A CASE STUDY OF THE EFFECTS OF AN ADLERIAN PARENT EDUCATION PROGRAM ON PARENT ATTITUDES AND CHILD REARING TECHNIQUES

DISSERTATION

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements

For the Degree of DOCTOR OF EDUCATION

By

Toni Ann Urban, B.S., M.S.
Denton, Texas
December, 1991
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The effects of an Adlerian-based parent education program on parents' attitudes toward their children's behavior and techniques used in child rearing were examined in this study. Parents in one primary elementary school were invited by letter to participate in a parent education program. The 44 parents who volunteered were randomly assigned to one of four groups: (a) English speaking experimental, (b) Spanish speaking experimental, (c) English speaking control, and (d) Spanish speaking control. Parents in the English speaking groups came from varied cultural and ethnic backgrounds. Pretest and posttest measures were taken for the four groups on the Parenting Questionnaire and the Adlerian Parental Assessment of Child Behavior Scale. Parents were also asked to complete a demographic data form. The treatment consisted of a 6-week Active Parenting parent education program for parents in the experimental groups. The statistical procedure used in the analysis of data was
analysis of covariance and multiple regression. Significance was established at the .05 level.

Significant differences were found for parents in the Spanish speaking groups following treatment, on the Attitude Scale and the Technique Scale of the Parenting Questionnaire. No significant differences were found following treatment for parents in the English speaking groups on the Attitude and Techniques Scales of the Parenting Questionnaire. No significant differences were found following treatment for parents in the Spanish speaking groups on the Adlerian Parental Assessment of Child Behavior Scale. Significant differences were found for parents in the English speaking groups following treatment on the Adlerian Parental Assessment of Child Behavior Rating Scale.

Findings from this study provide evidence that the Active Parenting program can be considered effective in changing attitudes and child rearing techniques. Because of the small sample size, however, these findings cannot be generalized to other groups.
ACKNOWLEDGEMENTS

I would like to acknowledge the support provided by Dr. Velma Schmidt during my doctoral studies. Dr. Schmidt's persistence, attention to detail, and belief in my ability enabled me to develop my beginning thoughts into a research project. She was never too busy to offer her expert advise, guidance, and encouragement.

I am also appreciative of the advice and assistance of Dr. Janet Black. Dr. Black was willing to serve as major professor in this dissertation project after the death of Dr. Schmidt and see it through to completion.
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CHAPTER 1

INTRODUCTION

The role of the school in parent education has been well documented in the literature (Barnett, 1980; Clarkson, 1980; Fears, 1976; Jackson & Brown, 1986; McKay & Hillman, 1979; Nystul, 1982; Summerline & Ward, 1981). Compensatory education programs, changes in family structure, changing demographics, and the awareness of the importance of parental involvement in the education of a child indicate a continued need for parent education. In recent years much of the research on parent education has been focused on middle-class, English speaking parents, parents of handicapped children, or parents enrolled in compensatory education programs. Research studies of parents from multicultural backgrounds are limited. A recent evaluation by Zeldin and Bogart (1989) of parent education programs sponsored by the Home and School Institute examined effective parent education programs. Zeldin and Bogart found that the greatest difficulty encountered in designing parent education programs for parents of situationally "at risk" children was in recruiting low income, Hispanic families. These researchers concluded that effective parent
education programs need to be matched to the needs and strengths of the families. Current demographic trends indicate that schools will need to provide support for low-income and minority families in coming years. As a central part in the life of a child, public schools have resources that can meet many of the needs for parent education. Schools can broaden the support they offer to children and families by using not only the cognitive expertise it possesses to achieve school effectiveness, but also its expertise in the areas of child development, child rearing, and discipline. Since parents often seek out school personnel for information on effective parenting practices and common child rearing concerns, this study should be helpful to school personnel in determining the role of the school in parent education.

Statement of the Problem

The problem of this study was to determine the effects of an Adlerian parent education program on parent attitudes toward their children's behavior and the techniques used in parenting.

Purpose of the Study

The purpose of this study was to investigate the effectiveness of a commercially-available Adlerian parent education program with a multicultural population.
Hypotheses

The following hypotheses were developed for this study:

Hypothesis 1. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Attitude Scale of the Parenting Questionnaire than parents in the two control groups.

Hypothesis 2. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Techniques Scale of the Parenting Questionnaire than parents in the two control groups.

Hypothesis 3. Following treatment, parents in the two experimental groups will have significantly higher adjusted total posttest scores on the Adlerian Parental Assessment of Child Behavior Scale than parents in the two control groups.

Limitations of the Study

The limitations of this study were:

1. Only the Active Parenting video presentations, discussions as outlined in the leader's guide, and activities in the Parent's Action Guide were used.

2. Parents of children attending only one primary school in a suburban school district in North Texas were included.

3. Participants were parents who volunteered to be included in this study.
4. Only parents who spoke English or Spanish were included.

Definition of Terms

The following terms are defined for use in this study.

**Adlerian parent education** is an educational model of teaching parenting skills which is based on the work of Alfred Adler. In Adlerian parent education groups, parents learn how to change their attitudes and beliefs as they teach children responsible behavior through the use of encouragement and natural consequences (Yura, 1983).

**Parent education** refers to all activities, including school-based parent education, which relate parents to the educational system (Espinoza, 1980).

**Active Parenting** is a commercially-available program designed to teach parents the Adlerian principles of child management through the use of videotapes, discussion, parent handbooks, and role playing (Popkin, 1986).

**Multicultural** refers to groups of people who have a system of shared meanings regarding the way they conduct their lives (Mahe & Stallings, 1975). For the purpose of this study, multicultural refers to the diversity of identified cultural groups within the population in which this study was conducted.
Spanish speaking parents are subjects whose first language is Spanish.

English speaking parents are subjects whose first language may be a language other than English but not Spanish.

Identified child refers to the one child in each family who was the focus of the parents during the study.

Background and Significance

Parent education, as a social phenomenon in America, is not new. Its roots can be traced back to the early 1800s when mothers set together in small groups called mothers' associations to discuss child reading problems. In the late 1800s, child rearing practices were influenced by the work of G. Stanley Hall and the child study movement. The child study movement was primarily interested in the physical development of children and ways to improve their physical health. It also incorporated the ideas of Hall concerning the importance of heredity. In 1888, the Society for the Study of Child Nature, presently known as the Child Study Association, was founded to foster parent education. The second major phase of parent education was the inception of the Parent-Teacher Association in 1897. The major thrust of this movement was to improve the quality of life at home and to promote political activity on behalf of the poor.
(Espinoza, 1980). During the early 1900s federal support for parent education surfaced and national conferences and organizations were formed to support health-oriented programs of parent education (Croake & Glover, 1977).

In the 1920s, emphasis shifted from interest in social reform to the behaviorist psychology of John B. Watson. Middle-class parents were taught the "new psychology" so that they could take on the role of "professional" parents in child rearing (Espinoza, 1980). During the 1930s parent education activities continued to expand. The Works Progress Administration made trained personnel available to parents to present information about child behavior, and major universities began doing research in this area (Croake & Glover, 1977). Interests and efforts, to a lesser degree, continued in the area of parent education until the 1960s when enrichment programs for preschool age children of the poor brought attention to the need for early parental involvement (Osborn, 1980). Research on the effectiveness of these early intervention programs indicated that the positive effects on children's IQ and language gains, were not maintained when parental involvement was minimal (Honig, 1982).

As part of the War on Poverty, the Elementary and Secondary Education Act of 1965 funded Project Head Start which contained a strong parent education component.
Research, which centered on parents and children from disadvantaged populations, indicated that certain parenting practices and attitudes of parents toward learning and school were directly related to the success of a child in school (Barnett, 1980). In the last 20 to 25 years the interest in parent education, which has been fueled by the onset of compensatory education programs, has continued to grow. These programs have tied parent education to the educational establishment. In the 1960s and 1970s the term parent involvement was introduced to the educational establishment, and schools began programs to offset the effects of poverty on young children. During this period, schools came to be viewed as institutions that could intervene and "help the family do its job more effectively by acknowledging the importance of improving the quality of parent-child interaction" (Barnett, 1980, p. 5).

Changes in society during the last 20 years have accelerated the interest in parent education. Increased mobility, changes in family structure, demographics, values, and the increased number of women in the work force have caused many parents to question traditional child rearing practices. Research by Bloom (1981) and Bronfenbrenner (1970) indicated that home background is the most important factor correlated with a child's success in school (Roehl, Herr, & Applehaus, 1985). Respondents in a national survey
of parents of young children emphasized a need for developing a way to provide love with discipline and also a need to increase their understanding of the psychological, physical, and perceptual-motor development of their children (Clarkson, 1980). It is clear that parents' knowledge and skill in guiding their children have a strong impact on the successful development of their children. A lack of knowledge of child development and parenting skills causes many parents to experience stress in the child reading process (Roehl et al., 1985).

Changes in family structure and the everyday stresses of living in a rapidly changing world continue. In 1982, a majority of the population was white (80%), with 12% black, 6.4% Hispanic, and 1.6% Asian (Bureau of the Census, 1982). The current birthrate for white women (1.7) is considerably lower than the birthrate for black (2.4), and Mexican-American women (2.9) (Hodgkinson, 1986). Changes in the distribution of economic levels of the population will continue to change. In 1988, 25% of United States schoolchildren lived below the poverty level, 14% were children of unmarried parents, and it was estimated that before reaching 18 years of age, 40% would live in a one-parent home for a period of time (Kellog, 1988). A more recent study, based on United States Census Bureau estimates, predicted that 60% of the children born today
will live in one-parent homes at some time before they reach the age of 18 (Reed & Sautter, 1990). Former United States Secretary of Education Lauro Cavazos estimated that by the year 2000, "as many as one-third of our young children will be disadvantaged and at risk" (cited by Reed & Sautter, 1990, p. K3).

Public school children in the years ahead will bring with them a wide variety of backgrounds and cultures which the schools must accept, and many will speak languages other than English. Statistics seem to indicate that schools can also expect to encounter more lower income and situationally at risk children. Poverty, student mobility, health, family problems, and learning problems will accompany these children. Because low-income and ethnic minority families historically have had few linkages with schools, many of these parents lack the information to approach the school on behalf of their children. As schools change to meet the needs of the growing population of minority children and parents, educators must be concerned with the need to provide support for these families as well as educating the children. Together the family and the school represent the primary environment in which children grow and develop. Parent education is an important form of parent involvement and support that can be offered by schools.
Organization of the Study

This study is organized into five chapters. An introduction and background of the study are provided in Chapter 1. The review of related literature, in Chapter 2, includes four general areas: (a) comparison studies, (b) Adlerian studies, (c) Systematic Training for Effective Parenting (Dinkmeyer & McKay, 1976) studies, and (d) Active Parenting (Popkin, 1986) studies. The design of the study and the procedures used in collecting and analyzing data are included in Chapter 3. A description of the subjects, research instruments, translation procedures, and parent education program used are also included in Chapter 3. Demographic data, results of the study, and analyses of data are presented in Chapter 4. Chapter 5 contains the findings, conclusions, and recommendations for further research.
CHAPTER 2

REVIEW OF LITERATURE

This review of literature on parent education is limited to studies which compared Adlerian parent education to other models or studies which used the Adlerian model, the Systematic Training for Effective Parenting model, or the Active Parenting model exclusively. This review is also limited to research that was focused on parents of young children in normal populations and studies which were focused primarily on changes in parental attitudes, perceptions, skills, and behaviors. There is a scarcity of research on the Active Parenting program. Literature related to this model is limited to dissertation studies and an article published by the author of the program. No studies were found that focused on a multicultural population.

Comparison Studies

The number of studies comparing the Adlerian model to other models of parent education is limited. This limitation may be due to the varied theoretical foundations and the goals of each model. The most common type of
comparative research of prevalent forms of parent education compares the Adlerian, Parent Effectiveness Training, and behavior modification models.

Only one study was found which compared Adlerian, Parent Effectiveness Training, and behavior modification models. Schultz, Nystul, and Law (1980) compared the three models of parent education in order to assess attitudinal changes over time as an outcome of participation in a parent education program. The 120 Australian mothers who responded to newspaper announcements of this program were randomly assigned to a Parent Effectiveness Training group, an Adlerian group, a behavior modification group, a placebo group, and a nonattendant control group. The placebo group was utilized to control for the effect of a small group experience. Parents in the experimental groups were matched with parents in a control group.

The Parental Attitude Research Instrument and the Attitude Toward Freedom of Children Scale-II were administered to the parents in the experimental groups at the beginning and the end of each group’s treatment. The Parental Rating of Improvement, developed for their study, was administered at the end of the last session. Parents in the nonattendant control groups completed the instruments twice, with a time lapse equivalent to the experimental groups. The Attitude Toward Freedom of Children Scale-II
was administered to parents in the experimental groups again, 12 months after the treatment. Schultz et al. (1980) found that the three models—Parent Effectiveness Training, Adlerian, and behavior modification—produced attitude changes which resulted in significantly more liberal attitudes toward children 12 months after the treatment. Immediately after treatment, the Parent Effectiveness Training group showed a significantly more democratic attitude toward child rearing practices, and the Adlerian and behavior modification groups showed a marked tendency in that direction. A comparison among the Parent Effectiveness Training, Adlerian, and behavior modification groups with the nonattendant control groups and the placebo group, indicated that the parent group education produced long-lasting attitudinal changes, and that course content was a significant factor.

Frazier and Matthes (1975) conducted a study which compared Adlerian based (Dreikurs & Soltz, 1964) parent education to a behavioral approach based on the work of Krumboltz and Krumboltz (1972). The purpose of their study was to assess the effects of parent education programs based on the Adlerian and behavioral models relative to each other and to a control group. Frazier and Matthes (1975) assessed the effects of participation in a parent education group on: (a) parents' attitudes toward the freedom of children,
(b) parents' child rearing behaviors as assessed by an observer, and (c) parents' perceptions of children's behavior. Forty-one parents who volunteered to participate in their study were randomly assigned an Adlerian, a behavioral, or a control group. Nineteen parents who volunteered after the parent education program began were also assigned to the control group. A posttest control group design was used. The Attitude Toward the Freedom of Children Scale-II, the Child Rearing Practices Scale, and the Freeman Behavior Checklist were administered to the parents at the conclusion of the parent education program.

Results of Fraizer and Matthes' (1975) study indicated that there were significant differences among parents in the three groups on the Attitude Toward Freedom of Children Scale-II. Parents in the Adlerian group were less restrictive in their attitudes toward children than other parents, and parents in the behavioral group were less restrictive than those in the control group. Significant differences were also found among the parents on the Child Rearing Practices Scale. Parents who participated in the Adlerian parent education group were more inclined to use logical consequences and discipline related to the child's misbehavior than parents in the behavioral and control groups. No significant differences were found among parents who were administered the Freeman Behavioral Checklist. The
conclusion from Fraizer and Matthes' study was that parents' attitudes and behaviors can be changed by participation in a parent education group, however, parent education groups have very little impact on the behavior of their children.

Freeman (1975) compared an Adlerian Mother's Study group and a Traditional Mother's Discussion group. The content of the Adlerian Mother's Study group was based on the curriculum outlined by Dreikurs and Soltz (1964). The Traditional Mother's Discussion group content was unstructured and was based on areas of interest that the mothers brought to the group each week. The 36 mothers who volunteered to participate in Freeman's study were randomly assigned to an Adlerian Mother's Study group, a Traditional Mother's Discussion group, or a wait-list control group. The Attitude Toward Freedom of Children Scale-II, the Children's Behavioral Checklist, and the Child Rearing Practices Scale were administered to the subjects.

The results of Freeman's (1975) study indicated that mothers in the Adlerian Mother's Study groups reported significantly less frequent use of controlling and authoritarian behaviors as measured by the Child Rearing Practices Scale than mothers in the other groups, significantly less bothersome behaviors by their children on the Children's Behavioral Checklist than the control group, and significantly more democratic child rearing attitudes on
the Attitude Toward Freedom of Children Scale-II than the control group following treatment. The mothers in the Traditional Mother's Discussion groups reported significantly more allowances for child participation in family decision making and more parent-child play on the Child Rearing Practices Scale than mothers in the Adlerian Mother's Study groups following treatment. The researchers concluded that the Adlerian Mother's Study groups were more effective in changing mothers' child rearing attitudes, some child rearing practices, and children's misbehavior than the groups with no treatment, but they were not significantly more effective than the Traditional Mother's Study discussion groups.

Two studies were found that compared the Adlerian based Systematic Training for Effective Parenting (Dinkmeyer & MyKay, 1976) program to other models of parent education. Larrivee (1982) compared Systematic Training for Effective Parenting to Becker's behavioral based Parent as Teachers program and Effective Parenthood, a program developed for Head Start. Loscancy (1979) compared Systematic Training for Effective Parenting and a behavioral-based parent education program.

The purpose of Larrivee's (1982) study was to assess the effects of the three programs on the knowledge and perceptions of mothers and on the behavioral interactions
between mothers and their children. Mothers of young children who were enrolled in a Head Start program were the subjects for Larrivee's study. The mothers were randomly assigned to one of the three parent education programs. Measures used included the evaluation instruments designed for each of the parent education programs and the Parent Questionnaire (Fears, 1976). Mother-child interactions were assessed by observers.

The results of Larrivee's (1982) study indicated that the mothers learned the concepts and skills of each program. Mothers in the Systematic Training for Effective Parenting and Parent as Teachers groups perceived their children's behavior as more positive after treatment than did parents in the Effective Parenting group. At the conclusion of the parent education program, mothers in the Systematic Training for Effective Parenting group showed more positive responses and fewer negative interactions with their children than mothers in the Parent as Teachers and Effective Parenting groups.

The purpose of Loscancy's (1979) study was to assess the effectiveness of two parent education programs for mothers and their kindergarten children. Mothers were randomly assigned to one of three groups: (a) a Systematic Training for Effective Parenting group, (b) a behavioral group, (c) and a control group. The Parent Response
Questionnaire and the Tennessee Self-Concept Scale were used to measure the effects of participation in one of the three groups on the mothers' level of emphatic communication and self-concept. The Vineland Social Maturity Scale and the Metropolitan Readiness Test were used to assess the effects of the program on the children of mothers who participated in this study.

The results of Loscancy's (1979) study indicated that participation in either the Systematic Training for Effective Parenting group or the behavioral group increased the mothers' levels of emphatic communication and self-concept when compared to the control group, but neither treatment was superior to the other. Mothers' participation in either treatment group did not result in any positive effects on the children.

