Effects of parent training and group counseling on children's functioning in elementary school.

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University of Massachusetts Amherst

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EFFECTS OF PARENT TRAINING AND GROUP COUNSELING ON
CHILDREN'S FUNCTIONING IN ELEMENTARY SCHOOL

A Dissertation Presented
By
PHILIP JOHN CLARKSON

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of
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Education
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This is the climax of my formal education which is rooted in my own elementary school, Nelson Place School, in Worcester, Massachusetts. To acknowledge individually all the teachers, relatives, and friends who have touched my educational life along the way is impossible, but I wish to express my gratitude to them.

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ABSTRACT

EFFECTS OF PARENT TRAINING AND GROUP COUNSELING ON CHILDREN'S FUNCTIONING IN ELEMENTARY SCHOOL

September 1978

Philip John Clarkson, B.S., Springfield College
M.Ed., University of Massachusetts
Directed by: John W. Wideman, Ph.D.

The purpose of this study was to determine if changes could be demonstrated in the classroom performance of sixty-seven public school elementary school students after their parents had received a nine-week Systematic Training for Effective Parenting (STEP) program and the children themselves had received group counseling using the Developing Understanding of Self and Others (DUSO) program. It was hypothesized that parent training and group counseling would produce measurable change in the classroom performance of students from the regular population of the school. It was further hypothesized that parent training would bring about change in the children's behavior at home as perceived by their parents. Classroom performance was measured in the areas of classroom behavior, academic achievement, self-concept, and attendance. At-home behavior was evaluated by the parents using a behavior rating scale and parent questionnaires.

Students, from Grades 1 through 6, in an elementary school in western Massachusetts and their parents volunteered
for participation in the study in response to a letter sent to the whole population of the school. The children were assigned to three experimental groups and a control group. Group 1 (N = 14) was composed of children who received group counseling and whose parents received parent training; Group 2 (N = 17) was composed of children who did not receive group counseling, but whose parents received the parent training; Group 3 (N = 16) was composed of children who received group counseling, but whose parents did not receive parent training; and Group 4 (N = 20) was the control who neither received group counseling nor did their parents receive parent training.

The dependent variables were measured using the following techniques: academic achievement was assessed using the Gates MacGinitie Reading Tests; classroom behavior was evaluated by administering the Devereux Elementary School Behavior Rating Scale to the children's classroom teachers; self-concept was measured using the self-report Self-Concept Inventory developed by the Instructional Objective Exchange; and attendance was determined by counting the number of days the children were present. Changes in the children's behavior at home were measured by administering the Adlerian Parental Assessment of Child Behavior Scale developed by Dr. Gary McKay to those parents receiving parent training. Also, two questionnaires were used to obtain information from parents. Each of these assessments except for academic achievement
was made pre- and post-treatment in September and December, respectively, and again after a three-month follow-up period in March. The reading tests were administered in September and March only. A two-by-two multivariate analysis of variance (MANOVA) was used to analyze the effects of parent training and group counseling on the four dependent variables for classroom performance. A non-orthogonal design was used to account for differences in the numbers in each of the experimental groups. The parent data were analyzed using a two-tailed t-test on the item scores from the parent scale.

Analysis of the data showed that there were no significant differences in the classroom performance of the subjects between the treatment groups. Nor were there significant results between any of the treatment groups and the control groups. Three possible explanations for these results were offered: (1) the techniques used to measure classroom behavior did not have the capability of measuring the changes expected, (2) the expected changes may take longer to develop in the regular school population than the time intervals used in this study, and (3) the treatment had no effect on the subjects.

In the remaining part of the study, the data analysis showed there were statistically significant positive changes in the parents' perceptions of their children's behavior at home. Parents who participated in the parent-training groups reported definite changes in their own behavior and also that
their relationship with their children was improved. It was concluded that parent training may be responsible for positive changes in children's behavior at home as perceived by their parents, but these changes were not measurable in the classroom performance in school.
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CHAPTER I
STATEMENT OF NEED

Introduction

Parent training is recognized as being a valuable means to affect the environment of the child in ways that can enhance his/her well-being and development. In 1975 the U.S. Commissioner of Education, T. H. Bell, wrote, "Every child has a right to grow up in a happy, loving atmosphere with parents trained in the knowledge and skills necessary to understand and meet his or her social, emotional, physical, and intellectual needs" (1975, p. 276). In a national survey of parents of young children in school, the respondents emphasized a need for developing a way to provide "love with discipline," and also the need to increase their understanding of the psychological, physical, and perceptual-motor development of children (Chulupsky and Coles, 1976).

The purpose of this study is to explore the differentiated effects of parent training and group counseling on certain measures of children's functioning in elementary school. It will compare four groups of children after some have received group counseling and after some of their parents have received parent training.

This chapter will start by introducing the problem in this statement of need which includes a discussion of the
background from "early beginnings" to the present situation. Important terms will be defined, and an overview of current parent-training programs will be presented. A statement of purpose and the hypotheses of the study follow.

**Background Information**

We, as a society, expect a great deal from those individuals who are parents. Great demands are placed on the family unit to have it function well in producing and developing its most important contribution—the child. This expectation is not new, but it is highly complicated by the variety of demands and pressures placed on the parent today. Pressures such as couples coming from diverse backgrounds and customs, single-parent situations, transiency, obligations to jobs and social interests, alcoholism and other drug problems, conflicting theories and methods of child-rearing, financial obligations, loss of moral direction, and loss of purpose are constantly bombarding parents in today's society. Despite all of these pressures, many parents are succeeding quite well in their vital job of parenting. These parents need to be supported and given validation for their accomplishments.

However, in some families the unfavorable results of the pressures and demands can be seen in the children, who often exhibit symptoms such as low academic achievement, low self-esteem, lack of initiative, anger and hostility toward...
peers and adults, perfectionistic feelings, feelings of rejection, inability to accept and deal with feelings, and lack of self-discipline. The present study addresses the question of what can be done to help parents deal with these situations.

Urie Bronfenbrenner answers this question by stating that, as Americans, our attitudes must shift from the extreme individualism and self-centeredness back toward our children:

The healthy growth of each child requires a commitment of love, care, and attention from someone. Neighbors, day-care leaders, and school teachers can help, but most of the endearing, irrational involvement and intimate activities must come from the parents. No one else can care so much or so continually. We need to get out of ourselves and into the lives of our children more than we do. (1977, pp. 24-25)

Bronfenbrenner has delineated a general statement of aim and expectation. The dilemma, however, is that, unlike any other job in our society, there is no formal training sufficiently available for the highly sensitive, extremely technical duty and responsibility of being a parent. Dr. Thomas Gordon, who has developed a specific training program for parents, says, "Parents are blamed but not trained" (1970, p. 1). Others have also seen the need to offer parent training and have developed training courses to teach skills and techniques of parenting which provide a means for parents to understand children as human beings based on theories of human growth and development by psychologists such as Adler, Allport, Rogers, Freud, and Skinner. These
parent-training courses teach parents specific skills to help them deal with those situations which arise within the family relationships (Dinkmeyer and McKay, 1976; Gordon, 1970; Patterson, 1975).

**Early beginnings.** The recognition of the need for parent training goes back several years. In 1928 Margaret J. Quillard wrote:

Experienced leaders in the rapidly developing field of parental education are constantly besieged with requests for simple material which can be used to advantage with certain types of study groups. Pioneers in child study were persons of keen insight and intellectual interests, and the material and methods used or developed by them in their study proved to be unsuitable for use with some of the many types of parents who later became interested in the work. Hence a demand arose for simpler material and more direct methods and some of the leaders have been making tentative efforts to meet this need. (p. 5)

Quillard had, in fact, developed one of the early parent-training manuals to be used by professionals in the field of parent education.

The National Council of Parent Education held its first official meeting at Atlantic City in November 1928. This meeting initiated a concerted effort on the part of parent educators to explore the needs of parents and to plan programs to begin to meet those needs (Lindeman and Thurston, 1929).

In 1932 at the White House Conference on Child Health and Protection, Sidomie Gruenberg reported:

Parent education is a manifestation of the concern
which adults normally feel for the welfare of their children combined with a new faith in the value of intelligence for practical purposes. Parent education is thus directly related to child welfare, as directly and obviously as is the proper education of farmers to the welfare of crops and cattle. There is, therefore, no need to attempt a detailed justification of parent education. We educate for nursing or engineering, for various trades and professions, as if the ability to perform skillfully and properly various predetermined or anticipated tasks were the sole end of the training. Parent education, however, implies educational help in the continuous meeting of ever new problems, in the continuous development of attitudes and philosophies in relation to other human beings. Parent education thus cuts across our emotions and our entire scheme of values, as well as across our arts and sciences. (p. 16)

At the same conference Edmund Lindeman pointed out the difference between the work of child guidance clinics, which dealt with crisis situations evolving out of the problems of children, and the education of parents. He was alluding to a more preventive mode of dealing with children and recognized, at the time, the role of the schools in educating parents. "Public schools are already adding parents' counselors to their staffs; are conducting parent education groups. It is entirely possible that the future of parent education lies in this direction" (1932, p. 14). It seems very unfortunate to this writer that the need which these people foresaw has not been seriously answered.

Present situation in schools. Personnel in the public schools continue to recognize the value of maintaining home-school contact; and research demonstrates the impact that families have on the child's school performance, academically
as well as socially and emotionally (Dinkmeyer, 1958; Galluzzi, 1977; James, 1976; McKay, 1976; Pelkey, 1976; Peterson, 1975). The Task Forces on Educational Goals for Massachusetts in 1971 list some of their educational goals as:

**Physical and Emotional Well-being** - Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

**Basic Communication Skills** - Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual, and computational skills.

**Effective Uses of Knowledge** - Education should provide for each learner access to man's cultural development.

**Individual Values and Attitudes** - Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Only with a close collaborative relationship between the schools and home are these goals achievable, since so much of the developmental progress must be accomplished prior to the child's becoming school age. After school entrance, parents and the school must work together to maintain and to continue this process of social, emotional, and educational development. Personnel in the schools have such an intimate involvement with the development of the whole child that they can rather quickly identify situations where help is needed. Once such a need is recognized, the sooner changes can be brought about in both the school and the home environments, the greater the help will be for the child. School administrators, counselors, teachers, psychologists, and other
specialists offer assistance when they see parents who need help in creating an environment which will be conducive to fostering the promotion of the education goals.

Both the federal government and the Massachusetts legislature have officially recognized the need to work closely with parents and to give parents the skills to raise their children properly. Laws in Massachusetts (General Laws, Chapter 766) as well as by the federal government (PL-94-142) place great emphasis on family involvement when interventions must be made with the child who has special learning problems. This type of interventive approach is a necessary function of the schools.

A different approach, which focuses on earlier intervention before there is a serious problem, involves the concept of preventive counseling which evolves from the same principles as preventive medicine. "Preventive guidance discovers and removes blocks in the environment that could potentially handicap the development of the individual" (Kaczkowski, 1968, p. 85). If schools and parents can together create and maintain a socially and emotionally healthy environment for the child, her/his total growth and development will tend to be optimal. As parents take advantage of the opportunity to learn parenting skills and techniques, they will be developing attitudes and behaviors which will enable them to enhance the growth and development of their children more effectively. Given these skills,
parents will be able to carry out their responsibilities with confidence and direction so that they are able to be counselors to their children when the need arises (Dinkmeyer and McKay, 1976; Gordon, 1970; Ginott, 1965).

It is the premise of this author that parent training programs can and should be carried out in public schools. The communication between home and school is vital to the educational progress of the child, and parent training is another way to increase this communication. We know that parents have the strongest influence on their child throughout the early educational years. Providing parents with the communication skills which will enhance the child's school performance is a vital part of the educational process to be carried out in the educational institution. Some will argue that other agencies should be serving this need. When a situation has developed into a heightened communication breakdown and severe problems exist, the time-consuming and expensive referral to agencies may be warranted. Unfortunately, the child will be experiencing much failure during the lengthy process. An early intervention program in the form of skills training and problem identification, located in the educational setting of their child, will allow parents to become more effective with their children. The intent of this study was to support this premise by attempting to demonstrate the correlation between training parents and increased performance of their children in school.
Definition of terms.

Parent. The term parent refers to any and all adults living with and participating in the rearing of the child.

Parent training workshop or group. This refers to an organized program which presents a set of skills and techniques to groups of parents numbering between eight and twenty-five per group.

Parenting skills and techniques. Most of the skills and techniques taught in parent-training workshops are those learned by counselors and teachers in their professional education. They fall into the category of humanistic education skills and include listening skills, I-messages, understanding behavior, behavior management, problem-solving skills, and values clarification.

Goals and objectives of parent-training workshops. The goals and objectives of most of the parent-training workshops are to improve listening skills; to teach how to take responsible control of the child's behavior; to teach how to give responsible control to the child; to teach parents to understand their own attitudes and values about their children; to help parents enhance the healthy growth and development of their children; to teach conflict resolution skills; to teach problem-solving techniques; and to teach ways to develop a warm, intimate relationship with the child based on mutual love and respect (Dinkmeyer and McKay, 1976; Ginott, 1965; Gordon, 1970; Patterson, 1975).
Current parent-training programs. Several programs have been developed in recent years to answer the need for parent training. Most of these programs attempt to achieve the goals and objectives stated above. One of the first of these programs to be started was the Adlerian Parent Study Groups (Fears, 1976). Rudolph Dreikurs and Don Dinkmeyer began by meeting with groups of parents, usually mothers, to talk about issues of parenthood. These groups met regularly to discuss topics as they applied to the participants. Children: The Challenge (Dreikurs, 1964) was used as a text for the parents who studied such issues as understanding children's behavior, the use of logical consequences, and encouragement. Adlerian Parent Study Groups have been organized and led by school counselors and other professionals in the field. Systematic Training for Effective Parenting (STEP) (Dinkmeyer and McKay, 1976) used in the present study is an outgrowth of these groups and will be described later.

A similar type of discussion group was initiated by Hiam Ginott (Faber and Mazlish, 1974), who assisted parents to understand their feelings and emotions as they affect the actions and reactions of their children. The focus of these groups is on everyday situations which arise in the family. Parents are encouraged to examine their role and to alter the expectations they have placed on themselves and their children. Ways to develop more responsibility in the children are explored. Two participants of Ginott's groups published
a book entitled *Liberated Parents, Liberated Children* (Faber and Mazlish, 1974) which describes their experiences when they were involved in the on-going group conducted by Ginott. Although these groups seem to be very beneficial to parents, they are not widespread at this time.

*Parent Effectiveness Training* (Gordon, 1970) is the most popular parenting program due to the great amount of publicity it has promoted. Parent Effectiveness Training (P.E.T.) groups are relatively large, ranging between ten and twenty-five participants. "Active listening," I-messages, and problem solving are the skills that are taught in P.E.T., using lectures, group discussions, and role playing. Parents report that this program is very helpful to them in changing their attitudes toward their children and improving family communications.

The techniques of behavior management and positive reinforcement theory are taught to parents in a variety of programs. These skills can be taught to parents individually or in groups. Gerald Patterson's book *Families* (1971) is representative of the wealth of publications aimed at providing instruction for parents. Patterson explains the concepts of how learning takes place through positive reinforcement and describes the consequences of using punishment. Specific skills are presented to implement the theoretical basis. These skills include charting behavior, using positive or social reinforcers, making contracts with the child, time out
from reinforcement, and how to stop using a planned program for a specific behavior as that behavior improves. Many school counselors and social agencies teach behavior management techniques to parents as it is effective in bringing undesirable behavior under control.

Each of these parent-training programs has been developed with the belief that positive changes will be effected in the families and the interpersonal relationships of those people who participate. Some of them have been studied to examine their effectiveness at accomplishing their goals. Several studies have been able to demonstrate that parents who have participated in the programs have made changes in their behavior and attitudes. However, very few have measured the effects of parent training on children's behavior. The present study was designed with the underlying belief that professionals who work with children need to know whether parent training is an effective way to bring about positive change in children. It took this question even further to investigate whether parent training could bring about measurable change in their children's classroom performance.

**Purpose and Description of the Study**

The purpose of the present study was to examine the differentiated effects of training parents and/or their children upon their children's functioning in school. The
researcher conducted parent-training workshops with the parents of elementary school children in grades one through six. Concurrently, group counseling was provided for the children of one-half of those parents who participated in the parent-training groups. Also, some children whose parents did not receive parent training were included in group counseling. A control group of children was identified in the classrooms; neither their parents nor they received treatment.

All children in the study were assessed pre- and post-treatment with a three-month follow-up assessment. In order to determine any differences in behavior changes in the children, four dependent variables were measured: academic achievement, classroom behavior, self-concept, and attendance. Comparisons were made between experimental and control groups using these variables.

The parent-training groups in the study used the Systematic Training for Effective Parenting (STEP) (Dinkmeyer and McKay, 197), while the children's groups used the Developing Understanding of Self and Others (DUSO) program (Dinkmeyer, 1973).

Hypotheses

This study is concerned with the overall effect of parent training on the performance of children. This concern is tested in four different hypotheses.

Hypothesis 1. There will be a statistically signifi-
cant difference in classroom performance between children whose parents have received a nine-week STEP parent-training program and children whose parents have not received parent training. Classroom performance will be measured pre- and post-training by the following means:

1. Academic achievement will be measured by using the Gates-MacGinitie Reading Tests.
2. Classroom behavior will be assessed using the Devereux Elementary Behavior Rating Scale.
3. Self-concept will be measured using the Instructional Objectives Exchange Measures of Self-Concept.
4. Attendance will compare the number of days present.

Hypothesis 2. There will be a statistically significant difference in classroom performance between children who have received DUSO group counseling and children who have not received DUSO group counseling. Classroom performance will be measured pre- and post-training by the same means as in Hypothesis 1.

Hypothesis 3. There will be a statistically significant difference in classroom performance between the following groups of children:

1. Those who have not received DUSO group counseling and whose parents have received the STEP parent training.
2. Those who have received DUSO group counseling and whose parents have received the STEP parent training.
3. Those who have received group counseling and whose parents have not received the STEP parent training.
4. Those who have not received DUSO group counseling and whose parents have not received the STEP parent training. Classroom performance will be measured pre- and post-training by the same means as Hypothesis 1.

**Hypothesis 4.** There will be a statistically significant difference in the parents' perception of children's behavior at home, as measured by the Adlerian Parental Assessment of Child Behavior Scale (APACBS) after their parents participated in a nine-week STEP program.

**Summary**

From the early beginnings, the need for parent education was acknowledged by many professionals in the field of the helping professions. At the present time, the need for parent training continues to be viewed with great import by professionals working with children, while parent training has gained wider and wider acceptance, especially on the governmental level. Perhaps a great impetus for this acceptance has been due to a report by James S. Coleman (1966) which brought to light gross inequities in our educational systems, especially for minority groups. This report talks about the significance of the parental influence on the education of children:

The general pattern that the reports show, of parents highly interested in their [children's] educational success, is probably correct. It is evident, however, that this interest often does not get translated into action which supports the child's work in school.
There may be a much less simple connection than ordinarily assumed between a parent's expressed interest in educational achievement, and his behavior in providing the encouragement and aid to his child that makes high achievement possible. (p. 192)

We have seen that several methods for training parents have been developed. Some of these programs have been studied for their effects on changes in the parents, but few studies examined the comparative effects of training parents on the way their children function in school. The focus of this study is to extend the base of information about parent training to see whether it has a measurable effect on the classroom performance of a cross section of the student population of an elementary school.
CHAPTER II
REVIEW OF LITERATURE

Introduction

In this chapter the major studies that have been reported in the literature which are relevant to this research will be reviewed. The first section will review studies which reported findings related to group counseling with children. The next section will focus on those studies which have looked at the effects of parent education on bringing about changes in their children in school. The last section will review studies done with the various types of parent-training groups.

For many years individuals in schools and other public and private agencies have realized the necessity for working with parents in groups (Adler, 1930; Dreikurs, 1964; Ginott, 1965; Glasser, 1965; Lindeman, 1932; Quillard, 1928; Slavson, 1958). This clear need to provide parents with skills to help them understand their children's behavior and improve communication in the family unit has stimulated the development of various kinds of parent-training programs. School personnel and other professionals who deal with families began to give parents the opportunity to join parent groups, often with a focus on discussing the mutual problems which parents face (Agati, 1974; Bank and Brooks, 1971; Downing,
Soon, more formal programs were developed and began to be used widely (Dinkmeyer and McKay, 1976; Gordon, 1970; Patterson, 1975). As counselors used these programs in schools, they wanted to determine their effects on the populations being served. Therefore, studies were developed and carried out on some of the parent-training programs being offered. Many of the research projects have been carried out through doctoral dissertations and have not been reported elsewhere in the literature (DeLaurier, 1975; Mayes, 1965; Noble, 1976; Rath, 1975; Rice, 1973; Swenson, 1970; Ulman, 1974; Waters, 1967). These and other major studies that were reported in the literature will be reviewed in the following sections.

