	4	5	6	7
6. Involves you in resolving verbal arguments with other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7
7. Does chores <u>without</u> being reminded.	1	2	3	4	5	6	7
8. Figures out solution to his/her own problems.	1	2	3	4	5	6	7
9. Changes behaviour when told that it bothers you.	1	2	3	4	5	6	7
10. Puts dirty clothes in hamper <u>without</u> being reminded.	1	2	3	4	5	6	7
11. Argues with you.	1	2	3	4	5	6	7

	ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
12. Leaves belongings scattered around the house.	1	2	3	4	5	6	7
13. Interrupts you at inappropriate times.	1	2	3	4	5	6	7
14. Is on time for meals.	1	2	3	4	5	6	7
15. Eats most food offered <u>without</u> being coaxed.	1	2	3	4	5	6	7
16. Has table manners which are acceptable to you.	1	2	3	4	5	6	7
17. Tattles on other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7
18. Throws temper tantrums.	1	2	3	4	5	6	7
19. Shares problems she/he can do independently.	1	2	3	4	5	6	7
20. Is considerate of your feelings.	1	2	3	4	5	6	7
21. Requests help on tasks she/he can do independently.	1	2	3	4	5	6	7
22. Cleans up after snacking <u>without</u> being reminded.	1	2	3	4	5	6	7
23. Behaves in such a way that you find yourself feeling hurt.	1	2	3	4	5	6	7
24. Behaves in such a way that you find yourself feeling annoyed.	1	2	3	4	5	6	7
25. Behaves in such a way that you find yourself feeling discouraged, believing that the child <u>cannot</u> improve.	1	2	3	4	5	6	7



	ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
26. Behaves in such a way that you find yourself feeling angry.	1	2	3	4	5	6	7
27. Stays with difficult tasks until they are completed.	1	2	3	4	5	6	7
28. Disturbs you when you are driving.	1	2	3	4	5	6	7
29. Remembers where she/he puts belongings.	1	2	3	4	5	6	7
30. Has to be told more than once to go to bed.	1	2	3	4	5	6	7
31. Is quiet after going to bed.	1	2	3	4	5	6	7
32. Involves you in resolving physical fights with other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7

## APPENDIX C

## ATTITUDES TOWARD CHILD REARING SCALE

ATTITUDES TOWARD CHILD REARING SCALE  
Croake and Hinkle

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 the 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 behaviour 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 the 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 behaviour.
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 knows 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 D

## FAMILY ENVIRONMENT SCALE

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The Family Environment Scale  
by Rudolf Moos, Ph.D.

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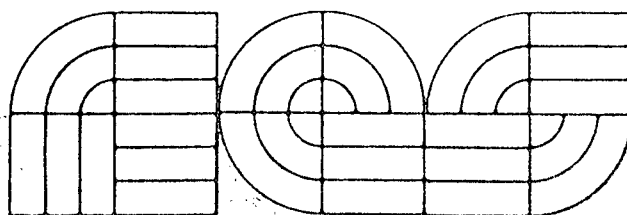
Published by Consulting Psychologists Press, Inc.

A SOCIAL CLIMATE SCALE

# FAMILY ENVIRONMENT SCALE

## FORM R

RUDOLF H. MOOS



### INSTRUCTIONS

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

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

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



CONSULTING PSYCHOLOGISTS PRESS, INC.  
577 College Ave., Palo Alto, California 94306

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1. Family members really help and support one another.
2. Family members often keep their feelings to themselves.
3. We fight a lot in our family.
4. We don't do things on our own very often in our family.
5. We feel it is important to be the best at whatever you do.
6. We often talk about political and social problems.
7. We spend most weekends and evenings at home.
8. Family members attend church, synagogue, or Sunday School fairly often.
9. Activities in our family are pretty carefully planned.
10. Family members are rarely ordered around.
11. We often seem to be killing time at home.
12. We say anything we want to around home.
13. Family members rarely become openly angry.
14. In our family, we are strongly encouraged to be independent.
15. Getting ahead in life is very important in our family.
16. We rarely go to lectures, plays or concerts.
17. Friends often come over for dinner or to visit.
18. We don't say prayers in our family.
19. We are generally very neat and orderly.
20. There are very few rules to follow in our family.
21. We put a lot of energy into what we do at home.
22. It's hard to "blow off steam" at home without upsetting somebody.
23. Family members sometimes get so angry they throw things.
24. We think things out for ourselves in our family.
25. How much money a person makes is not very important to us.
26. Learning about new and different things is very important in our family.
27. Nobody in our family is active in sports, Little League, bowling, etc.
28. We often talk about the religious meaning of Christmas, Passover, or other holidays.
29. It's often hard to find things when you need them in our household.
30. There is one family member who makes most of the decisions.
31. There is a feeling of togetherness in our family.
32. We tell each other about our personal problems.
33. Family members hardly ever lose their tempers.
34. We come and go as we want to in our family.
35. We believe in competition and "may the best man win."