In a study using a multimodal approach to evaluate the effects of a parent education program on parenting skills, Silverman (1979) attempted to deal with the criticisms from earlier researchers (Lamb & Lamb, 1978; Pickarts & Fargo, 1971) that a unimodel approach to parent education might be ineffective in bringing about significant changes in behavior. Silverman (1979) combined key elements of the behavioral Parent Effectiveness Training and Adlerian models in a 7-week parent education group for parents of elementary age children. The population consisted of parents of
children attending one elementary school. Of the 17 parents who agreed to participate in the study, 12 attended five of the six parent education group sessions and completed the assessment instruments. It was expected that parents who participated in the parent education group program would (a) notice improvement in the home behavior of their children, (b) increase their knowledge of the dynamics of children's behavior and how behavior is learned, (c) increase their knowledge of communication skills to use with children, and (d) acquire an attitude about child rearing based on valid child rearing techniques.

Silverman (1979) used a pretest-posttest design for the study. The Devereux Child Behavior Rating Scale and the Mother-Child Relationship Evaluation were administered to the parents at the beginning of the first parent education group meeting and at the conclusion of the last parent education group meeting. The Communication Skills Survey and the Behavior Management Skills Survey developed for the study, were administered to the parents during the week in which the particular skills that the instruments were to assess were taught. Parents were also asked to complete weekly evaluations of each parent education group program.

The findings of Silverman's (1979) study indicated that the first three goals of the parent education program were achieved to some degree. The home behavior of the children,
as measured by the Devereux Child Behavior Rating Scale, improved significantly in the areas of cleanliness and the ability to delay gratification, but no changes were measured in the areas of distractibility, social isolation, emotional upset, social aggression, and unethical behavior. Pretest and posttest comparisons on the Behavior Management Skills Survey and the Communication Skills Survey indicated that parents increased their knowledge of child behavior and communication skills. The fourth goal of the parent education program, an improved parental attitude toward child rearing, was not demonstrated on the Mother-Child Relationship Evaluation. Data from the class and group evaluations indicated that the parents responded favorably to the parent education group meetings. It can be concluded from Silverman's (1979) study that participation in a multimodal parenting skills class helped parents to become aware of a variety of approaches to be used with their children; however, since a true experimental design was not utilized, it cannot be concluded that the parent education program caused the obtained results.

Dembo, Sweitzer, and Lauritzen (1985), Krebs (1986), and Powell (1986) conducted reviews of the comparative research in the area of parent education. Dembo et al. (1985) reviewed 48 parent education programs in an attempt to determine if any one program was more effective than the
others. Behavior, Parent Effectiveness Training, and Adlerian programs were selected for review. These researchers found that certain changes in parental attitudes and/or child behaviors were evident as a result of parent education intervention, but no one program could be viewed as more effective for all parents or all children. Dembo et al. concluded that the effectiveness of any one program depended upon the type of assessment and educational approaches used. Both the Parent Effectiveness Training and Adlerian programs yielded favorable results in changes in parental attitudes; however, these changes were not generalized to changes in child behavior. Although the behavioral models produced more favorable results in the area of changes in child behavior, the lack of conformity in the use of recommended statistical methods and procedures make the findings inconclusive. Dembo et al. offered the following recommendations for parenting education programs: (a) more attention to parenting goals, attitudes, and knowledge of parenting; (b) consideration of parental characteristics and how characteristics may interact with different program goals; (c) procedures for identifying characteristics of effective group leaders; and (d) use of appropriate research designs, control groups, and multiple assessment procedures.
A more recent review of research on parent education programs by Krebs (1986) was more favorable to the Adlerian model than the review by Dembo et al. (1985). Krebs (1986) reviewed 16 studies and texts using the Adlerian, Parent Effectiveness Training, and behavioral modification models. He concluded that the Adlerian studies used control groups for comparison of consistency and showed significant outcomes favoring the experimental groups.

Although many of the behavioral and Parent Effectiveness Training studies reported significant results, some highly critical reviews (Cagan, 1980; Doherty & Ryder, 1980; Rinn & Markle, 1977) were published for both approaches. Several behavioral approaches were criticized as being limited in their application and difficult for parents to implement. Although the Parent Effectiveness model has been widely used, the research for this model, for the most part, has been conducted by Parent Effectiveness Training trainers. The limited use of control groups in both the Parent Effectiveness Training and behavior modification models limits the significance of their findings (Krebs, 1986). Krebs concluded that although it is difficult to rank one approach as more effective, the process and outcomes of the Adlerian studies were more favorable.
In a review of the research on parent education and support programs, Powell (1986) concluded that there was no convincing evidence that one program was significantly more effective than another. Powell suggested that future researchers in parent education should match the content and structure of their programs to the needs and characteristics of parents. Powell made the following recommendations for future research: (a) it should focus on the long-term effects of parent education programs on parents and children; (b) it should focus more attention on the possible negative effects of program involvement; and (c) a better understanding of the process of change in parents is needed.

The comparison studies reviewed for this study did not indicate that one approach was more effective than another for all parents. The findings seemed to indicate that the approach used and the goals of the program determine the outcomes of the model. Behavioral models result in specific behavioral changes in children. Adlerian and Parent Effectiveness models which focus on changes in parental attitudes and behaviors indicate positive results in these directions. The major differences in the theoretical foundations of the models, the limitations of research methodology cited by Krebs (1986) and Dembo et al. (1985), and the inconclusive findings make it difficult to rate one model of intervention as more effective than others.
Adlerian Studies

Adlerian parent education groups are based on the work of Rudolf Dreikurs and Vicki Soltz (1964) who used an educational model which stresses the importance of the family group. In this model, the ideal family structure is defined as a democratic one in which all family members are treated with respect and share responsibilities and rights. Parents are taught to recognize the goals of their children's behavior and to view behavior as goal directed and purposeful. Emphasis is placed on the use of natural and logical consequences and encouragement rather than punishment and praise. A limited number of research studies are available which evaluate the effectiveness of Adlerian parent education programs; however, there is evidence that the programs have been successful in changing parents' attitudes and knowledge (Fears, 1976; Hamilton, 1979/1980; Hinkle, Arnold, Croake, & Keller, 1980; Lowrance, 1988/1989; Paine, 1984).

Several Adlerian parent education group studies assessed changes in parental attitudes, child-rearing practices, perceptions of children's behavior, and/or children's self concept across time. The most recent research found which used the Adlerian approach as outlined by Dreikurs and Soltz in Children the Challenge (1964) was a study by Lowrance in 1988. The purpose of Lowrance's study
was to assess the effects of parenting groups on parenting attitudes. A quasi-experimental design was used. The Hereford Parental Attitude Survey and the Attitude Toward the Freedom of Children Scale-II were used to measure the attitudes of parents who volunteered to participate. The instruments were administered to the parents at the beginning of the 6-week parent education program, at the conclusion of the parent education program, and 6 weeks after the program had ended.

The findings of Lowrance’s (1988/1989) study indicated that parents’ attitudes changed significantly from pretest to posttest in the areas of confidence in the parental role, causation of the child’s behavior, mutual understanding, and mutual trust. These positive changes were maintained 6 weeks after the last parent education group session. No significant changes were found in parents’ attitudes toward acceptance of children’s feelings and behaviors or attitudes toward freedom in child rearing.

Paine (1984) evaluated an Adlerian parent education program for parents of kindergarten-age children. The purpose of Paine’s study was to assess the effects of the parent education program in four areas: (a) parents’ attitudes toward parenting, (b) parents’ self-report of their own behavior and perceptions of ideal parenting, (c) parents’ reactions to the course, (c) teachers’ ratings
of the children's behavior, and (d) children's self concept. The course had these three components: (a) a parent group which met for 16 weeks; (b) three teacher inservice sessions; and (c) separate and joint consultation between group leaders, teachers, and parents. A quasi-experimental pretest-posttest design with a control group was used. The parent education program was offered during the fall and winter of the school year. Thirty-eight parents were placed in each group. The control groups were drawn from another school district.

The Hereford Parent Attitude Survey and the Parents' Report were used to assess the attitudes of parents. The behavior of the children was assessed with the Kohn Social Competence Scale and the Kohn Problem Checklist which were administered to the teachers of the children who participated in this study. The Purdue Self-Concept Scale for Preschool Children was used to assess the self-concepts of the children. The measures were administered before and after treatment of the parents, teachers, and children in the experimental and control groups. The measures were also administered to all participants in the fall group in May, 4 months after the first parent education course was concluded.

Pretest-posttest comparisons indicated that the course had some impact on parent attitudes. Parents in the
experimental group reported significant results in the following areas: (a) understanding that parental behavior influences the behavior of the child, (b) understanding of child behavior, (c) communication, and (d) trust in the child. The delayed posttest measures indicated that gains in attitudes made by the parents in the experimental group declined somewhat after 4 months but did not return to their original level. For the control group, there was a slight tendency for these attitudes to become less positive.

Parents in the experimental groups also saw fewer discrepancies between the actual behavior of their children and their view of ideal behavior after treatment. This change was supported by the results of the delayed posttest.

The outcomes for children of parents in the experimental group were similar to the outcomes in other studies (Clarkson, 1980; Dobson, 1970) which assessed changes in children's behavior and/or self-concept after their parents' participated in parent education groups. No differences in self-concept were found between the children in the experimental group and children in the control group, and no differences were found in the behavior of the children as reported by classroom teachers.

Hinkle et al. (1980) conducted a similar study to assess the effects of an Adlerian parent group which was designed to facilitate more democratic attitudes and
behaviors by parents toward their children. These researchers also attempted to measure increases in children’s self-esteem as a result of parental participation in a parent group and to determine whether a relationship existed between parental attitudes and the increased self-esteem of their children. Parental attitudes and behaviors were measured using the Attitude Toward Child Rearing Scale, the Child Rearing Practices Scale, and the Children’s Behavior Checklist. These measures were administered to 100 parents four times during a 9-week period. One-half of the parents were designated as the experimental group and participated in an Adlerian parent education program during this same time. The Coopersmith Self Esteem Inventory was administered during the first week and the last week of the parent education program in order to assess the self-esteem of children whose parents participated in the study.

The parents in the experimental group had significantly higher scores on the Attitude Toward Child Rearing Scale and the Child Rearing Practices Scale following treatment. These findings indicated that parents in the experimental group became more democratic in their child-rearing attitudes and practices, while there was no difference in the attitudes and practices of parents who were in the control group. Results of the Children’s Behavior Checklist
indicated that for the duration of the parent group, parents' reports of misbehavior increased for both groups. However, as the group continued, parents in the experimental group began to report fewer incidents of bothersome behavior than parents in the control group. These differences were not statistically significant; however, significant differences were found between children in the experimental group and children in the control group on the Self Esteem Inventory. These findings seem to indicate that the participation of parents in an Adlerian parent education program may lead to increases in children's self-esteem. The researchers cautioned that the increases in self-esteem for the experimental children could have been due to a temporary environmental change and recommended more research in this area (Hinkle et al., 1980).

In an earlier study, Croake and Burness (1976) measured changes in parental attitudes, child rearing practices, and perceptions of children to determine the number of parent group meetings required to change parents' attitudes and children's behavior. The Attitudes Toward Freedom of Children Scale-II, the Child Rearing Practices Scale, and the Children's Behavior Checklist were used in their study. One hundred and seven subjects were divided into five groups. Two experimental groups were drawn from parents who were enrolled in a 6-week Adlerian parent education group.
The three control groups were drawn from parents who were not enrolled in a parent group. Pretest measures were administered to parents in all groups during the first week. The posttest instruments were administered to one experimental group and two control groups during the fourth week, while another experimental and two control groups were tested during the sixth week. Positive changes in the attitudes of parents in the experimental groups were evident from the Attitudes Toward Freedom in Children Scale-II and the Child Rearing Practices Scale in the fourth week, but not in the sixth week. Scores on the Children's Behavior Checklist did not improve as a result of participation in the parent education group. Croake and Burness stated that testing fatigue may have accounted for the results of the testing in the sixth week.

A study conducted by Hamilton (1979/1980) compared the effects of participation in two methods of Adlerian parent education on mothers' attitudes toward child rearing and mothers' perceptions of their children's behavior. The traditional Adlerian parent study group method was compared to the audio-tutorial method of parent education. The parents in the traditional study group met in small discussion groups of 8 to 10 subjects once a week for 8 weeks. The audio-tutorial group met once a week for 8 weeks and a manual and audio slide presentation were used to
present the content. Textbook and homework assignments were the same for both groups. The subjects for this study were mothers and grandmothers of children ages 4 through 12 years of age who lived in public housing.

The Attitude Toward Child Rearing Scale and the Children's Behavior Checklist were administered to the subjects before the first parent group session, at the conclusion of the last session, and 4 weeks after the last parent education group session. A comparison of these measures was made pretest to posttest, and pretest to delayed posttest. The following conclusions were made: (a) the traditional parent study group was the most effective in developing more cooperative attitudes toward child rearing; (b) mothers of older children changed most, from high control to more cooperative decision making methods of child rearing; (c) more potential problem-causing behaviors were reported 4 weeks after the study; and (d) although not statistically significant, both groups of subjects reported fewer potential problem-causing behaviors for the target child following the study.

Fears (1976) examined the effects of participation in Adlerian parent education groups on parents' perceptions of their children's behavior. The sample consisted of 75 parents of elementary school children who volunteered to attend one of six parent education groups. No control
groups were utilized. The Parent Questionnaire which was developed for Fears' study was administered to parents at the beginning of the first parent education group session and at the conclusion of the final parent education group session. A multiple-choice evaluation instrument, developed to evaluate the parent education groups, was also administered at the final session.

Significant differences were found between pretest and posttest scores on 23 of the 40 items on the Parent Questionnaire. The results indicated that parents perceived positive changes in their children's behavior as a result of participation in an Adlerian parent education program. Data collected from the multiple-choice evaluation instrument indicated that parents felt positive about the group experience and that the parent education group was a valuable asset to the school. The Fears' (1976) study is cited in the literature as one of the first to assess the effects of an Adlerian parent education group on parents in a school setting.

Findings from the results of studies on Adlerian parent education studies indicate that the attitudes and behaviors of parents can be changed in a positive direction as a result of participation in a parent education group. A change in attitudes toward child rearing and more democratic child rearing practices were found to be the most
significant outcomes of these groups (Hamilton, 1979/1980; Hinkle et al., 1980; Paine, 1984). This model, which focuses primarily on the parent, has proven to be effective in changing attitudes of parents, but it has not been as successful in changing the behavior or self-concept of the children whose parents participated in a parent education group (Clarkson, 1980; Dobson, 1970; Esters & Levant, 1983; Paine, 1984). Considering the short duration of the parent group programs, and lack of direct intervention with the children of these parents, the limited success with the children is understandable.

Systematic Training for Effective Parenting Studies

Systematic Training for Effective Parenting is a commercially packaged Adlerian program produced by Dinkmeyer and McKay (1976). This program includes a leader's manual, a parent handbook, cassette tapes, and posters. The parent education program consists of nine 1½-hour to 2-hour parent group sessions. A typical parent education group meeting consists of three major phases. In the first phase, material covered the previous week and homework assignments are discussed. The second phase includes discussion of reading assignments and activities related to the weekly topic. In the final phase, participants review the material covered during the session and homework is assigned. The
program is very structured and does not require that the leaders be professionally trained. The content has been outlined by Dreikurs' and Soltz (1964).

Changes in parents' attitudes toward more democratic child rearing practices have been attributed to participation in Systematic Training for Effective Parenting programs by a number of researchers (Campbell & Sutton, 1983; Dinkmeyer, 1981; Jackson & Brown, 1986; Kozlowski, 1978/1979; Nystul, 1982; Sharpley & Pointer, 1980; Summerline & Ward, 1981). Studies that measure changes in parental attitudes can be divided into two groups: those studies which assess changes in parental attitudes in addition to other variables, and those studies which assess only changes in parental attitudes. Jackson and Brown (1986) measured the effects of parental participation in Systematic Training for Effective Parenting on:
(a) parents' attitudes toward their children, (b) children's perceptions of their parents' behavior, and (c) children's self-concepts. The 45 mothers who volunteered to participate in their study were randomly assigned to an experimental group or wait-list control group. The wait-list control group began 8 weeks after the experimental group. The groups were conducted by school counselors.

The Hereford Parental Attitude Survey was administered to parents in the treatment group at the end of the last
parent group session and to parents in the wait-list control group during the first parent group session. Children were asked to complete the Children’s Report of Parent Behavior Inventory and the Pier’s Harris Children’s Self Concept Scales before the beginning of the first Systematic Training for Effective Parenting program and 2 weeks after the end of the second program.

The parents in the experimental groups scored significantly higher than parents in the wait-list control group on only the Trust Scale of the Parental Attitude Survey. Differences between the two groups approached significance on the Causation of Total Score of the Parental Attitude Survey. No significant differences were found between children in the experimental and wait-list control groups on the Children’s Report of Behavior Inventory or the Pier’s Harris Children’s Self Concept Scales.

Campbell and Sutton (1983) used an experimental and comparison group design to measure changes in parental attitudes, family environment, and perceptions of children’s behavior across time. The experimental group consisted of 93 parents enrolled in 13 different Systematic Training for Effective Parenting parent education groups. The comparison group consisted of 57 individuals enrolled in university continuing education classes. The Attitude Toward Child Rearing Scale, the Family Environment Scale, and the Child
Behavior Checklist were administered to the parents in the experimental group immediately before participation in the Systematic Training for Effective Parenting program, at the conclusion of the program, and 3 months after the Systematic Training for Effective Parenting parent education program was concluded. The Attitude Toward Child Rearing Scale and the Family Environment Scale were administered to the comparison group twice, 10 weeks apart. Since this study focused on the long-term effects of the treatment on the experimental group, the delayed posttest measures were not administered to the comparison group.

Forty-one parents in the experimental group completed the posttest measures and 28 parents completed the delayed posttest measures. The posttest measures were completed by 41 of the 57 individuals in the comparison group. Statistical analysis of the Attitude Toward Child Rearing Scale scores indicated that there were significant differences between groups on adjusted scores across time and on repeated measures comparisons. The scores for the experimental group on the Attitude Toward Child Rearing Scale indicated that although the parents' attitudes became more democratic from pretest to posttest, there was a slight regression on the delayed posttest. On the Family Environment Scale, statistically significant differences between groups were found on the Cohesion, Independence, and
Control subscales. Scores on the Child Behavior Checklist, completed by the experimental group only, were divided into three categories: morning behavior, evening behavior, and miscellaneous behavior. The misbehavior of the children increased from pretest to posttest and remained the same on the delayed posttest except for behaviors which occurred in the morning category.

It can be concluded from Campbell and Sutton's (1983) study that participation in a Systematic Training for Effective Parenting group may result in more democratic parental attitudes and changes in the family environment with regard to cohesion, independence, and control. The findings on the Child Behavior Checklist indicated that as parents begin to implement more democratic principles, problem behaviors seem to intensify. Campbell and Sutton recommended that more longitudinal studies be conducted to assess the efficacy of parent education in helping parents and children make more permanent changes in their behavior.