Group Work with Children

Working with elementary school children in groups is a common practice of elementary counselors (Gibbons, 1972; Glover, 1973; Hugo, 1969; Nau, 1967; Schumacher, 1974). Many types of groups are used by counselors such as discussion groups, play groups, special project groups, formal pre-planned programs, and informal types of groups. This section will review studies which have been done on various types of student groups in relation to the kinds of changes they have attempted to effect in the participating children.

Thombs and Muro (1973) examined changes in the
sociometric status of thirty-six second-graders before and after they had participated in counseling groups. Subjects were chosen for the study after being identified to be of low sociometric status or low relative social position in their classroom as measured by a sociogram. There were two types of treatment--verbal counseling groups and play media groups--that were compared with a control group. The groups met for one and one-half hours a day for fifteen consecutive school days. The sociogram was administered to the subjects prior to treatment and again three weeks following termination of the group counseling. Results showed that children who received group counseling made significant positive gains in sociometric status when compared with the control groups. However, when each type of counseling group was compared separately with the control groups, the play media groups showed significant gains over the control groups while the verbal counseling groups did not. There were no significant differences found between the two types of counseling groups. These results are not surprising to this author as children of second-grade age are generally better able to communicate through play than through verbal instruction only.

The researchers make a point in a concluding remark that group counseling, with or without using play media, may be a helpful supplement to teachers in promoting peer acceptance. Although this statement may make sense logically, only the effectiveness of the play media group counseling was
borne out statistically in their study.

Eldridge, Barcikowski, and Witmer (1973) conducted a study which analyzed the effects of DUSO groups on the self-concepts of ninety-eight children in second-grade classes. In this study the classroom teachers were the group leaders, with the counselor providing assistance to them. A pre-test using the Children's Self-Concept Index was administered by the classroom teachers. After a five-week treatment period using Unit I of the DUSO group guidance program, three post-test instruments were administered. These instruments were the Piers-Harris Children's Self-Concept Scale, the DUSO Affectivity Device, and the California Test of Personality. Analysis showed that there were significant results only on the DUSO Affectivity Device which attempts to measure a sense of self-identity such as understanding and acceptance of self. The authors conclude that the other instruments were not measuring the same dimensions of self-concept. They also suggest that five weeks is too short a period of time to expect changes in self-concept to appear and be measurable.

Teachers were interviewed following the study and were very enthusiastic about the effects of the program. They reported changes in the communication patterns of the children. Teachers felt they had become more understanding of individual children and their needs and, consequently, had changed their own behavior.

This study may have demonstrated more significant
results if the same instruments were used on the pre-tests and post-tests. Some suspicions arise when significant results show up on the DUSO instrument after the children had participated in a DUSO program. It was clear, however, that the involvement of the teachers in the program brought about positive changes in their relationships with the children, and that changes in the children's self-concept may emerge later. This represents the success and impact of the counselor's working with significant others involved with children.

A fascinating piece of research was reported by Gumaer and Myrick (1974) who used behavior modification techniques in group counseling with twenty-five children in Grades K through 6. During the study the counselor met weekly for forty-five-minute sessions with each of the three groups. The groups ran for eight weeks. After taking baseline information in the first two sessions, the counselor introduced reinforcement procedures during the third session. Disruptive behavior was greatly reduced immediately and continued to decrease during the rest of the sessions. The teachers of these students reported definite changes in individual behaviors in the classroom during the period of the group sessions. However, by ten weeks following the study some teachers reported that the disruptive behavior had gradually increased back to the original level. Two factors seemed to account for this regression: the group counseling
had ceased and the reinforcement program was not effectively instituted and continued in the classroom.

Gumaer and Myrick (1974) demonstrated that children's negative behaviors can be changed relatively quickly using specific group counseling techniques. However, such change is only temporary unless it is reinforced and maintained by teachers or parents. New behaviors take longer to become internalized than we may assume, so the significant others in the child's environment must become part of the change process and be trained to help the child continue the new behaviors.

Hugo (1969) also compared the effects of group counseling on the self-concepts, as well as the behavior of third-grade students in fifteen elementary schools. One hundred and eighty students were randomly selected, with ninety being assigned to experimental groups and ninety to control groups. Each of fifteen experimental groups contained six students, was led by a volunteer counselor-in-training, and met once a week for eight weeks. The control groups did not receive counseling. The Piers-Harris Self-Concept Scale and the Coopersmith's Self-Esteem Behavior Rating Form were administered to the children pre- and post-treatment. Also, subjective observations by the group leaders were made to identify behaviors associated with the gain or loss of positive self-concept. Results of this study showed no significant differences in expressed self-concept between the experimental
and control groups, and no significant differences in self-esteem behaviors between the experimental and control groups were found. There was a positive correlation found between group behaviors perceived by the group leaders and expressed self-concept, and a positive relationship between perceived group behaviors and self-esteem behaviors. The researcher concluded that no significant differential was found in expressed self-concept and self-esteem behaviors which could be attributable to the treatment condition.

Glover (1973) conducted a study to ascertain the effectiveness of providing individual and group counseling, on a concentrated basis for ten weeks, on the pupil's ability to cope with personal, social, and educational problems. Inner-city pupils who were classified as "disadvantaged" were the subjects. Ten randomly selected counselors in the schools chose the 160 pupils and placed them in experimental or control groups for ten weeks. The pupils and their teachers completed pre- and post-instruments. The results were analyzed using the Chi Square and median test. In self-concept, both the pupils and the teachers showed ratings that were significantly different between the groups receiving group counseling and those who did not. In the area of "interest in, and toward school," pupils reported no significant differences, while their teachers reported significant differences between the two groups of children. Pupils again reported no significant differences in their improvement in
"relationships with others," while their teachers indicated there were significant differences between pupils who received concentrated counseling and those who did not. It is interesting to note that teachers reported seeing changes in two of three areas while the pupils themselves reported changes only in self-concept.

Nau (1967) evaluated the effectiveness of three approaches to group counseling in changing personal and social adjustments among first- and second-grade pupils. He used all the students in the first- and second-grade classrooms in three elementary schools and used four experimental approaches with them. These approaches included (1) group counseling with the pupils, (2) group counseling with the children and also group counseling with their teachers, (3) group counseling with the children's parents, and (4) a control group receiving no treatment. All of the group counseling was for ten sessions. The California Test of Personality (CTP) was administered in October and in April. Analysis of the results showed significant differences between the various counseling approaches and "that certain approaches were better than others." The findings indicate that all of the treatment groups made significant gains in "Sense of Personal Freedom, Freedom from Withdrawing Tendencies, and Total Personal Adjustment" on the CTP in the first- and second-grade pupils. Also, treatment (1) (group counseling with the pupils) produced the greatest positive change in "Total
Personal Adjustment." A basic difference between this study and most of the others was that Nau provided for a longer period of time to pass (five and one-half months instead of eight to ten weeks) between the pre-testing and the post-testing.

In an attempt to examine more carefully some intragroup dynamics of group counseling with children, Schumacher (1974) investigated the influence of differentiated group composition on the effectiveness of group counseling. His subjects were children in Grades 2 through 4. He used twelve treatment groups and four control groups and met for nine one-half-hour sessions over a two-month period with all the groups. The results of this study revealed that group composition is a factor in the outcome of group counseling with boys with behavior problems. Disruptive behavior of boys in a high heterogeneous counseling group decreased after group counseling, while changes in children who were heterogeneously medium and low did not show significant changes compared to the control group.

In their article entitled "Group Counseling: Impetus to Learning," Gibbons and Lee (1972) describe the circumstances and process leading up to a twelve-week counseling group experience with eight disruptive fifth-grade boys. In this school situation the teacher felt overwhelmed by the difficult disciplinary problems she had received and tentatively sought assistance from the counselor. Together they
formulated a three-part plan which included (1) the counselor interviewing each of the boys, (2) establishing a twelve-week counseling group with them, and (3) weekly feedback meetings with the teacher and counselor. In the group counseling the boys formulated goals and objectives for their group with the counselor's guidance and even set up their own behavioral rules. The basic theme of the group was that all of the members felt powerless in class, school, at home, and in the community. By the end of the group sessions, mutual respect was felt between the teacher and the students. The teacher saw changes in the members' attitudes; more progress was being made in academics; the counselor had developed more confidence in herself and the teacher; and the children were feeling they had more control with opportunities to experience it in the classroom. Through this group counseling program, the counselor had worked together with the teacher and the children to create a climate in the classroom which was more conducive to learning.

In a review of the research by Howard and Zimpfer (1972), a variety of studies reported on group approaches in elementary school counseling programs and focused primarily on the areas of achievement and adjustment. These studies showed that group counseling, in the form of nondirective play therapy used on the primary level, had a very positive effect on improving underachievement, especially in the areas of reading. However, follow-up studies have not been done
typically and, therefore, the long-term effects of group counseling procedures on academic achievement of elementary school children are not known. These researchers describe improvement in the area of school adjustment to be "promising." They cite the improvement in the affective areas as a result of using both traditional insight group counseling methods and behavior modification. In general, this review shows that group counseling methods have been successful in helping improvement in academic achievement, classroom behavior, and various affective areas.

This section has reviewed several studies which have been concerned with various techniques of group counseling with children. They have also looked at the effects of such counseling on elementary children. The next section will review studies that have examined the effects of working with parents after enlisting their support in the educational process of their elementary school children.

**Effects of Parent Education on Children in School**

Probably the most important resource elementary school personnel have is the parents of their students. This becomes very evident when a problem arises in the student's learning process. Consequently, school personnel have been searching for ways to assist parents through parent education. This section will describe some studies which have been undertaken to investigate what can be accomplished by
educating parents about their child's functioning in school.

In his study Bachman (1975) provides a perspective on how significant parents can be and when they can be most helpful. His study attempted to discover which people elementary school children approach with their problems. He also tried to discover the qualities that those people had which make them approachable to children. In surveying 218 children in Grades 1 through 5, Bachman found that family members, especially mothers, were the primary sources of help for children with problems. He also found that the helping characteristics of understanding, warmth, and trust were valued by the children. This research supports the idea that counselors can be more effective by working with parents and others who are perceived as helpers by the children.

Another finding of this study was that, as children grow older, they are less apt to approach their parents for support but, at the same time, are not more willing to take their problems to school personnel. Therefore, teaching parents counseling skills when their children are young may be more profitable than working with parents of older children. Through the use of these skills, positive communication between parent and child may continue for a much longer time.

Ulman (1974) conducted a study to determine whether counseling with mothers in groups would have a positive effect in the development of feelings of personal worth, personal adjustment, and level of achievement in referred
elementary school children. Ulman's subjects were forty-eight elementary children who were having difficulty in the classroom but who had been screened by counselors to eliminate those with severe emotional problems. They were randomly assigned to one of three groups which were controlled in terms of age, sex, and grade level. The volunteer mothers were assigned to three corresponding groups. A control group of thirty-two children was randomly selected, and neither the children nor their mothers received counseling. In treatment A the children and mothers were counseled individually, while in treatments B and C the children received no counseling but their mothers received maternal group counseling for two hours, once a week, for sixteen weeks with a female counselor using a supportive approach. Pre- and post-testing was done with the children using the California Test of Personality and the Wide Range Achievement Test. The researcher was concerned about changes in the children's feeling of personal worth, personal adjustment, and level of achievement.

After the data were evaluated using an analysis of variance and t-test comparisons, results showed that in treatment A significant improvement was found in "feelings of personal worth" and "freedom," but no significant differences were found in "personal adjustment"; while in treatment B there were significant improvements seen in "personal worth," and positive directional change was seen in both treatments B and C in level of achievement. Treatment C saw significant
improvement in "personal adjustment." Treatment D, the control group, showed no significant changes. The general conclusion was drawn that individual counseling was the most effective method, although the maternal groups were also effective methods for these referred children. As one looks at these results from a purely cost-effective use of counselors' time, it becomes clear that the maternal counseling groups would reach far more referred children who have difficulties in the classroom than individual counseling.

Rice (1973) compared the academic achievement of children with the childrearing attitudes of their mothers in a study involving 371 third-, fourth-, and fifth-grade students and their mothers. The Shoban's University of Southern California Parental Attitude Survey was used to measure mothers' attitudes in the specific areas of dominating, ignoring, and passive childrearing attitudes. The children's degree of academic achievement was determined by obtaining a learning rate score computed from composite scores on the Iowa Tests of Basic Skills Form 5. The Pearson product-moment coefficients of correlation were computed to determine the relationship between the children's academic achievement and their parents' childrearing attitudes. Results of the twelve correlations calculated showed that there was no measurable relationship between the learning rate of the students and the childrearing attitudes of their mothers, as statistically significant differences were found between these two factors.
An observation by this author is that, regardless of the expressed attitudes of parents toward childrearing, the daily interactions that make up the parent-child relationship are where the child will obtain the support and understanding, or lack of it, that will influence his/her school performance.

Waters (1967) attempted to determine the effects of parent workshops in reading on the reading achievement of their second- and third-grade children and to obtain the parents' opinions of the benefits of the workshop. The parents of 305 second- and third-grade pupils in one parochial school received ten-week parent-training workshops in reading. Two hundred and nineteen pupils in a second parochial school were used as a control group. Standardized tests of intelligence and reading were administered pre- and post-treatment, and a parent questionnaire was used to obtain parent responses. Data were analyzed using a single classification analysis of variance and covariance, and the responses on the parent questionnaires were summarized. Results showed that the children of parents participating in the reading workshops increased their reading achievement, but statistically significant differences were not found. The parents themselves felt that they benefited from the parent-training groups and felt that it was a valuable experience for them. It seems inappropriate for the researcher to expect to find significant change in reading scores in only ten weeks. The fact that reading achievement improved over the control group at all ought to
be encouraging.

De Laurier (1975) also investigated the effects of parent training on reading achievement. He used Adlerian Parent Study Groups and measured reading achievement using the Metropolitan Elementary Reading Test and classroom behaviors measured on the Walker Problem Behavior Identification Checklist and parents' attitude toward childrearing measured on the Attitude Toward Freedom of Children Scale II. The seventy-five fourth-grade children from six public elementary schools were assigned to either an experimental group or two control groups which coincided with the assigned group of the parents. Pre-tests and post-tests were administered to the children and their parents who participated in the parent training for ten weekly sessions of approximately one and one-half hours in length. After tabulation and analysis of the results, De Laurier found no significant differences in any of the three areas measured. However, parents had generally favorable reactions to their group experience. Two factors stand out as problems in this research. The first is the short amount of time lapse between treatment and post-measurement; the second is the size of the parent groups. Twenty-five participants in such groups may be too large. This number contradicts the recommendation of between eight and twelve participants by those who developed the Adlerian Parent Study groups.

Esterson, Feldman, Krigsman, and Warshaw (1975)
studied 119 third- to sixth-grade underachieving students and found that, when the school psychologists worked with the parents in groups, significant improvement in the children's reading resulted. However, both the experimental groups and the control group improved equally well in math with no significant differences found between them. An interesting observation noted by the authors was that parents reported that they "began to see the relationship between their marital problems and the underachievement of their children" (p. 82).

In an attempt to enlist parent help with their children's motivation toward reading, Swanson and Henderson (1976) trained twenty mothers of Papago native American children in two groups. They were trained in social reinforcement principles using paraprofessionals as the primary trainers. This study found that the children in the experimental groups showed a significant change in preferring the selection of reading materials over attractive alternatives in a standardized free-choice situation in the classroom. Also, there was an increase in reading time at home demonstrated during the training period.

Mayes (1965) conducted an interesting study which examined the effects of having parents of third-grade children supplement, at home, the individual attention the children received in arithmetic instruction in school. He provided 139 families with kits containing supplementary
arithmetic materials on a weekly basis for thirty-two weeks and encouraged the parents to spend as much time as they wanted at home using these materials. Mayes found significant gains in arithmetic achievement as measured on the Stanford Achievement Test over the two previous third-grade classes in the same schools.

Donofrio (1976) reported his study which compared parent education with child psychiatry in treating children. His study focused on working with the significant adults of ninety children over a period of three years. Diagnoses of the children's problems were made by psychotherapists, but the treatment centered on the significant adults such as parent(s), school personnel, and physicians. Minimal direct contact was made with the children themselves, with the time ranging from between zero to fourteen sessions, averaging about 1.8 sessions per child. Chemotherapy (Ritalin and Dexadrine) was used when appropriate with hyperkinetic and minimal brain dysfunction children. Parent education was the primary method of treatment and consisted of an explanation to parents that they were the best therapists for their child. Such explanations were followed up by defining the terms "hyperkinetic," "disorganized children," "temperament," and "improving behavior." Then written guidelines explaining how to fulfill the child's basic needs were given to the parents. Therapy extended to the school in the form of extensive reports showing clinical findings and recommendations. This
was because the greatest number of referrals came from the schools.

Of the ninety children beginning the study, the parents in eighty-one cases came in for parent education. Sixty-six parents who had been receiving counseling and parent education remained in the area after two years. "Of the 66, 57 reported improvement sustained" (p. 178), while three desired further guidance. Of the nine cases not improved, four were definitely brain damaged and medication and counseling were unsuccessful. There were other severe problems in the five remaining cases which prohibited successful treatment.

Donofrio concluded from his study that parents can be as effective therapists as professional child psychotherapists. He suggests that, since there are not enough psychologists to provide psychotherapy, people will have to become their own therapists using principles such as those used in this study. Therapists working with significant adults can bring about positive changes in children with severe learning problems. Rather than individual therapy with children, many problems can be alleviated by working with groups of parents. In this way the therapist's time is utilized in a more cost-effective manner. Also, there is often transfer of the more effective parenting methods to other children in the family and even to the marriage relationship.

Hayes, Cunningham, and Robinson (1977) found that counseling conducted indirectly through contact with parents
in groups is more effective with black fifth- and sixth-grade students than counseling students directly in group settings. Their study involved ninety-two upper elementary students in four schools who had demonstrated classroom behavior problems. Independent variables measured were motivation, self-esteem, and anxiety. The researchers used eight groups of students, four of which were control groups and received no treatment. Treatment 1 provided the children in two groups with individual and group counseling, while Treatment 2 provided the parents of the children in the remaining two groups with both individual and group counseling. Parents were taught communication skills and how to deal directly with the specific types of problems their children were exhibiting in school. It was felt that teaching listening skills was useful in helping parents to distinguish between the child's concerns and the personal concerns of the parents.

When the experimental groups were compared with the control groups, significant positive differences were found between Treatment 2 and the control, while no differences were found between Treatment 1 and the control group. The authors suggest that counselors may need to reassess their emphasis on direct counseling with students to include more counseling with their parents. It needs to be stressed that these positive changes resulted in students who were exhibiting severe behavior problems at the beginning of the study.

Swenson (1970) attempted to determine whether
parental attitudes toward childrearing practices could be changed using parent education, and whether these attitude changes, if any, would result in improvement in their children's level of adjustment as rated by the parents. He also investigated the children's adaptation to school as rated by their teachers. This study included forty-one parents of pupils in Grades 1 to 3 who participated in parent-child study groups for three months. Two parent groups were co-led by the researcher and the counselor in the school. Group 1 received a lecture and discussion model stressing an individual psychological approach, while Group 2 received an eclectic approach using films and group discussion stressing no particular orientation. The parents were asked to complete the Maryland Parent Attitude Survey (MPAS), and an adaptation of the Tchechtelin's Personality Rating Scale (PRS). The teachers rated all of their children on the PRS and also were administered the MPAS. All of these ratings were done pre- and post-study. The Teacher's Quarterly Ratings (TQR) were collected for the school year. The outcome of the analysis of variance showed no significant results. However, the researcher stated that it would be reasonable to conclude that parental attendance in the child study group was associated with a significant gain in Teacher's Quarterly Ratings of pupils who started the school year with an approximate average rating by the teacher.

There were some empirical results to this study in
the form of increased responsiveness from the community and school to expand education in the schools. The school system began identifying potential learning problems in children at the pre-school level, and remediation involved group work with parents. Another benefit was that the general relationship between parents and schools began to improve. In some cases the involvement of parents in the child study group appeared to be a necessary preliminary step in accepting special help for their children.