36. We are not that interested in cultural activities.
37. We often go to movies, sports events, camping, etc.
38. We don't believe in heaven or hell.
39. Being on time is very important in our family.
40. There are set ways of doing things at home.
41. We rarely volunteer when something has to be done at home.
42. If we feel like doing something on the spur of the moment we often just pick up and go.
43. Family members often criticize each other.
44. There is very little privacy in our family.
45. We always strive to do things just a little better the next time.
46. We rarely have intellectual discussions.
47. Everyone in our family has a hobby or two.
48. Family members have strict ideas about what is right and wrong.
49. People change their minds often in our family.
50. There is a strong emphasis on following rules in our family.
51. Family members really back each other up.
52. Someone usually gets upset if you complain in our family.
53. Family members sometimes hit each other.
54. Family members almost always rely on themselves when a problem comes up.
55. Family members rarely worry about job promotions, school grades, etc.
56. Someone in our family plays a musical instrument.
57. Family members are not very involved in recreational activities outside work or school.
58. We believe there are some things you just have to take on faith.
59. Family members make sure their rooms are neat.
60. Everyone has an equal say in family decisions.
61. There is very little group spirit in our family.
62. Money and paying bills is openly talked about in our family.
63. If there's a disagreement in our family, we try hard to smooth things over and keep the peace.
64. Family members strongly encourage each other to stand up for their rights.
65. In our family, we don't try that hard to succeed.
66. Family members often go to the library.
67. Family members sometimes attend courses or take lessons for some hobby or interest (outside of school).

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

## APPENDIX E

PARENT-ADOLESCENT COMMUNICATION  
INVENTORY (FORM P)

Total Score.....

## FORM P

# PARENT-ADOLESCENT COMMUNICATION INVENTORY

Developed by

MILLARD J. BIENVENU, SR.

With this inventory you are offered an opportunity to make an objective study of communication between yourself and your teen-age son or daughter to discover the good points in this relationship and also where you may be having problems. You will find it both interesting and helpful to make this study. Be sure to keep the particular child under study here in mind as you answer the questions below.

## DIRECTIONS

1. The Parent-Adolescent Inventory is not a test. There are no right or wrong answers to it. The most helpful answer to each question is *your* indication of the way *you* feel at the moment. Be sure to keep one *particular* son or daughter in mind as you complete this form.
2. Your answers to this inventory are confidential. You are not asked to sign your name or to identify yourself in any way. You can not receive a grade because all of the answers you give are considered right answers for you.
3. Use the following examples for practice. Put a (✓) in *one* of the three blanks on the right to show how the question applies to *you* and to your ways of relating to the son or daughter.

	YES		NO
	usually	sometimes	seldom
Does your son/daughter try to see your side of things?	_____	_____	_____

Do you express your opinions to him/her?	_____	_____	_____
------------------------------------------	-------	-------	-------

4. The YES column is to be used when the question can be answered as happening most of the time or usually. The NO column is to be used when the question can be answered as *seldom* or *never*. The middle column SOMETIMES should be marked when you definitely can not answer YES or NO. USE THIS COLUMN AS LITTLE AS POSSIBLE. Most parents are able to give a yes or no answer to these questions.
5. Read each question carefully and mark *your personal answer* to it. Be sure to answer every question.