In a doctoral study, Koslowski (1978/1979) also examined the effects over time of participation in a Systematic Training for Effective Parenting program in changing certain parent attitudes. A second purpose of Koslowski's study was to examine the relationship between one of these attitudes, dogmatism, with other attitudes. The attitudes measured were confidence, causation, trust,
acceptance, and understanding. The population consisted of 40 parents who volunteered to participate. An experimental-control group design was used. Comparisons were made between pretest, posttest, and delayed posttest measures.

The Hereford Parent Attitude Survey and the Rokeach Dogmatism Scale were administered to the subjects prior to the first parent education group meeting and 8 weeks after the conclusion of the program. The Pier's Harris Children's Self Concept Scale was administered to the children of the participants as an indirect measure of their parents' attitudes. Of the original sample of 40 parents, 26 completed all three administrations of the instruments.

The results of Kozlowski's (1978/1979) study indicated that certain parent attitudes changed in a positive direction as a result of participation in the Systematic Training for Effective Parenting program. Parents in the experimental group became more aware of the causation of their children's behavior, more trustful of their children, and more understanding of their children's behavior as measured by the Parent Attitude Survey at the conclusion of the parent education program, but these gains decreased as measured by the delayed posttest. The attitude of confidence did not show a significant increase for parents in the experimental group until the delayed posttest measure was administered. No significant relationship was found
between the dogmatism attitude and the other attitudes measured in this study. Kozlowski found no change in the self concept of the children whose parents had participated in this study. Kozlowski's findings support the findings of Jackson and Brown (1986) that certain parental attitudes were changed as a result of participation in a Systematic Training for Effective Parenting education group, but changes in the self-concept of children were not evidence.

Studies by Nystul (1982), Summerline and Ward (1981), Dinkmeyer (1981), and Sharpley and Pointer (1980) examined changes in parental attitudes as a result of participation in a Systematic Training for Effective Parenting parent group. Nystul (1982) used the Attitude Toward Freedom of Children Scale-II and the Parent Attitude Research Instrument-Q4 to assess the effects of Systematic Training for Effective Parenting on the attitudes of 28 Australian mothers. A pretest-posttest control group design was used. The results of this study indicated that in the Attitude Toward Freedom of Children Scale-II, mothers in the experimental group were found to be more democratic in their child rearing behaviors than parents in the control group. Mothers in the experimental group also showed increases on the Encouraging Verbalization Scale and decreases on the Strictness Scale of the Parent Attitude Research Instrument-Q4 when compared to the control group. The findings of this
study indicated that mothers became more democratic, less strict, and more encouraging toward their children after participation in a Systematic Training for Effective Parenting group.

Changes in parent attitudes, as a result of parent participation in a Systematic Training for Effective Parenting group, were also assessed by Summerline and Ward (1981). An experimental control group posttest-only design was used in their study. The 50 parents who volunteered to participate were randomly assigned to experimental or wait-list control groups. The Hereford Parent Attitude Survey was administered to parents in the experimental and control groups at the conclusion of the final parent education group session. Significant differences were found between the experimental and control groups on five scales of the Hereford Parent Attitudes Scale: confidence, acceptance, understanding, trust, and causation. Summerline and Ward concluded that since the groups were randomly assigned, the differences between the two groups were due to the Systematic Training for Effective Parenting program.

Sharpley and Pointer (1980) used a 20-item questionnaire developed by the program leaders to evaluate the content of the Systematic Training for Effective Parenting program with Australian mothers. The purposes of their study were to: (a) determine if the Systematic
Training for Effective Parenting program taught parents to understand their behavior and that of their children, (b) determine if parental attitudes and responses to typical child rearing problems changed as a result of completing the Systematic Training for Effective Parenting program, (c) evaluate differences between parents who completed the program and parents who did not complete the program, and (d) measure parental satisfaction with the program. A pretest-posttest design was used.

Of the 72 parents who agreed to participate, 56 parents completed the 9-week program and the questionnaire. The questionnaire was administered to the parents immediately before and after the completion of the program. Analyses of pretest and posttest data indicate that there was a significant change in the written responses of the parents who completed the program and the questionnaire. Sharpley and Pointer (1980) concluded that the program was effective in helping parents learn to interpret their children's behavior and to learn techniques for handling typical child rearing problems. No significant differences in the written responses on the questionnaire were found between parents who completed the program and parents who dropped out of the program. Anecdotal responses made by the parents who completed the program indicated that parents found the program helpful. These findings indicated that the
Systematic Training for Effective Parenting program was successful in changing the written responses of the participants in regard to typical child rearing problems. Sharpley and Pointer cautioned that their study was only an exploratory evaluation and that the results should not be generalized to other populations.

In a similar study, Dinkmeyer (1981) used a survey to assess parents' attitudes toward the Systematic Training for Effective Parenting program. The Systematic Training for Effective Parenting Assessment Technique, an evaluation instrument developed for Dinkmeyer's study, was mailed to former parent group participants in Florida and Arizona. The instrument was completed and returned by 356 participants who had completed the program 3 to 40 months prior to the study. Participants responded favorably to the program, and it was concluded that Systematic Training for Effective Parenting had positive influences on participants regardless of their gender, age, marital status, number of children, or the amount of time since completing the program.

Several studies focused on changes in mothers' perceptions of their children's behavior as a result of participation in a Systematic Training for Effective Parenting group. In this group of studies mothers were asked to focus on one child, who was identified as the
target child. Newlon, Borboa, and Arciniega (1986) conducted a Systematic Training for Effective Parenting group in Mexico with Mexican mothers to evaluate the effects of the group on mothers' perceptions of their target child's behavior. A secondary purpose of their study was to assess the effectiveness of the Systematic Training for Effective Parenting program in the Mexican culture and to determine if Adlerian principles were compatible with Mexican values. A pretest-posttest design was used. The sample consisted of 19 mothers who responded to a newspaper announcement about the program. The Adlerian Parental Assessment of Child Behavior Scale was translated into Spanish and administered to the participants prior to the first session and at the completion of the parent education group. Results indicated that the mothers' perceptions of their target children's behavior improved significantly in a positive direction after participation in the parent group. Newlon et al. concluded that their study proved the validity of the Adlerian model in a cross-cultural setting, but cautioned that the outcomes should not be generalized to the total population since the participants were from middle-class backgrounds.

A study by Villegas (1977) partially supported the findings of Newlon et al. (1986). The purpose of Villegas' study was to assess the efficacy of Systematic Training for
Effective Parenting with Mexican-American mothers. The Adlerian Parental Assessment of Child Behavior Scale was used to measure the mothers' opinions regarding their target children's behavior. The Parental Competency Instrument was used to measure the mothers' knowledge of child development principles. The 28 mothers who volunteered to participate were randomly assigned to treatment or control groups. The instruments were administered to the participants the week prior to the first parent group session and the week following the final parent group session.

Significant differences were found between experimental and control groups on the Adlerian Parental Assessment of Child Behavior Scale. Mothers who participated in the Systematic Training for Effective Parenting group became more positive in their opinions regarding their target children's behaviors. Significant differences were not found between groups on the Parent Competency Instrument indicating that mothers who participated in the Systematic Training for Effective Parenting group did not increase their knowledge of principles of child development. The importance of the Newlon et al. (1986) and Villegas (1977) studies is that they confirmed the cross-cultural application of an Adlerian model of parent education to Mexican and Mexican-American mothers.
Studies by Weaver (1981) and McKay and Hillman (1979) were also focused on changes in parents' perceptions regarding target children's behavior as a result of parents' participation in a Systematic Training for Effective Parenting group. Weaver (1981) selected participants from low to low-middle and middle to upper-middle socioeconomic levels. The purpose of her study was to examine the effects of the Systematic Training for Effective Parenting program in changing mothers' perceptions of target children's behavior. A pretest-posttest control group design was used. The Adlerian Parental Assessment of Child Behavior Scale and the Attitude Toward the Freedom of Children Scale-II were used to assess the mothers' perceptions toward their target children's behaviors, rights, and liberties. The Children's Behavior Checklist was used to measure the children's perceptions of their mothers' behaviors.

Pretest and posttest comparison measures on the Adlerian Parental Assessment of Child Behavior Scale showed that Systematic Training for Effective Parenting was significantly effective in changing the experimental middle to upper-middle socioeconomic level mothers' perceptions of their target children's behaviors but was not significantly effective in changing the low to lower-middle socioeconomic level group. No significant effects were found in changing mothers' attitudes toward freedom of children on the
Attitude Toward Freedom of Children Scale-II. Pretest and posttest scores on the Child Behavior Checklist indicated significant effects for children in the upper to upper-middle socioeconomic level group on factors of positive evaluation. Significant effects for children in the lower to lower-middle socioeconomic level group were found on factors of nagging and intimidation.

A study by McKay and Hillman (1979) examined changes in mothers' perceptions of their target children's behaviors. The Adlerian Parental Assessment of Child Behavior Scale, developed earlier by McKay, was validated in this study. A pretest-posttest control group design was used. The Adlerian Parental Assessment of Child Behavior Scale was administered to participants in both groups during the week preceding the first parent education group session and the week following the last session. Comparisons of pretest and posttest measures between groups indicated that the mothers in the experimental group made significant changes in a positive direction in their perceptions of their target children's behaviors. The importance of this study was its introduction of the Adlerian Parental Assessment of Child Behavior Scale as a valid and reliable instrument for assessing the effects of Adlerian parent education programs.

Studies using the Systematic Training for Effective Parenting model yielded findings that were similar to
findings of studies which used the traditional Adlerian model. Changes in parental attitudes and child rearing practices toward a more democratic style of parenting were an outcome of parental participation in the Systematic Training for Effective Parenting model of parent education. Evidence of changes in parental perceptions of children's behavior was also an outcome of parental participation, although these changes were less consistent and developed more slowly.

Active Parenting Studies

Active Parenting (Popkin, 1986) is a relatively new Adlerian-based parent education program which utilizes a video-based approach to train parents in democratic child rearing practices. The theoretical background and goals and objectives of the program are similar to the Systematic Training for Effective Parenting program. Active Parenting differs from Systematic Training for Effective Parenting in that it utilizes a video-based instructional method. The program consists of a leader's guide, video tapes, a parent handbook, and a parent guide. The leader's handbook provides a detailed outline of each of the six 1½ hour to 2 hour sessions. A typical group session consists of three main phases. In the first phase, the content from the previous week and homework are discussed. The second phase
focuses on discussion and activities related to the current session. In this phase, video segments are used to introduce and involve the participants in learning the objectives for the session. The final phase involves discussion of the session and the assignment of homework activities. Training in leading an Active Parenting group is not required.

Only five studies were found which used the Active Parenting program. Popkin (1989) reported the results of 35 field tests between January and March of 1984 in which the Active Parenting program was used. The subjects consisted of 274 parents who had registered for the Active Parenting program. The leaders were also volunteers and were provided with the materials free of charge. The course evaluation included two checklists, developed by Popkin that were given to the parents at the end of the sixth parent group session. One checklist, About You as a Parent, was used by the parents to rate themselves on parenting behaviors. The second checklist, About Your Child, was used by the parents to rate their children’s behavior. Each checklist consisted of 10 items. Using a four-point rating system, parents were instructed to indicate the number of times that they and their children had engaged in each behavior the week prior to and the week in which they completed the evaluation.
The results of the field test indicated that on the About You as a Parent checklist, 97% of the parents reported positive changes in their own parenting following the 6-week program. Results of the child behavior checklist, About Your Child, indicated that 84% of the parents reported an improvement in their children’s behavior at the end of the program. The findings indicate that positive changes in both parent and child behavior occurred following the Active Parenting groups. Popkin (1989) recommended that research using control groups, pretest and posttest data, as well as longitudinal studies, be done.

Boccella (1988) and Jackson (1988/1989) investigated the effects of participation in a Systematic Training for Effective Parenting program on parent perceptions and attitudes. The purpose of Boccella’s (1988) study was to assess changes in parent attitudes, child behavior as perceived by parents, and family environment. The subjects for Boccella’s study were 32 parents who volunteered to participate. A pretest-posttest control group design was utilized. The three measures used were the Hereford Parent Attitude Survey, the Child Behavior Checklist, and the Family Environment Scale. Parents in the experimental group completed the Active Parenting Evaluation Survey at the conclusion of the program.
Parents in the experimental group showed significant
differences on the confidence scale after the treatment.
However, significant differences were not found on the
causation, acceptance, understanding, and trust scales.
These findings are partially supported by Lowrance
(1988/1989), who also found significant changes in parents
in the experimental group on the confidence scale on the
Parental Attitude Scale. On the Child Behavior Checklist
and Family Environment Scale, significant differences were
not found in the experimental group after treatment,
although parents in both groups reported fewer child
behavior problems on the posttest measures. Responses by
parents in the experimental group on the evaluation of the
Active Parenting program evaluation indicated that the
parents felt the program content was valuable. Parents
rated the discussion component of delivery more favorable
than the video presentations. These findings indicated that
although parents perceived the program as helpful, the
program was statistically significant in changing parents' confidence in their parenting role and was not effective in changing the behavior of their children.

Jackson (1988/1989) assessed changes in parental
attitudes, child rearing behavior, and parents' perceptions
of children's behavior. Parents who volunteered to
participate were randomly assigned to an experimental or
wait-list control group. A no-contact control group was formed of parents who were randomly approached to participate. The sample consisted of 45 parents, with 15 parents assigned to each group. The instruments were administered to the parents at the beginning of the parent education program and at the conclusion of the parent education program. The effects of the treatment were assessed by comparing the results of the pretest and posttest measures between groups. The instruments used in the study were not identified; however, Jackson reported that they focused on parental attitudes, parent practices, and children's behaviors. No significant differences were found between the groups on any of the measures.

Sprague (1990) assessed the impact of Active Parenting on parents' moral reasoning and parenting skills. The study was conducted through an employees' assistance program at a local hospital. The Determining Issues Test was used to measure moral reasoning and the Parenting Skills Inventory was used to measure parenting skills in this experimental group pretest-posttest design study. Sprague found that the Determining Issues Test score; the total Parenting Skills Inventory score; and the Parenting Skills Inventory scales of limit-setting, role support, and communication increased from pretest to posttest.
Although Latson's (1986/1987) study did not focus on the parents of children in normal populations, it is included because the Active Parenting program was used. Latson used the Active Parenting program with parents whose children had been identified as learning disabled. The purpose of Latson's study was to assess the effects of the program on parental stress and parents' perceptions of their children's behavior. Forty parents who volunteered were randomly placed in experimental and wait-list control groups. The Parenting Stress Index and the Adlerian Parental Assessment of Child Behavior Scale were used in this pretest-posttest control group design study. Latson found, that on the Parenting Stress Inventory, the level of stress among parents of learning disabled children did not decrease after the treatment. Significant differences were not found after treatment on the Adlerian Parental Assessment of Child Behavior Scale, although 80% of the parents in the treatment group perceived some positive changes in the behavior of their children. Latson's findings indicated that parents of learning disabled children perceived themselves as experiencing more parental stress and more child rearing problems as a result of their children's learning disabilities than parents of normal children. Therefore, programs for parents of learning
disabled children may need to focus on the specific stresses and problems of this population.

The lack of research using the Active Parenting program indicates a need for further research in this area. Boccella’s (1988) finding of a significant gain in confidence in the parenting role and Latson’s (1986/1987) finding that 80% of the parents in the experimental group did perceive some positive behavior changes in children provide support for further research using this program.

In summary, Adlerian parent education programs used with parents of normal children have been effective in changing parental attitudes, perceptions of children’s behavior, and child rearing practices, but have not been as successful in changing the behavior of the participants’ children. Behavioral programs which focus on changes in child behavior yield positive outcomes in this area, but they are often difficult for parents to implement, and the behaviors do not always generalize to other areas. The Parent Effectiveness Training model is marketed effectively and is well organized. Although it has been used extensively, it has been criticized for its lack of documentation of effects of the program. Each program has strengths and limitations; however, none of the programs can be considered more effective than the others for all parents. The Adlerian-based model seemed to be more
successful in changing parental attitudes and parental perceptions of their children's behavior, which is the area to be explored in this research study.
CHAPTER 3

METHODS AND PROCEDURES

The subjects, instruments, parent education program, and procedures used for the collection of data in this study are described in this chapter.

Subjects

The subjects for this study were 44 parents of children enrolled in one primary school serving children in prekindergarten through second grade in a suburban school district in North Texas. Subjects were drawn from volunteers who responded to an invitational letter sent to all parents of children enrolled in the school in which the study was conducted. Sixty Spanish speaking parents and 40 English speaking parents who were from a variety of multiethnic and multicultural backgrounds agreed to participate in the study. Of this group, 44 Spanish speaking parents and 24 English speaking parents attended the meeting at which the pretest data were collected. The names of the 68 parents who attended this meeting were divided into two categories, Spanish speakers and English speakers. The names of the Spanish speaking parents were drawn from a container and randomly placed into either the
experimental or control group. The same procedure was followed with the names of the English speaking parents. Twenty-two parents were placed in the Spanish speaking experimental group, and 22 parents were placed in the control group. Thirteen parents were placed in the English speaking experimental group, and 11 parents were placed in the control group.

**Instruments**

The Parenting Questionnaire was developed by Tiffany and Tollefson (1986) to assess outcomes of Adlerian parent education groups using the theories of the Dreikurs and Soltz (1964) and Dinkmeyer and McKay (1976). Dreikurs and Soltz (1964) authored *Children the Challenge*, which has served as a text for Adlerian parent education groups. Dinkmeyer and McKay (1976) developed the Systematic Training for Effective Parenting program. Systematic Training for Effective Parenting is an audio video parent education program which has been used frequently as the format for Adlerian parent education programs since its inception. The Parenting Questionnaire consists of two scales.

The first scale assesses parental attitudes toward child management with items derived from Dreikur’s theory of child management (Tiffany & Tollefson, 1986). The 24-item scale uses a Likert-type format. The response choices are...
weighted so that responses that strongly agree with statements supporting Dreikurs' theories and techniques receive a weight of 5 while responses that strongly disagree with the theories and techniques receive a weight of 1. The total score for the 24-item scale is 120.

The second scale uses a multiple-choice format to assess the techniques parents use in managing their children's behavior. This scale consists of 14 items that describe actual behaviors children exhibit and the responses that parents may make to these behaviors. Parents indicate the responses that most nearly describe their usual behavior. Each item is based on a specific behavior. The three types of responses that parents might employ are (a) allowing a logical or natural consequence to occur, (b) taking charge of the situation, and (c) responding punitively or authoritatively. Response options were assigned randomly to a response position (a, b, or c) for each item to minimize a response set (Tiffany & Tollefson, 1986). Punitive responses receive a weight of 1; responses in which the parent intervenes and takes control receive a weight of 2; and responses that allow a natural or logical consequence receive a response of 3. This scale yields a total score of 40.