In a study by Winnifred Taylor (1971), later published by Taylor and Hoedt (1974), the researcher contrasted direct intervention and indirect intervention with 372 children who exhibited behavioral problems from Grades 1 to 6 in eight elementary schools. "Direct intervention" consisted of group counseling with children, while "indirect intervention" consisted of group counseling with significant adults such as parents and teachers in the child's environment. The teachers rated the children's behavior on the Devereux Elementary School Behavior Rating Scale (DESBRS) pre- and post-treatment. The study had four different experimental situations. "Indirect intervention" was carried out in two ways: Treatment A consisted of children whose mothers were exposed to an Adlerian form of group counseling, and Treatment B consisted of children whose teachers were exposed to an Adlerian form of group counseling. Participants met with one of three school psychologists in groups of eight to fifteen members each for
ten weekly sessions. "Direct intervention" was Treatment C which consisted of children who experienced group counseling directly. Fifty children in Treatment C were randomly assigned to ten counseling groups with five students in each group. Five groups were from Grades 4, 5, and 6; and five groups from Grades 1, 2, and 3. Each of these groups met with the counselor for ten weekly sessions and worked in a guidance approach that was comfortable for the counselor and fitted the needs of the children in the group.

The data taken from the DESBRS were analyzed using a two-by-four analysis of variance for equal numbers. Results of this analysis indicated that "indirect intervention" (Adlerian group counseling with parents and teachers) was generally more effective than either "direct intervention" (counseling with children only) or no intervention, in reducing teacher-perceived classroom behavior problems regardless of grade level. More specifically, "indirect intervention" was responsible for all gains that differed significantly from the control group, except for the factor "achievement anxiety." In this factor it was found that group work with children and with the parents, both, was equally effective in reducing achievement anxiety in children in the study. The results of this research strongly support the concept that working with significant others in young children's lives to influence their behavior through encouragement will improve school performance of children. Taylor suggests that,
as the roles of pupil personnel emerge in the elementary school classroom, careful evaluation must be made of the various aspects of those roles.

Howard and Zimpfer (1972) extended their review of the literature to the area of group work with teachers and parents and found the results "most encouraging when one speaks of developing effective learning climates. In the majority of studies involving the counseling of parents, the consequent positive changes in their attitudes toward their children facilitated the overall adjustment of their children and in some cases enhanced the children's achievement" (p. 166). The authors made the admonition:

If, as previously reported, underachieving patterns and their accompanying adjustment correlates are established by grade three, then it behooves us to focus more of our guidance efforts on the early primary grades. Prevention, and likewise remediation, will require early identification and involvement. (p. 166)

They strongly suggested that great need exists for more research on the elementary level with greater time investment and later follow-up evaluations.

Summary. This section has presented a number of research studies which have examined the effects of providing parent education to the parents of elementary school children. They have shown in various situations the importance of working with significant others in children's lives and some ways this can influence the performance of children in school. The next section will present studies which have compared
various types of parent-training programs.

Types of Parent-Training Groups

In the two preceding sections, we have noted studies which show that working directly with parents and teachers can have a significant positive impact on the academic achievement of their children and that group work with children can bring about positive changes in the affective areas of learning as well as academic achievement. In this section we shall look at studies which have examined various types of parent-training programs.

Not all of the methods of training parents which have been mentioned previously have been studied, nor have they all been reported in the literature. However, the following methods have been researched to some degree: Adlerian Parent Study Groups, Behavioral Approaches, Parent Effectiveness Training, and some less formal programs developed by individual counselors. This section will review some of the studies which have been done on parent-training groups and the effects they have had on children.

A comparison was made between the Adlerian approach and the behavioral approach of training parents on parent-child relationships (Frazier and Matthes, 1975). The researchers compared these two methods with each other and with a control group, using three instruments: Attitudes Toward the Freedom of Children Scale, Child-Rearing Practices Scale, and
Freeman's Behavioral Checklist. The sixty-eight subjects were parents of elementary school children and were randomly assigned to parent education and control groups. The groups met for ten one-and-one-half-hour group meetings. Results showed significant differences between the three groups of parents. Those parents in the Adlerian group showed that they were "less restrictive than the others in their attitudes toward children, and the parents in the behavioral condition were less restrictive than those in the control condition" (p. 35). Parents in the Adlerian group tended to use logical consequences, and discipline was more related to the child's behavior than in the control group. The parents in the behavioral group were more inconsistent with their children and did not play or talk with their children as much as the other two groups of parents. There were no significant differences between the three groups in the way that the parents perceived the behavior of their children. A significant conclusion of the study was "that attitudes and behavior of parents can be affected by participating in both types of parent education programs. Since both programs in this study had an impact in a given direction, the counselor might want to offer several alternatives to parents" (pp. 37-38). A factor observed by the authors which caused them great concern was that the behavior of the children of these parents did not change. They concluded:

The validity of the assumption that [if you] change the
parent you change the child needs to be examined more closely. The ultimate goal of the parent education program is to improve the quality of life for the children. To change the attitudes and behavior of parents is meaningless unless it results in changes in the behavior and attitudes of children. (p. 38)

This question raised by Frazier and Matthes (1975) about whether changing parents will change children's behavior is of primary concern to the present study. Perhaps a greater length of time is required after parent training before measurable changes in children will be revealed. If parents truly have changed their attitudes and their behaviors, it seems that some sort of change in the children must be evoked. Of course, it may be that the instrument used to measure behavior changes was not adequate to do so. In the next study reviewed, the researchers were able to find some positive changes in children's behavior.

Freeman (1975) compared Adlerian Mother Study (AMS) groups, Traditional Mother Discussion (TMD) groups, and a control group for changes in mothers' childrearing practices and attitudes as well as perceptions of their children's behavior. Thirty-six mothers were randomly assigned to two Adlerian Mother Study groups, two Traditional Mother Discussion groups, and one control group. In the TMD groups, the mothers developed their own agenda based on their current, individual, childrearing concerns. On the other hand, the AMS groups provided a more structured program using the book *Children: The Challenge* by Dreikurs (1964), with discussion
topics determined by the leader and centered on the reading material. The treatment groups met for a period of one-and-a-half hours a week, for ten weeks. Freeman found that, on the Attitude Toward the Freedom of Children Scale II, the mothers in the Adlerian Mother Study groups showed a significantly more liberal attitude toward children than the mothers in the control groups. On the Children's Behavior Checklist, he found the Adlerian Mother Study groups checked significantly fewer of their children's behaviors as bothersome than did the control group. An analysis of the results of the Child Rearing Practices Scale showed that the mothers of the Adlerian Mother Study groups spanked, withdrew privileges, bribed, and confined children significantly less than mothers in the Traditional Mother Discussion groups or the control group. This study concluded that, with children who have behavior problems, the Adlerian Mother Study group was more effective than no treatment in changing parents' childrearing attitudes and practices and their children's bothersome behaviors.

Noble (1976) compared the effects of Parent Effectiveness Training and Adlerian Parent Groups on parents' attitudes about childrearing. His study used the Parental Attitude Research Instrument to measure three areas of interest: controlling techniques, awareness of the emotional needs of children, and parent-child communications. It compared both of the treatment groups using a pre-test and post-test after the
parents met for two hours per week for six weeks. The results indicated no significant differences between the two treatment groups in the three areas tested. There was significant change seen in both groups in the area of expressed attitudes toward the use of controlling techniques. This study concluded that, as measured by the Parent Attitude Research Inventory, both treatment programs have many basic principles in common.

McKay (1976) conducted a study to evaluate the effects of a nine-week Systematic Training for Effective Parenting (STEP) program on changes in mothers' perceptions of their children's behavior and mothers' verbal behaviors. The subjects were twenty volunteer mothers randomly assigned to a STEP group and a control, with ten in each group. The researcher developed and used the Adlerian Parental Assessment of Child's Behavior Rating Scale (APACBS) and the Mother-Child Interaction Exercise (MCIE) using an audiotape. The mothers were tested before and after the parent training. Results of an analysis of co-variance showed that the STEP program was effective in changing mothers' perceptions of their children's behavior, but no significant changes were found in mothers' facilitating or nonfacilitating statements.

Rath (1975) compared two types of parent-training methods -- behavior modification and parent advocacy--to see if (1) the relatively low self-concept scores of children would improve, (2) parental attitudes would be affected
positively or negatively, and (3) one of the training methods would be more effective than the other. Thirty-one volunteer parents of fourth- and fifth-grade children with low self-concepts were placed into three groups. There were two experimental groups and one control group with each experimental group receiving one of the parent-training methods and the control group receiving no training. A fourth group of twenty non-volunteer parents was identified and received no training. The parent-training groups had six meetings of two hours each. The children were tested pre- and post-treatment on the Piers-Harris Children's Self-Concept Scale, and the parents were measured pre- and post-treatment on the Parent Attitude Research Instrument.

Results of this study indicated that the self-concept scores of the children did improve significantly, but the changes seemed to be more a result of the volunteer effect rather than the parent training. The researcher indicated that further analysis leaving out the volunteer effect "showed that only behavior modification training taught to parents who volunteered was a significantly effective method of increasing children's self-concept scores." Results of the parent attitude survey showed that neither of the parent-training methods used in the study had any significant effect on the parent attitude scores.

A comparison was made of Parent Effectiveness Training and Behavior Modification by Schofield (1976). This
study measured changes in the children's self-esteem and parent attitudes toward childrearing and education. Forty-two parents of forty-five third-, fourth-, fifth-, and sixth-graders were assigned randomly to each of the two treatment groups and a control group. Pre- and post-testing were carried out with the parent participants and their children. Self-esteem in the children was measured using the Coopersmith Self-Esteem Inventory, while the parents completed the Hereford Parent Attitude Survey and the Education Scale developed by Kerlinger and Kaya. Analysis of the results showed that the children of parents in both the treatment groups made positive gains in self-esteem but these were not significant at the .05 level. Parent Effectiveness Training parents showed significant positive changes on the attitude subscales of acceptance and understanding. There were no significant changes found between parents in the behavior modification and the control groups on the attitude toward child-rearing scales. Parent Effectiveness Training parents made highly significant changes on the Education Scale in the direction of progressive education, while parents in the other two groups showed only minimal changes in this area. Schofield concluded that Parent Effectiveness Training groups are the best way to raise children's self-esteem and change parental attitudes toward childrearing and education. This writer would question the validity of the results of this study based on its objectives, for it does not seem
appropriate to expect behavior modification approaches to change parent attitudes in the areas delineated.

Summary. From an examination of the research in the field of parent training, we see some attempts to make correlations between training parents and the subsequent effects on academic performance and classroom behavior. Generally, changes in parental attitudes and behavior have been noted with a lack of significant change in children's behavior at home and at school (Frazier and Matthes, 1975; Noble, 1976; Schofield, 1976). Group counseling seems to produce positive changes in school when the goals and objectives are specific and an approach is used which is directed toward the defined needs of the children (Thombs and Muro, 1973; Eldridge, Barcikowski, and Witmer, 1973; Howard and Zimpfer, 1972; Gumaer and Myrick, 1974).

One must be careful in drawing conclusions from the research presented. The implication in several studies is that the method of treatment used is what produced any changes seen in the children. However, there may be other factors involved which may or may not have been controlled for, such as the personality of the person presenting the workshop or counseling group, the belief and respect conveyed to the subjects that change is possible, the positive or negative set of expectations that the parents come with which will have an effect on their motivation and learning, the attitudes and
.expectations developed through the dynamics of the group process, and the simple fact that special attention of any sort has been paid to the group members. Each of these factors alone, or in concert, has the potential of substantially influencing the results of any particular study. To date, research has not examined closely the effects of these factors. More research must be done taking them into account before we can really tell whether it is the method or the person using it which is responsible for change.

In reviewing the literature, the author has found studies that have assessed changes in parents' attitudes and at-home behavior and also changes in children after their parents have participated in various types of parent-training programs. Other studies have looked at group counseling with children and its effects on school behavior and performance. Only one study was found which examined the effects of group counseling with children and parent training with their parents. That study by Winifred Taylor (1971) was quite comprehensive. It included training teachers and parents and measured changes in the classroom behavior of the students. Some of Taylor's findings were significant and need verification in another setting. Her study accentuated the need for more research which explores the feasibility and benefits of having educators provide parent training in school. Parent training is becoming quite popular. It is essential that data be accumulated on various aspects of parent training,
especially as it relates to effects on children. An important question for educators is whether or not participation in parent training as a part of the school program can bring about positive changes in children's academic and social-emotional development.
CHAPTER III

METHODOLOGY

Introduction

In this chapter the methods used to carry out the research will be presented. The first section will describe the population used in the study, followed by the organization and procedures, treatment procedures, measurement techniques, and a description of data analysis. This section will be followed by a discussion of the limitations of the research.

The purpose of this research was to examine the differentiated effects on children’s functioning in school after training their parents, and/or counseling the children in groups. Four hypotheses were developed to be tested by this research:

Hypothesis 1. There will be a statistically significant difference in classroom performance between children whose parents have received a nine-week STEP parent-training program and children whose parents have not received parent training. Classroom performance will be measured pre- and post-training by the following means:

1. Academic achievement will be measured by using the Gates-MacGinitie Reading Tests.

2. Classroom behavior will be assessed using the
Devereux Elementary Behavior Rating Scale.

3. Self-concept will be measured using the Instructional Objectives Exchange Measures of Self-Concept.

4. Attendance will compare the number of days present.

**Hypothesis 2.** There will be a statistically significant difference in classroom performance between children who have received DUSO group counseling and children who have not received DUSO group counseling. Classroom performance will be measured pre- and post-training by the same means as in Hypothesis 1.

**Hypothesis 3.** There will be a statistically significant difference in classroom performance between the following groups of children:

1. Those who have not received DUSO group counseling and whose parents have received the STEP parent training.
2. Those who have received DUSO group counseling and whose parents have received the STEP parent training.
3. Those who have received group counseling and whose parents have not received the STEP parent training.
4. Those who have not received DUSO group counseling and whose parents have not received the STEP parent training. Classroom performance will be measured pre- and post-training by the same means as Hypothesis 1.

**Hypothesis 4.** There will be a statistically significant difference in parents' perception of children's behavior at home, as measured by the Adlerian Parental Assessment of Child Behavior Scale (APACBS) after their parents have
participated in a nine-week STEP program.

Population

The school in which this study was conducted is located in a New England college town. A large state university and two private colleges are its primary industry. A cosmopolitan flavor exists in the community which is primarily middle to upper socioeconomic class.

The elementary school where the study was conducted is eight years old, and is a one-story building. It has about 550 students in Grades K through 6. Four different types of classroom situations were available to the students in Grades 1 through 6. Approximately 55 percent of the students were in a multigraded classroom with team teaching; 30 percent were in self-contained multigraded classrooms with one teacher and an aide; and about 6 percent were in a self-contained single-grade classroom with a teacher and an aide. The remaining 9 percent of the students were in kindergartens. The physical plant offers separate rooms for Art, Music, and Physical Education as well as a very well-equipped library with many print and nonprint resources. Emphasis is placed on humanistic education throughout the school's curriculum. This is strongly supported by the principal who constantly brings in new materials and encourages staff development in this area on many levels. Parental involvement is encouraged in almost every aspect of the school's life. As a result,
parent-training workshops have been an on-going part of the counseling program for about six years. It was not unusual for the counselor to send home a letter (Appendix A) via the students inviting parents to join a parent-training workshop and obtain a positive response. All parents in the study were volunteers. Since the focus of the study was directed at the regular population and not at any subgrouping, no attempts were made to influence parents of students with any kind of special needs. Some of the parents who volunteered did have children with special needs, which is expected from a sampling of the total population. Fifty percent of the parents who joined the parent groups were associated in some way with the local institutions of higher learning. Eighteen percent were students, 18 percent faculty members, and 14 percent were staff members. The remaining 50 percent of the parent participants had other occupations. The motivation of the parents who entered the parenting workshops is not known, although as the groups progressed the leader noted that many parents perceived problems in their communication patterns with their children.

All students involved had parental permission to be evaluated and included in the study. They were in Grades 1 through 6 and were considered to be representative of the total population of the school. Group counseling was an integral part of the school's program; therefore, it was not unusual for the children to participate in the DUSO groups.
However, two differences existed between these groups and the regular counseling groups: (1) the DUSO groups in the study were larger, having fifteen children rather than five to eight; and (2) they met three times a week rather than only once or twice.

**Organization and Procedure**

Permission to conduct the study was obtained from the school principal. A letter (Appendix A) was sent home to all parents in the school with the children in Grades 1 through 6 describing the parent-training program, the research project, and the children's counseling groups. Included was an invitation to call the researcher for further information along with a form to indicate their interest in joining the program. This letter was followed by a second (Appendix B) which again explained the project and invited parents to join. These two communications succeeded in obtaining approximately seventy children and thirty-two parents to begin the study.

The volunteer parents had several choices of meeting times. The parents were randomly divided into three groups: one met on Tuesday mornings with seven parents; one met on Wednesday evenings with eight parents; and the third group met on Thursday evenings with twelve parents participating. These groups are represented in Table 1. The number of parents in each parent-training group is shown in the first
TABLE 1
NUMBER OF PARENTS IN PARENT GROUPS AND THE DISTRIBUTION OF THEIR CHILDREN

<table>
<thead>
<tr>
<th>Parent Group</th>
<th>No. of Children in Study</th>
<th>Age Range (Years)</th>
<th>Other Children in Family</th>
<th>Age Range (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>11</td>
<td>6 - 12</td>
<td>2</td>
<td>5.5 - 13</td>
</tr>
<tr>
<td>7 Parents (1 couple)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>7</td>
<td>6 - 11</td>
<td>4</td>
<td>2 - 17</td>
</tr>
<tr>
<td>8 Parents (3 couples)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>16</td>
<td>6 - 10</td>
<td>8</td>
<td>3 - 16</td>
</tr>
<tr>
<td>13 Parents (3 couples)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>--</td>
<td>14</td>
<td>--</td>
</tr>
<tr>
<td>28 Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

column. The number of their children in the study and their age range are found in the next two columns. The remaining columns show the number of other children in the families with their age range beside them. One can see that the effects of parent training may extend further than the immediate study from children in pre-school to high school.

Fifteen children were divided into two counseling groups. The first group included children from Grades 1 and 2, while the second group included children from Grades 4, 5, and 6. The combining of more than one grade into a single group is a familiar experience for the students as most of
the classrooms are multigraded. The assignment of children to these counseling groups was made after taking into account any scheduling conflicts between the group meeting times and academic instruction. This was a very difficult task which consequently left the third-grade children unable to be included in a counseling group. With approximately thirty of the children in the study assigned to counseling groups, the remaining thirty-eight children were divided between a third experimental group and the control group. This arrangement allowed for all the children in the study to be included in one of four groups. These groups are shown in Table 2. Group One was made up of children who received group counseling and whose parents received parent training; Group Two included children who did not receive group counseling, but whose parents received the parent training; Group Three included children who received group counseling, but whose parents did not receive parent training; and Group Four was the control group where neither the children nor the parents received treatment.

**Treatment**

**Parent-training groups.** The parent groups received the Systematic Training for Effective Parenting (STEP) program, which was developed by Dr. Don Dinkmeyer and Dr. Gary McKay (1976) and is deeply rooted in Adlerian psychology. STEP is a nine-week parent-training course developed to meet the
### TABLE 2

**COMPOSITION OF STUDENT TREATMENT GROUPS BY GRADE AND SEX**

<table>
<thead>
<tr>
<th>Group 1 (N = 14)</th>
<th>Group 2 (N = 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children received DUSO</strong></td>
<td><strong>Children - No DUSO</strong></td>
</tr>
<tr>
<td><strong>Parents received STEP</strong></td>
<td><strong>Parents received STEP</strong></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3 (N = 16)</th>
<th>Group 4 (N = 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children received DUSO</strong></td>
<td><strong>Children - No DUSO</strong></td>
</tr>
<tr>
<td><strong>Parents - No STEP</strong></td>
<td><strong>Parents - No STEP</strong></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Following objectives for the parents:

a. to learn a practical theory of human behavior;
b. to learn ways to establish more effective relationships with your children;
c. to learn how to use encouragement;
d. to develop skills for listening, resolving conflicts, and exploring alternatives with your children;
e. to improve communication between yourself and your children;
f. to learn an approach to discipline called "natural and logical consequences";
g. to learn how to conduct effective family meetings. (Dinkmeyer and McKay, 1976, p. 35)

STEP was developed out of the philosophy that people need training to become effective parents. With the rapid social change in our society, we are living in an era of increasing social equality. Traditional or autocratic methods of raising children are failing to help children become responsible individuals. Democratic methods, taught in STEP, are based on mutual respect and equality between parents and their children. This concept, which is difficult to comprehend, is often misunderstood. It refers to equality as it applies to human worth and dignity. STEP assumes that each family member is entitled to equal respect and believes that children should be allowed to make decisions and be responsible for them within limits. The principle of natural and logical consequences replaces reward and punishment as a method of disciplining children in the STEP program. Encouragement and communication skills are essential in valuing each child as an individual who deserves love and respect. The overall purpose of STEP is to help parents discard outmoded child-rearing methods and to provide parents with skills which will enable them to meet the challenges of raising children in a democratic society (p. 7).