	YES		NO
	usually	sometimes	seldom
1. Is family conversation easy and pleasant at mealtimes?	_____	_____	_____
2. Do you wait until your son/daughter is through talking before "having your say?"	_____	_____	_____
3. Do you pretend you are listening to him/her when actually you have tuned him/her out?	_____	_____	_____
4. Does your spouse tend to lecture and preach too much to your son/daughter?	_____	_____	_____
5. Does your family do things as a group?	_____	_____	_____
6. Does your son/daughter seem to respect your opinion?	_____	_____	_____
7. Do you ever laugh at your son/daughter or make fun of him/her?	_____	_____	_____
8. Do you wish your son/daughter were a different kind of person?	_____	_____	_____
9. Do you feel that your son/daughter is bad?	_____	_____	_____
10. Does your family talk things over with each other?	_____	_____	_____
11. Does your son/daughter discuss personal problems with you?	_____	_____	_____
12. Does your spouse wish your son/daughter were a different kind of person?	_____	_____	_____
13. Does your son/daughter talk to you in a disrespectful manner?	_____	_____	_____
14. Do you show an interest in your son's/daughter's interests and activities?	_____	_____	_____
15. Does your son/daughter discuss personal problems with your spouse?	_____	_____	_____
16. Does your spouse pay your son/daughter compliments or say nice things to him/her?	_____	_____	_____
17. Do you ask your son's/daughter's opinion in deciding how much spending money he/she should have?	_____	_____	_____
18. Do you discuss matters of sex with your son/daughter?	_____	_____	_____
19. Is it easy for your spouse to trust your son/daughter?	_____	_____	_____
20. Does your son/daughter help you to understand him/her by saying how he/she thinks and feels?	_____	_____	_____

	YES		NO
	usually	sometimes	seldom
21. Do you pay compliments or say nice things to your son/daughter?	_____	_____	_____
22. Do you have confidence in his/her abilities?	_____	_____	_____
23. Is your son/daughter sarcastic toward you?	_____	_____	_____
24. Is it easy for you to trust your son/daughter?	_____	_____	_____
25. Does your spouse have confidence in your son's/daughter's abilities?	_____	_____	_____
26. When a difference arises are you and your son/daughter able to discuss it together (in a calm manner)?	_____	_____	_____
27. Do you consider your son's/daughter's ideas in making family decisions?	_____	_____	_____
28. Do you criticize your son/daughter too much?	_____	_____	_____
29. Does your spouse really try to see your son's/daughter's side of things?	_____	_____	_____
30. Do you allow your son/daughter to get angry and blow off steam?	_____	_____	_____
31. Do you consider your son's/daughter's opinion in making decisions which concern him/her?	_____	_____	_____
32. Does your spouse criticize your son/daughter too much?	_____	_____	_____
33. Do you find your son's/daughter's voice irritating?	_____	_____	_____
34. Do you try to make your son/daughter feel better when he/she is "down in the dumps?"	_____	_____	_____
35. Do you really try to see your son's/daughter's side of things?	_____	_____	_____
36. Do you encourage your son/daughter to tell you his/her problems?	_____	_____	_____
37. Does your son/daughter really try to see your side of things?	_____	_____	_____
38. Do you tend to lecture and preach too much to your son/daughter?	_____	_____	_____
39. Does your son/daughter accept your reasons for decisions you make concerning him/her?	_____	_____	_____
40. Do you feel it hard to say what you feel in talking with your son/daughter?	_____	_____	_____

## APPENDIX F

PARENT ADOLESCENT COMMUNICATION  
INVENTORY (FORM A)

Total Score.....

## FORM A

# PARENT-ADOLESCENT COMMUNICATION INVENTORY

Developed by  
MILLARD J. BIENVENU, SR.

With this inventory you are offered an opportunity to make an objective study of communication between yourself and your parents to discover the good points in this relationship and also where you may be having problems. You will find it both interesting and helpful to make this study.

## DIRECTIONS

1. The Parent-Adolescent Inventory is not a test. There are no right or wrong answers to it. The most helpful answer to each question is *your* indication of the way *you* feel at the moment.
2. Your answers to this inventory are confidential. You are not asked to sign your name or to identify yourself in any way. You can not receive a grade because all of the answers you give are considered right answers for you.
3. Use the following examples for practice. Put a check (✓) in *one* of the three blanks on the right to show how the question applies to *you* and to your ways of relating to your parents.

	YES usually	sometimes	NO seldom
Do others try to see your side of things?	_____	_____	_____
Do you express your opinions to your parents?	_____	_____	_____

4. The YES column is to be used when the question can be answered as happening *most of the time* or *usually*. The NO column is to be used when the question can be answered as *seldom* or *never*. The middle column SOMETIMES should be marked when you definitely can not answer YES or NO. USE THIS COLUMN AS LITTLE AS POSSIBLE. Most young people are able to give a yes or a no answer to these questions.
5. Read each question carefully and mark *your personal answer* to it. Be sure to answer every question.

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Box 4726, Durham, N. C. 27708.  
Originally published in The Family Coordinator, April 1969.