The Parenting Questionnaire was field tested using three different samples of adults. The initial sample
consisted of 24 upper-level undergraduate students at a large midwestern university. The purpose of the field test was to collect information about the social desirability of the items and to identify items that were unclear to the respondents. After the administration of the preliminary form of the questionnaire, an item analysis was conducted to refine the instrument.

The revised instrument was administered to a sample of 11 mothers enrolled in a parent group based on Dinkmeyer's Systematic Training for Effective Parenting program during the final session of the group. The field test was conducted to determine the clarity of the written instructions for the general population and to establish suggested time limits for the administration of the questionnaire. The mean score for the attitude scale for mothers in this group was 90.0 and the standard deviation was 9.5. The mean scale for the behavior scale was 35 and the standard deviation was 5. The parents reported no difficulty in completing the questionnaire.

A second parent sample was used to collect reliability and validity data for the questionnaire. The population included parents of third graders in 16 elementary schools in a moderate-sized, middle-class community. One hundred and two parents agreed to participate in this field test. Questionnaires were returned by 84 of the parents. The
The sample included both two-parent and single parent families. The sample included 36 respondents between the ages of 25 and 35 years, 43 respondents between the ages of 36 and 45 years, five respondents between the ages of 46 and 55 years, and one respondent between the ages of 56 and 65 years. All but two of the respondents had completed high school, 74 respondents had some college, and 41 respondents had earned a graduate degree. The ethnic background of the respondents was white, 76; American Indian, 2; black, 1; and four who did not respond to this item. The mean number of children was 2.4 per parent. The number of children reported by individual parents ranged from one to six. The mean score of parents in this group on the attitude scale for female respondents was 79.2 and the standard deviation was 9.5. The mean score for male respondents was 77.2 and the standard deviation was 9.2. On the behavior scale, the mean score for female respondents was 33.4 and the standard deviation was 4.1. The mean score on the attitude scale for males was 31.9 and the standard deviation was 6.1.

Consistency reliability estimates were computed for the attitude and behavior scales. The attitude scale has an internal consistency reliability of .76. The behavior scale has an internal consistency reliability of .73. Content validity was established by expert judgement. The attitude items were submitted to counselors who were familiar with
the theories of Dreikurs and Dinkmeyer. Judgements were made on a 5-point Likert-type scale. Items that received a mean rating between four and five were retained. The items on the behavior scale were submitted to counselors who had conducted Adlerian parent education groups. The counselors assigned a response option to each item. There was 100% agreement among the judges on items on the behavior scale (Tiffany & Tollefson, 1986).

A comparison between mean attitude scores for mothers enrolled in the Systematic Training for Effective Parenting education group (90.0) and mean attitude scores for parents in the parent sample (78.5) indicated that the scores for the mothers in the parent education group were significantly higher than parents in the population sample. The data indicated that the mean attitudes of parents in the general population differed significantly from the mean attitudes of female participants in an Adlerian parent education group. The data also suggested that the attitude scale of the Parenting Questionnaire is capable of reflecting changes in attitudes occurring as a result of participation in an Adlerian parent group. The Parenting Questionnaire can be used to gain information about participation in Adlerian parent education groups (Tiffany & Tollefson, 1986).

The Adlerian Parental Assessment of Child Behavior Scale (McKay & Hillman, 1979) was developed to assess
parents' perceptions of typical child behavior. The scale has 32 items and uses a 7-point Likert-type response format. Parents rate their children's behavior on a continuum from "always" to "never." Both responsible and irresponsible behaviors are represented on this scale. Scores can range from 32 to 224, with high scores representing more responsible behavior.

Content validity of the Adlerian Parental Assessment of Child Behavior Scale was assessed by three judges who were familiar with Adlerian-based programs. The Cronbach alpha test for internal consistency ranged from .90 to .91; and the Pearson r test for stability over time yielded a coefficient of .97 (McKay & Hillman, 1979). The Adlerian Parental Assessment of Child Behavior Scale was used in approximately one-fourth of the 42 studies of the Adlerian Systematic Training for Effective Parenting program reviewed by the American Guidance Service (1985).

Translation Procedures

The Parenting Questionnaire (Tiffany & Tollefson, 1986), the Adlerian Parental Assessment of Child Behavior Scale (McKay & Hillman, 1979), a Demographic Data form, a Human Subjects Release form, and an Attendance Agreement were translated into Spanish by a bilingual teacher of high school Spanish with experience in translating Spanish. This
translation was validated by a bilingual secretary whose first language was Spanish who had experience in translating school district information into Spanish. The translation was further validated by a bilingual parent in the community in which the study was conducted.

A script of the six video segments of the Active Parenting program was obtained from the publisher and was translated for use in the study by two bilingual teachers. Audio tapes were made of the Spanish translation by bilingual teachers. The invitational parent letter, weekly reminders, and exercises from the Parent's Action Guide (Popkin, 1986) were translated by the bilingual secretary.

Active Parenting Program

The Active Parenting (Popkin, 1986) program was used in this study because it is designed to teach Adlerian principles. The program uses a multimedia approach which includes video presentations, readings and discussion, group problem solving, role play, and homework. Each of the six sessions of the Active Parenting program emphasize major principles of Adlerian parent education. The first three sessions focus on the parent-child relationship and on assisting parents in understanding child behavior. The Adlerian concepts of democratic child rearing and respect, recognition of the goals of behavior, birth order, and
encouragement serve as the content for these sessions. Session four and five emphasize the Adlerian concept of developing responsibility in children through problem solving, the use of natural and logical consequences, and communication skills. The sixth session focuses on the use of Dreikurs and Soltz's (1964) family council to facilitate democratic child rearing. The leader's guide for the Active Parenting program outlines the content, structure, and format for the six parent education group sessions. The video segments illustrate the major concepts of each session through lecture and modeling and provide participants the opportunity to practice the skills which are introduced.

At the time the research for this study was conducted, Active Parenting was the only video based Adlerian parent education program available. The Systematic Training for Effective Parenting (Dinkmeyer & McKay, 1976) program was also considered for this study.

In comparing the video based Active Parenting program and the audio based Systematic Training for Effective Parenting program, it was concluded that the Active Parenting program appeared to better sustain the interest of the type of population in which this study was conducted. During the spring of 1987 a Systematic Training for Effective Parenting program was conducted for this population. Invitational letters were sent in English and
Spanish to parents of children attending the school. The attrition rate was high, and the average attendance was four parents for the six sessions. Spanish speaking parents did not attend after the second parent education meeting. It was concluded that although the Systematic Training for Effective Parenting program was based on Adlerian principles and utilized audio tapes, parent handbook, discussion, and role play, the program did not adequately sustain parent interest for the 9 weeks required to complete the program. The audio tapes that provided the major portion of the content for the Systematic Training for Effective Parenting program were lengthy and difficult to understand for the non-English speaking parents. Therefore, because the Systematic Training for Effective Parenting program was not available in an audio format, the Active Parenting program was chosen for this study.

During the spring of 1988, a parent education meeting was conducted using the Active Parenting program. As in the Systematic Training for Effective Parenting program, announcements were sent to all parents in the school. Spanish speaking parents and English speaking parents viewed the video presentations together. The discussion for the Spanish speaking parents was led by a Spanish speaking leader. The discussion for the English speaking parents was led by an English speaking leader. The attendance of
Spanish speaking parents was consistently higher than that of English speaking parents. It was observed that the number of parents who completed the Active Parenting program was greater than the number of parents who completed the Systematic Training for Effective Parenting program. Because the content and structure of the two programs were essentially the same, except that the Active Parenting program utilized a video format, it was concluded that the video based Active Parenting program was more successful in sustaining the interest of both the Spanish speaking and English speaking parents than was the Systematic Training for Effective Parenting program.

The two group leaders for the Active Parenting program were teachers in the school in which the study was conducted. The leader of the Spanish speaking group was a bilingual teacher with 12 years teaching experience who had experience in working with Hispanic parents in both school and church settings. The leader of the English speaking group was a bilingual teacher with 20 years of teaching experience who had experience in working with Hispanic and English speaking parents. Both of the group leaders had conducted parent education meetings, but neither leader had previous experience in leading a Systematic Training for Effective Parenting or an Active Parenting program. The
leaders volunteered to lead six parent education meetings and the pretest and posttest sessions.

During two 2-hour sessions, group leaders were familiarized with the administration of the instruments, the content, format, use of the Active Parenting program, and the group leadership skills outlined by Popkin (1986) in the Active Parenting manual (Appendix). Group leaders also were furnished with an outline for the parent education meetings each week. The format for the parent group sessions and issues and concerns associated with leading the group were discussed at weekly sessions with the group leaders. Charts of the weekly exercises in the Parent's Action Guide (Popkin, 1986) were provided for the group leaders. The charts were used to record parent responses to the exercises in the Parent's Action Guide. The exercises were translated into Spanish for the Spanish speaking parents.

The group leaders were instructed to follow the leader's manual and the outline to insure that the content and format of the parent education groups were as equal as possible. During the six parent education meetings, the group meetings were observed to assure that the leaders were following the outline and the leader's manual. Notes (Appendix) and video or audio segments were made of each session. The notes and audio and video segments were reviewed after each session.
The experimental groups met for six 2-hour sessions during the fall of 1989. In order to encourage regular attendance, child care was provided and parents were asked to sign an attendance agreement. A light meal was served to the subjects and their children prior to the beginning of each of the parent education group meetings. The control group was asked to meet the week prior to and the week after the six parent education group meetings to complete the pretest and posttest packets (Appendix).

Collection of Data

An invitational letter in English and Spanish, outlining the purpose, dates, and times of the parent meetings was sent home to all parents of children enrolled in the school in which this study was conducted (Appendix). The letter was sent weekly for 3 weeks prior to the first parent group meeting. Sixty Spanish speaking parents and 40 English speaking parents returned the application to attend the parent education meetings. The week prior to the first parent education meeting, a total of 24 English speaking parents and 44 Spanish speaking parents attended a meeting to complete the pretest packet. The pretest packet included a Human Subject Release form, an Attendance Agreement, a Demographic Data Information form (Appendix), the Adlerian Parental Assessment of Child Behavior Scale, and the
Parenting Questionnaire. The packets were administered verbally in both the English and Spanish speaking groups. The forms and instruments were administered verbally to compensate for differences in the reading levels of the parents.

The names of the 68 parents who attended the pretest data collection meeting were divided into English and Spanish speaking groups. Their names were then drawn from a container and randomly placed into one of four groups: (a) English speaking experimental group, (b) Spanish speaking experimental group, (c) English speaking control group, and (d) Spanish speaking control group.

Subjects were informed in writing and by telephone of their group assignments. Thirteen parents were placed in the experimental English speaking group, and 11 parents were placed in the English speaking control group. Twenty-two parents were placed in the Spanish experimental group, and 22 parents were placed in the Spanish speaking control group.

The treatment and control groups met together for the collection of posttest data the week immediately following the final session of the parent education meeting. At this meeting the parents were asked to complete the Adlerian Parental Assessment of Child Behavior Scale and the Parenting Questionnaire. The meeting for collection of
posttest data was attended by 11 parents in the English speaking experimental group, 13 parents in the Spanish speaking experimental group, 10 parents in the English speaking control group, and 10 parents in the Spanish speaking control group. The posttest instruments were administered to the Spanish speaking parents by the bilingual group leader.

Eleven of the 13 parents in the English speaking experimental group and 13 of the 22 parents in the Spanish speaking experimental group attended five of the six parent education group sessions and completed the posttest instruments. Ten of the 11 parents in the English speaking control group and 10 of the 22 parents in the Spanish speaking control group completed the posttest instruments. Only subjects who fulfilled the attendance requirements and completed the pretest and posttest forms and instruments at the specified times were placed in the data pool.

**Experimental Design**

The design of this study was a pretest-posttest control group experimental design. In this design, the pretest scores are expected to be a reliable predictor of posttest scores and are controlled for statistically by treating them as concomitant variables or covariants. The following hypotheses were posed for this study.
1. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Attitude Scale of the Parenting Questionnaire than parents in the two control groups.

2. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Techniques Scale of the Parenting Questionnaire than parents in the two control groups.

3. Following treatment, parents in the two experimental groups will have significantly higher adjusted total posttest scores on the Adlerian Parental Assessment of Child Behavior Rating Scale than parents in the two experimental groups.

Statistical Analysis of Data

The analysis of covariance procedure was used to analyze the three hypotheses. The level of significance was set at the .05 level for each of the hypotheses. The analysis of covariance procedure is a combination of linear regression and analysis of variance. The pretest scores were treated as a continuous independent variable and the group identity as a categorical independent variable. This procedure addresses the question: If the means of the pretest scores for the experimental and control groups were equal, would the means of the posttest scores be different?
A second statistical procedure used in the analysis of the data was the test of homogeneity of slopes. Since the pretest scores were treated as a continuous variable and were controlled for by regression on them, the slopes of the regression equations for the experimental and the control groups must be homogeneous or equal. This procedure was used to determine if the pretest scores could be considered predictors of the posttest scores.

In summary, 44 of the 68 parents who agreed to participate in this study completed the pretest and posttest instruments and fulfilled the attendance requirement. The subjects were categorized by Spanish and English language and randomly assigned to experimental or control groups. The procedure yielded two experimental groups, Spanish speaking and English speaking, and two control groups, Spanish speaking and English speaking. The subjects in the English speaking groups were from varied ethnic backgrounds. The treatment consisted of the 6-week Active Parenting parent education program. Treatment for the two experimental groups was identical except that the Spanish speaking groups was conducted in Spanish and the English speaking groups was conducted in English. Analysis of covariance and multiple regression was used to determine the effects of the parent education program in parents' attitudes and child rearing techniques.
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter includes the findings of this study and discussion of the findings. Findings from the Demographic Data Form are also reported and discussed.

The purpose of this study was to investigate the effects of a commercially available Adlerian parent education program, Active Parenting, with a multicultural population. The experimental design of this study required that the three instruments be administered to subjects who were divided into two classifications, English speaking and Spanish speaking. Each of the subjects in these two classifications were then randomly assigned to either an experimental or control group. This procedure yielded four groups: (a) Spanish speaking experimental, (b) English speaking experimental, (c) Spanish speaking control, and (d) English speaking control. The experimental groups and the control groups were subjected to identical processes except that the experimental groups were exposed to the 6-week Adlerian parent education program, Active Parenting (Popkin, 1986). The measure of the effects was accomplished by comparing pretest and posttest scores on the Attitude
Scale of the Parenting Questionnaire, the Technique Scale of the Parenting Questionnaire, and the Total Score of the Adlerian Parental Assessment of Child Behavior Scale.

Analysis of Data

Hypotheses 1 through 3 were tested using the analysis of covariance with the pretest and the covariant. The analysis of covariance procedure is a combination of linear regression and analysis of variance (Ferguson & Takane, 1989). The level of significance for hypotheses 1 through 3 was set at .05.

The following hypotheses were submitted for statistical analysis. The null hypothesis was tested at the .05 level of significance.

Hypothesis 1. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Attitude Scale of the Parenting Questionnaire than parents in the two control groups. The test for homogeneity of slopes was used to determine if the pretest scores could be considered predictors of the posttest scores when using a common regression equation. The analysis of covariance procedure was used to test significance of group differences.

Hypothesis 2. Following treatment, parents in the two experimental groups will have significantly higher adjusted
posttest scores on the Techniques Scale of the Parenting Questionnaire than parents in the two control groups. The test for homogeneity of slopes was used to determine if the pretest scores could be considered predictors of the posttest scores. The analysis of covariance procedure was used to test for the significance of group differences.

Hypothesis 3. Following treatment, parents in the two experimental groups will have significantly higher adjusted posttest scores on the Total Score of the Adlerian Parental Assessment of Child Behavior Scale than parents in the two control groups. The test for homogeneity of slopes was used to determine if the pretest scores could be considered predictors of the posttest scores. The analysis of covariance procedure was used to test for significance of group differences.

Presentation of Data

Hypothesis 1 stated that, following treatment, subjects in the Spanish experimental group would have higher adjusted posttest scores on the Attitude Scale of the Parenting Questionnaire than subjects in the Spanish control group. The pretest and posttest means, standard deviations, and adjusted means for subjects in the Spanish experimental and control groups are shown in Table 1.
Table 1

Means, Standard Deviations, and Adjusted Means on the Attitude Scale of the Parenting Questionnaire for the Spanish Speaking Groups

<table>
<thead>
<tr>
<th>Means/Deviations</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 13</td>
<td>N = 10</td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>58.8</td>
<td>58.5</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>10.0</td>
<td>7.9</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>66.8</td>
<td>59.3</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>14.7</td>
<td>7.9</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>66.7</td>
<td>59.5</td>
</tr>
</tbody>
</table>

Examination of Table 1 reveals that pretest means for the Spanish speaking subjects in the experimental (M = 58.8) and control (M = 58.5) groups indicate a slight variation in the mean scores. This seems to indicate that the groups shared similar attitudes toward their children’s behavior as measured by this scale before treatment. A comparison of the adjusted posttest means indicates that the experimental group (M = 66.7) had more positive attitudes, as measured by the Attitude Scale, following the parent education program than parents in the control group (M = 59.5).

In order to assure that the slopes of the regression equation for the experimental and the control group were equal, a test for the homogeneity of slopes was calculated.
The calculated $F$ for the subjects in the Spanish speaking groups was 2.66. The critical $F$ value for the subjects in this group was 4.38. This calculated $F$ ratio indicates no interaction and that the slopes of the regression equation were homogeneous. Therefore, the pretest scores can be considered predictors of the posttest scores. Because the test for homogeneity of slopes was satisfied, analysis of covariance procedure was used to test for significance of group differences. The results of the analysis of covariance for the Spanish speaking groups are reported in Table 2.

Table 2

Analysis of Covariance on the Attitude Scale of the Parenting Questionnaire for the Spanish Speaking Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum-of-Squares</th>
<th>DF</th>
<th>Mean-Square</th>
<th>$F$-Ratio</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>296.577</td>
<td>1</td>
<td>196.577</td>
<td>6.290</td>
<td>0.021</td>
</tr>
<tr>
<td>Error</td>
<td>943.001</td>
<td>20</td>
<td>47.150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The analysis of covariance indicates that the adjusted posttest mean scores for the experimental and control groups were different at a level of significance of 0.021. Because the adjusted mean score of the experimental group (66.7) was
greater than the adjusted mean score of the control group (59.5), hypothesis 1 was supported for subjects in the Spanish groups.

Hypothesis 1 stated that, following treatment, subjects in the English experimental group would have significantly higher adjusted posttest scores on the Attitude Scale of the Parenting Questionnaire than subjects in the control group. The pretest and posttest means, standard deviations, and adjusted means for subjects in the English speaking experimental group are shown in Table 3.