The STEP program is explicitly presented in the STEP kit, purchasable from the publisher (American Guidance Services, Inc.). It contains a Leader's Manual, a Parent's
Handbook, colorful posters and flip charts, and cassette tapes for each session. This kit is all that a person in the helping profession needs to acquaint her/himself with the materials to present a STEP program to parents.

Each parent in the study was given a Parent Manual and had the option of either purchasing or returning it at the end of the workshop. The STEP program followed this manual which presented each weekly topic in a new chapter. Session One set the tone of the workshop and discussed the concept of social equality in the parent-child relationship, as well as the concept of purposeful behavior. Also, the four goals of misbehavior and positive behavior were presented and discussed. Session Two discussed human emotions and how they are used in negative ways to achieve the goals of misbehavior. The concept of the "good" parent showed how many well-meaning parent beliefs and behaviors actually discourage the formation and maintenance of good parent-child relationships. Appropriate methods were presented to demonstrate how to foster the development of responsibility in the children. Session Three brought in Dreikurs' concept of encouragement and how certain attitudes and behaviors actually discourage children. Parents were taught the difference between praise, which is considered to be unhelpful, and encouragement, which is considered helpful, and were shown skills to enable them to become more encouraging. Session Four dealt with children's feelings and how very often the
way parents respond to children's attempts to communicate blocks the willingness of children to express feelings. Active listening was taught as a skill to use when responding to children. Session Five combined the skills learned earlier to teach a problem-solving technique. The concept of who "owns" the problem, the parent or the child, was also presented to help parents determine the most appropriate skill to be used when a problem arises. A new communication skill, the I-Message, was also introduced in this session. Session Six compared the concept of natural consequences with reward and punishment. Parents were taught that the use of logical consequences enhances their children's sense of responsibility. Discussion centered on the application of this principle in everyday family situations. Session Seven continued to teach the use of natural and logical consequences. In this session new and unusual ways of reacting to children's misbehavior were presented and discussed, and parents were encouraged to decide which of the skills already learned was appropriate in specific situations. Session Eight taught the skills and values of establishing regular family meetings where planning family business and solving problems can be accomplished. Parents learned leadership skills and were provided guidelines for holding family meetings. Session Nine, the last session, reviewed the contents of the course and encouraged the parents to have confidence in using the skills and techniques they had learned.
Parents were confronted with the possibility that others may criticize their attempts to practice their new parenting skills.

The STEP training sessions were conducted by the researcher, who had been a counselor for seven years in the elementary school. His six years of training parents included groups in behavior management skills and Parent Effectiveness Training. This was his first experience using the STEP materials. The leader followed the format and materials of the STEP program carefully so that all groups received the same content and opportunity for discussion from their course.

Children's counseling groups. The children's groups received the Developing Understanding of Self and Others (DUSO) program, which was developed by Dr. Don Dinkmeyer (1973) who also developed the STEP program. DUSO is a program package which provides a series of topics and activities to help children better understand social and emotional behavior. The program was developed to lessen the discrepancy between stated educational goals and the actual experience of children in school. Traditionally, the stated educational goals include intellectual, social, emotional, and physical growth; but the actual experience of children is primarily on cognitive gain.

The goals of DUSO are to help children cope with the
the developmental tasks of social and emotional growth; to help children become more aware of the relationship between themselves and other people, and their needs and goals; and to help children develop a sensitivity to the causal, purposive, and consequential nature of their behavior.

The children's counseling groups in this study used section VI of the DUSO Kit entitled "Toward Competence: Understanding Accomplishment." The subthemes of this unit are "(1) developing achievement-orientation and goal-directedness, (2) developing the courage to accept less than perfection, (3) developing realistic attitudes toward one's capacities, (4) developing self-confidence and self-esteem" (Dinkmeyer, 1973, p. viii). This section was chosen for its emphasis on helping children focus on academic work and self-esteem which were two areas of measurement in the research.

The DUSO Manual was closely followed so that each group received the same content and materials. However, the pace of the groups and some activities were modified with more explanation and by using more time, to meet the needs of the children in the younger group. Each of the two DUSO groups met three times a week for eight weeks. A description of the weekly topics and activities covered by the groups follows.

Week 1. The older group started Unit VI Cycle A with the introduction of DUSO the puppet. They sang the song, "A Dash of Courage," and discussed the story, "I Give Up," and also
used the role play activity, "They Did It!" The younger group started Unit VI Cycle A with the introduction of DUSO and the discussion guide pictures. They sang the song and used the story, "I Give Up," used the poster, "Don't Give Up," and worked on the problem situation, "Getting It Done."

**Week 2.** The older group participated in the role play activity, "They Did It," the puppet activity, "I Quit," and the career awareness activity, "The Manual Arts Class." The younger group used the role play activity, "They Did It!" and used the puppet activity, "I Quit."

**Week 3.** The older group started Cycle B by using the story, "What Can He Do?" then worked with the problem situation, "The New Captain," and the poster, "Know Your Strengths," and went on to the role play activity, "George and Jim." The younger group did the career awareness activity, "The Manual Arts Class," then moved into Cycle B with the story, "What Can He Do?" and the poster, "Know Your Strengths."

**Week 4.** The older group used the puppet activity, "Trying to Be Perfect," the career awareness activity, "The Challenge," with a written activity. The younger group worked on the problem situation, "The New Captain," the role play activity, "George and Jim," and the puppet activity, "Trying to Be Perfect."

**Week 5.** The older group moved into Cycle C with the story and discussion, "Not That Good," the role Play, "The Best Paper," and the puppet activity, "High Jumping." The
younger group used the discussion picture and the career awareness activity, "The Challenge," and worked on the written activity and sang the theme song, "A Dash of Courage."

**Week 6.** The older group used the discussion picture, career awareness activity, "The Advertisement," the fable, "The Frog and the Ox," with a written activity to evaluate school performance and discussion. The younger group began Cycle C with the story and discussion, "Not That Good," and used the problem situation, "What Will Bobby Be?"

**Week 7.** The older group started Cycle D with the story, "You Can Do It," and the poster, "Believe in Yourself." They used the role play activity, "Showing Self-Confidence," and the puppet activity, "Think of Yourself." The younger group used the role play activity, "The Best Paper," and the career awareness activity, "The Advertisement," with discussion.

**Week 8.** The older group used the career awareness activity, "The Pet Store," and the supplementary activity game, "The Happy Hat." The younger group used the fable, "The Frog and the Ox," for discussion and written activity sheet evaluating their school performance and ended with a grand march and a closing circle.

The older group moved more rapidly through the activities and, therefore, went further in Unit VI than the younger group, which required a little more time. Notes of each meeting were made, and attendance was recorded. The leader of the DUSO groups was a counselor in the school and had
eight years of experience with children's groups. She and the researcher examined the DUSO materials thoroughly before the groups started. This was the first time she had followed this prescribed program.

**Measurement of Dependent Variables**

**Academic achievement.** The Gates-MacGinitie Reading Tests (1965) were used to compare changes in academic achievement between the experimental groups in the study. Test norms were established by a nationwide standardization in 1964 and 1965 by administering the tests to approximately 40,000 students in thirty-seven "carefully chosen communities." Each grade level has two equivalent forms of the test. Alternate form reliability coefficients were obtained on the subtests for the different grade levels. These reliability coefficients ranged from .85 to .87 for the vocabulary subtests and .81 to .87 for the comprehension subtests.

The Gates-MacGinitie Reading Test was administered in the fall to the student population of the school by the classroom teachers. In March the researcher administered the alternate form of the test to those students who were in the study. The standard scores for vocabulary and comprehension were taken from these tests and were used in the analysis of the data.

**Classroom behavior.** The Devereux Elementary School Behavior
Rating Scale (DESBRS) (Appendix C) was used to measure any changes in the children's classroom behavior. This scale was developed in 1967 by George Spivack and Marshall Swift to analyze teacher-rated behaviors of children in Grades K through 6. The DESBRS has forty-seven questions which combine to make fourteen items. Twelve items deemed to be most relevant to the study were chosen and were divided into two sets. The six items in Set I included Classroom Disturbance, Disrespect-Defiance, Achievement Anxiety, External Reliance, Inattentive-Withdrawn, and Quits. The six items in Set II included Impatience, External Blame, Comprehension, Irrelevant-Responsiveness, Creative Initiative, and Needs Closeness to Teacher. The purpose of this scale is intended to assist classroom teachers in understanding, describing, and communicating behaviors in their classrooms which they believe to be problematic.

In tests of 809 children in thirteen elementary schools, the authors performed test-retest correlations. The median coefficient was .87. On correlations for the individual items they determined the median correlation to be .76.

Classroom teachers were asked to complete the DESBRS for each of their children who participated in the study by following the instructions on the face sheets. It took between five and ten minutes to complete this scale on each child. Teachers were told only that a research project was going on but were given no other information about the study.
The behavior rating scales were completed on each student prior to, immediately following, and again three months after treatment.

**Self-concept.** The self-report Self-Concept Inventory developed by the Instructional Objectives Exchange (IOX) (1970) (Appendix D) was used in this study to measure any changes in self-concept. This instrument is used in school situations where evaluation of the affective areas of learning are desired. It was developed in 1970 after an extensive research of the literature in the area of self-concept showed virtually no such measures. The purpose of the inventory was to evaluate the effectiveness of instructional programs which dealt with affective areas of learning. The developers were more concerned with group changes than with individual scores.

The Instructional Objective Exchange Inventory is a criterion-referenced measurement where the objective was formulated first and then the test was created to assess whether the objective was attained. In this test the objective is:

Students will evidence positive self-concepts by their total of subscale scores on a self-report measure (the Self-Appraisal Inventory) requiring yes-no responses to a series of statements dealing with self-concept along four dimensions: 1. general, 2. family, 3. peer, 4. scholastic. (p. 11).

This inventory was chosen for the present study because of the expectation that the treatment may have an effect on the affective aspects of the subjects, such as the section in the DUSO program on improving self-esteem. Also,
these materials were familiar to some of the teachers as they were available in the school's library. The inventories were administered by classroom teachers or their aides who were asked to follow all the directions carefully. The children were asked to put their names on the answer sheets for record-keeping purposes. The inventories were administered prior to treatment, immediately following treatment, and again three months following treatment.

**Attendance.** Attendance was used in this study to determine whether any effects of the parents' participation in the STEP program or the children's in the DUSO group counseling could be seen in the attendance of the children in school. It was relatively easy to obtain the number of days present for each child during the three time periods of the study. The number of days present were used in the data analysis to compare differences between the experimental groups.

**At-home behavior.** The Adlerian Parental Assessment of Child Behavior Scale (APACBS) (Appendix E) developed by Dr. Gary McKay (1976) was used to measure the parents' perceptions of specific behavioral changes in the children. This scale was administered during the first parent-training session, the last parent-training session, and again after the three-month follow-up period. The parent behavior rating scale presents specific examples of children's behavior and asks the parent to rate her/his own child's behavior on a seven-point scale.
Thirty-two behaviors are described on the behavior-rating scale. The scores obtained from the parents were adjusted to control for a response set. Then the pre-test scores were subtracted from the post-test scores, and the pre-test scores were subtracted from the follow-up-test scores. Next, the post-test scores were subtracted from the follow-up-test scores. These differences were used in a two-tailed t-test to analyze each item on the behavior-rating scale.

Analysis of data. The purpose of the analysis was to investigate the inter-subject and intra-subject variations on pre- and post-classroom performance among the four groups of children. There were three experimental groups of children plus a control group. These groups have been described earlier and are shown in Table 3.

<table>
<thead>
<tr>
<th>TABLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPRESENTATION OF THE FOUR CHILDREN'S GROUPS OF THE MULTIVARIATE ANALYSIS OF VARIANCE</td>
</tr>
<tr>
<td>Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>STEP</th>
<th>NO STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUSO</td>
<td>N = 14</td>
<td>N = 16</td>
</tr>
<tr>
<td>No DUSO</td>
<td>N = 17</td>
<td>N = 20</td>
</tr>
</tbody>
</table>
A two-by-two multivariate analysis of variance (MANOVA) (Morrison, 1976) was used to analyze the effects of parent training and group counseling on the four dependent variables. The MANOVA was carried out on a Control Data Cyber-74 computer, using the MANOVA sub-program SPSS-6000 Version 7.0 Update (Nie, 1975). In order to allow for unequal N's in the cells, a nonorthogonal design was employed.

Limitations. This research involved sixty-eight children and their parents, sixteen teachers and their aides in ten different classrooms, and two group leaders. There were four dependent variables that were measured and each was analyzed for the effects of STEP and DUSO. With all of these various elements involved in the study, there were limitations placed on the research project. Some of these limitations are mentioned here.

1. We can only speculate on the reasons why some of the parents would include their children in the study and why some would not. One must realize the voluntary aspect of obtaining subjects may have had some influence on the results of this research, but one cannot know the directions of influence.

2. During the study the researcher himself conducted the parent-training groups, while the other counselor in the school conducted the group counseling with the children. Thus, the researcher had knowledge of which children were
receiving treatment and which were not while leading the parent groups. It could be argued that a bias might exist because of this knowledge. Although this possibility may seem likely, it must be pointed out that in several cases parents receiving STEP had one child in the DUSO group (Group I) and another child in the NO DUSO group (Group II). Furthermore, the researcher made no attempt to remember the situations of the sixty-eight children in the study. No conscious effort was made to bring any special influence on either the children or their parents.

3. The Devereux Elementary Behavior Rating Scale tends to focus on negative behaviors of children in school. The ability of this instrument to pick up positive behavior changes may be suspect. Since the research focused on the general population of the school and not upon those children with problem behaviors, some changes may not have been recorded.

4. The study was limited to one elementary school. Therefore, caution is required in generalizing to other populations.

5. The scheduling difficulties caused problems with randomization procedures. One clear example of this was that all thirteen children in the third grade could not be placed in DUSO groups. To determine whether this fact had any statistical bearing on the results, a MANOVA was done on all other subjects, leaving out these third graders. There
was very little variation found in the results.

This chapter has presented the methods used to carry out the research. The population, setting, organization, and procedure of the study were described. A detailed description of the objectives and content of the STEP and the DUSO groups used as treatment in the study were presented. The techniques and instruments used to measure the children's performance in school and behaviors at home were discussed. Finally, a description was made of how the data were to be analyzed. The next chapter will describe in further detail the analysis of the data obtained from each of the measurement instruments and will present the statistical results of this analysis. Some preliminary conclusions will also be formulated in this chapter.
CHAPTER IV

RESULTS

Introduction

The primary purpose of this study was to determine if any changes could be demonstrated in the classroom performance of sixty-seven elementary school students following the application of three treatment conditions. The treatments consisted of 1) the Systematic Training for Effective Parenting (STEP) program given to the parents of one group of children, 2) the Developing Understanding of Self and Others (DUSO) group counseling program given directly to another group of children, and 3) a combination of STEP and DUSO given to the parents and children of a third group. A control group of children was identified in the school and they received neither the group counseling nor did their parents receive STEP. Data on the children's performance were collected and analyzed in terms of academic achievement, classroom behavior, self-concept, and attendance. Results of these data were analyzed and will be presented in this chapter.

This study also sought to determine whether any changes in children's behavior at home as perceived by their parents would be demonstrated following the nine-week STEP parent-training program. Parents who were in the parent
training groups were asked to complete a thirty-two item behavioral rating scale during the first STEP session, during the last STEP session, and again three months following the last STEP session. These same parents were also asked to complete two questionnaires; one during the last STEP session, and the other after the three-month follow-up period. The scores obtained from the parental behavior rating scale were analyzed using a two-tailed t-test. The results of this analysis will be presented in this chapter. The questionnaires were evaluated and a summary of the information obtained from the parents' written responses will also be presented in this chapter.

Design of Analysis

A two-way Multivariate Analysis of Variance (MANOVA) (Morrison, 1976) was used to analyze the effects of parent training and group counseling on the four dependent variables. Each of the variables had sub-scale scores which were used in the analysis of the data. These will be described here.

For academic achievement the Gates-MacGinitie Reading Test was used. The standard scores for vocabulary and comprehension were taken from this test and used in the analysis. For classroom behavior the Devereux Elementary Behavior Rating Scale (DESBHS) (Appendix C) was used. Twelve items from this test were analyzed. For self-concept the four items, peer, school, family, and general, from the
Instructional Objective Exchange (IOX) (Appendix D) were used for analysis. For attendance the number of days present during the three time periods of the study were computed and used in the analysis. Two methods of obtaining information from the parent participants were used. The Adlerian Parental Assessment of Child Behavior Scale (APACBS) (Appendix E) provided thirty-two items for analysis. The parents also answered two different questionnaires (Appendixes F and G), one given to them during the last parent session and the other at the end of the follow-up period.

In order to answer the questions asked in the hypotheses, the following computations were done with the scores from each of the variables prior to running the MANOVA. With the variables of classroom behavior, self-concept, and attendance, the pre-test scores were subtracted from the post-test scores. The pre-test scores were then subtracted from the follow-up test scores. In this manner the analysis was done on the differences between the pre-test and post-test scores, and the differences between the pre-test and follow-up test scores. The time span between the pre-tests and post-tests was approximately nine weeks, while the time span between the post-tests and the follow-up tests was twelve to thirteen weeks.

Analysis of Data

In this section the data which apply to each of the
hypotheses will be presented. The results of the statistical analysis for each of the variables will be examined to find the effects of the treatment conditions on each of them. These effects will be discussed and some preliminary conclusions made about them.

Hypothesis 1. There will be a statistically significant difference in classroom performance between children whose parents have received a nine-week STEP parent-training program, and children whose parents have not received parent-training.

This hypothesis seeks to discover whether children whose parents have received STEP parent-training show statistically significant differences on any, or all, of the dependent variables.

Academic Achievement. The Gates-MacGinitie Reading Tests were used as the measure for the variable "academic achievement." The pre-tests were administered only to the children in grades two through six in September. Therefore, the analysis for this variable was done without including the thirteen first grade subjects. This reduced the total number of subjects from sixty to forty-seven. The standard scores were used in the analysis. The means and standard deviations of these scores for each of the experimental groups are presented in Table 4. This hypothesis is concerned with two groups of children, those children whose parents received STEP and they received DUSO, and those children whose parents received STEP and they did not receive
<table>
<thead>
<tr>
<th>Measures</th>
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<th>No STEP DUSO N=10</th>
<th>No DUSO N=14</th>
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</thead>
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<td>Mean S.D.</td>
<td>Mean S.D.</td>
<td>Mean S.D.</td>
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<td>48.67 8.74</td>
<td>49.00 19.71</td>
<td>55.50 10.37</td>
<td>52.13 12.45</td>
</tr>
<tr>
<td>Follow-Up Test</td>
<td>54.91 6.52</td>
<td>52.00 6.38</td>
<td>56.20 11.62</td>
<td>56.86 10.03</td>
<td>55.02 8.81</td>
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<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>53.55 12.27</td>
<td>46.33 18.49</td>
<td>41.60 25.31</td>
<td>54.57 10.38</td>
<td>49.47 17.27</td>
</tr>
<tr>
<td>Follow-Up Test</td>
<td>56.36 9.60</td>
<td>52.33 10.74</td>
<td>51.90 11.42</td>
<td>54.93 19.93</td>
<td>53.96 10.21</td>
</tr>
</tbody>
</table>

*Scores for first-graders are not included because they received only the follow-up test.*
DUSO. There was little variation in the means for the vocabulary sub-test which were 54.45 in the pre-test and 54.91 in the follow-up test for those receiving STEP and DUSO. The means increased from 48.67 in the pre-test to 52.00 in the follow-up test for the group which received STEP and NO DUSO. The standard deviations decreased for those receiving STEP and DUSO from 9.69 in the pre-test to 6.52 in the follow-up test, and from 8.74 in the pre-test to 6.38 in the follow-up test for those receiving STEP and NO DUSO. In comprehension sub-tests, the means increased from 53.55 in the pre-test to 56.36 in the follow-up test for the group receiving STEP and DUSO, and increased from 46.33 in the pre-test to 52.33 in the follow-up test for those receiving STEP and NO DUSO. Also the standard deviations decreased from the pre-test of 12.27 to the follow-up test of 9.60 in the group receiving STEP and DUSO, and from the pre-test of 18.49 to the follow-up test of 10.74 for those receiving STEP and NO DUSO. These figures show that the students whose parents received STEP had a consistent increase in their vocabulary and comprehension means scores. Also, the standard deviations were lower which indicates that there was less variability in the scores. The means and standard deviations were calculated for this variable to examine differences between boys and girls. No significant results were found in this calculation.
The results of the MANOVA for the Gates-MacGinitie Reading Tests are shown in Table 5. The statistical effect of STEP on the variable "academic achievement" was not found to be significant at the .05 level of confidence (p = .709). Therefore, for Hypothesis 1 it must be concluded that the treatment of STEP cannot be shown to have a statistically significant effect on the sub-test scores of vocabulary and comprehension as measured in this study.