	YES usually	sometimes	NO seldom
1. Is family conversation easy and pleasant at meals?	_____	_____	_____
2. Do your parents wait until you are through talking before "having their say?"	_____	_____	_____
3. Do you pretend you are listening to your parents when actually you have tuned them out?	_____	_____	_____
4. Do you feel that your father lectures and preaches to you too much?	_____	_____	_____
5. Does your family do things as a group?	_____	_____	_____
6. Do your parents seem to respect your opinion?	_____	_____	_____
7. Do they laugh at you or make fun of you?	_____	_____	_____
8. Do you feel your mother wishes you were a different kind of person?	_____	_____	_____
9. Do either of your parents believe that you are bad?	_____	_____	_____
10. Does your family talk things over with each other?	_____	_____	_____
11. Do you discuss personal problems with your mother?	_____	_____	_____
12. Do you feel your father wishes you were a different kind of person?	_____	_____	_____
13. Do your parents seem to talk to you as if you were much younger than you actually are?	_____	_____	_____
14. Do they show an interest in your interests and activities?	_____	_____	_____
15. Do you discuss personal problems with your father?	_____	_____	_____
16. Does he pay you compliments or say nice things to you?	_____	_____	_____
17. Do your parents ask your opinion in deciding how much spending money you should have?	_____	_____	_____
18. Do you discuss matters of sex with either of your parents?	_____	_____	_____
19. Do you feel that your father trusts you?	_____	_____	_____
20. Do you help your parents understand you by saying how you think and feel?	_____	_____	_____
21. Does your mother pay compliments or say nice things to you?	_____	_____	_____
22. Does she have confidence in your abilities?	_____	_____	_____
23. Are your parents sarcastic toward you?	_____	_____	_____
24. Do you feel that your mother trusts you?	_____	_____	_____
25. Does your father have confidence in your abilities?	_____	_____	_____
26. Do you hesitate to disagree with either of your parents?	_____	_____	_____

	YES usually	sometimes	NO seldom
27. Do you fail to ask your parents for things because you believe they will deny your requests?	_____	_____	_____
28. Does your mother criticize you too much?	_____	_____	_____
29. Does your father really try to see your side of things?	_____	_____	_____
30. Do either of your parents allow you to get angry and blow off steam?	_____	_____	_____
31. Do either of your parents consider your opinion in making decisions which concern you?	_____	_____	_____
32. Does your father criticize you too much?	_____	_____	_____
33. Do you find your mother's tone of voice irritating?	_____	_____	_____
34. Do your parents try to make you feel better when you are "down in the dumps?"	_____	_____	_____
35. Does your mother really try to see your side of things?	_____	_____	_____
36. Do you find your father's tone of voice irritating?	_____	_____	_____
37. Do either of your parents explain their reason for not letting you do something?	_____	_____	_____
38. Do you feel that your mother lectures and preaches to you too much?	_____	_____	_____
39. Do you ask your parents about their reasons for decisions they make concerning you?	_____	_____	_____
40. Do you find it hard to say what you feel at home?	_____	_____	_____

MAKE SURE YOU HAVE ANSWERED ALL THE QUESTIONS

### GENERAL INFORMATION

Your Age \_\_\_\_\_ Grade \_\_\_\_\_ Sex: Male Female  
Years Months (Circle One)

NAME OF SCHOOL \_\_\_\_\_ Town You Live In \_\_\_\_\_

Religion \_\_\_\_\_

No. of Children Living at Home (not counting yourself) \_\_\_\_\_

Where Do You Fit Into the Family? (Circle One)

Oldest Child In the Middle Youngest Child Only Child

AT HOME I LIVE WITH: ☐ Real Mother ☐ Real Father

☐ Step-Mother ☐ Step-Father

Other \_\_\_\_\_

Please fill in the next page

## APPENDIX G

WALKER PROBLEM BEHAVIOUR IDENTIFICATION  
CHECKLIST

# Walker Problem Behavior Identification Checklist 107

Revised 1976  
by Hill M. Walker, Ph.D.

Published by



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A DIVISION OF MANSON WESTERN CORPORATION

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Address: \_\_\_\_\_ Grade: \_\_\_\_\_  
Age: \_\_\_\_\_ Sex: M F Date: \_\_\_\_\_ Classroom: \_\_\_\_\_  
Rated By: \_\_\_\_\_ Position of Rater: \_\_\_\_\_

## INSTRUCTIONS

Please read each statement carefully and respond by circling the number to the right of the statement if you have observed that behavioral item in the child's response pattern during the last two month period. If you have not observed the behavior described in the statement during this period, do not circle any numbers (in other words, make no marks whatsoever if the statement describes behavior which is NOT present).