Table 3

Means, Standard Deviations, and Adjusted Means on the Attitude Scale of the Parenting Questionnaire for the English Speaking Groups

<table>
<thead>
<tr>
<th>Means/Deviations</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 11</td>
<td>N = 10</td>
</tr>
<tr>
<td>Pretest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>63.3</td>
<td>66.8</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>10.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Posttest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>71.0</td>
<td>69.7</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>7.9</td>
<td>6.3</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>72.01</td>
<td>68.6</td>
</tr>
</tbody>
</table>

Inspection of Table 4 reveals a four-point difference between the experimental (63.3) and control (66.8) groups on
Table 4

Analysis of Covariance on the Attitude Scale of the Parenting Questionnaire for the English Speaking Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum-of-Squares</th>
<th>DF</th>
<th>Mean-Square</th>
<th>F-Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>59.617</td>
<td>1</td>
<td>59.617</td>
<td>4.183</td>
<td>0.056</td>
</tr>
<tr>
<td>Attitude 1</td>
<td>715.544</td>
<td>1</td>
<td>715.544</td>
<td>50.203</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>256.556</td>
<td>18</td>
<td>14.253</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** Dependent variable: Attitude Scale, N: 21, multiple regression: .859, squared multiple regression: .738.

the pretest measure, with the control group mean group being higher than the experimental group mean. This seems to indicate that subjects in the control group had slightly more positive attitudes, as measured by the Attitude Scale, before the treatment. An inspection of the adjusted posttest mean scores for the two groups indicates that the posttest scores for the subjects in the experimental group were slightly higher than those in the control groups. The adjusted posttest mean for subjects in the experimental group was 72.01 and the adjusted posttest mean for subjects in the control group was 68.6. The slightly higher adjusted mean score for subjects in the experimental group indicates that this group made some progress toward more positive attitudes as measured by the Attitude Scale of the Parenting Questionnaire.
The test for homogeneity of slopes for the English speaking group yielded a calculated $F$ value of 0.64 and a critical $F$ value of 4.45. The calculated $F$ value indicates that homogeneity of slopes was not violated, and the pretest scores for the subjects can be considered equivalent predictors of the posttest scores.

Since the test for homogeneity of slopes was satisfied, analysis of covariance was used to test for the significance of group differences. The results of analysis of covariance for the English speaking groups are reported in Table 4.

Results of the analysis of covariance on the Attitude Scale of the Parenting Questionnaire for the English language groups indicate that the adjusted posttest scores for the experimental and control groups were not different at the .05 level of significance; however, the $F$ value of 0.056 approached significance. Although the calculated $F$ value was in a positive direction, it was not significant and, therefore, Hypothesis 1 was not supported for the subjects in the English groups.

Hypothesis 2 stated that, following treatment, subjects in the Spanish speaking experimental group would have significantly higher adjusted posttest scores on the Techniques Scale of the Parenting Questionnaire than would Spanish speaking subjects in the control group. Pretest and posttest means, standard deviations, and adjusted means for
subjects in the Spanish speaking experimental and control groups are reported in Table 5.

**Table 5**

**Means, Standard Deviations, and Adjusted Means on the Techniques Scale of the Parenting Questionnaire for the Spanish Speaking Groups**

<table>
<thead>
<tr>
<th>Means/Deviations</th>
<th>Experimental Group N = 13</th>
<th>Control Group N = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>28.5</td>
<td>27.6</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Posttest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>34.0</td>
<td>29.3</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>33.8</td>
<td>29.6</td>
</tr>
</tbody>
</table>

Inspection of Table 5 of the pretest means of the Spanish speaking experimental (M = 28.5) and control (M = 27.6) groups reveals a slight variation between the means. This seems to indicate that subjects in these groups shared similar child rearing techniques before treatment. A comparison of the adjusted posttest means for the subjects in the experimental group (M = 33.8) indicates that the subjects in this group demonstrated more positive child rearing techniques when compared to subjects in the control group (M = 29.6) after the parent education group program.
A test for the homogeneity of slopes was calculated. The calculated $F$ yielded an $F$ value of 0.02 and a critical $F$ of 4.38. Homogeneity of slopes was satisfied for this group; therefore, analysis of covariance was used to test significance of group differences. The analysis of variance for the Spanish groups are reported in Table 6.

Table 6

**Analysis of Covariance on the Techniques Scale on the Parenting Questionnaire for the Spanish Speaking Groups**

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum-of-Squares</th>
<th>DF</th>
<th>Mean-Square</th>
<th>$F$-Ratio</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>98.073</td>
<td>1</td>
<td>98.073</td>
<td>9.441</td>
<td>0.006</td>
</tr>
<tr>
<td>Error</td>
<td>207.763</td>
<td>20</td>
<td>10.388</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Results of the analysis of covariance indicate that the adjusted posttest scores for the experimental and control groups were different at a level of significance of 0.006. Since the adjusted mean score of the experimental group ($M = 33.8$) was greater than the adjusted mean score of the control group ($M = 29.6$) at the .05 level, Hypothesis 2 was supported for subjects in the Spanish groups.

Hypothesis 2 stated that, following treatment, parents in the English experimental group would have significantly
higher adjusted posttest scores on the Techniques Scale of the Parenting Questionnaire than parents in the control group. The means, standard deviations, and adjusted means for subjects in the English speaking experimental and control groups are provided in Table 7.

Table 7

Means, Standard Deviations, and Adjusted Means on the Techniques Scale of the Parenting Questionnaire for the English Speaking Groups

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 11</td>
<td>N = 10</td>
</tr>
<tr>
<td>Pretest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>31.1</td>
<td>30.6</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Posttest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>34.0</td>
<td>31.3</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>33.9</td>
<td>31.4</td>
</tr>
</tbody>
</table>

Inspection of Table 7 reveals a slight difference between the pretest means for the subjects on the Techniques Scale. This seems to indicate that similar child rearing techniques were held by the subjects in this group before the treatment. A comparison of the posttest means indicates that the subjects in the experimental group had higher mean scores on the posttest measure, but that their improvement
was slight. As shown in Table 7, little change was indicated from pretest to posttest for subjects in this group.

The procedure for homogeneity of slopes was satisfied. The calculated F on this measure was 0.01 and the critical F value was 4.45. Because the procedure to test for homogeneity of slopes was satisfied, the analysis of covariance was used to test the hypothesis. The results of this procedure are reported in Table 8.

Table 8

Analysis of Covariance on the Techniques Scale of the Parenting Questionnaire for the English Speaking Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum-of-Squares</th>
<th>DF</th>
<th>Mean-Square</th>
<th>F-Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>32.110</td>
<td>1</td>
<td>32.110</td>
<td>2.640</td>
<td>0.122</td>
</tr>
<tr>
<td>Error</td>
<td>218.922</td>
<td>18</td>
<td>12.162</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Results of the analysis of covariance procedure indicate that the adjusted posttest scores for the experimental and the control groups were not significantly different at the .05 level. Hypothesis 2 was not supported for the subjects in the English groups.
Hypothesis 3 stated that, following treatment, parents in the Spanish speaking experimental group would have significantly higher adjusted posttest scores on the Total Score of the Adlerian Parental Assessment of Child Behavior Scale than would parents in the control group. The pretest and posttest means, standard deviations, and adjusted means for subjects in the Spanish speaking experimental and control groups are shown in Table 9.

Table 9

Means, Standard Deviations, and Adjusted Means on the Adlerian Parental Assessment of Child Behavior Scale for the Spanish Speaking Groups

<table>
<thead>
<tr>
<th>Means/Deviations</th>
<th>Experimental Group N = 11</th>
<th>Control Group N = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>137.8</td>
<td>125.2</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>29.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Posttest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>154.0</td>
<td>147.0</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>29.7</td>
<td>29.2</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>149.9</td>
<td>152.3</td>
</tr>
</tbody>
</table>

A comparison of pretest means for the subjects in the experimental and control groups indicates that subjects in the experimental group (M = 137.8) had higher scores than subjects in the control group (M = 125.2). A comparison of
the adjusted posttest scores for subjects in the experimental group (M = 149.9) and control group (152.3) indicates slight variation on the posttest measure. Further inspection of Table 9 indicates that the experimental and control groups made gains from pretest to posttest, but the differences in the adjusted posttest measures of the experimental and control groups was small when compared to within-group differences.

The test for homogeneity of slopes was calculated. The results of this procedure yielded a calculated F of 0.09 and a critical F of 4.38. Because the test for homogeneity of slopes was satisfied, analysis of covariance was used to test the hypothesis. The results are reported in Table 10.

Table 10

Analysis of Covariance on the Adlerian Parental Assessment of Child Behavior Scale for the Spanish Speaking Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum-of-Squares</th>
<th>DF</th>
<th>Mean-Square</th>
<th>F-Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>29.620</td>
<td>1</td>
<td>29.620</td>
<td>0.054</td>
<td>0.819</td>
</tr>
<tr>
<td>Error</td>
<td>11,042.723</td>
<td>20</td>
<td>552.136</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of the analysis of covariance procedures indicate that adjusted posttest scores for the experimental and control groups were not significantly different at the 0.05 level. Therefore, Hypothesis 3 was not supported for the subjects in the Spanish speaking groups.

Hypothesis 3 stated that, following treatment, subjects in the English experimental group would have significantly higher adjusted posttest scores on the Total Score of the Adlerian Parental Assessment of Child Behavior Scale than subjects in the control group. The pretest and posttest means, standard deviations, and adjusted posttest means for subjects in the English speaking groups are presented in Table 11.

Table 11

Means, Standard Deviations, and Adjusted Means on the Adlerian Parental Assessment of Child Behavior Scale for the English Speaking Groups

<table>
<thead>
<tr>
<th>Means/Deviations</th>
<th>Experimental Group N = 11</th>
<th>Control Group N = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>122.4</td>
<td>147.5</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>22.6</td>
<td>26.0</td>
</tr>
<tr>
<td>Posttest:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>143.3</td>
<td>144.9</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>17.8</td>
<td>23.1</td>
</tr>
<tr>
<td>Adjusted mean</td>
<td>148.1</td>
<td>139.6</td>
</tr>
</tbody>
</table>
Inspection of Table 11 indicates a wide variation between the experimental and control groups on the pretest measure. The mean score for subjects in the experimental group was 122.4 and the mean score for subjects in the control group was 147.5. A comparison of the adjusted posttest scores for the experimental and control groups indicates that the adjusted mean for subjects in the experimental group (M = 148.1) was higher than the adjusted mean for subjects in the control group (M = 139.6). The results of the test for homogeneity of slopes yielded a calculated F of 8.64 and a critical F of 4.45. The assumption of homogeneity of slopes was violated for the English speaking group on the Adlerian Parental Assessment of Child Behavior Scale; therefore, the analysis of covariance procedure was not appropriate for testing the equality of the posttest means and any conclusions drawn from the test would be suspect. Since the test for homogeneity of slopes was violated for the subjects in the English speaking group, a multiple regression equation was calculated. The results of this procedure are reported in Table 12.

Inspection of Table 12 reveals a significant F value of .0088 for subjects in the English speaking group. The results shown in Table 12 also indicate that the multiple regression statistic resulted in findings that were
Table 12

<table>
<thead>
<tr>
<th>Test Analysis</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3</td>
<td>3,889.18744</td>
<td>1,296.39581</td>
</tr>
<tr>
<td>Residual</td>
<td>17</td>
<td>4,109.76494</td>
<td>241.75088</td>
</tr>
</tbody>
</table>

Note. $F = 5.36253$, significant $F = .0088$.

significant at the .05 level. The findings suggest that the treatment was effective for the English speaking experimental group on the Adlerian Parental Assessment of Child Behavior Scale.

Demographic Information

Twenty-four subjects in the experimental group and 20 subjects in the control group completed the Demographic Data Form (Appendix). The form was administered verbally during the collection-of-the-pretest-data meeting. Since subjects were randomly assigned to the groups, no attempt was made to match the groups according to demographic variables. The 20 items on the Demographic Data Form were divided into three categories: parent variables, child variables, and family variables. In completing the form, parents were asked to focus on one child. This child was defined as the
identified child. On the final item of the Demographic Data Form parents were asked to identify the major behavioral or discipline problem of their identified child.

Demographic data for the parent variables are reported in Table 13. The parent variables are relationship to child, gender of the parent, age, ethnic group, country of birth, number of years in the United States, level of education, occupation, occupation of spouse, and level of income.

Responses to the parent variable on the Demographic Data Form indicated that the four groups of parents were comparable in relation to the identified child, gender, and age of the parent who completed the form. Thirty-eight of the 44 parents who completed the form were mothers, and 6 of the 44 parents who completed the form were fathers. The most frequent age range reported by parents who completed the form was 25 to 29 years. Differences among the four groups were found in the variables which related to ethnic group, country of birth, and years of residence in the United States. Five ethnic groups were reported. The most frequently reported ethnic group was Hispanic. Mexico and the United States were the most frequently-reported countries of birth. Eighteen of the 44 parents were born in Mexico. Fifteen of the 44 parents were born in the United States. Eight other countries were reported by the parents
Table 13

Information From the Demographic Data Form for the Parent Variables

<table>
<thead>
<tr>
<th>Group</th>
<th>ALL</th>
<th>EE</th>
<th>SE</th>
<th>EC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship to identified child</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mother</td>
<td>38</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Sex of parent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Age of parent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>20-24</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>25-29</td>
<td>20</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>30-34</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>35-39</td>
<td>4</td>
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<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40-44</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Ethnic group of parent</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hispanic</td>
<td>25</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Anglo/White</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>African American</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Oriental</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Country of birth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>18</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>United States</td>
<td>15</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>0</td>
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<tr>
<td>Other countries</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Group</th>
<th>ALL</th>
<th>EE</th>
<th>SE</th>
<th>EC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guatemala</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>El Salvador</td>
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<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nigeria</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nepal</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Columbia</td>
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<td>1</td>
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<tr>
<td>Iran</td>
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<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born in the United States</td>
</tr>
<tr>
<td>Less than 4 years</td>
</tr>
<tr>
<td>4-7 years</td>
</tr>
<tr>
<td>8-10 years</td>
</tr>
<tr>
<td>11-15 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest educational level of parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 7 years</td>
</tr>
<tr>
<td>Junior high school</td>
</tr>
<tr>
<td>Some high school</td>
</tr>
<tr>
<td>High school graduate</td>
</tr>
<tr>
<td>Post high school</td>
</tr>
<tr>
<td>Some college</td>
</tr>
<tr>
<td>College graduate</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Some graduate school</td>
</tr>
<tr>
<td>Master’s degree</td>
</tr>
<tr>
<td>Doctorate degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupation of parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
</tr>
<tr>
<td>Service maintenance</td>
</tr>
<tr>
<td>Skilled laborer</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Group</th>
<th>ALL</th>
<th>EE</th>
<th>SE</th>
<th>EC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
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<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>Technical</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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</tr>
<tr>
<td>Student</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unskilled laborer</td>
<td>1</td>
<td>0</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Occupation of spouse

<table>
<thead>
<tr>
<th>Occupation of spouse</th>
<th>14</th>
<th>3</th>
<th>5</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service maintenance</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No spouse</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Unskilled laborer</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Housewife</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Skilled laborer</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Managerial</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technical</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Clerk</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Level of income

| Level of income               | 9  | 3 | 4 | 0 | 2 | 11 | 0 | 6 | 0 | 5 | 15 | 6 | 3 | 4 | 2 | 6 | 1 | 0 | 4 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |

Note. ALL = all subjects, EE = English speaking experimental group subjects, SE = Spanish speaking experimental group subjects, EC = English speaking control group subjects, SC = Spanish speaking control group subjects.
as their country of birth. The most frequently reported number of years of residence reported by parents not born in the United States was 8 to 10 years. These differences were expected because the subjects were divided into English and Spanish speaking groups. The differences were also reflective of the general population in the school in which the parents' children were enrolled. Student enrollment figures for the 1988-1989 school years showed that 48% of the students were Hispanic, 26% were African American, 22% were Anglo, and 5% were Asian.

Parents also differed in their levels of education, the occupation of the parent completing the form, the occupation of spouse, and the level of income. In general, parents in the English speaking groups had higher levels of education and income than parents in the Spanish speaking groups. Eighteen of the 21 parents in the English speaking groups had a high school education or above while 2 of the 23 parents in the Spanish speaking groups had a high school education or above. Parents in the English speaking groups had higher levels of income than did parents in the Spanish speaking groups. The most frequently reported income ranges for parents in the English speaking groups were $10,000 to $19,000 and $20,000 to $29,000. The most frequently reported income range for parents in the Spanish speaking groups was $5,000 to $9,000. The occupations most
frequently reported by all parents completing the Demographic Data Form were housewife and service-maintenance. The occupation of spouse most frequently listed in all groups was service-maintenance.

Demographic data for the child variables are reported in Table 14. The child variables provide the identified children's gender, age, birth order, ethnic group, and free lunch status.

The groups were comparable for gender, age, birth order, and free lunch status. The number of males and females were almost equally divided, with 23 females and 21 males. The reported mean ages of the identified children in the four groups were English experimental, with a mean score of 6.4 years; Spanish experimental, with a mean score of 6.1 years; English control, with a mean score of 6.3 years; and Spanish control, with a mean score of 5.4 years. The age range for the 11 children in the English experimental group was 5.2 to 8.7 years, and the age range for the 13 children in the Spanish experimental group was 4.2 to 8.7 years. The age range for the 10 children in the English control group was 4.0 to 9.0 years, and the age range for the 10 children in the Spanish control group was 3.9 to 8.5 years.

Differences in variables among the four groups were found on the ethnic group variable. Differences in ethnic groups were found between the English and Spanish speaking
<table>
<thead>
<tr>
<th>Variable</th>
<th>ALL</th>
<th>EE</th>
<th>SE</th>
<th>EC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo/Hispanic</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Anglo/Asian</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Anglo/Black</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free lunch recipient</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. ALL = all subjects, EE = English speaking experimental group subjects, SE = Spanish speaking experimental group subjects, EC = English speaking control group subjects, SC = Spanish speaking control group subjects.

groups. Twenty-three of the children in the Spanish speaking groups were Hispanic. The ethnic group composition for the 21 children in the English speaking groups was Anglo or white (N = 4), Asian or Oriental (N = 1), African American (N = 6), Hispanic (N = 2), and other (N = 7). In the group reported as other, the ethnic groups reported by the parents were Nigerian (N = 2), Iranian (N = 1), Mexican and Anglo (N = 1), Anglo and Asian (N = 2), and Anglo and black (N = 1).