**TABLE 5**

**ANALYSIS OF VARIANCE SHOWING EFFECTS OF STEP, DUSO, AND INTERACTION OF STEP BY DUSO ON GATES-MACGINITIE READING TESTS ON STANDARD SCORE DIFFERENCES FOR VOCABULARY AND COMPREHENSION**

<table>
<thead>
<tr>
<th></th>
<th>f.</th>
<th>d.f.</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP</td>
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<td>2/42</td>
<td>.709</td>
</tr>
<tr>
<td>DUSO</td>
<td>.414</td>
<td>2/42</td>
<td>.664</td>
</tr>
<tr>
<td>STEP by DUSO</td>
<td>1.883</td>
<td>2/42</td>
<td>.165</td>
</tr>
</tbody>
</table>

*First-grade scores are not included.

**Classroom Behavior.** The scores for classroom behavior were obtained from the Devereux Elementary School Behavior Rating Scale (Appendix C) which were completed on each child by the classroom teachers who were blind to the study. The twelve behavior factors were divided into two groups in order to meet the requirements of the statistical program. The
behavior items chosen for the first group seemed to be of most relevance to the study. They included Classroom Disturbance, Disrespect—Defiance, Achievement Anxiety, External Reliance, Inattentive—Withdrawn, and Quits. The means and standard deviations of the pre-test, post-test, and follow-up test scores in each of the experimental groups for the behavior factors in the first group and the second group are found in Tables 6 and 7, respectively. The second group of behavior factors include Impatience, External Blame, Comprehension, Irrelevant—Responsiveness, Creative Initiative, and Need Closeness to Teacher.

In these two tables the four experimental groups are shown across the top, while the dependent variables, or the behavior factors, are found in the left column. Beneath each behavior are found the scores for each of the administrations of the behavior scales. The scores for the behavior factors were arrived at by summing the four or five item scores which comprised each factor. A symbol (a) is used in Tables 6 and 7 to indicate that an increase in the means for a particular behavioral factor shows there has been an increase in negative behavior. A symbol (b) indicates that a decrease in the means shows an increase in negative behavior. Generally, there were very few changes in the means and standard deviations found in these results. Specifically, the greatest increase in means for STEP in the first group of behavioral factors (Table 6) was in the factor for
### TABLE 6
MEANS AND STANDARD DEVIATIONS OF TEACHER RATINGS ON FIRST GROUP OF BEHAVIOR ITEMS ON DESHTS PRE-TEST, POST-TEST, AND FOLLOW-UP MEASURES

<table>
<thead>
<tr>
<th>Measures</th>
<th>STEP DUSO</th>
<th>No DUSO</th>
<th>DUSO</th>
<th>No DUSO</th>
<th>Group</th>
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<tr>
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<td>N=15</td>
<td>N=19</td>
<td>Totals N=64</td>
</tr>
<tr>
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<td>Mean S.D.</td>
<td>Mean S.D.</td>
<td>Mean S.D.</td>
<td>Mean S.D.</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>6.64 3.13</td>
<td>10.00 5.09</td>
<td>10.13 3.40</td>
<td>10.68 4.56</td>
<td>9.50 4.37</td>
</tr>
<tr>
<td>Post-Test</td>
<td>7.79 3.09</td>
<td>11.06 5.78</td>
<td>10.93 3.84</td>
<td>11.16 4.41</td>
<td>10.34 4.54</td>
</tr>
<tr>
<td>Follow-Up Test</td>
<td>8.00 3.98</td>
<td>10.56 4.91</td>
<td>10.33 2.26</td>
<td>10.84 3.10</td>
<td>10.03 3.75</td>
</tr>
<tr>
<td>Disrespect-Defiance&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>5.29 3.10</td>
<td>6.38 2.73</td>
<td>5.93 1.79</td>
<td>7.11 2.96</td>
<td>6.25 2.73</td>
</tr>
<tr>
<td>Post-Test</td>
<td>5.50 1.61</td>
<td>6.75 2.62</td>
<td>6.13 2.53</td>
<td>7.21 2.57</td>
<td>6.47 2.43</td>
</tr>
<tr>
<td>Follow-Up Test</td>
<td>6.07 3.10</td>
<td>6.81 2.26</td>
<td>6.27 2.81</td>
<td>7.32 2.19</td>
<td>6.67 2.56</td>
</tr>
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<td>Achievement Anxiety&lt;sup&gt;a&lt;/sup&gt;</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>9.86 4.26</td>
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<td>9.91 4.15</td>
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<td>10.32 4.40</td>
<td>10.17 4.57</td>
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<td>9.73 5.26</td>
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<td>10.58 3.97</td>
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<tr>
<td>External Reliance&lt;sup&gt;a&lt;/sup&gt;</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>12.33 4.81</td>
<td>13.68 5.87</td>
<td>13.63 4.92</td>
</tr>
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<td>13.66 4.99</td>
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<tr>
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<td>9.21 4.32</td>
<td>8.67 3.91</td>
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<tr>
<td>Post-Test</td>
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<td>8.25 3.15</td>
<td>8.27 3.61</td>
<td>9.17 4.22</td>
<td>8.72 3.66</td>
</tr>
<tr>
<td>Follow-Up Test</td>
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<td>9.19 3.11</td>
<td>8.93 4.28</td>
<td>9.32 3.58</td>
<td>9.18 4.18</td>
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<td>Quits&lt;sup&gt;a&lt;/sup&gt;</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>2.36 1.15</td>
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<td>2.80 1.74</td>
<td>2.89 1.73</td>
<td>2.66 1.56</td>
</tr>
<tr>
<td>Post-Test</td>
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<td>2.07 1.12</td>
<td>2.68 1.86</td>
<td>2.42 1.58</td>
</tr>
<tr>
<td>Follow-Up Test</td>
<td>2.57 1.55</td>
<td>3.00 1.51</td>
<td>2.40 1.55</td>
<td>3.00 1.60</td>
<td>2.77 1.54</td>
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</tbody>
</table>

<sup>a</sup>An increase in means indicates an increase in negative behavior.
<table>
<thead>
<tr>
<th>Measures</th>
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<th>No DUSO N=16</th>
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<th>Group Totals N=65</th>
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<tr>
<td></td>
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<td>Mean  S.D.</td>
<td>Mean  S.D.</td>
</tr>
<tr>
<td>Pre-Test</td>
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<td>8.31  3.50</td>
<td>8.93  3.99</td>
<td>9.85  4.94</td>
<td>8.89  4.03</td>
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<tr>
<td>Post-Test</td>
<td>9.79  5.09</td>
<td>10.13  4.16</td>
<td>8.13  3.74</td>
<td>10.15  5.09</td>
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<td>8.90  4.18</td>
<td>8.23  3.72</td>
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<td>12.95  2.74</td>
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<td>13.56  2.90</td>
<td>11.47  2.85</td>
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<td>13.92  2.87</td>
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<td>7.37  2.94</td>
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<td>11.08  3.60</td>
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<td>11.15  3.70</td>
<td>11.71  3.24</td>
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<tr>
<td>Follow-Up Test</td>
<td>10.29  3.34</td>
<td>12.63  3.36</td>
<td>12.07  2.63</td>
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<td>11.49  3.27</td>
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<tr>
<td>Pre-Test</td>
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<td>16.60  3.62</td>
<td>13.55  5.34</td>
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<tr>
<td>Post-Test</td>
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<td>15.94  4.67</td>
<td>16.73  4.22</td>
<td>14.10  4.90</td>
<td>15.55  4.81</td>
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<td>15.00  4.29</td>
<td>16.20  4.36</td>
<td>14.35  4.89</td>
<td>15.17  4.64</td>
</tr>
</tbody>
</table>

*aAn increase in means indicates an increase in negative behavior.

*bA decrease in means indicates an increase in negative behavior.
"Inattentive-Withdrawn." The means of that factor in the group which received STEP and DUSO went from the pre-test mean of 8.50 to the follow-up test mean of 10.64 which shows only a 2.14 difference. The standard deviation of this factor moved from a pre-test of 3.74 to a follow-up test of 5.64 which is a difference of only 1.89. In the second group of behavioral factors (Table 7) similar results were found for the STEP groups. In this table the behavioral factor "External Blame" had the greatest difference in its means and standard deviations from the pre-test to the post-test. The difference in the mean from the pre-test to the post-test was 2.21 and the difference in the standard deviation from the pre-test to the post-test was only 1.80.

The results of the statistical analysis of the MANOVA on the effects of STEP, DUSO and the interaction of STEP and DUSO on all of the behavioral factors in the first group of behavior factors are shown in Table 8. The data were analyzed at the .05 level of confidence. The effects of STEP on the first group of behavioral factors was not found to be statistically significant (p = .161).

The results of the statistical analysis of the MANOVA on the effects of STEP, DUSO and the interaction of STEP by DUSO on all of the behavioral factors in the second group of behaviors are shown in Table 9. The data were analyzed at the .05 level of confidence. It can be seen that the effect of STEP on the behaviors in this group was
TABLE 8

ANALYSIS OF VARIANCE SHOWING EFFECT OF STEP, DUSO, AND INTERACTION OF STEP BY DUSO ON FIRST GROUP OF BEHAVIOR ITEMS

<table>
<thead>
<tr>
<th></th>
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<th>d.f.</th>
<th>Significance of F</th>
</tr>
</thead>
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<td>.161</td>
</tr>
<tr>
<td>DUSO</td>
<td>1.092</td>
<td>12/49</td>
<td>.388</td>
</tr>
<tr>
<td>STEP by DUSO</td>
<td>.896</td>
<td>12/49</td>
<td>.557</td>
</tr>
</tbody>
</table>

TABLE 9

ANALYSIS OF VARIANCE SHOWING EFFECT OF STEP, DUSO AND INTERACTION OF STEP BY DUSO ON SECOND GROUP OF BEHAVIOR ITEMS

<table>
<thead>
<tr>
<th></th>
<th>f.</th>
<th>d.f.</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.987</td>
<td>12/50</td>
<td>.046^</td>
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<tr>
<td>DUSO</td>
<td>1.310</td>
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<td>.243</td>
</tr>
<tr>
<td>STEP by DUSO</td>
<td>.569</td>
<td>12/50</td>
<td>.856</td>
</tr>
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</table>

^Although significance was found (p = .05), simultaneous confidence intervals were set up for each of the variables at the .05 level. These showed no significant results.
statistically significant (p = .045). Further analysis of these results was made. Simultaneous confidence intervals were set up on each of the variables in this group of behaviors and were tested at the .05 level of confidence. The results of this analysis showed no statistical significance. This means that although there was an overall significant effect related to the parents' participation in STEP, these results were not significant after analysis of the individual variables was completed.

**Self-Concept.** The inventory used to measure self-concept was from the Instructional Objectives Exchange "Measures of Self-Concept." This self-report inventory was administered to each of the children in the study by their teachers in school. The inventory provided scores in each of the four areas of self-concept which include peer relationships, family status, school relationships, and general self-concept. The self-concept inventory was administered prior to treatment, immediately following treatment, and again three months later. Because the number of items on the inventory was greater for the older children than for the younger ones, the scores on each child were summed and then divided by the number of items. The resulting percentage scores were used in the analysis of the data. For the analysis the pre-test scores were subtracted from the post-test scores, and the post-test scores were subtracted from the follow-up test
scores; finally the pre-test scores were subtracted from the follow-up test scores. The resulting differences were then analyzed. The means and standard deviations for each of the administrations of this self-concept inventory are presented in Table 10.

Examination of these data shows that very little change was measured during the time span of the study. For example, one of the greatest changes was in the group which received STEP and DUSO with the variable "general." Between the pre-test and post-test there was only a .06 difference in the means. The standard deviations are also moderately large which may be due to the variability in the subjects. The results of the statistical analysis are presented in Table 11 which shows the effects of STEP, DUSO, and the interaction of these two factors on the subsections of the self-concept inventory.

The data were analyzed at the .05 level of confidence. The effects of STEP on this variable were not found to be statistically significant (p = .913).

Attendance. The attendance of the children in the study was examined to find any differences which may have occurred in the experimental groups during the time span of the study. The number of days present at school for each of the three periods of time during the study were used as the measurement for this variable. The statistical analysis was done
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<th>Group Totals N=65</th>
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<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
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<td>.63</td>
<td>.22</td>
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<td>.20</td>
<td>.61</td>
<td>.18</td>
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<td>.67</td>
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Table 10
MEANS AND STANDARD DEVIATIONS FOR SELF-CONCEPT ON PRE-TEST, POST-TEST, AND FOLLOW-UP TEST SCORES ON PEER, FAMILY, SCHOOL, AND GENERAL SUB-SCALES
TABLE 11
ANALYSIS OF VARIANCE SHOWING EFFECTS OF STEP, DUSO, AND THE INTERACTION OF STEP BY DUSO ON SELF-CONCEPT SCORES

<table>
<thead>
<tr>
<th></th>
<th>f.</th>
<th>d.f.</th>
<th>Significance of F</th>
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<tbody>
<tr>
<td>STEP</td>
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<tr>
<td>DUSO</td>
<td>1.050</td>
<td>8/54</td>
<td>.411</td>
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<td>STEP by DUSO</td>
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<td>8/54</td>
<td>.312</td>
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</table>

on the number of days present. The means and standard deviations for each of the time periods are shown in Table 12. The differences in the means from one time period to the next are because the number of days of school varied during each of these periods. For example, during the pre-test period the number of school days was twenty-four; during the post-test period it was forty, and during the follow-up period it was forty-seven days. There was very little variation in attendance throughout this study.

The results of the statistical analysis for attendance are shown in Table 13. The data were analyzed at the .05 level of confidence. The effect of STEP on attendance was not statistically significant (p = .309).

Hypothesis 1 attempted to determine whether STEP parent-training had an effect on the children of the parent participants in their school performance. Each of the
<table>
<thead>
<tr>
<th>Perioda</th>
<th>DUSO</th>
<th>STEP</th>
<th>No DUSO</th>
<th>DUSO</th>
<th>No STEP</th>
<th>No DUSO</th>
<th>Group Totals</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>N=16</td>
<td>N=21</td>
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<td>N=67</td>
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<td>Mean   S.D.</td>
<td>Mean   S.D.</td>
<td>Mean   S.D.</td>
<td>Mean   S.D.</td>
<td>Mean   S.D.</td>
<td></td>
</tr>
<tr>
<td>Pre-Test (24 days)</td>
<td>23.57  1.40</td>
<td>23.37  1.40</td>
<td>23.25  1.29</td>
<td>23.05  1.32</td>
<td>23.28  1.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test (40 days)</td>
<td>38.86  1.46</td>
<td>38.63  1.15</td>
<td>38.31  2.15</td>
<td>38.14  1.49</td>
<td>38.45  1.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-Up Test (47 days)</td>
<td>43.57  3.46</td>
<td>43.69  3.20</td>
<td>40.87  4.32</td>
<td>43.60  3.50</td>
<td>42.98  3.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

aActual school days for each period are shown in parentheses.
TABLE 13

ANALYSIS OF VARIANCE SHOWING EFFECTS OF STEP, DUSO AND INTERACTION OF STEP AND DUSO ON ATTENDANCE

<table>
<thead>
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<th></th>
<th>f.</th>
<th>d.f.</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2/62</td>
<td>.309</td>
</tr>
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<td>.612</td>
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<td>STEP by DUSO</td>
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<td>2/62</td>
<td>.754</td>
</tr>
</tbody>
</table>

dependent variables was analyzed and the results have been presented. It must be concluded from the results of this analysis that STEP parent-training, as measured in this research, had no statistically significant effects on those variables chosen to represent classroom performance. Therefore, hypothesis 1 cannot be accepted.

Hypothesis 2. There will be a statistically significant difference in classroom performance between children who have received DUSO group counseling and children who have not received DUSO group counseling. Classroom performance will be measured pre- and post-training by the same means as in Hypothesis 1.

This hypothesis is concerned with the effects of DUSO on the four dependent variables. It is looking for statistically significant differences which can be attributed to the children's being included in the DUSO groups during the study.

Academic Achievement. The reader is referred back to Table 4 (page 78) in which the means and standard deviations
for the variable "Academic Achievement" are located. This hypothesis is concerned primarily with two groups, those children whose parents received STEP and they received DUSO, and that group of children whose parents received NO STEP and they received DUSO. In the group receiving STEP and DUSO there was little variation in the means for vocabulary which were 54.45 in the pre-test and 54.91 in the follow-up test. In the group which received NO STEP and DUSO there was an increase in the means for vocabulary from 49.00 to 56.20. In the group receiving STEP and DUSO the standard deviation for vocabulary decreased from 9.69 to 6.52, and in the group receiving NO STEP and DUSO from 19.71 to 11.62. In comprehension the means increased from 53.55 to 56.36 in the group receiving STEP and DUSO, and increased from 41.60 to 51.90 in the group receiving NO STEP and DUSO. The standard deviations for comprehension decreased from 12.27 to 9.60 in the group receiving STEP and DUSO and decreased from 25.31 to 11.42 in the group receiving NO STEP and DUSO. These changes indicate that there may have been some positive effects of the DUSO groups on the reading scores of children in these groups. The decrease in the standard deviations indicates that there was less variability in the range of scores at the end of the study.

The results of the analysis of variance for the Gates-MacGinitie Reading Tests are presented in Table 5 (page 80 above). These results show that the effect of the DUSO
counseling groups on "Academic Achievement" as represented by the vocabulary and comprehension sub-tests were not statistically significant \( (p = .664) \). Therefore, in this hypothesis it must be concluded that the treatment of DUSO group counseling cannot be shown to have a statistically significant effect on "Academic Achievement" as measured in this study.

**Classroom Behavior.** The means and standard deviations for the first group of behavioral factors which are included in the variable of "Classroom Behavior" are in Table 6 (page 82 above). The differences between the pre-test, post-test and follow-up test means and standard deviations for the groups which received DUSO are very small. For example, the behavioral factor "external reliance" in the group which received NO STEP, but did receive DUSO showed the greatest variation in its results. The pre-test mean was 14.27 and the follow-up test mean was 11.87 while the standard deviations ranged from 4.83 to 3.72, a difference of 2.40 and 1.11, respectively. Similar findings occur in Table 6 in which the means and standard deviations are found for the second group of behavioral factors.

The results of the analysis of variance for both of the behavioral groups can be found in Tables 8 and 9 (page 85 above). The effect of DUSO on the first group of behavioral factors representing "Classroom Behavior" is found to be not
significant (p = .388). The effect of DUSO on the second group of behavioral factors was also found to be not significant (p = .243). Therefore, for Hypothesis 2 it must be concluded that on the variable "Classroom Behavior," as measured in this study, the effects of DUSO cannot be shown to be statistically significant.

Self-Concept. The self-concept inventory was administered three times throughout the study. The means and standard deviations of each of the sub-tests of this inventory are found in Table 10 (page 88 above). As was pointed out earlier, there was very little variation in the means and standard deviations between the three administrations of the self-concept inventory. Therefore, it can be seen that the groups which received DUSO did not show much change.

The results of the analysis of variance for "self-concept" are presented in Table 11 (page 89 above). The effects of DUSO on the variable "Self-Concept" are shown not to be significant at the .05 level of confidence (p = .411). Therefore, it must be concluded for Hypothesis 2 that DUSO cannot be shown to have a significant effect on the self-concept of the children as measured in this study.

Attendance. The means and standard deviations for the three time periods in which attendance was recorded are presented in Table 12 (page 90 above). There was very little variation in the number of days present shown for the DUSO groups in this table.
The results of the analysis of variance which show the effects of DUSO on the variable of "Attendance" are shown to be not significant at the .05 level of confidence (p = .612). Therefore, Hypothesis 2 cannot be accepted.

**Hypothesis 3.** There will be a statistically significant difference in classroom performance between the following groups of children:
1. Those who have not received DUSO group counseling and whose parents have received the STEP parent-training;
2. Those who have received DUSO group counseling and whose parents have received the STEP parent-training;
3. Those who have received DUSO group counseling and whose parents have not received the STEP parent-training;
4. Those who have not received DUSO group counseling and whose parents have not received the STEP parent-training.