Examples:

Scales

1	2	3	4	5
2				
		4		
		1	3	

- Has temper tantrums
- Has no friends
- Refers to himself as dumb, stupid, or incapable
- Must have approval for tasks attempted or completed.

Statements 1 and 4 are considered to be present while statements 2 and 3 are considered to be absent. Therefore, only the numbers to the right of items 1 and 4 are circled, and the numbers to the right of 2 and 3 are NOT circled.

## Profile Analysis Chart (PAC)

T Score	Scale 1 Acting out		Scale 2 Withdrawn		Scale 3 Distractibility		Scale 4 Disrupted Peer Relations		Scale 5 Immaturity		T Score
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
110		20					7				110
105		18				13				10	105
100		17				12		6		9	100
95		16				11			10	8	95
90		15				10		5		7	90
85		14				9					85
80		13		14		8			7		80
75		12	14	13		7			6	5	75
70		11	13	12		6	11	4		4	70
65		10	12	11		5			3		65
60		9	11	10		4			2		60
55		8	10	9		3			1		55
50		7	9	8		2					50
45		6	8	7		1					45
40		5	7	6							40
35		4	6	5							35
30		3	5	4							30
25		2	4	3							25
20		1	3	2							20
15		0	2	1							15
10			1	0							10
5											5
0											0
100	1.55	1.25	1.25	1.55	3.77	1.33	1.48	.55	.76	.52	100
105	1.70	1.38	1.38	1.68	3.74	1.31	1.45	.60	.80	.54	105

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	SCALE				
	1	2	3	4	5
1. Complains about others' unfairness and/or discrimination towards him.	3				
2. Is listless and continually tired.					2
3. Does not conform to limits on his own without control from others.			1		
4. Becomes hysterical, upset or angry when things do not go his way.	3				
5. Comments that no one understands him.				1	
6. Perfectionistic; Meticulous about having everything exactly right.			2		
7. Will destroy or take apart something he has made rather than show it or ask to have it displayed.				3	
8. Other children act as if he were taboo or tainted.					4
9. Has difficulty concentrating for any length of time.			1		
10. Is overactive, restless, and/or continually shifting body positions.			2		
11. Apologizes repeatedly for himself and/or his behavior.					2
12. Distorts the truth by making statements contrary to fact.	1				
13. Underachieving: Performs below his demonstrated ability level.			1		
14. Disturbs other children: teasing, provoking fights, interrupting others.			2		
15. Tries to avoid calling attention to himself.		1			
16. Makes distrustful or suspicious remarks about actions of others toward him.	2				
17. Reacts to stressful situations or changes in routine with general body aches, head or stomach aches, nausea.					3
18. Argues and must have the last word in verbal exchanges.	1				
19. Approaches new tasks and situations with an "I can't do it" response.			1		
20. Has nervous tics: muscle-twitching, eye-blinking, nail-biting, hand-wringing.					3
21. Habitually rejects the school experience through actions or comments.	1				
22. Has enuresis. (Wets bed.)					1
23. Utters nonsense syllables and/or babbles to himself.				4	
24. Continually seeks attention.			1		
25. Comments that nobody likes him.				2	
26. Repeats one idea, thought, or activity over and over.				4	
27. Has temper tantrums.	2				
28. Refers to himself as dumb, stupid, or incapable.				3	
29. Does not engage in group activities.		2			
30. When teased or irritated by other children, takes out his frustration(s) on another inappropriate person or thing.	2				
31. Has rapid mood shifts: depressed one moment, manic the next.	4				
32. Does not obey until threatened with punishment.	1				
33. Complains of nightmares, bad dreams.					1
34. Expresses concern about being lonely, unhappy.				3	
35. Openly strikes back with angry behavior to teasing of other children.	3				
36. Expresses concern about something terrible or horrible happening to him.					1
37. Has no friends.		4			
38. Must have approval for tasks attempted or completed.	1				
39. Displays physical aggression toward objects or persons.	1				
40. Is hypercritical of himself.				1	
41. Does not complete tasks attempted.			1		
42. Doesn't protest when others hurt, tease, or criticize him.		3			
43. Shuns or avoids heterosexual activities.				3	
44. Steals things from other children.					1
45. Does not initiate relationships with other children.		4			
46. Reacts with defiance to instructions or commands.	1				
47. Weeps or cries without provocation.					1
48. Stutters, stammers, or blocks on saying words.				1	
49. Easily distracted away from the task at hand by ordinary classroom stimuli, i.e. minor movements of others, noises, etc.			1		
50. Frequently stares blankly into space and is unaware of his surroundings when doing so.			1		
	Scale 1 Score	Scale 2 Score	Scale 3 Score	Scale 4 Score	Scale 5 Score