Demographic data for family variables are reported in Table 15. The family variables describe the family
Table 15

Information From the Demographic Data Form for Family Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALL</td>
<td>EE</td>
<td>SE</td>
<td>EC</td>
<td>SC</td>
</tr>
<tr>
<td>Family status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural parents</td>
<td>32</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Single parent</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Step-family</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Number of children in family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 child</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2 children</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3 children</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4 children</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5 children</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total number of children</td>
<td>107</td>
<td>26</td>
<td>29</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Mean</td>
<td>2.6</td>
<td>2.4</td>
<td>2.2</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Age of other children in family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 years</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15 years</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13 years</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12 years</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10 years</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9 years</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8 years</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7 years</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5 years</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4 years</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3 years</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2 years</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1 year</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Variable</th>
<th>ALL</th>
<th>EE</th>
<th>SE</th>
<th>EC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary language spoken in family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>19</td>
<td>10</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>23</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Farsi</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Secondary language spoken in family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>27</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Spanish</td>
<td>14</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Edd</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. ALL = all subjects, EE = English speaking experimental group subjects, SE = Spanish speaking experimental group subjects, EC = English speaking control group subjects, SC = Spanish speaking control group subjects.

The most frequently reported family structure for all of the groups was natural parents. Thirty-two of the 44 parents completing the Demographic Data Form reported that the identified child lives with the natural parents. The number of children in the family and age of siblings were also comparable for the groups. The mean number of children
in the English speaking experimental group was 2.4 children, and the mean number of children in the Spanish speaking experimental group was 2.9 children. The mean number of children in the English speaking control group was 2.5 children, and the mean number of children in the Spanish speaking control group was 2.2 children. The age range of siblings in the English speaking groups was 1 to 12 years. The age range of siblings in the Spanish speaking groups was 1 to 17 years.

Differences among the four groups were found between the English and Spanish speaking groups on language spoken in the home. This was expected because the groups were divided into English and Spanish speaking participants. The primary language for all families in the Spanish speaking group was Spanish. English was the secondary language for 12 of the 23 families in the Spanish speaking groups. English was the primary language for 19 of the 21 families in the English speaking groups. Six other languages were reported as the primary or secondary language of families in the English speaking groups.

On the final item of the Demographic Data Form, parents identified the major discipline or behavioral problems they perceived in parenting their identified child. This item was open ended. Some parents reported no discipline problems, while other parents identified several problems. Similar parent responses were grouped together. The
discipline and behavioral problems and the frequency for the parents in the Spanish speaking groups are reported in Table 16.

Table 16

<table>
<thead>
<tr>
<th>Discipline/Behavioral Problem</th>
<th>Spanish speaking experimental</th>
<th>Spanish speaking control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedient, disrespectful</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Cries, whines, yells, temper tantrums</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Bedtime and bath time problems</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Interrupts, interferes</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Does not listen</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Thinks slow</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fights with siblings</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Problems with homework</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Irresponsible with chores</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Does not communicate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bites fingernails</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Disobedient at school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Timid at school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total number of problems reported</td>
<td>32</td>
<td>14</td>
</tr>
</tbody>
</table>
Parents in the Spanish speaking groups identified 46 discipline or behavioral problems. Disobedience and disrespectfulness were the most frequently reported behavior problems. The least frequently reported discipline or behavioral problem reported by the parents in the Spanish speaking groups were school related.

The discipline and behavioral problems reported by the parents in the English speaking groups are reported in Table 17. Parents in the English speaking groups identified 58 discipline and behavioral problems. The most frequently reported discipline or behavioral problems reported by the parents in the English speaking groups were disobedience and disrespectfulness, failure to listen, and problems with chores. Only three school-related problems were reported by parents in the English speaking groups.

The responses of the parents in the English and Spanish speaking groups were similar. In all groups, disrespectfulness and disobedience were the most commonly reported discipline or behavioral problems reported.

The findings from this study indicate mixed results for subjects in the Spanish speaking and English speaking groups. In summary, subjects in the Spanish speaking experimental group scored significantly higher than subjects in the control group on the Attitude and Techniques Scales of the Parenting Questionnaire but not on the Adlerian
Table 17

**Discipline and Behavioral Problems Identified by Parents in the English Speaking Groups on the Pretest Administration of the Demographic Data Form**

<table>
<thead>
<tr>
<th>Discipline/Behavioral Problem</th>
<th>Frequency of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English speaking experimental</strong></td>
<td></td>
</tr>
<tr>
<td>Disobedient, disrespectful</td>
<td>7</td>
</tr>
<tr>
<td>Irresponsible with chores</td>
<td>5</td>
</tr>
<tr>
<td>Does not listen</td>
<td>4</td>
</tr>
<tr>
<td>Steals, lies, sneaks</td>
<td>3</td>
</tr>
<tr>
<td>Fights with siblings</td>
<td>2</td>
</tr>
<tr>
<td>Fights with peers</td>
<td>2</td>
</tr>
<tr>
<td>Emotional, temperamental, easily upset by others</td>
<td>2</td>
</tr>
<tr>
<td>Watches too much television</td>
<td>1</td>
</tr>
<tr>
<td>Immature</td>
<td>1</td>
</tr>
<tr>
<td>Angry when frustrated</td>
<td>1</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>1</td>
</tr>
<tr>
<td>Bed-wetting</td>
<td>1</td>
</tr>
<tr>
<td>Dependent on mother</td>
<td>1</td>
</tr>
<tr>
<td>Perfectionist</td>
<td>1</td>
</tr>
<tr>
<td>Not social</td>
<td>1</td>
</tr>
<tr>
<td>Problems with homework</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total number of problems reported</strong></td>
<td><strong>34</strong></td>
</tr>
<tr>
<td><strong>English speaking control</strong></td>
<td></td>
</tr>
<tr>
<td>Disobedient and disrespectful</td>
<td>5</td>
</tr>
<tr>
<td>Does not listen</td>
<td>3</td>
</tr>
<tr>
<td>Irresponsible with chores</td>
<td>3</td>
</tr>
<tr>
<td>Dependent on mother</td>
<td>3</td>
</tr>
<tr>
<td>Lies</td>
<td>2</td>
</tr>
<tr>
<td>Plays too much</td>
<td>2</td>
</tr>
<tr>
<td>Fights with siblings</td>
<td>1</td>
</tr>
<tr>
<td>Fights with peers</td>
<td>1</td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Discipline/Behavioral Problem</th>
<th>Frequency of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Speaking Control</td>
<td></td>
</tr>
<tr>
<td>Poor self-esteem</td>
<td>1</td>
</tr>
<tr>
<td>Easily upset</td>
<td>1</td>
</tr>
<tr>
<td>Does not listen in school</td>
<td>1</td>
</tr>
<tr>
<td>Does not follow school rules</td>
<td>1</td>
</tr>
</tbody>
</table>

Total number of problems reported 24

Parental Assessment of Child Behavior Scale. Subjects in the English speaking experimental group scored significantly higher than subjects in the control groups on the Adlerian Parental Assessment of Child Behavior Scale but not on the Attitude or Techniques Scale of the Parenting Questionnaire. The analysis of covariance procedure and multiple regression were used for the statistical analysis of the data. Analysis of the data from the demographic information form indicates differences between the Spanish speaking and English speaking groups on several items. Subjects in the English speaking groups came from varied cultural and ethnic backgrounds. Spanish speaking subjects shared common language, ethnic, and cultural backgrounds. Demographic differences between the Spanish speaking and English speaking groups may account, in part, for the findings of this study.
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The summary, findings, and conclusions of the study are presented in this chapter. Recommendations for further research are also presented in this discussion.

Summary

The effects of an Adlerian parent education program on parent attitudes and behaviors and parent perceptions of the behavior of their children by parents in a multicultural group were examined in this study. The subjects were randomly selected from volunteers who responded to an announcement of the parent education program sent to parents of children enrolled in one school in a North Texas school district. Subjects were placed in one of four groups: (a) English speaking experimental, (b) Spanish speaking experimental, (c) English speaking control, and (d) Spanish speaking control. Group assignment was determined by language dominance. The English speaking groups were composed of subjects whose primary or secondary language was English but not Spanish. The Spanish speaking groups were
composed of subjects whose primary language was Spanish and whose children were enrolled in a bilingual classroom.

Parents in the experimental and control groups met for the collection of the pretest and posttest data. For collection of the pretest data, the Parenting Questionnaire (Tiffany & Tollefson, 1986), the Adlerian Parental Assessment of Child Behavior Scale (McKay & Hillman, 1976), and a Demographic Data Form were administered during the first parent education group meeting. The collection-of-the-pretest-data meeting was attended by 44 Spanish speaking subjects and 24 English speaking subjects. The Parenting Questionnaire and the Adlerian Parental Assessment of Child Behavior Scale were administered during the eighth meeting of the parent education group for the collection of the posttest data. This session was attended by 23 Spanish speaking subjects and 21 English speaking subjects. The instruments were administered verbally in English to subjects in the English speaking groups and verbally in Spanish to subjects in the Spanish speaking groups. Only the subjects who attended the pretest and posttest sessions and five of the six parent education meetings were included in the analysis of data. The final sample was composed of 11 subjects in the English speaking experimental group, 13 subjects in the Spanish speaking experimental group, 10 subjects in the English speaking
control group, and 10 subjects in the Spanish speaking control group.

Subjects in the two experimental groups met for six 2-hour sessions during the fall of 1989. Active Parenting (Popkin, 1986), a multi-media Adlerian-based parent education program, was used as the treatment for the parent education group for sessions two through seven. The Active Parenting program utilizes video-based instruction in combination with lectures, activities, discussion, and homework in order to change behavior. Subjects in the experimental groups participated in an English speaking or Spanish speaking group. The English speaking group was conducted in English, and the Spanish speaking group was conducted in Spanish by a bilingual leader. Child care and a light meal were provided to encourage regular attendance.

The three hypotheses submitted for statistical analysis were tested using the analysis of covariance with the pretest as the covariant. The level of significance was set at .05. Adjusted means and standard deviations were computed for the experimental and control groups on the following pretest and posttest measures: (a) Parenting Questionnaire--Attitude Scale, (b) Parenting Questionnaire--Techniques Scale, and (c) Adlerian Parental Assessment of Child Behavior Scale--Total Score. In addition, responses from the Demographic Data Form were computed and summarized.
Findings

The following findings resulted from this study.

1. A significant difference was found on the adjusted posttest means between subjects in the Spanish speaking experimental group and subjects in the Spanish speaking control group on the Attitude Scale of the Parenting Questionnaire following treatment. Thus, Hypothesis 1 was supported for subjects in the Spanish speaking groups.

A significant difference was not found on the adjusted posttest means between subjects in the English speaking experimental group and subjects in the English speaking control group on the Attitude Scale of the Parenting Questionnaire following treatment. Thus, Hypothesis 1 was not supported for subjects in the English groups.

2. A significant difference was found between the adjusted posttest means for subjects in the Spanish speaking experimental group and subjects in the Spanish speaking control group on the Techniques Scale of the Parenting Questionnaire following treatment. Thus, Hypothesis 2 was supported for subjects in the Spanish speaking groups.

No significant difference was found on the adjusted posttest means between subjects in the English speaking experimental group and subjects in the English speaking control group on the Techniques Scale of the Parenting
Questionnaire following treatment. Thus, Hypothesis 2 was not supported for subjects in the English groups.

3. No significant difference was found between subjects in the Spanish speaking experimental group and the Spanish speaking control group on the Total Score of the Adlerian Parental Assessment of Child Behavior Scale following treatment. Thus, Hypothesis 3 was not supported for subjects in the Spanish speaking groups.

Homogeneity of slopes was violated for subjects in the English speaking groups; therefore, analysis of covariance was not an appropriate procedure for testing the equality of the posttest means. Thus, since homogeneity of slopes was violated, a multiple regression equation was performed for the English speaking groups on the Total Score of the Adlerian Parental Assessment of Child Behavior Scale. The findings indicated that a significant difference was found between the English speaking experimental group and the English speaking control group after treatment. These results suggest that the use of a multiple regression equation for the analysis of the data may have been a more appropriate statistical procedure.

Additional Findings

The following additional data were obtained from the Demographic Data Form. Although not directly related to the
hypotheses, these data are significant to the study in that they are descriptive of the subjects.

Subjects were asked to complete the Demographic Data Form at the pretest-data-collection meeting. The Demographic Data Form described the subjects in relationship to items that were descriptive of the subjects, items that were descriptive of the identified child, and items that were descriptive of the family.

The population from which the subjects were drawn was a primary school located in a suburban school district in North Texas. Student enrollment for the 1989-1990 school year identified the total student population of 500 students as 48% Hispanic, 26% African American, 22% Anglo, and 5% Asian. The subjects in this study came from varied ethnic groups. Information from the Demographic Data Form which was completed by the subjects at the collection of the pretest data meeting in October 1989 describe the subjects in this study as 57% Hispanic (N = 25), 18% Anglo (N = 8), 14% African American (N = 6), 7% Asian (N = 3), and 4% (N = 2) as other. Countries of birth other than the United States and Mexico were Korea, Thailand, India, Iran, Guatemala, El Salvador, and Nigeria. The composition of the student population of the school was reflected in this study.
Responses from the Demographic Data Form indicate that 73% of the children whose parents participated in this study lived with both parents. The majority of the subjects who completed the Demographic Data Form were female. Thirty-eight females and 6 males completed the pretest and posttest data and attended five of the six parent education meetings. The male subjects in the experimental groups who completed the instruments and Demographic Data Form attended the parent education program with their spouses.

The educational level and level of income of the subjects in this study varied. Subjects in the English speaking groups had higher levels of education and income than subjects in the Spanish speaking groups. Eighty-six percent of the subjects in the English speaking groups reported that they had attained a high school education or above. A high school education or above was reported by only .09% of the subjects in the Spanish speaking group. The most frequently reported range of income in the English speaking groups was $10,000 to $19,000. The most frequently reported range of income in the Spanish speaking group was $5,000 to $9,000. The level of income responses and the percentage (70%) of children participating in the free lunch program indicated that the subjects in this study were in the lower to lower-middle socioeconomic group.
In the final item of the Demographic Data Form, subjects reported major discipline or behavioral problems encountered with their identified children. Disobedience, disrespectfulness, and problems with household chores were the problems most frequently identified by all groups. These were issues that were addressed during the 6-week parent education program.

Major Conclusions

The following conclusions are based on the findings of this study and are related to the findings of related research in this area. The conclusions apply to the subjects in this study only, and because of the small sample size, cannot be generalized to similar populations in other public school districts in Texas.

1. Based on the findings of this study, participation in the Adlerian parent education program improved parents' attitudes toward children's behavior and their techniques used in child rearing as measured by the Parenting Questionnaire in the Spanish speaking experimental group.

This conclusion supports the findings of previous researchers who measured changes in parents' attitudes and techniques used in child rearing. Although no studies were found in the review of the literature that used the Parenting Questionnaire to assess these changes, several
studies have been conducted using similar measures. Boccella (1988), Jackson and Brown (1986), Nystul (1982), and Hinkle, Arnold, Croake, and Keller (1980) reported positive changes in some parent attitudes and child rearing techniques as a result of participation in Adlerian parent education programs. Boccella (1988) and Jackson and Brown (1986) used the Hereford Parental Attitude Survey to measure changes in parent attitudes. Boccella (1988) found significant differences between experimental and control groups on the Confidence Scale of the Parental Attitude Survey, and Jackson and Brown (1986) found significant differences on the Trust Scale. Hinkle et al. (1980) assessed changes in parents' attitudes and child rearing practices, and they concluded that participation in an Adlerian parent education group resulted in more democratic child rearing practices and attitudes. The positive findings of this study in relation to the Spanish speaking experimental group appear to support previous research findings.

There are three possible explanations for the statistically significant results for the Spanish speaking group on the Attitude and Techniques Scale of the Parenting Questionnaire. First, it appears that the parents in this group were interested in participating in the parent education group. Forty-four Spanish speaking parents
attended the first session, and attendance was consistently high for the first three parent education meetings. The high interest shown by the Spanish speaking parents may also be related to the parents' perceptions of the school. Traditionally the school is viewed as an authority figure and is turned to as a source of knowledge. Since the invitation to attend the parent meetings came from the school, many of the parents in this group may have felt that they needed to attend the parent education meetings because they were sponsored by the school. It was also observed that the leader of the Spanish speaking group seemed to be more formal in her method of presentation. The parents seemed to look to the group leader as a source of information. It may be concluded that the parents in this group were interested in improving their child rearing skills and saw the school as a source of information to fulfill this need.

The second reason for the statistically significant results for the Spanish speaking parents may be related to their level of sophistication regarding parent education. The pretest means for the parents in the Spanish speaking groups were lower than the means for parents in the English speaking groups. The lower pretest mean scores for the parents in the Spanish speaking groups may indicate that the parents in this group came into the parent education
meetings with fewer democratic attitudes toward their children's behavior and less knowledge of child rearing techniques. The mean scores for the parents in the Spanish speaking groups were almost the same. The pretest mean for parents in the experimental group on the Attitude Scale of the Parenting Questionnaire was 58.8, and the mean score for parents in the control group was 58.5. The means for parents on the Techniques Scale were 28.3 for parents in the experimental group and 27.6 for parents in the control group. The similarity of mean scores for parents in these groups indicates that the groups were drawn from a homogeneous population. The homogeneity of the Spanish speaking group was also evidenced by the parents' responses on the Demographic Data Form. All the parents shared a common language and reported similar responses on many of the variables measured on this form.

A third explanation that might account for the significant results for the Spanish speaking parents may be the format of the Parenting Questionnaire. The Attitude Scale consisted of 24 items that measured attitudes with a 5-point Likert-type scale. The items on this scale were direct and simply worded. The 5-point Likert-type scale and the wording of the items may have been easier for the parents in this group to comprehend. The Techniques Scale consisted of 14 multiple-choice items. The 14 items
described typical child behaviors. As with the items on the Attitude Scale, the items were simply stated and direct. The parents may have been more familiar with the multiple-choice format. The Parenting Questionnaire with two scales and the simply-worded items may have been easier for the parents in the Spanish speaking group to comprehend. The variety offered in format may have caused the Spanish speaking parents to respond to the items more carefully.

2. Based on the findings of this study, participation in the Adlerian parent education program did not improve parents' attitudes toward children's behavior and their techniques used in child rearing as measured by the Parenting Questionnaire in the English speaking experimental group. Although no other studies were found in which the Parenting Questionnaire was used to measure outcomes of participation in an Adlerian parent education group, similar studies have been conducted that measure parental attitudes and child rearing techniques. The Hereford Parental Attitude Survey and the Child Behavior Checklist were used by Boccella (1988) to measure changes in parent attitudes and perceptions of children's behavior as a result of participation in an Active Parenting group. Boccella's findings indicated that statistically significant differences between the experimental and control groups were found on only the Confidence Scale of the Parental Attitude
Survey. The Causation, Acceptance, and Trust Scales of the Parental Attitude Survey Scales were not affected by the Active Parenting program. No significant differences were found between the experimental and control groups on the Child Behavior Checklist. Jackson (1988/1989) also found no significant changes in parent attitudes and child rearing practices as a result of parents' participation in an Active Parenting group.