The intent of this hypothesis was to compare each of the treatment groups with each of the others and with the control group. The MANOVA was done to accomplish each of these comparisons. The results of the analysis have been presented in the preceding tables (Tables 5, 8, 9, 11 and 13) with a discussion of each of the variables tested. After closely examining the data and the results of the statistical analysis of the data, no statistically significant results have been found in any of the components of Hypothesis 3; that is, neither STEP nor DUSO, or the combination of STEP and DUSO can be shown to have a statistically significant effect on any of the dependent variables in the groups mentioned in Hypothesis 3. Therefore, it must be concluded that the effects of STEP and DUSO as measured in
this study were not demonstrated to be statistically significant on the classroom performance of those elementary school children involved in the study, and that Hypothesis 3 cannot be accepted.

**Data from Parents**

**Hypothesis 4.** There will be a statistically significant difference in the parents' perception of children's behavior at home as measured by the Adlerian Parental Assessment of Child Behavior Scale (APACBS) after their parents have participated in a nine-week STEP program.

Two measures were used to collect data from those parents who participated in the parent-training groups to test this hypothesis. The Adlerian Parental Assessment of Child Behavior Scale was administered during the first parent group meeting, during the last parent session, and again after the three-month follow-up period. The second measure was the use of two open-ended questionnaires (Appendixes F and G) that were administered during the last session and again after the three-month follow-up period.

**Parent Behavior Rating Scale.** The APACBS is a thirty-two-item behavior rating scale which was filled out by each parent participant. Parents were asked to fill it out on the same child in each of the administrations. All of the items on the scale will be listed here with a reference code found in parentheses which will be used to identify the items in the following discussion. The parents were
asked to respond on a seven-point scale to the statements made. The items are preceded by the statement "Your identified child:

1 called to get up = Has to be called more than once to get out of bed in the morning.
2 remembers to dress = Gets dressed for school without being reminded.
3 remembers lunch $ = Remembers to take lunch money, books, etc. to school.
4 leaves no reminder = Leaves for school without being reminded.
5 helpful suggestions = Makes helpful suggestions during family discussions.
6 verbal arguments = Involves you in resolving verbal arguments with other children (for example: brothers or sisters, or children in the neighborhood).
7 physical fights = Involves you in resolving physical fights with other children (for example: brothers or sisters, or children in the neighborhood).
8 chores no reminder = Does chores without being reminded.
9 solves own problems = Figures out solutions to his/her own problems.
10 changes behavior = Changes behavior when told that it bothers you.
11 dirty clothes = Puts dirty clothes in hamper without being reminded.
12 argues with you = Argues with you.
13 leaves belongings = Leaves belongings scattered around the house.
14 interrupts you = Interrupts you at inappropriate times.
15 on time for meals = Is on time for meals.
16 eats most foods = Eats most foods offered without being coaxed.
17 table manners OK = Has table manners which are acceptable to you.
18 tattles on others = Tattles on other children (for example: brothers or sisters, or children in neighborhood).
19 throws tantrums = Throws temper tantrums.
20 shares problems = Shares problems (s)he is facing with you.
21 is considerate = Is considerate of your feelings.
22 requests help = Requests help on tasks (s)he can do independently.
23 cleans up on own = Cleans up after snacking without being reminded.
24 behavior hurts = Behaves in such a way that you find yourself feeling hurt.
25 behavior annoys = Behaves in such a way that you find yourself feeling annoyed.
26 behavior discourages = Behaves in such a way that you find yourself feeling discouraged, believing that the child cannot improve.
27 behavior angers = Behaves in such a way that you find yourself feeling angry.
28 completes tasks = Stays with difficult tasks until they are completed.
29 disturbs driving = Disturbs you when you are driving.
30 remembers where = Remembers where (s)he puts belongings.
31 told to go to bed = Has to be told more than once to go to bed.
32 quiet bedtime = Is quiet after going to bed.
The findings from the parent behavior rating scale will be reported in this section. There were 32 items on the scale. Each item had a range from 1 to 7 and was analyzed in the following manner. The pre-test scores were subtracted from the post-test scores, and then the pre-test scores were subtracted from the follow-up test scores. Next, the post-test scores were subtracted from the follow-up test scores. In this way any changes which occurred throughout the treatment and follow-up periods were measured to note the effects of the STEP Parent-Training program on the parents' perceptions of their children's behaviors.

A two-tailed t-test was done on the scores of each item on the parent behavior rating scale. The means of the differences, the standard deviations, and the T-values are shown in Table 14. An increase in the mean shows improvement in the children's behavior as perceived by the parents. The differences in the number of respondents is due to individual items being left blank and also to attrition of the respondents.

These data show that in general parents reported definite improvement in their children's behavior on the APACBS. Twenty-two of the thirty-two items on the APACBS, or 69 percent of the questions, were answered in such a way that showed parents reported significant positive improvement during the time span of the study. Twelve of these twenty-two items (numbers 1 (called to get up), 4 (leaves
<table>
<thead>
<tr>
<th>Behavior Items</th>
<th>Post-Test Minus Pre-Test</th>
<th>Follow-Up Test Minus Post-Test</th>
<th>Follow-Up Test Minus Pre-Test</th>
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</thead>
<tbody>
<tr>
<td>1 called to get up</td>
<td>21</td>
<td>.905</td>
<td>1.30</td>
</tr>
<tr>
<td>2 remembers to dress</td>
<td>21</td>
<td>.524</td>
<td>1.94</td>
</tr>
<tr>
<td>3 remembers lunch $</td>
<td>22</td>
<td>.340</td>
<td>1.29</td>
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<tr>
<td>4 leaves without reminder</td>
<td>22</td>
<td>.516</td>
<td>1.05</td>
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<tr>
<td>5 helpful suggestions</td>
<td>22</td>
<td>.364</td>
<td>1.22</td>
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<tr>
<td>6 verbal arguments</td>
<td>22</td>
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<td>7 physical fights</td>
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<td>22</td>
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<td>9 solves own problems</td>
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<td>12 argues with you</td>
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<td>13 leaves belongings</td>
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<td>.95</td>
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<td>15 on time for meals</td>
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<td>16 eats most foods</td>
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<td>.174</td>
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<td>18 tattles on others</td>
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<td>1.01</td>
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<td>19 throws tantrums</td>
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<td>26 behavior discourages</td>
<td>23</td>
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<td>27 behavior angers</td>
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<td>28 completes tasks</td>
<td>23</td>
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<td>1.86</td>
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<tr>
<td>29 distorts driving</td>
<td>23</td>
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<td>1.13</td>
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<td>30 remembers where</td>
<td>23</td>
<td>.522</td>
<td>.90</td>
</tr>
<tr>
<td>31 told to go to bed</td>
<td>23</td>
<td>.304</td>
<td>1.06</td>
</tr>
<tr>
<td>32 quiet bedtime</td>
<td>23</td>
<td>.130</td>
<td>.76</td>
</tr>
</tbody>
</table>

\textsuperscript{a}p < .05  \quad \textsuperscript{b}p < .01
no reminder), 8 (chores no reminder), 10 (changes behavior),
11 (dirty clothes), 14 (interrupts you), 18 (tattles on
others), 25 (behavior annoys), 26 (behavior discourages),
27 (behavior angers), 28 (completes tasks), 30 (remembers
where)], indicated that significant positive improvement
occurred in the children's behavior during the pre-test to
post-test period. These items also showed continued improve-
ment in the parents' perceptions of their children's behavior
during the second, or the follow-up period, and nine of them
(numbers 4, 10, 11, 14, 18, 25, 26, 27, and 28), showed
significant overall improvement.

Seven items on the scale [numbers 6 (verbal argu-
ments), 12 (argues with you), 13 (leaves belongings),
16 (eats most foods), 20 (shares problems), 23 (cleans up
on own), 31 (told to go to bed)], showed that significant
positive changes occurred during the overall time period;
that is, there were positive changes reported in chil-
dren's behavior during the treatment period, as well as
the follow-up period, and the combined improvement was
statistically significant at the .05 level of confidence.

Seven other items [numbers 3 (remembers lunch $),
5 (helpful suggestions), 9 (solves own problems), 15 (on
time for meals), 24 (behavior hurts), 29 (disturbs driving),
and 32 (quiet bedtime)], showed positive trends in the chil-
dren's behavior occurring during both time periods, although
these increases could be attributed to chance alone.
Two items [19 (throws tantrums) and 21 (is considerate)] showed improvement in the children’s behavior during the treatment period and significant improvement during the follow-up period with overall improvement significant at the .01 level of confidence.

Three items [2 (remembers to dress), 17 (table manners OK), 22 (requests help)], showed a trend toward improvement in the children’s behavior during the treatment period, but a regression during the follow-up period. These findings can also be attributable to chance alone.

Only one item [7 (physical fights)], showed a worsening of behavior during the treatment period. However, the parents’ perceptions of this behavior improved significantly during the follow-up period, and showed overall positive improvement of at least the .05 level of confidence.

In summary, it can be stated that the STEP parent-training program as presented to the parents who participated in this study helped to create positive changes in the parents’ perceptions of their children’s behavior during the nine-week treatment period. Furthermore, it can be seen that many of these perceived changes either were sustained or increased during the three month time period following treatment.

Parent Questionnaires. Each of the parents in the parent-training groups were asked to fill out two questionnaires,
one during the last session of the parent-training course, and the second one three months later (Appendixes F and G). The first questionnaire asked four questions, and the second questionnaire asked six questions. The purpose in having parents answer these questions was to receive subjective impressions from them about the course they had participated in, their sense of what changes, if any, in themselves and their children they had perceived, and whatever suggestions they had for improving the course. There were twenty-six respondents, or 93 percent of the participants, who answered the first questionnaire, and eighteen respondents, or 64 percent of the participants, who answered the second one. In this section each question will be stated, and a summary of the parents' comments will be made.

The first questionnaire was given to the parent participants during the final session of the parent-training course. It asked four questions of the twenty-six parent participants.

The first question asked was, "What about this course has been helpful to you? Have you felt bolstered or reaffirmed as a parent?" Twenty-six parents responded to this question with answers which fell into five categories. Often, a parent made several responses which fell into two or three of these categories. Seventeen parents stated that the skills learned were helpful, twelve reported that they had received support as a parent especially from the group
experience, nine parents felt they had more confidence in working out problems with their children, six parents said they were helped by becoming more objective in their relationships with their children, and two reported they had become more patient with their children.

The second question asked was, "What changes, if any, have you noticed in your relationship with your child(ren)?" Parents' answers to this question fell into four categories. The first category included changes that parents saw in themselves. Fourteen parents saw changes occurring in their relationships, and attributed these changes to the fact that they were using the skills which they had learned in the STEP course. Ten parents reported that changes had occurred and they were due to an increased awareness of their relationship with their children. The second category where parents saw changes was in the children themselves. Nine parents indicated their seeing a positive improvement in their children's communication and sharing of feelings with them. Six felt there were less power struggles with their children. Four stated there was more cooperation coming from the children. Three felt their children had shown an increase in self-confidence. The third category of responses to this question had six parents saying that although they felt they could not see any clear change, they were practicing their skills and a great deal of optimism was expressed in their answers. Only one parent felt there was no change
in her relationship with her children.

The responses of the parents to this question indicate that they had learned the skills and concepts of the course and were applying them in their relationships at home. A certain amount of frustration was conveyed in their answers along with their expressions of optimism which showed a belief that their relationships with their children were improving.

The third question asked was, "Do you feel that your taking this course has made any difference in your child's school experience (i.e., behavior, performance of school work, friendships, self-confidence)?" Of the twenty-five respondents to this question, seven said "no," seven said "yes," and eleven said they either did not know, or it was too soon to tell whether there was a difference in their children's school experience. Five of those who said they "didn't know," went on to comment about the changes they had seen at home and thought those might affect the children in school. An example of this was a father who stated, "I don't really know how it might have, other than the children not perhaps being as frustrated at me when leaving the house due to better handling of some situations." Two who replied "yes" said, "A. is not afraid of talking to large groups," and "Certainly, in getting to and from school--in self-concept." The answers show that at the end of the nine-week parent-training course parents were generally
inconclusive about their belief that their participation had caused changes in their children's school performance.

The fourth question asked was, "Sometimes by re-adjusting a course, the instructor can increase the helpfulness of the course to the participants. Can you suggest any additions, deletions, or readjustments that would be more helpful for you?" Most comments centered on the value of the course for the respondents and spoke of various parts of it such as the group discussions, role-play situations, and the modeling of the techniques by the instructor as being effective. Critical comments centered on materials used, and one or two of the techniques used in STEP. Only one suggestion was for more theoretical and philosophical discussions. These comments were helpful in an evaluation of the program.

Follow-up Parent Questionnaire. During the three-month interval from the last session of the parent-training course to the end of the follow-up period the instructor sent out four letters to the parent participants. The purpose of these letters was to remind parents to use the skills and techniques they had learned. During this same time, the instructor offered to continue to meet with parents in a "maintenance" group following the course. Six people indicated a desire to join this group to help further their understanding and practice of the content of the course. The group met with the instructor on a weekly basis with from
two to five people in attendance at each meeting. In total eight people, or 29 percent of the parent participants, attended at least one of these follow-up meetings with a core group of four regular attendees.

A second questionnaire was sent to the parent participants to obtain subjective feedback from them about their impressions of the effect of the nine-week STEP parent-training after this time lapse. This questionnaire had six questions, three of which were of a "yes-no" type with space for comments. The questions and their responses are presented here.

Question one was, "Do you believe you are better able to manage your child's behavior? Yes__ No__" Of the eighteen respondents to this question, seventeen answered "yes" and one answered "no." In comments made, parents expressed having more confidence in handling problem situations and having patience and understanding with their children.

Question two was, "Have you noticed any important changes in your family and/or with your relationship with a member of your family that you might attribute to your taking the course? Yes__ No__ Please comment briefly." Thirteen parents answered "yes" and four "no," and one parent was "unsure" in responding to this question. Those parents who answered affirmatively cited changes in the way they approached problems with their children, an ease in talking
with their children, and a willingness of children to share responsibilities, as reasons for their affirmative answers. Such responses reflect the main thrusts of the course and, therefore, it can be seen that these parents had continued to use the skills and theory of the course in their parent-child relationships.

Question three was, "What were the strong points of the course?" In their answers, parents most often recalled the group discussions from which they received support, "helpful skills," and learning from others. Such responses show the value of the group experience in teaching parenting skills.

Question four was, "What were the weak points of the course?" Nine parents said they were not pleased with the teaching materials and suggested a departure from their use. One parent resented the monopolization of the conversation in one of the groups by two or three individuals. One parent felt there was "no emphasis on third world problems and techniques." Five parents did not answer this question, and two others expressed positive comments. These criticisms were helpful to the instructor in evaluating the course.

Question five was, "Do you feel that your taking this course has made any difference in your child's school performance (i.e., behavior, performance of school work, friendships, self-concept)?" This question was repeated from the first questionnaire to note how parents felt on the basic
question posed by this research. In the first questionnaire twenty-five parents responded with seven "yeses" and seven "nos," and eleven were not sure. Three months later in the second questionnaire, of the seventeen respondents, nine said "yes," three "no," and five were not sure. These results show that more parents felt their children had changed in school as time went on. These data corroborate the statistical findings of the earlier part of the study showing that more changes occur as time passes. This tends to verify the accuracy and increases the credibility of the parents' perceptions. Parents added examples about why they responded affirmatively by citing teachers' reports, improvement in reading interest, an expansion of school activities, and improvements seen in self-concept. The positive responses to this questionnaire reinforce the observation that more time may be required before positive changes in the children's performance in school will become measurable.

Question six was, "As a taxpayer, would you encourage these workshops to be provided for parents as part of the regular school's program? Yes___ No___" This question has a very practical origin and comes from the reality base of counseling in public schools. Three months after the course, when the parents had had time to place their experience into the perspective of other factors in their lives, seventeen answered "yes" and one answered "not particularly." These results confirm the assumption that such a program is helpful
The information reported by parents on these two questionnaires substantiates their results on the parent behavior rating scale. Many parents reported positive changes in their children on both types of instruments. These positive results show that parents' perceptions of their children's behavior at home were substantially improved and that more changes occur as time passes. Furthermore, these changes were sustained for three months following the parent-training course. It seems reasonable to conclude that most of the families which participated in this program made significant positive changes in their parent-child relationships. Many of the changes made may become incorporated into the daily functioning of those families. Therefore, Hypothesis 4 can be accepted.

Summary

The basic problem which was the focus of this research project was to discover whether providing parent-training to parents of elementary school children would have a positive effect on their children's performance in school and at home. Four hypotheses were formulated to consider these questions, and several methods were used to measure the children's performance. Data were obtained from these measures and analyzed using a Multivariate Analysis of Variance.
Hypothesis 1 stated: There will be a statistically significant difference in classroom performance between children whose parents have received a nine-week STEP Parent-training program, and children whose parents have not received parent-training.

The results of the analysis of variance showed no statistically significant changes in the children in these groups. Therefore, this hypothesis could not be accepted.

Hypothesis 2 stated: There will be a statistically significant difference in classroom performance between children who have received DUSO group counseling and children who have not received DUSO group counseling. Classroom performance will be measured pre- and post-training by the same means as in Hypothesis 1.

The results of the analysis of variance showed no statistically significant changes in the children in these groups. Therefore, this hypothesis could not be accepted.

Hypothesis 3 stated: There will be a statistically significant difference in classroom performance between the following four groups of children:
1. Those who have not received DUSO group counseling and whose parents have received the STEP parent-training;
2. Those who have received DUSO group counseling and whose parents have received the STEP parent-training;
3. Those who have received group counseling and whose parents have not received the STEP parent-training;
4. Those who have not received DUSO group counseling and whose parents have not received the STEP parent-training.

The results of the analysis of variance showed no significant changes between these groups of children, and therefore could not be accepted.

Hypothesis 4 stated: There will be a statistically significant difference in the parents' perception of their children's behavior at home, as measured by the Adlerian Parental Assessment of Child Behavior Scale after their parents have participated in a nine-week STEP program.
Two types of measurements were used to test this hypothesis. They were the APACBS and the parent questionnaires and were completed by the parents who participated in the parent training. The results of the data obtained by these two instruments were analyzed and presented in this chapter. The statistical analysis of the parent behavior rating scale showed that significant positive changes did occur in the parents' perceptions of their children's behavior at home, and that these behaviors were sustained for a three-month period following the end of the parent training. The findings on the parent questionnaires also showed that the parents did see changes in their children's behavior, and that they themselves had made positive changes in the way they related to their children. As a result, the parent-child relationships were perceived to be substantially improved and were continuing to improve after three months.

In the next chapter a discussion of these results will be presented with conclusions that can be drawn from the outcome of this study. Implications for the counseling profession will be made and then suggestions for further research will be presented.
CHAPTER V
DISCUSSION AND CONCLUSIONS

Introduction

In previous chapters the purpose, methodology, and the results of this research have been presented. In this chapter the discussion of the results and findings will be presented. Implications of this study for the counseling profession will be made, and finally suggestions for future research will be offered.

In order to interpret accurately the results of this study and other research efforts in this field, a conceptual framework must be established. One must examine the actual steps in a relatively long process of change that was hypothesized to take place during the course of this research. There were several intervening variables, or linkages, which need to be taken into consideration as one looks at the changes anticipated from the time the parents began their participation in the nine-week STEP parent training, until measurable results could be found in their children's classroom performance.

In the first session of the STEP program parents were presented with information about children's behavior and their feelings and emotions. This information helped many parents to begin to think about the dynamics of their
parent-child relationships and to assess their attitudes. For many, the process of change began with this assessment. A next step in this process may have been when parents began to alter some of their responses and reactions to their children. This is often a difficult and confusing action for both the children and their parents, as it sometimes results in disequilibrium in the normal family functioning. This situation may be met with varied responses in children, from rebellious resistance to welcomed relief. The next link in this change process may have been the children's reaction in the form of change in their behavior toward their parents. As new patterns of behavior and attitudes developed between the parents and children, a generalized behavior pattern would be expected to emerge at home. This behavior, if reinforced through successful experiences, may have led to the next link where the children altered their attitudes and behavior patterns in school. Finally, in this process of change, the children presumably would begin to show improvement in their performance in school. Given this picture of how one might expect the changes in children's performance in school to occur, the results of this study can more easily be placed into perspective. There are several unpredictable factors involved in the process, however. For example, it is unknown how much time each stage will actually take. Also, it was unknown what to expect in the form, depth, and quality of the changes. A further question was, how many
children in the population of the study would be affected enough to exhibit measurable results.