## APPENDIX H

## TELEPHONE INTERVIEW OUTLINE

OUTLINE OF THE TELEPHONE INTERVIEW BEFORE "STEP"

1. Introduce myself as the leader and thank parents for expressing an interest to participate in STEP.
2. Obtain an understanding regarding their objectives for joining STEP, e.g. desire to improve their relationship with their child.
3. Describe need for attendance at classes and the need for information provided from the package of instruments.
4. Briefly describe the contents of the package. Explain that the directions for completion are given at the beginning of each instrument. The approximate time for completion would be one hour.
5. Explain confidentiality and anonymity.
6. Explain that the package will be delivered personally and arrange a delivery time.
7. Obtain permission for collecting information from their children.
8. Mention that a \$5.00 fee will be collected at the first session to cover the cost of the parents handbook and refreshments.
9. Answer questions.
10. Thank parents for their cooperation.

APPENDIX I

CONFIDENTIAL INFORMATION FORM



February 28, 1978

## CONFIDENTIAL INFORMATION

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone No. \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Marital Status: \_\_\_\_\_

Occupation: \_\_\_\_\_ Religion: \_\_\_\_\_

Highest Grade or Level of Education Completed: \_\_\_\_\_

List the Name, Age and Sex of your Children:

1. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
2. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
3. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
4. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
5. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
6. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Are any of your children adopted, If yes, please specify:

\_\_\_\_\_

Please indicate below whether you have previously participated in a parent study group or read any material by either Alfred Adler or Rudolf Dreikurs.

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX J

THANK YOU/~~FEEDBACK~~ LETTER

March 14, 1979

Dear

Thank you for completing the family questionnaires which were distributed to you recently.

Preliminary review seems to indicate that the information provided will prove extremely useful for the development of future parent education programs at our school. Feedback regarding the questionnaires will be available after the Easter Holidays.

Your cooperation and assistance is greatly appreciated.

Sincerely,

AF/bg

Aerock Fox,  
Counsellor

## APPENDIX K

## OUTLINE FOR FIRST SESSION

## OUTLINE FOR FIRST SESSION

### Session I: Understanding Children's Behaviour and Misbehaviour

1. Introduction: Begin the first session by introducing yourself and stating the objectives of the program. Say:

In the STEP program you will:

- a) learn a practical theory of human behaviour
- b) learn ways to establish more effective relationships with your children
- c) learn how to use encouragement
- d) develop skills for listening, resolving conflicts, and exploring alternatives with your children
- e) improve communication between yourself and your children
- f) learn an approach to a discipline called "natural and logical consequences"
- g) learn how to conduct effective family meetings

Do the exercise suggested to become better acquainted. Ask what the members expect to get from the meetings by saying: People come to parent study groups for various reasons. What do you hope to get from this experience?

Explain the Discussion Guide Cards.

- 1) stay on the topic
- 2) become involved in the discussion
- 3) share the time
- 4) be patient--take one step at a time
- 5) encourage each other
- 6) be responsible for your own behaviour

2. Reading Assignment: Choose alternative A - Discussion of chapter one in the parent's handbook
3. Display and Discuss Chart 1A: The Goals of Misbehaviour
4. Presentation of Tape 1, Side B: Follow the tape with a brief discussion at each bell tone. Include in the discussion the questions outlined in the STEP leaders manual.

5. Display and discuss Chart 1B. The Goals of Positive Behaviour
6. Have parents read the problem situation in the handbook. Then discuss the questions.
7. Summary: What did you learn from the meeting? What do you think about the ideas presented in this session?
8. Activity for the week: For the coming week, ask parents to observe individual children and to analyze misbehaviour in terms of the four goals discussed in the session.
9. Reading Assignment: Ask parents to read "Understanding More About Your Child and About Yourself as a Parent," chapter two in the parent's handbook, before next week. Discuss the purpose for reading chapter two.
10. Describe need for attendance at classes and collect \$5.00 book fee.