The findings of the English speaking group may be due to two possible explanations. The pretest means on the Attitude Scale and Techniques Scale of the Parenting Questionnaire for the parents in the English speaking group were higher than the Spanish speaking group means. This indicates that subjects in the English speaking group had more positive attitudes toward their children's behavior and were more positive in their attitudes toward child rearing than were subjects in the Spanish speaking group. Observations of the parent education group meetings seemed to support this conclusion. The parents were more verbal and expressed their attitudes toward child rearing more openly. Verbal participation by the parents in this group suggested that they were trying out many of the concepts presented by the Active Parenting program. The parents in this group appeared to have experimented with a variety of child rearing techniques. However, this observation was not
supported by the findings on the Parenting Questionnaire. Parents in this group also expressed more discipline problems on the Demographic Data Form than parents in the Spanish speaking experimental group. This suggests that although the parents in this group began the parent education meetings with higher scores on the Parenting Questionnaire, and seemed to be comprehending the concepts introduced in the parent education program, they may have experienced more child rearing problems than the parents in the Spanish speaking groups. Subjects in this group may have also experienced greater conflict between some of the concepts presented during the 6-week parent education program and their previously accepted child rearing attitudes and techniques.

The second reason for the findings for the English group may have been due to the composition of the groups. The parents in the English speaking groups appeared less homogeneous than the parents in the Spanish speaking groups. The English speaking parents showed more variation on the Demographic Data Form. This group was composed of parents from a variety of ethnic groups and cultural backgrounds. Variations were evident on language, levels of education and occupation, and level of income. These findings suggest that the parents in this group were more heterogeneous than the parents in the Spanish speaking group.
3. Based on the findings of this study, participation in the Adlerian parent education program did not improve parents' perceptions of their children's behavior as measured by the Adlerian Parental Assessment of Child Behavior Scale in the Spanish speaking experimental group. However, the results of the multiple regression equation on the Adlerian Parental Assessment of Child Behavior Scale indicate that the parent education program did improve English speaking parents' perceptions of their children's behavior. The conclusion for the Spanish speaking group are consistent with the findings of Goula (1976/1979) and Latson (1986/1987), who found no differences between experimental and control groups on the Adlerian Parental Assessment of Child Behavior Scale as a result of parent participation in an Adlerian parent education group. Goula (1976/1979) found that parents who participated in an Adlerian parent education group using Adlerian concepts and communication skills did not significantly change parents' attitudes toward their children's behavior. Latson (1986/1987) concluded that participation in an Active Parenting education group did not change the attitudes of parents of learning disabled children toward their children's behavior. The findings of this study partially support findings by Weaver (1981) that participation in a Systematic Training for Effective Parenting education group was not effective in
changing low to lower-middle socioeconomic mothers' perceptions of their children's behavior as measured by the Adlerian Parental Assessment of Child Behavior Scale, but was effective with a middle to upper-middle socioeconomic group.

The findings for the English speaking group are consistent with studies by other researchers in which participation in an Adlerian parent education group was found to positively effect mothers' perceptions of their children's behavior as measured by the Adlerian Parental Assessment of Child Behavior Scale. Newlon, Barboa, and Arciniega (1986) found that Systematic Training for Effective Parenting was statistically significant in changing the perceptions of Mexican mothers toward their children's behavior. Villegas (1977) found the same results in a study conducted with Mexican American mothers. McKay and Hillman (1979) also found that mothers' attitudes toward their children's behavior changed positively after participation in a Systematic Training for Effective Parenting education group as measured by Adlerian Parental Assessment of Child Behavior Scale.

The findings on the Adlerian Parental Assessment of Child Behavior Scale for the Spanish speaking group may have been due to the format of the instrument. The Adlerian Parental Assessment of Child Behavior Scale used a 7-point
Likert-type scale. The slight deviations of the responses on the scale may have been difficult for the parents to comprehend. This was the first instrument which the parents were asked to complete after the Demographic Data Form. Even though the instrument was administered verbally, parents may have been confused by the Likert-type scale, may have answered the items indiscriminately, or may have not fully understood the directions. Because attitudes are an internalized disposition toward a person or a thing, the 6-week program may not have allowed enough time for the concepts presented by the Active Parenting program to be internalized.

Recommendations for Further Research

Based on the findings, conclusions, and earlier research of this study using the Active Parenting program, further research is recommended. The lack of research using parents from multiethnic and multicultural backgrounds, and the scarcity of studies using the Active Parenting program indicates a need for additional research. This study should be replicated with modifications. A similar study using the Spanish version of the Active Parenting video with Spanish speaking parents should be conducted to determine if the findings from this study can be supported. The use of a
Spanish language video would alleviate many of the problems encountered in this study.

It is also recommended that the size of the groups be limited to no more than 10 parents per group, and that the number of parent education group meetings be extended from six to eight meetings. Limiting group size would allow more group interaction and discussion. The size of the Spanish speaking group may have accounted for its high attrition rate. Extending the parent group meetings from six to eight meetings would give participants an opportunity to practice and internalize some of the concepts introduced in the program. Because this parent education program was part of a research study, the program format was strictly followed. In nonresearch programs, more time should be allowed for parents to discuss and practice the concepts presented. Parents in this program seemed interested in discussing many of the topics presented; however, time restraints limited the amount of group discussion. The size of the groups was not limited because a high attrition rate was anticipated. This did not occur in the English speaking group. Of the 13 parents who were placed in the English speaking experimental group, 11 completed the program. Thirteen of the 22 parents who were placed in the Spanish speaking experimental group completed the program. Therefore, high rate of attrition in
the Spanish speaking group may have been related to the size of the group.

It is also recommended that further research be done to assess parents' attitudes toward the format, structure, and content of the Active Parenting program. Observations made of the parent education group meetings indicated that the parents enjoyed the program. Several parents asked if there was a book to accompany the program, and parents often seemed hesitant to end the meetings. Parents also indicated interest in continuing the parent education meetings in the spring. There was a great deal of group interaction and discussion. A more formal assessment of the program should help to determine the aspects of the program that were most helpful and the degree to which the group process figured into the parents' enjoyment of the program. A formal assessment instrument of the education group meetings and activities should provide information concerning the content, format, and structure of the parent education group program and the preferred leadership style.

It is also recommended that changes be made in the procedure used to administer the instruments. The amount of time needed to verbally administer the pretest packet, which included the consent forms, Demographic Data Form, and assessment instruments, was longer than anticipated. The time required to complete the pretest packet may have
resulted in testing fatigue. It is also recommended that the pretest packet be administered in groups no larger than 10. The Adlerian Parental Assessment of Child Behavior Scale was chosen for use in this study because it had been used extensively in Adlerian parent education groups; however, the 7-point Likert-type scale may have been difficult for the parents in this study to understand. If the Adlerian Parental Assessment of Child Behavior Scale is used with parents from similar populations, a procedure to assure that the parents understand the instrument and the directions for completing it should be developed. It seems apparent from the findings of this study that this instrument may not have adequately measured the content of the parent education program.

The Parenting Questionnaire used a 5-point Likert-type scale on the Attitude Scale and a 14-item multiple-choice format on the Techniques Scale. The statistically significant findings for the parents in the Spanish speaking group seem to indicate that the Parenting Questionnaire may have been a better measure of the content of the parent education program. Because an attitude scale is a self-report instrument, it is difficult to determine the degree to which the subjects' responses reflect their true attitudes (Borg & Gall, 1983). Because of the disadvantages of self-report instruments, it is recommended that further
research include direct observation techniques to assess changes as a result of participation in an Active Parenting parent education group. This should help to support the findings from self-report instruments and to determine whether actual behavior was consistent with parents' responses on self-report instruments.

It is also recommended that a replication of this study be made using multiple regression for statistical analysis of data. The violation of homogeneity of slopes on the Adlerian Parental Assessment of Child Behavior Scale may indicate that another statistical analysis would be more appropriate. The results of the multiple regression equation for the English speaking groups on the Adlerian Parental Assessment of Child Behavior Scale seem to support this recommendation.

The findings from this study suggest that the Active Parenting parent education program can produce a significant change in parent attitudes and child rearing techniques with Spanish speaking parents. The findings for the English speaking groups on the Adlerian Parental Assessment of Child Behavior Scale also suggest that parents' attitudes toward their children's behavior can be significantly effected as a result of parents' participation in an Active Parenting parent education program. It is evident from this study that the parents from a multicultural setting are interested
in parent education and can benefit from participation in such a program.
APPENDIX
Group Leadership Skills

1. Playing the videos.
2. Explaining.
3. Leading discussion.
4. Developing group cohesiveness.
5. Leading activities.
6. Pacing.
7. Generalizing.
8. Giving feedback.
10. Assigning Home Activities.

(Popkin, 1986)
Observations of Parent Education Group Sessions

Session 1 - October 18

Collection of Pretest Data

All parents were invited by a letter announcing the parent education meetings to meet in the cafeteria. Forty-four Spanish speaking parents and 24 English speaking parents and children attended this session. A light supper was served. The children were taken to the library where supervised child care was provided.

The parents were then divided into two groups, English speaking and Spanish speaking. Parents whose children were in bilingual Spanish classrooms sat on one side of the room while parents whose children were in the English speaking classes sat on the other side of the room. The Spanish and English pretest packets were distributed to the parents. All instruments were administered verbally to each group. The researcher and one Spanish speaking teacher served as proctors to assist parents in completing the packets. Parents completed one packet per family.

In completing the demographic data form, the Parenting Questionnaire and the Adlerian Parental Assessment of Child Behavior Scale, parents were instructed to think only of the child whose behavior they were most concerned with. This child was identified as the "Identified Child" on the instruments. After the packets were completed the parents were told that they would be informed of their group assignment and dismissed.

Observations of Collection of Pretest Data Session 1

The number of Spanish speaking parents who attended this
session made the administration of the instruments in the packet time consuming. It took 1 hour and 30 minuets to complete the pretest packet. It was difficult to ascertain if all the parents were able to read and follow along with the instructions. It was observed that some of the parents seemed to complete the packets on their own. The researcher and a Spanish speaking teacher served as proctors to assist parents who were having difficulty. It would have been optimal to have more proctors to assist parents that may have been having difficulty. Two subjects in the English speaking group asked for assistance with the instruments. It was observed that the group leaders stopped during the administration of the packet to ask the participants if they were having any difficulty. Because of the number of Spanish speaking parents and the differences in the language the English speaking group completed their packets before the Spanish speaking parents.

Post Collection of Pretest Data Session 1

Packets were checked to assure that they were completed. Packets fully completed were divided into two groups, based on language and the type of classroom (English speaking or bilingual) that their child attended. The names of the parents were written on a slip of paper and divided into English and Spanish speaking groups. Names were drawn randomly and placed in one of the 4 groups. Thirteen parents were placed in the English experimental group and 11 parents were placed in the English control group. Twenty-two parents were placed in the Spanish experimental group and 22 parents were placed in the Spanish
control group. Parents were informed of their group assignment in writing and followed by a phone call, if the home had a phone. The English speaking groups were informed by the researcher and the Spanish speaking groups were informed by a Spanish speaking secretary of their group assignment.

Group leaders met with the researcher to review the content and the structure for the next session. The leaders were also provided with an outline of the session. The leaders were reminded to follow the outline closely. The researcher told the group leaders that she would visit the two groups during the sessions to assist and to check that the outline was being followed. It was decided that if the groups were not able to finish the content of any session, the leaders would stop at the same place.

Session 2 - October 25

Parent Education Group Meeting 2 - The Active Parent

Twelve subjects in the English experimental group and 22 subjects in the Spanish experimental group attended parent education group meeting one. The parent education meeting was conducted after a light supper. The two groups of subjects met in different classrooms.

Parents were asked to introduce themselves and describe their family. The concepts introduced during this session were: equality, purpose of parenting, democratic vs. autocratic society, styles of parenting, blocks to democratic parenting, and the use of reward and punishment. The concepts were introduced through a video. The subjects viewed the "welcome" video and the
leaders presented the topics for discussion as outlined in the leaders' guide. The leaders also used the outline prepared by the researcher. The video viewed by the Spanish-speaking subjects was accompanied by a Spanish audio tape of the audio portion of the video. The groups played the roles of a parent and child alternately. The group leaders reported that the subjects seemed to enjoy this activity. This session concluded with a summary and homework assignment.

Observations Of Parent Education Group Meeting 1

Many times during the session parents asked the leader to give answers to their child rearing problems. It was observed by the researcher that the leaders reflected concern for the question, but stated that her role was that of a facilitator and they would find the answers to their concerns through the parent education program. The researcher monitored each group at different times to see if the group leaders were following the outline and the leader's guide. This session did not end until 9:00. Several fathers attended the parent education group session and participated in the discussion. Several of the mothers in the Spanish speaking group chose to keep their young children with them and did not use the child care. It would appear as though the parents in the English speaking group felt more comfortable in using the child care that was provided. It did not appear to bother the parents in the Spanish speaking group that the children were present during the parent education group meeting. The size of the Spanish speaking group may have limited the parent's ability to participate in the discussion as
frequently as the parents in the English speaking group.

Post Parent Education Group Meeting 1

After the first parent education meeting, the researcher met with the group leaders. The group leaders reported that they had completed the material. The leader of the English speaking group commented on the varied ethnic backgrounds of the parents. It was reported by the leader of the English speaking group that one of the participants in the group was a friend of one of the parents and had come just to attend the meeting.

The leader of the Spanish speaking group reported that the parents participated and did not seem hesitant to express their feelings and ideas. A letter to remind the parents of the third parent education meeting was sent to all participants. The group leaders were furnished with an outline and charts of activities in the leader’s manual for parent education group meeting two.

Session 3 - November 1

Parent Education Group Meeting 2 - Understanding Your Child

Thirteen subjects in the English experimental and 20 subjects in the Spanish experimental group attended this parent education group meeting. The content of this session was: understanding behavior, parental influences on child’s behavior, the four goals of behavior, behavioral approaches to attain goals, and the parent/child cycle. The leaders also discussed the Adlerian concept of birth order position in the development of the child’s personality. The content of this session was extremely long. This session contained more video time and leader initiated talk than group discussion and group interaction. A great deal of
writing of the parents' responses by the group leaders was required. The leaders used the charts provided to record the responses. Video segments introduced the parents to several leader guided activities. The video introduced the video segments in which the parents were taught to identify the four goals of misbehavior. The exercises were time consuming and complicated. Four of the eight exercises were completed by both groups. All of the material in the leader's guide was not completed at this session. Subjects were asked to teach their child a skill during the next week. Both groups ended the meeting at the same place in the leader's guide.

Observations Of Parent Education Group Meeting 2

There was a great deal of material to be covered as outlined in the leader's guide. Several major concepts that may have been unfamiliar to the parents were introduced. There was not as much parent initiated responses in this session. There was also less laughter in this session. The leaders initiated most of the discussion. The exercises which required the parents to identify the child's behavior in the parent-child cycle seemed difficult for the parents. Parents in both groups were able to identify the goal of the child's misbehavior, but had some difficulty in supplying some of the other information required in the activity. There was less discussion in this session and less opportunity for parents to actively participate in this session. It was observed that the leader of the Spanish speaking group was more formal in her method of presentation. The Spanish speaking group leader commented that this was her teaching style and the group
seemed comfortable with this approach. She stated that a teacher is seen in a more formal role in the Hispanic culture than in the American culture. It appears as though both groups considered the group leaders as experts, but the Spanish speaking group may have seen their leader in a more formal role.

Post Parent Education Group Meeting 2

I met with the group to evaluate the parent education session. The leaders reported that there was too much material to be covered. They felt as though more discussion was needed for the parents to understand the concepts introduced. At this session the Spanish speaking group decided that they did not want to use the audio tapes in Spanish that accompanied the video. They reported that they were able to understand the content and that the tapes did not enhance the understanding of the video segments. The researcher reviewed the rest of the video segments and together with the Spanish speaking leader determined that the parent/child interactions were self-explanatory. The leader agreed to summarize/paraphrase the segments where the narrator introduced a concept. The group leaders were given the outline for the following week. This outline included the information that was not covered in meeting three. A reminder for the next parent education group meeting was sent home to all participants.

Session Four—November 8

Parent Education Group Meeting 3—Encouragement

Twelve parents in the English experimental group and 18 parents in the Spanish experimental group attended. First, the content from the previous week was completed. Parents were then
asked to share a major conflict that they had with their child. The group identified the goal of the child's behavior and then discussed the parent's response. Both groups were willing to share parent-child conflicts. Parents then were asked to share the homework they had been assigned. The major concepts presented were: courage, discouragement, and encouragement. Video segments were used to introduce the major concepts and charts were used to record the subjects responses. During the discouragement discussion, subjects were divided into groups to discuss discouraging behavior that their parents had used with them. This exercise encouraged a great deal of small group and large group discussion. A comment by one parent in the English group was that she could feel free to share with the group because she felt they encouraged her. During the encouragement discussion parents were asked to divide into small groups and share an encouraging experience from their childhood. Parents also discussed ways in which they limited their use of encouragement with their children. The session ended with a homework assignment.

Observations Of Parent Education Group Meeting 3

There was less interaction and discussion by parents in the Spanish Experimental group. Young children present in the Spanish group were fussy and this could have inhibited the group discussion or the parents ability to concentrate on the parent education group meeting. It was observed that children were not taken out of the group when they were distracting. The parents in the English speaking group appeared to be more involved in the
discussion and more willing to share their personal experiences. It was observed by the researcher that there was more discussion in both groups during the exercise in which they were asked to share a discouraging experience from their childhood. Attendance in the Spanish group was down.

Post Parent Education Group Meeting 3

In the follow up meeting with the group leaders the researcher and the group leaders discussed the lack of discussion in the Spanish speaking group. The leader of the Spanish speaking group stated that she felt that the concepts may have been new to the parents in her group. She stated that in the Hispanic culture children are not usually encouraged and that "good" behavior is often expected and not acknowledged. Both group leaders stated that parents in their groups seemed more familiar with the concept of discouragement. The group leaders were given the outline and charts for meeting four. Reminders were sent out to the participants.

Session 5 - November 15

Parent Education Group Meeting 4 - Developing Responsibility

Ten parents in the English group and 17 parents in the Spanish group attended. Parents shared the homework activity in which they were asked to write a letter of encouragement to their child. Parents also shared successes in using encouragement during the previous week. During the homework sharing parents in both group were hesitant to share their letters with the groups, but did share their successes in using encouragement. The content of this session was responsibility, problem ownership,
"I" messages, and natural and logical consequences. The major portion of the meeting was spent in identifying and practicing "I" messages and in setting consequences. The major portion of this parent education group meeting was spent on video exercises which focused on teaching the parents to identify problem ownership, developing "I" messages, and the use of natural and logical consequences rather than punishment. The leaders directed most of the discussion. The material outlined in the Leader's Guide on the use of logical consequences was not completed. Both groups ended the parent education group meeting at the same place. The meeting ended with the assignment of the homework activity.