Another important consideration in the interpretation of the results was the nature of the school chosen for the research. The school staff were highly professional and trained in humanistic education principles and techniques. A strong emphasis was placed on children receiving individualized instruction in the school. In this type of learning environment there is much encouragement for most students to be performing closer to their individual potential. If, in fact, many of the children in the study were approaching their potential, this could have a strong effect toward minimizing improvement on the scores obtained for academic achievement, classroom behavior, self-concept, and even attendance. The results found on these measurements will be discussed in the next section.

**Discussion of Hypotheses**

The thrust of the first hypothesis was to examine the effects of the nine-week parent-training course on the classroom performance of the children in the study. Classroom performance was measured by the four variables: academic achievement, classroom behavior, self-concept, and attendance. Each of these variables was evaluated separately to determine how parent training affected each one.
Academic achievement. This was measured using the Gates-MacGinitie Reading Tests. The results of the analysis showed that improvement was seen in both the vocabulary and comprehension scores, although they were not statistically significant. DeLaurier (1975) and Waters (1967), who also evaluated the effects of parent workshops on children from the regular population of schools, found no significant results. Some researchers who selected for their subjects children with specific reading problems and focused their efforts on parent education to teach the parents how to help the children improve their reading skills met with greater success. Esterson, Feldman, Krigsman, and Warshaw (1975) and Swanson and Henderson (1976) found significant improvement in the reading scores of their subjects. Mayes (1965) found significant improvement in Arithmetic in third-grade youngsters after an extensive parent education program. The present study included a three-month follow-up period prior to the final measurement. Because in this research the children were taken from the regular school population rather than from groups with learning problems, they may have already been achieving closer to their potential than were the subjects in the above-mentioned studies. However, still more time may be required before enough change takes place in the children's reading skills to show statistical significance.
**Classroom behavior.** One might expect to see improvements in the children's classroom behaviors prior to changes in academic achievement because behavioral change can occur rather quickly, whereas greater time may be required before improvement in academic skills can be demonstrated. However, in this study there were no important changes found in classroom behavior scores. Other studies, which found significant changes in children's behavior following parent training, were carried out with children who had identified behavioral problems of a specific nature [Ulman (1974), Hayes, Cunningham, and Robinson (1977), and Taylor (1971)], while Donofrio (1976) found significant positive behavioral changes in clinically diagnosed problems after working with parents and other significant adults for three years. Perhaps it may be unrealistic to expect significant changes in behavior to occur in the regular population of an elementary school where they are already behaving well.

However, this researcher feels that another aspect of this question must be addressed before such a conclusion can be drawn. The question is what kind of behavior is being examined, and how is it being measured? The choice for using the Devereux Elementary School Behavior Rating Scale was made after an extensive search for a more appropriate instrument for this study to no avail. The DESBRS
was developed primarily to measure identified disruptive behavior in children. "The DESBRS is intended for use by elementary school teachers who wish to 'better understand, describe and communicate the behavior problems of the children in their classes, and is oriented toward those overt behaviors which interfere with the successful academic performance of the child'" (Buros, 1972). Since the present study was focusing on the regular population of students and not on those with identified behavior problems, it appears inappropriate to have expected this scale to be sensitive to the more subtle changes which may have occurred in various dimensions of the child's behavior. Behaviors which would indicate that children were demonstrating more responsibility in planning and organizing their assignments, or that children had increased the amount of free time spent in reading books, are examples of more appropriate measures of classroom behaviors for this sort of study. These kinds of behaviors were not called for in the DESBRS and therefore were not observed and recorded by that scale. Therefore, it seems that the DESBRS may have been an inadequate instrument.

Self-concept. The findings for self-concept showed no significant changes. Three studies reviewed measured self-concept. Ulman (1974) and Rath (1975) found significant positive changes in self-esteem in referred children, while Schofield
(1976) found trends toward positive self-concepts of children whose parents had participated in Parent Effectiveness Training. Again, one may speculate that more time is required before changes in this variable will become evident.

Attendance. The researcher wanted to see if there would be a mutual relationship between parent training and the children's attendance. Since all the children in the study maintained a high rate of attendance throughout, no opportunity presented itself for variation in the number of days present in school. No other studies reviewed had used attendance as a variable. However, in another school population where attendance is a chronic problem, this variable might be quite helpful in evaluating the effects of parent training.

The second hypothesis focused on the effects of the eight-week DUSO group counseling program on the classroom performance of the children. The same four variables were used to assess classroom performance and will be discussed separately.

Academic achievement. Those children who participated in the DUSO groups were found to have made some improvement in their reading scores over the control group. Unit VI of the DUSO program was geared to helping children improve their attitude toward work and accomplishing their goals. The
first section, "Developing achievement-orientation and goal directedness," presents alternatives to children when faced with difficult tasks which they might potentially give up on, or avoid. The next section, "Developing the courage to accept less than perfection," shows children that everyone has areas where they are less competent and also helps them to explore their areas of strength. So, although not focused on specific reading skills, the DUSO groups may have helped the students in their attitudes toward learning. The positive findings on reading scores may represent a movement toward significant findings if more time were available for greater change to take place.

Classroom behavior. Classroom behavior was not shown to have been affected by the children's participation in the DUSO group counseling program. Hugo (1969) conducted the only other study reviewed, with children who were chosen randomly from a regular education program. She also found no significant changes in children's behavior. Others, such as Gumaer and Myrick (1974), Schumacher (1974), Gibbons and Lee (1972), and Taylor and Hoedt (1974), did find positive changes in those children who had disruptive classroom behaviors. As in the first hypothesis, the use of the BECARS to measure the behaviors of the children in the counseling groups comes into question.
Self-concept. The self-concept of children is difficult to assess on a self-report scale because of the potential for children to mask their answers. In the present study the counseling group spent approximately two weeks on a section entitled "Developing self-confidence and self-esteem," during which time they used stories, discussions, and other activities to help the children increase their concept of self. Eldridge, Barcikowski, and Witmer (1973) and Hugo (1969) also worked with children from regular education programs to help them improve their self-concepts. Neither of these researchers found significant increases in self-concept scores. However, Glover (1973) found significant improvement in the self-concept scores of inner-city "dis advantaged" children after providing a concentrated program of individual and group counseling with these children.

Attendance. It must be pointed out again that the attendance was very high in all the groups. Therefore, a ceiling effect was existing for this factor, as there was very little room for improvement possible.

This study leaves unanswered the question of whether STEP parent training is capable of bringing about changes in children's performance in the classroom; however, there were some real benefits provided to the parents, children and the school. Although significant results were not found
in the total cross-section of children chosen for the study, there most probably were children who were helped significantly in their individual situation which would not have been reported in the data. To help two or three children and their parents at crucial times in their lives can be very significant, and although not tabulated, such a benefit must be considered.

**Parent data.** It was also hypothesized that the STEP program would bring about changes in the parents' perceptions of their children's behaviors at home. The Adlerian Parental Assessment of Child Behavior Scale (APABRS) administered to the parents three times during the research project showed that significant positive changes were made in the parents' perceptions of children's behavior at home. The data were analyzed using t-tests and showed that a positive change during the first treatment period had occurred. This improvement during the nine-week STEP program suggests that parents were trying out their new skills, techniques, and acting on their attitude changes at home. Most studies found that, following a parent-training program, significant changes in children's behavior have not occurred. Frazier and Matthes (1975) reported changes in parents' attitudes and behavior, but found no change in the behavior of children after they had received parent training. In Schofield's
study (1976) significant changes in the self-esteem of children were not found although some positive trends were seen.

There is a psychological factor that needs to be addressed which concerns the way the parents may have rated their children's behavior on the behavior scale. It could be argued that a group of parents who have invested a great deal of time and emotional energy in the program may have biased the results of the parent rating scale. Consequently, their subjective ratings on the APACBS may be more a measure of their changes in attitudes stemming from their hopes and expectations, rather than from actual changes of behavior in the children. In reviewing other research this problem dissipates rather quickly, for Swenson (1970), Rath (1975), and Schofield (1976) all studied the effects of parent training using the variable of change in parent attitudes. None of these researchers found statistical significance on this variable. Another control for this "halo effect" was built into the present study by using the three month follow-up evaluation. At this time of measurement the positive changes had been sustained and some were increasing. So, it seems we can be assured that the responses given by the parents were rather accurate reports of their perceptions of their children's behaviors.

Similarly, it should be pointed out that as parents become more aware of children's behaviors, and they understand the goals behind them, parents tend to take on new
perspectives about these behaviors. Also, they are incidentally learning new observation skills which may alter their perceptions of already existing behaviors. These behaviors may have been successful all along, but were not perceived so by the parents previously. In evaluating the results of this and other studies the point must be kept in mind that in effect we may be measuring these changes in parents' perceptions of their children's behavior rather than actual behavioral changes themselves. Further elaboration of this point, however, argues that regardless of whether actual changes or perceived changes are being measured, if the parent-child relationships are felt to be improved by the children and the parents, both, the benefits are still the same. In order to test more accurately actual changes in behavior, independent observers would have to be used as well as measures of the children's perceptions of whatever changes had taken place.

No studies were found which carried out a follow-up phase in their studies of parent training. Whether parent training has any kind of lasting effect upon parents after substantial time has lapsed is of considerable importance. When a treatment condition is administered such as parent training, and no transfer effect exists or can be demonstrated, such training could be considered virtually worthless. It could be assumed that the tendency would be to go back to the original status quo in the family's pattern of
communication, and the ultimate effects of parent training would be minimal. The findings in the present study show, however, that three months after the last parent training session most of the positive changes which the parents perceived in their children's behavior had been sustained.

Only one behavior [7 (physical fights)](see Table 14, page 100), regressed during the treatment period. However, this behavior improved to such a degree during the follow-up period that it showed a significant overall gain at the .05 level of confidence. The initial regression indicated on the rating scale may have been due to a new awareness of a problem in the parent-child relationship that was not previously identified by the parent. For example, in one of the early sessions a parent commented on the fact that she did not realize her child could be expected to do more work around the house, and she was going to stop taking responsibility for what the child could handle. It seems that the content and progress of the course was sufficient enough to help parents work on whatever behaviors were not acceptable to them so that by the end of nine weeks they were able to report improvement. Furthermore, the parents were able to continue to work on their skills so that by the end of the follow-up period the positive behaviors were sustained or actually increased.

Thus it can be concluded that, following a STEP parent-training program, positive changes in children's
behavior, as perceived by their parents, can be expected. Furthermore, these behavioral changes can be expected to be sustained and actually increased at significant levels three months after treatment. Also, one can assume that the changes which parents reported in their own behavior and attitudes have become integrated into their communication patterns. As parents use their communication skills at home one can expect their children to learn them and become more adequate in relating to others.

On the parent questionnaires parents reported changes in their own behavior and attitudes which were attributed to participation in the parent training. These parents expressed much success and optimism about their efforts to improve family relationships. A common factor identified by parents was their feeling of support from the group experience. This support was expressed through a feeling of companionship which developed with the realization that other parents faced similar problems. Others received support through the shared learning experiences during group discussions of daily problems in the families.

The difficulties encountered in assessing changes in the children's classroom performance in school, which was the focus of the first three hypotheses, were reflected by the parents in their responses to the questions about their feelings of whether their participation in the parent training had affected their children's performance in school.
Proportionately more parents responded affirmatively on the second questionnaire than on the first. However, in total their answers reflected much ambivalence and were inconclusive.

It was clear from the parent questionnaire that much learning had occurred and positive changes had taken place in the behaviors of the parents and children at home. Improvement was also reported in the parent-child relationships. Along with the changes parents expressed optimism that they would continue to use their skills and techniques they had learned.

**Implications**

There is an important implication which comes from this study in terms of the most effective use of counselor's time. It would be difficult to imagine that there would be no long-term benefits on the children's functioning in school given the dramatic results shown in the parent data. Although this study did not prove there were significant changes in the short period of time, the benefits in terms of savings on counselor's time can be projected. For example, the parent workshops may have taken care of four or five parent-child needs so that they did not have to consult with the counselor. Perhaps several long phone conversations to the counselor were eliminated. In several situations the relationship which has been established with
the parent participants may be used to help a child more effectively, because the counselor is already a trusted helper. Or perhaps some parents may be less hesitant, now, to turn to the counselor for assistance with a developing problem rather than waiting three or four years, feeling that no one can help. Each of these situations and many more demonstrate concrete savings of the counselor's time. From a slightly different perspective, but more powerful from a cost point of view, if through this program just one child was prevented from entering into a special education program, or a family was helped enough so that outside agency involvement was prevented, or if a family was helped so that several years from now the child did not get involved in costly institutionalization, then the counselor probably will have saved a large percentage of the cost of his salary for that year. However, the problem remains that it is extremely difficult to document from a cost point of view any of this kind of information. Perhaps we must look to those medical facilities which are practising preventive medicine to obtain clues from that profession to help solve this unending problem.

Another implication which emerges from this study is that counselors ought to be considering more extensive use of specialized parent training groups. Groups of parents who have expressed a need of some kind could be joined together to receive assistance with a problem that is
clearly adversely affecting their child's performance in school. Examples of such groups include families who are experiencing separations, death, moving, or who are facing financial disruption. Massachusetts State Law Chapter 766 and Federal Law PL94-142 strongly support the provision for parent education for parents whose children receive services under these laws. Working with parents in groups is certainly more effective than individually because of the learning and support they receive from each other as they work through their difficult problems together.

Summary

This research study had three major areas of concentration. The first was to examine the effects of a nine-week STEP Parent-Training program on the classroom performance of the elementary school children of the parent participants. The second was to examine the effects of a DUSO group counseling program on the classroom performance of the children involved. In both of these areas four variables were used to measure classroom performance. The third area was to examine the effects of the parent training on the parents' perceptions of their children's behavior at home. A parental behavior rating scale and parent questionnaire were used to measure the parents' perceptions of their children's behavior.

The basic findings of the research showed that there
were highly significant changes in the parents' perceptions of children's behavior at home. Parents also reported great improvement seen in themselves which had led to more satisfying relationships with their children. These changes seen at home did not show up in the statistical analysis of the children's performance in school, as only minimal positive improvement was seen in the reading scores of the children.

It seems inconceivable that such positive changes in the parent-child relationships would not eventually cause some sort of positive effect on the way the children function in school. Because of this, several suggestions were offered to explain why significant results did not become evident in the school performance of the students.

Implications drawn from this research have been offered. Parenting has been occurring from the first family of man. However, it is no longer enough, like so many other things in this complex world, to just let it happen. Parents need to learn skills and techniques to be able to raise their children effectively. The institutions which are in the best position to provide this service are the public schools.

Suggestions for Future Research

This study had a large number of dimensions and variables. It may be beneficial to replicate parts of this study with the following variations or some combinations of
them: 1) use a smaller span between grades, e.g., grades 1-2, 3-4, 5-6; 2) screen the subjects to include only those with specific needs or problems; 3) continue the study over a longer period of time, such as one or two years; 4) form a control group of parents; 5) use various parent-training methods such as Parent Effectiveness Training, or behavior modification; 6) have the same counselor conduct both the parent and children's groups; 7) provide a parent-child training group teaching the same skills and techniques; 8) obtain children's feedback during the study; 9) involvement of a much larger population of children and parents.

A suggestion for future research, which focuses on preventive counseling programs, is to develop a behavioral measurement that can measure positive changes in the behavior of the regular population of school children. It is clear that, in future studies which focus on the preventive counseling, a need exists for a different sort of classroom behavior rating scale than the DESBRS. A scale needs to be developed which will accurately and sensitively record improvement in children's behaviors which are moving in a positive direction.

From the results of the present study we can see the positive benefits of providing parent-training programs to groups of parents. It seems that there is a need to provide parent training on a wider scale. In an attempt to accomplish
a wide distribution of parent-training information, the public medium of television is being used. This medium has the advantages of widespread broadcast of information. It also carries the potential risks of causing problems with certain people who may have difficulty handling the materials and the variety of feelings which they engender. Research needs to be carried out to investigate the effects of this one-way presentation of such materials. On television, parent training no longer is a workshop with the give and take of discussion that can alert the skilled trainer to emotional problems and difficulties participants may be having in dealing with the subject matter. Care must be taken to avoid negative situations such as arousing parent guilt for not doing a "good job" according to the theory.

In the future, if the present study were to be replicated with the objective of finding changes in the school performance of the children of parent participants in parent training, some modifications of the STEP program may be more suitable. Suggested modifications would be as follows. The basic concepts and format of STEP would remain as written. The program would be more effective in helping parents to improve their children's functioning in school if all of the examples found in the parent manual, and on the charts and tapes were geared toward academic subjects. For example, a suggested change in the parent manual would be to substitute school related topics in the class discussion
and at home exercise sections, where they presently focus on situations at home. On the audio tapes used to illustrate the teachings of the course, in-school examples could be used and the role play situations would be about parent-child interactions about school. Also, the leader would be encouraged to refocus general discussion topics to classroom situations. Care would have to be used here to encourage people to get help with specific situations at home if they wish. These suggested modifications would help parents to find ways to increase their capability of effectively influencing their children's functioning in school.
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APPENDIXES
APPENDIX A
FIRST LETTER SENT TO PARENTS
Dear Parent(s):*

This fall I will once again be offering workshops in parenting skills which will be available to more parents than in the past. These workshops will be taking on an extra dimension in that a new program with different methods will be used. The Systematic Training for Effective Parenting (STEP) is a recently developed program based on Adlerian child psychology which promises to be very helpful to you as a parent. The STEP program teaches parents greater understanding of their child's behavior and how to respond in ways that will develop mutual trust between parent and child. It will help you to teach your child to take more responsibility for her/his behavior. Parent group meetings are approximately one-and-one-half to two hours each and will run for nine weeks. I am very enthusiastic about the quality of this program and want very much to share it with you.

I am particularly interested in seeing what the effects of teaching parenting skills are on the child's functioning in school. Therefore, I have developed a study to examine these effects. The study will require me to gather information about your child in school prior to your participation in the workshop, and then again when the workshop is over. It will involve the administration of two short tests which will give a sense of how your child sees her/himself, and how she/he is seen by others in the classroom. Teachers will also be asked to evaluate the child's performance, and I will look at changes in achievement over a period of time. The testing will take approximately 15 minutes of your child's time in September and in December and again in March.

Another aspect of this study will involve working in groups with the children in school. We normally provide this service as a regular part of our counseling program. However, I would like to compare its effectiveness on a more formal basis this year. The Developing Understanding of Self and Others (DUSO) program will be used as in the past. This program was developed by the same people who have created the STEP program for parents, Dr. Don Dinkmeyer and Dr. Gary McKay. The children's groups will meet three times a week for eight weeks, starting in October and going to December. Times will be scheduled so as to coincide with the child's school program.

---

*The term "parent" refers to any and all adults living with and participating in the rearing of the child.
If you have been thinking about learning new parenting skills or improving old ones to help you in understanding and communicating more effectively with your child, this is your opportunity to do so. The parent meetings will be held at convenient times, starting in early October and ending in mid-December.

On the attached sheet you will find a series of questions concerning your willingness to participate and/or have your child participate in this program. Your commitments will lead to greater help for yourself and your child and also will further the effectiveness of the academic and counseling program at Wildwood.

I sincerely thank you for your consideration. If you have any questions or concerns, I will be happy to talk with you about them. My home phone is 256-8754.

Sincerely,

Philip Clarkson
Counselor

Nancy Morrison
Principal
Please indicate below your decisions about the involvement of you and/or your child in this program. I would like as many people as possible to take advantage of this opportunity. If you are unable to participate, I would urge you to include your child.

Yes  No

1.  ____  ____ We (I) would like our (my) child to be included in the group counseling program.

2.  ____  ____ We (I) would like to be included in the STEP parent groups and attend nine weekly sessions beginning in early October.

_______ If you have further questions or concerns, please check here and I will contact you or you can call me at 256-8754.

Child(ren)'s Name(s):

________________________________________________________________________ Grade _________

________________________________________________________________________

________________________________________________________________________

Signed: ___________________________ Parent

_______________________________ Date

Please have your child return this to her/his classroom teacher. Thank you.
APPENDIX B

SECOND LETTER SENT TO PARENTS
TO: All Wildwood Parents  
FROM: Phil Clarkson, Counselor  

I wish to thank those of you who responded to last week's letter about the workshops in parenting, and the children's counsel-groups. We were quite pleased with the response. It seems as though many people are going to participate in the program. This follow-up notice is to encourage those who haven't yet sent in the response sheet to please do so.

Some of you may not have received the first letter, and therefore may be unaware of the program. If this is the case, please indicate below, or call the school (549-6300) and a letter will be sent to you. If you have decided to participate you may use this form to indicate your wishes.

I have not yet heard about this program. Please send information.

You may also call me at 256-8754.

Yes  No

- We (I) would like our (my) child to be included in the group counseling program.

- We (I) would like to be included in the STEP parent groups and attend nine weekly sessions beginning in early October.

Child(ren)'s Name(s):

__________________________  Grade ___

__________________________  Grade ___

__________________________  Grade ___

Signed: __________________  Parent

Date: __________  Phone: _________

Please have your child return this notice to her/his classroom teacher.

THANK YOU!
APPENDIX C

DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE
DEVEREUX ELEMENTARY SCHOOL
BEHAVIOR RATING SCALE

George Spivack, Ph.D. and Marshall Swift, Ph.D.

Devereux Foundation Institute for Research and Training

Student's Name ____________________________
Student's Sex _______ Age _________________
Grade _______ School _______________________

Teacher's Name ____________________________
Academic Subject __________________________
Date of Rating _____________________________

RATING GUIDE

1. Base rating on student's recent and current behavior.

2. Compare the student with normal children his age.

3. Base rating on your own experience with the student.

4. Consider each question independently.

5. Avoid interpretations of "unconscious" motives and feelings.

6. Use extreme ratings whenever warranted.

7. Rate each item quickly.

8. Rate every question.

Consider only the behavior of the student over the past month.

The standard for comparison should be the average younger in the normal classroom situation.

Consider only your own impression. As much as possible, ignore what others have said about the student and their impressions.

Make no effort to describe a consistent behavioral picture or personality. It is known that children may show seemingly contradictory behavior.

As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the student's mind.

Avoid tending to rate near the middle of all scales. Make use of the full range offered by the scales.

If you are unable to reach a decision, go on to the next item and come back later to those you skipped.

Attempt to rate each item. If you are unable to rate a particular item because it is not appropriate to the child in question, or because of lack of information, circle the item number.
YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A STUDENT. FOR ITEMS 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

<table>
<thead>
<tr>
<th>Very frequently</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, HOW OFTEN DOES THE CHILD...

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Start working on something before getting the directions straight?</td>
</tr>
<tr>
<td></td>
<td>2. Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)?</td>
</tr>
<tr>
<td></td>
<td>3. Bring things to class that relate to current topic (e.g., exhibits, collections, articles, etc.)?</td>
</tr>
<tr>
<td></td>
<td>4. Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)?</td>
</tr>
<tr>
<td></td>
<td>5. Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal, etc.)?</td>
</tr>
<tr>
<td></td>
<td>6. Initiate classroom discussion?</td>
</tr>
<tr>
<td></td>
<td>7. Act defiant (i.e., will not do what he is asked to do, says: &quot;I won't do it&quot;)?</td>
</tr>
<tr>
<td></td>
<td>8. Seek out the teacher before or after class to talk about school or personal matters?</td>
</tr>
<tr>
<td></td>
<td>9. Belittle or make derogatory remarks about the subject being taught (e.g., &quot;spelling is stupid&quot;)?</td>
</tr>
<tr>
<td></td>
<td>10. Get the point of what he reads or hears in class?</td>
</tr>
<tr>
<td></td>
<td>11. Have to be reprimanded or controlled by the teacher because of his behavior in class?</td>
</tr>
<tr>
<td></td>
<td>12. Poke, torment, or tease classmates?</td>
</tr>
<tr>
<td></td>
<td>13. Annoy or interfere with the work of his peers in class?</td>
</tr>
<tr>
<td></td>
<td>14. Tell stories which are exaggerated and untruthful?</td>
</tr>
<tr>
<td></td>
<td>15. Give an answer that has nothing to do with a question being asked?</td>
</tr>
<tr>
<td></td>
<td>16. Break classroom rules (e.g., throw things, mark up desk or books, etc.)?</td>
</tr>
<tr>
<td></td>
<td>17. Interrupt when the teacher is talking?</td>
</tr>
<tr>
<td></td>
<td>18. Quickly lose attention when teacher explains something to him (e.g., becomes fidgety, looks away, etc.)?</td>
</tr>
<tr>
<td></td>
<td>19. Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)?</td>
</tr>
<tr>
<td></td>
<td>20. Makes you doubt whether he is paying attention to what you are doing or saying (e.g., looks elsewhere, has blank stare or faraway look, etc.)?</td>
</tr>
<tr>
<td></td>
<td>21. Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class?</td>
</tr>
<tr>
<td></td>
<td>22. Get openly disturbed about scores on a test (e.g., may cry, get emotionally upset, etc.)?</td>
</tr>
<tr>
<td></td>
<td>23. Show worry or get anxious about knowing the &quot;right&quot; answers?</td>
</tr>
<tr>
<td></td>
<td>24. Look to see how others are doing something before he does it (e.g., when teacher gives a direction, etc.)?</td>
</tr>
<tr>
<td></td>
<td>25. Complain teacher never calls on him (e.g., that teacher calls on others first, etc.)?</td>
</tr>
<tr>
<td></td>
<td>26. Make irrelevant remarks during a classroom discussion?</td>
</tr>
</tbody>
</table>
FOR ITEMS 27-47 USE THE RATING SCALE BELOW:

<table>
<thead>
<tr>
<th>Extremely</th>
<th>Distinctly</th>
<th>Quite a bit</th>
<th>Moderately</th>
<th>A little</th>
<th>Very slightly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE IS THE CHILD...

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27. Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)?</td>
</tr>
<tr>
<td></td>
<td>28. Oblivious to what is going on in class (i.e., not &quot;with it,&quot; seems to be in own &quot;private&quot; closed world)?</td>
</tr>
<tr>
<td></td>
<td>29. Reliant upon the teacher for directions and to be told how to do things or proceed in class?</td>
</tr>
<tr>
<td></td>
<td>30. Quickly drawn into the talking or noise-making of others (i.e., stops work to listen or join in)?</td>
</tr>
<tr>
<td></td>
<td>31. Outwardly nervous when a test is given?</td>
</tr>
<tr>
<td></td>
<td>32. Unable to follow directions given in class (i.e., need precise directions before he can proceed successfully)?</td>
</tr>
<tr>
<td></td>
<td>33. Sensitive to criticism or correction about his school work (e.g., gets angry, sulks, seems &quot;defeated&quot;, etc.)?</td>
</tr>
<tr>
<td></td>
<td>34. Prone to blame the teacher, the test, or external circumstances when things don't go well?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. able to apply what he has learned to a new situation?</td>
<td></td>
</tr>
<tr>
<td>36. Sloppy in his work (e.g., his products are dirty or marked up, wrinkled, etc.)?</td>
<td></td>
</tr>
<tr>
<td>37. Likely to know the material when called upon to recite in class?</td>
<td></td>
</tr>
<tr>
<td>38. Quick to say work assigned is too hard (e.g., &quot;you expect too much,&quot; &quot;I can't get it, &quot; etc.)?</td>
<td></td>
</tr>
<tr>
<td>39. Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)?</td>
<td></td>
</tr>
<tr>
<td>40. Likely to quit or give up when something is difficult or demands more than usual effort?</td>
<td></td>
</tr>
<tr>
<td>41. Slow to complete his work (i.e., has to be prodded, takes excessive time)?</td>
<td></td>
</tr>
<tr>
<td>42. Swayed by the opinion of his peers?</td>
<td></td>
</tr>
<tr>
<td>43. Difficult to reach (e.g., seems preoccupied with his own thoughts, may have to call him by name to bring him out of himself)?</td>
<td></td>
</tr>
<tr>
<td>44. Unwilling to go back over his work?</td>
<td></td>
</tr>
</tbody>
</table>

45. Like to be close to the teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)? |

46. Have difficulty deciding what to do when given a choice between two or more things? |

47. Rush through his work and therefore make unnecessary mistakes?
**DEVEREUX ELEMENTARY SCHOOL**

**BEHAVIOR RATING SCALE**

George Spivack, Ph.D. and Marshall Swift, Ph.D.

Devereux Foundation Institute for Research and Training

**DESB PROFILE**

<table>
<thead>
<tr>
<th>Behavior Factor</th>
<th>Factor Item</th>
<th>Raw Scores</th>
<th>Tot'l Raw Sc.</th>
<th>Raw Score in Standard Score Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-ISD  0 +ISD +2SD</td>
</tr>
<tr>
<td>1. Classroom Disturbance</td>
<td>need control</td>
<td>11 13</td>
<td>interference</td>
<td>CLASS DISTURBANCE</td>
</tr>
<tr>
<td></td>
<td>release</td>
<td>12 30</td>
<td>drawn in</td>
<td></td>
</tr>
<tr>
<td>2. Impatience</td>
<td>start</td>
<td>1 44</td>
<td>go back</td>
<td>IMPAT</td>
</tr>
<tr>
<td></td>
<td>sloppy</td>
<td>36 47</td>
<td>rushes</td>
<td></td>
</tr>
<tr>
<td>3. Disrespect-Defiance</td>
<td>disrespect</td>
<td>5 9</td>
<td>subject</td>
<td>DISRESP DEFY</td>
</tr>
<tr>
<td></td>
<td>deny t'ch'rs.</td>
<td>7 16</td>
<td>rules</td>
<td></td>
</tr>
<tr>
<td>4. External Blame</td>
<td>t'ch'rs. help</td>
<td>2 34</td>
<td>blames</td>
<td>EXTERNAL BLAME</td>
</tr>
<tr>
<td></td>
<td>called on</td>
<td>25 38</td>
<td>too hard</td>
<td></td>
</tr>
<tr>
<td>5. Achievement Anxiety</td>
<td>test scores</td>
<td>22 31</td>
<td>testing</td>
<td>ACHIEVE ANXIETY</td>
</tr>
<tr>
<td></td>
<td>right ans.</td>
<td>23 33</td>
<td>sensitive</td>
<td></td>
</tr>
<tr>
<td>6. External Reliance</td>
<td>see others</td>
<td>24 42</td>
<td>swayed</td>
<td>EXTERNAL RELY</td>
</tr>
<tr>
<td></td>
<td>rely t'ch'rs.</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>direction</td>
<td>32 46</td>
<td>choices</td>
<td></td>
</tr>
<tr>
<td>7. Comprehension</td>
<td>understands</td>
<td>10 37</td>
<td>recites</td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td></td>
<td>supplies</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Inattentive-Withdrawn</td>
<td>lose att.</td>
<td>18 26</td>
<td>oblivious</td>
<td>INATTENT WITHDRAW</td>
</tr>
<tr>
<td></td>
<td>not att. t.</td>
<td>20 43</td>
<td>reachable</td>
<td></td>
</tr>
<tr>
<td>9. Irrelevant-Responsiveness</td>
<td>exagg. story</td>
<td>14 17</td>
<td>interrupt</td>
<td>IRRREL RESP</td>
</tr>
<tr>
<td></td>
<td>answers</td>
<td>15 26</td>
<td>irrel. talk</td>
<td></td>
</tr>
<tr>
<td>10. Creative Initiative</td>
<td>brings in</td>
<td>3 8</td>
<td>start a sc.</td>
<td>CREATIV</td>
</tr>
<tr>
<td></td>
<td>act. mag.</td>
<td>4 21</td>
<td>talk excess</td>
<td></td>
</tr>
<tr>
<td>11. Need Closeness to Teacher</td>
<td>seeks t'ch'rs.</td>
<td>8 39</td>
<td>friendly</td>
<td>N. CLOSE TANK</td>
</tr>
<tr>
<td></td>
<td>helps</td>
<td>19 45</td>
<td>phys. close</td>
<td></td>
</tr>
<tr>
<td>Additional Items</td>
<td></td>
<td>27 Unable change</td>
<td>40 Quits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>41 Slow work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX D

INSTRUCTIONAL OBJECTIVES EXCHANGE: MEASURES
OF SELF-CONCEPT--PRIMARY AND
INTERMEDIATE LEVELS
<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
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<tr>
<td>11</td>
<td></td>
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<td>12</td>
<td></td>
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<td>13</td>
<td></td>
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<td>14</td>
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<td>16</td>
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<td>17</td>
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<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**Los Angeles, California 90039**
box 993

Cooper Britton 1970

Institutional婧ition Exchange

25. Are you one of the best to be chosen for brainstorming?
26. Would you like to stay home instead of going to school?
27. Do you feel that children have fewer friends than you?
28. Do you prefer to stay at home or go to school?
29. Are you afraid of your parents?
30. Do your teachers ask you to stay home?
31. Are there times when you would like to run away from home?
32. Is your friend usually happy when you say so?
33. Can you write your own stories?
34. Do you often want to die up in school?
35. Do you feel that your family is too much or too little?
36. Are your children often mean to your
37. Are you afraid of your teacher?
38. Do you want too much of your
39. Do you need someone to play with?
40. Do you like the people that you are?
41. Do you want to see who you are?
42. Are you afraid of your parents?
43. Do you usually let other children have their way?
44. Do you want to see someone?
45. Can you give a good talk in front of your class?
46. Do you often get in trouble at home?
47. Are you easy to like?
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Image 1]</td>
<td>![Image 2]</td>
</tr>
<tr>
<td></td>
<td>![Image 3]</td>
<td>![Image 4]</td>
</tr>
<tr>
<td></td>
<td>![Image 5]</td>
<td>![Image 6]</td>
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<td>![Image 13]</td>
<td>![Image 14]</td>
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<tr>
<td></td>
<td>![Image 15]</td>
<td>![Image 16]</td>
</tr>
</tbody>
</table>

**Questions:***

1. Are most children able to finish their schoolwork more quickly than you?
2. Do you find it hard to talk to your teacher?
3. Do you have friends with whom you are your age?
4. Are you not a friend?
5. Does playing with other children bother you?
6. Do you like the teacher in front of the other children?
7. Do you use the teacher's name in front of the other children?
8. Do you feel ashamed of yourself?
9. Do you feel upset easily?
10. Do you have something that you do you usually say not?
11. Do you feel lonely?
12. Do you remember what you learn?
13. Can you get good grades if you want to?
14. Are the things you do at school very easy for you?
156
19. I am popular with kids my age.
20. I make friends easily.
18. I go out to play when I would like to stay home.
17. I am easy to like.

I. I can always be trusted.
II. I can always get good grades.
III. No one pays much attention to me at home.
IV. Most children have fewer friends than I do.
V. I often eat alone.
VI. I often eat at school.
VII. I do more of what I have to do.
VIII. Other children are often mean to me.

8. I am a creative person.
7. I have a lot of friends.
6. I never get in trouble at home.
5. I never get along with other children.
4. I am prepared to be jerked around.
3. Schoolwork is fairly easy for me.
2. I can disagree with my family.
1. I like to meet new people.

Appendix A: Internalization of Self-concept.

The self-appraisal inventory is a short interview of self-concept.

Appendix B: Interpersonal Inventory.

The self-appraisal inventory may be administered to subjects of the same age.
60. I often feel embarrassed of myself.
69. I find it hard to talk in front of the class.
68. My family understand me.
67. Friends usually follow my ideas.
66. I have a lot of self-control.
55. I am not doing as well in school as I would like to.
54. My family would help me in any kind of trouble.
53. It is hard for me to make friends.
52. I don't worry much.
51. I am a good reader.
50. I feel that my family always treats me.
49. I am among the least to be chosen for teams.
48. If I have something to say, I usually say it.
47. I am proud of my school work.
46. Sometimes argue with my family.
45. I don't have many friends.
44. I am not as nice looking as most people.
43. I can give a good report in front of the class.
42. I know what is expected of me at home.
41. I am popular with boys.
40. I am often unhappy.
39. I am slow in finishing my school work.
38. I cause trouble to my family.
37. Most people are much better liked than I am.
36. I always lie about the way I am.
35. My teacher praises me real I am not good enough.
34. I usually treat my family as well as I should.
33. I am always friendly toward other people.
32. I wish I were younger.
31. I often get discouraged in school.
30. I become busy at home.
29. Other kids do not like me.
28. I often do things that I'm sorry for later.
27. I am a good student.
26. My family respects me.
25. I am lonely very often.
24. I am a happy person.
23. I often volunteer in school.
22. My family is proud when I do things with them.
21. I am popular with girls.
<table>
<thead>
<tr>
<th>70</th>
<th>69</th>
<th>68</th>
<th>67</th>
<th>66</th>
<th>65</th>
<th>64</th>
<th>63</th>
<th>62</th>
<th>61</th>
<th>60</th>
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<td>79</td>
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<td>77</td>
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<td>73</td>
<td>72</td>
<td>71</td>
<td>70</td>
<td>69</td>
</tr>
</tbody>
</table>

Answer Sheet
APPENDIX E

ADLERIAN PARENTAL ASSESSMENT OF
CHILD BEHAVIOR SCALE (APACBS)
ADLERIAN PARENTAL ASSESSMENT OF CHILD BEHAVIOR SCALE (APACBS)

PLEASE NOTE: All of the requested information is for the purpose of research. Individual responses will be held in strictest confidence.

NAME ___________________________ DATE ___________________________

IDENTIFIED CHILD
One of your children with whom you want to improve your relationship.

Your ethnic group: ( ) Caucasian, ( ) Black, ( ) Hispanic, ( ) Asian, ( ) American Indian, Other ___________________________

Sex: ( ) Male, ( ) Female

Age: ( ) 20-25, ( ) 26-30, ( ) 31-35, ( ) 36-40, ( ) 41-45, ( ) 46-50, ( ) Over 50

Your highest completed education: ( ) Did not finish high school, ( ) High school, Associate degree, ( ) Bachelor's degree, ( ) Graduate degree

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

<table>
<thead>
<tr>
<th>Your identified child:</th>
<th>ALWAYS</th>
<th>VERY OFTEN</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>Seldom</th>
<th>VERY Seldom</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has to be called more than once to get out of bed in the morning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Gets dressed for school without being reminded.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Remembers to take lunch money, books, etc. to school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Leaves for school without being reminded.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Makes helpful suggestions during family discussions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Involves you in resolving verbal arguments with other children (for example: brothers or sisters, or children in the neighborhood.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Involves you in resolving physical fights with other children (for example: brothers or sisters, or children in the neighborhood.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Does chores without being reminded.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Figures out solutions to his/her own problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Changes behavior when told that it bothers you.</td>
</tr>
<tr>
<td>2</td>
<td>Leaves belongings scattered around the house.</td>
</tr>
<tr>
<td>3</td>
<td>Eats most foods offered without being coaxed.</td>
</tr>
<tr>
<td>4</td>
<td>Shares problems (s)he is facing with you.</td>
</tr>
<tr>
<td>5</td>
<td>Behaves in such a way that you find yourself feeling discouraged, believing that the child cannot improve.</td>
</tr>
<tr>
<td>6</td>
<td>Behaves in such a way that you find yourself feeling hurt.</td>
</tr>
<tr>
<td>7</td>
<td>Behaves in such a way that you find yourself feeling angry.</td>
</tr>
<tr>
<td>8</td>
<td>Behaves in such a way that you find yourself feeling tired.</td>
</tr>
<tr>
<td>9</td>
<td>Behaves in such a way that you find yourself feeling sad.</td>
</tr>
<tr>
<td>10</td>
<td>Behaves in such a way that you find yourself feeling happy.</td>
</tr>
</tbody>
</table>

**Your Identified Child:***

**1.** Always
**2.** Very often
**3.** Often
**4.** Sometimes
**5.** Seldom
**6.** Very seldom
**7.** Never
APPENDIX F

FIRST PARENT QUESTIONNAIRE
1. What about this course has been helpful to you?

2. What changes, if any, have you noticed in your relationship with your child(ren)?

3. Do you feel that your taking this course has made any difference in your child's school experience? (i.e., behavior, performance of school work, friendships, self-concept?)

4. Sometimes by readjusting a course, the instructor can increase the helpfulness of the course to the participants. Can you suggest any additions, deletions, or readjustments that would be more helpful for you?
APPENDIX G
SECOND PARENT QUESTIONNAIRE
It is now about 3 months since the STEP Workshops ended. I am interested in your views at this time about the course and its effects.

1. Do you believe you are better able to manage your child's behavior? yes no

2. Have you noticed any important changes in your family and/or with your relationship with a member of your family that you might attribute to your taking the course? yes no

Please comment briefly.

3. What were the strong points of the course?

4. What were the weak points of the course?

5. Do you feel that your taking this course has made any difference in your child's school performance? (i.e., behavior, performance of school work, friendships, self-concept?)

6. As a taxpayer, would you encourage these workshops to be provided for parents as part of the regular school's program? yes no

Please comment.