Observations Of Parent Education Group Meeting 4

Parents in the English group initiated questions about "I" messages. Several of the parents in this group expressed that the formula presented in the video in using "I" messages seemed stilted. The leader reflected that learning new behaviors often seem uncomfortable at first. One of the participants in the English group seemed to dominate the discussion and tried to keep the group focused on her problem in dealing with her child. The group leader was able to bring the group back to the content of the session.

Parents in the Spanish speaking group seemed to focus on the leader and usually waited on her to call on them before they responded. Most of the verbal activity was initiated by two parents. The leader did not answer their questions but would redirected their questions to the group. There was less laughter.
and talking among parents in the Spanish group then in the preceding week. There was less verbalization by the men in the Spanish group. Neither group was as verbal this week as in the preceding week. The video segments contained more instructional content and this might have accounted for the decrease in parent initiated verbalization.

Post Parent Education Group Meeting 4

The researcher met with the group leaders to discuss the session. The group leaders stated that they felt as though the parents had understood the major concepts of this session, but may have been less verbal due to the amount of information presented. The researcher and group leaders also discussed the possibility that the parents might be experiencing fatigue. The group leaders were given an outline and charts for parent education group five. Reminders were sent to all participants for the next week's session.

Session 6 - November 29

Parent Education Group Meeting 5 - Winning Cooperation

Seven parents in the English experimental group and 14 parents in the Spanish group attended. First, the content from the previous week was completed. The parents then reported on the homework assignment and shared logical consequences they used with their children. The content of this session was: cooperation, communication, and active communication. The parents worked in small group to discuss the communication blocks they used with their children. The leaders charted the parents responses for the active communication exercises. The session
ended with the leader summarizing the major points introduced
during the parent education group meeting and the homework
assignment. All of the material outlined in the leader’s guide
for this session was completed. The child care workers did not
come to this meeting so the researcher had to provide child care.
No video segment was made of the Spanish speaking group.
Observations Of Parent Education Group Meeting 5

The attendance for both groups was low this week. The child
care workers were not present. The researcher had to assist in
child care so video segment of the Spanish speaking group is very
short. The audio tape of the English speaking group demonstrates
that this group is beginning to solve some of their problems and
use logical consequences. One mother reports that her reason for
taking this class is to learn to communicate better with her
children and that she is now not as prone to spank the child that
she has difficulty with. There continues to be more self
disclosure in the English speaking group, but most of it is done
by two or three parents. Two of the parents in the English
speaking group do not interact except when called on. One of the
mother’s does try to monopolize the group and seems to have a “I
always do the right thing” attitude.

Observations of the Spanish speaking group and the leader’s
input indicate that there is less verbalization than in the
English speaking group. The parents talk more about the problems
that they are having with their children than about their use of
the skills they are being introduced to. There is more verbal
interaction in the Spanish speaking group during the small group
activities than during the large group discussion. It is
difficult to determine the reasons for the difference in
verbalizations between the two groups. The Spanish speaking
group continues to be larger, so the differences could be related
to the size of the groups. The differences may also be related
to the differences in personalities of the parents. The body
language of the groups this week indicated that participants may
be losing interest. There is some leaning back in chairs,
looking away, and arms folded. It was also observed that the
presence of children in the Spanish group is accepted. One of
the children in Spanish speaking group comes into the room where
the parents are meeting. The mother asks her what the problem is
and if she want to return to the group where the children are.
The child declines and the mother than comforts her and takes the
child on her lap. The mother does not scold or coax the child to
return to the children's group. The other parents do not give
advice or appear bothered by the child's presence in the group.

Post Parent Education Group Meeting 5

The researcher met with the group leaders to discuss the
parents education group meeting. The amount of verbal
participation was discussed. The leader of the Spanish speaking
group stated that although there was less verbalization in her
group, she felt that the parents in her group were learning the
skills that were being introduced. Reminders were sent out to
the parents for parent education group meeting six. The leader's
were given the outline and charts for meeting seven.
Session 7 - December 6
Eleven parents in the English speaking group and 14 parents in the Spanish speaking group attended, an increase from the previous week. The meeting began with a review of the homework assignment and the major concepts from the previous week. The content of this session was: the relationship between democratic parenting and child outcomes, the family council, and active problem solving. The content of the session emphasizes the holding of a family council and the subjects participated in an exercise in which they enacted a family council meeting. The major concepts from the six previous week’s session were reviewed. The leaders used the charts that had been provided from the previous sessions for this review. The leaders reminded the subjects to return for the final session and homework was assigned. One of the child care workers was absent. The researcher had to assist in child care so no video segment was made of this session.

Observations Of Parent Education Group Meeting 6

The attendance at this session was up from last week despite the cold weather. One of the mothers in the English speaking group commented on one of the concepts introduced this week, the verbal expression of love. This mother is East Indian. This was one of the few times that the researcher had observed that the mother had volunteered information. She stated that in her culture expression of love are not usually stated verbally. A mother from Africa also commented that in her family and
culture love is not expressed verbally. She stated that she gives her children hugs and kisses, but does not always remember to tell her children that she loves them. The group then began a discussion of the importance of expressing love verbally and physically. The group leader related the parent input to the content of the program. One of the mothers in the English speaking group continued to try to dominate the session. The group leader was able to shift the focus to other group members. Parents who had been hesitant to share are beginning to feel more comfortable in sharing their observations and concerns.

Post Parent Education Group Meeting 6

The researcher met with the group leaders to discuss the week's session. The group leaders reported that the content for this parent meeting was on the family council was the most unfamiliar for parents in both groups. The researcher and leaders discussed the structure for the final parent education meeting and the group leaders were given the posttesting instruments. Reminders for the final parent education meeting were sent to all subjects in the experimental and control groups.

Session 8 - DECEMBER 13
Posttesting of All Groups

Eleven parents in the English experimental group, 13 parents in the Spanish experimental group, 10 parents in the English control group, and 10 parents in the Spanish control group attended. The purpose of this session was to complete the posttest administration of the Adlerian Parental Assessment of Child Behavior Scale and the Parenting Questionnaire. The
parents were divided into two groups, English speaking and Spanish speaking. The parents met in the classrooms they had attended the parent education meetings in. The leader of the English speaking group had a previous commitment; therefore, the researcher administered the posttest instruments to parents in the English speaking groups. It took approximately 45 minutes to administer the APACBS and the Parenting Questionnaire. The instrument were administered verbally. Parents were dismissed after the administration of the instruments.

Observations of Collection of Posttest Data Session 8

The administration of the instruments went much more quickly than during the pretesting session. The small group size and the parent’s previous experience in completing the instruments may have contributed to this.

Post Collection of Posttest Data Session 8

Posttest data was collected and checked for accuracy. The instruments were scored for parents who had completed 5 of the 6 parent education meetings.
Dear Parents,

Parenting, as you are aware, is often a hard job. Beginning in October we will offer a series of parent meetings at . This is a chance for you to meet with other parents and a leader to talk about parenting concerns and the behaviors of your children. This program will help you learn to understand your child's behavior. It is an 8-week program.

Since this program for parent's is part of a research study, there will be no charge to you. If you wish to attend the meetings, you will complete some forms at the first and the last meeting. The information will be kept confidential.

Child care will be provided at each meeting. A light supper will be served for parents and children who attend.

TIME: 6:00 to 8:30 P.M.
DAY: WEDNESDAY
DATES: OCTOBER 18, 25
NOVEMBER 1, 8, 15, 29
DECEMBER 6, 13
PLACE: PRIMARY SCHOOL - LIBRARY

If you are interested in attending the meetings, please return the bottom of this letter to me at school by October 11. If you have any questions, please contact me at school (235-3317) or home (530-6037).

Sincerely,

Toni Urban, Counselor

(cut and return)

Child's name ___________________ Teacher's Name ___________________

Name of Parents Mother ________________ Father ________________

Address ____________________________

Home Phone ________________ Mother's Work Phone ___________________

Father's Work Phone __________________

Name and age of children who will be coming for child care:

Name ________________  Age ________________

__________________________

__________________________
Estimados Padres:

Como ustedes saben, ser padres buenos es difícil. Empezando en octubre, vamos a ofrecer una serie de juntas informativas para los padres in la escuela de: Esto les dará la oportunidad de conocer a otros padres y juntarse con ellos para platicar de sus intereses y problemas que todos los padres tienen en común. Esta programación les ayudará a entender mejor el comportamiento de sus hijo. Este curso durará por 8 semanas.

No tendrán que pagar para este curso porque es parte de un estudio de investigación. Si desean asistir a este programa, estarán obligados a llenar una forma al principio y al final del curso. La información se considerará confidencial.

Tendremos guardería de niños cada semana. Se servirá una cena para los padres y niños.

**HORA:** 6:00 TO 8:30 P.M.  
**DÍA:** MIÉRCOLES  
**FECHA:** OCTUBRE 18, 25  
NOVIEMBRE 1, 8, 15, 29  
DICIEMBRE 6, 13  
**LUGAR:** BIBLIOTECA DE LA ESCUELA

Si están interesados en asistir a las clases, devuelvan firmada la forma que está en la parte inferior de la página, antes del 11 de octubre. Pueden llamarme a los teléfonos escuela (235-3517) o casa (530-6037).

Atentamente,

Toni Urban, Consejera

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Desprendo y Devuelva

Nombre del (de la) niño (a)  Nombre de la Maestra

Nombre de la madre  Nombre del la padre

Dirección

Número de teléfono en casa

Número de teléfono del trabajo de la madre y del padre

Nombre y edad de los niños que van a venir a la guardería de niños.
Informed Consent

Parents who volunteer to participate in this study will be randomly placed in one of the four groups:
(a) English speaking experimental group.
(b) Spanish speaking experimental group.
(c) English speaking control group.
(d) Spanish speaking control group.
All parents will complete the Demographic Data Form during the first session of the parent education program. Parents will also be asked to complete the assessment instruments during the pretest and posttest sessions. All information will be confidential. There is no physical, psychological, or social risk involved in participating in this study. Parents will benefit from learning parenting skills and from sharing common child rearing concerns with other parents. If you have any questions, please contact Toni Urban at 235-7512 (work) or 530-6037 (home). All volunteers are free to withdraw their consent and to discontinue participation in this study at any time without any penalty.

Name of subject: ________________________________

1. I hereby give consent to Toni Urban to perform or supervise the following investigational procedure or treatment.

Active Parenting Program

2. I have seen and heard a clear explanation and understand the nature and the purpose of the procedure or treatment; possible appropriate alternative procedures that would be advantageous to me; and the possible risks involved. I have seen and heard a clear explanation and understand the expected benefits. I understand that the procedure or treatment to be performed is investigational and that I may withdraw my consent for my status. With my understanding of this, having received this information and satisfactory answers to the questions I have asked, I voluntarily consent to the procedure or treatment designated in Paragraph 1 above.

__________________________________________
Date

Signed: ________________________________ Signed: __________________

Witness Subject

or
Signed: __________________________  Signed: __________________________
Witness: _________________________  Person Responsible: _______________________

Relationship: __________________________

Instructions to the persons authorized to sign:

If the subject is not competent, the person responsible shall be the legal appointed guardian or legally authorized representative. If the subject is a minor under 18 years of age, the person responsible is the mother or father or legally appointed guardian. If the subject is unable to write his name, the following is legally acceptable: John H. (His X mark) and (2) witnesses.
Agreement to Attend the Meetings Regularly

Parent Agreement

I understand that it is important to be present at all six of the parent group meetings to get the most from the parent program. I plan to attend each meeting.

Signature: ________________________________

Date: ________________________________

Leader Agreement

I agree to attend the two two-hour sessions conducted by the researcher to familiarize myself with the Active Parenting program and the assessment instruments. I agree to lead the six parent group sessions and the pretest and posttest sessions. If I must be absent, a teacher with similar qualifications will serve as a substitute or I will conduct a make-up session. I also agree to make this experience as meaningful and relevant to the participants' needs as possible.

Signature: ________________________________

Date: ________________________________
Demographic Data Form

Directions: Please read each item carefully and then respond by placing a ^ next to the correct response. Please remember that all responses are confidential.

IDENTIFIED CHILD

1. Relationship to identified child: (Check one)
   --- Natural mother
   --- Natural father
   --- Stepmother
   --- Stepmother
   --- Adoptive mother
   --- Adoptive father
   --- Foster mother
   --- Foster father
   --- Guardian
   --- Other (Please Specify)

2. Sex of identified child:
   --- Male
   --- Female

3. Age of identified child: (Identify one child)
   --- Years
   --- Months

4. Birth order of identified child: (Check one)
   --- First born
   --- Second born
   --- Third born
   --- Fourth born
   --- Fifth born
   --- Sixth born
   --- Seventh born
   --- Eighth born
   --- Ninth born or greater
5. Family of identified child: (Check one)
   _____ Lives with both natural parents
   _____ Lives with single parent
       _____ Mother
       _____ Father
   Parents are divorced/separated
       _____ Divorced
       _____ Separated
   _____ Lives in a stepfamily
   _____ Lives in a foster family
   _____ Lives with a guardian
   _____ Other (Please specify)

6. Ethnic group of identified child: (Check one)
   _____ Anglo/White
   _____ Asian/Oriental
   _____ Native American
   _____ Black American
   _____ Hispanic
   Other (Please specify)

7. Number of children now living in family:

8. Age and grade of other children in family:
   Age  Grade
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____
   _____  _____

PARENT

9. Your sex:
   _____ Male
   _____ Female

10. Your ethnic group: (Check one)
   _____ Anglo/White
   _____ Asian/Oriental
   _____ Native American
   _____ Black American
   _____ Hispanic
   _____ Other (Please specify)
11. Your highest grade completed in school: (Check one)
   ----- Less than seven years of school
   ----- Junior high school
   ----- Some high school
   ----- High school diploma
   ----- Post high school training
   ----- Some college
   ----- College degree
   ----- Some graduate courses
   ----- Graduate school degree
   ----- Masters
   ----- Doctorate

12. Country in which you were born:

13. How long have you lived in this country:
   ----- Born here
   ----- Number of years

14. Your occupation:

15. Occupation of spouse:

16. Current yearly household income: (Check one)
   ----- Under 4,900
   ----- 5,000 to 9,900
   ----- 10,000 to 19,000
   ----- 20,000 to 29,000
   ----- 30,000 to 39,000
   ----- 40,000 to 49,000
   ----- Over 50,000

17. Your age: (Check one)
   ----- 15-20
   ----- 20-25
   ----- 25-30
   ----- 30-35
   ----- 35-40
   ----- 40-45
   ----- 45-50
   ----- Over 50

18. Language spoken in the home most of the time: (Check one)
   ----- English
   ----- Spanish
   ----- Other (Which language) ________________________
19. Other language spoken in the home some of the time: (Check one)
   —— English
   —— Spanish
   —— Other (Which language?) ____________________

20. Identified child is in the free lunch program
   —— Yes
   —— No

21. Please list the major discipline or behavioral problems that you have in parenting your identified child. Put a star (*) next to the three that you are concerned about the most.

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________
Información de Consentimiento.

Los padres que se ofrecen como voluntarios para participar en este estudio, serán colocados al azar en uno de estos cuatro grupos:

(a) Grupo experimental de habla inglesa
(b) Grupo experimental de habla española
(c) Grupo de control de habla inglesa
(d) Grupa de control de habla española

Todos los padres completarán la Forma de Datos Demográficos durante la primera sesión del programa educacional de los padres. A los padres se les pedirá también que completen los instrumentos de evaluación durante las sesiones de pre-examen y post-examen. Toda la información será considerada confidencial. El participar en este estudio no implica ningún riesgo físico, psicológico o social. Los padres se beneficiarán al aprender habilidades paternales y al compartir preocupaciones comunes con la crianza de los hijos, con otros padres. Si desean hacer alguna pregunta, por favor comuníquense con la Srita. Toni Urban, al 235-7512 (oficina) o 330-6037 (casa). Todos los voluntarios son libres de retirar su consentimiento y descontinuar su participación en esta estudio, cuando lo deseen, sin incurrir en ninguna penalidad.

Nombre el sujeto ______________________________

1. Por medio de este documento doy mi consentimiento a Tonie Urban para que desempeñe o supervise el siguiente procedimiento o tratamiento de investigación.

Programa de Paternidad Activa

2. Me visto y escuchado una explicación clara y entiendo la naturaleza y el propósito del procedimiento o tratamiento, alternativa de posibles procedimientos apropiados que serían ventajosos para mí y los posibles riesgos que se implican. Me visto y escuchado una explicación clara y entiendo los beneficios esperados. Entiendo que el procedimiento o tratamiento que se efectúe es de índole investigativa y que yo puede retirar mi consentimiento por mi posición. Con mi entendimiento de esto, habiendo recibido esta información y respuestas satisfactorias a las preguntas que he presentado, yo doy voluntariamente mi consentimiento para que se lleve a cabo el procedimiento o tratamiento designado en el párrafo 1 anterior.

Firmado: ________________________________  Firmado: ________________________________

Testigo: ________________________________  El sujeto ________________________________

Instructiciones para las personal autorizadas a firmar:

Si el sujeto no es competente, la persona responsable debe ser el tutor legal designado o legalmente autorizado a representarlo.

Si el sujeto es menor de 18 años, la persona responsable es la madre o el padre o el tutor legal.

Si sujeto es incapaz de escribir su nombre, lo siguiente es aceptable legalmente: John H. (su marca X ) y dos (2) testigos.
Acuerdo de Asistencia Regular a las Reuniones.

Acuerdo del Padre

Entiendo que es importante estar presente en todas las seis reuniones del grupo de padres, para obtener el mayor provecho posible del programa. Planeo asistir a cada reunión.

Firma: ________________________________________________

Fecha: ________________________________________________

Contrato del Conductor del Programa

Estoy de acuerdo en asistir a las dos sesiones de dos horas que dirigirá el investigador para que me familiarice con el programa Active Parenting (Paternidad Activa) y con los instrumentos de evaluación. Estoy de acuerdo en dirigir las seis sesiones y las pre y post-sesiones del grupo de padres. Si yo estuviera ausente, una maestra con capacidad similar actuaría como sustituta o yo ofreceré otra sesión para compensar por la que falte. También estoy de acuerdo en hacer que esta experiencia sea tan significante y pertinente para las necesidades de los participantes, como sea posible.

Firma: ________________________________________________

Fecha: ________________________________________________
Nombre ____________________________________________

Forma de Datos Demográficos

Instrucciones: Por favor lea cada punto cuidadosamente y después responda marcando con un × al lado de la respuesta correcta. Por favor recuerde que todas las respuestas son consideradas confidenciales.

NINO IDENTIFICADO

1. Parentesco con el niño identificado: (marque uno)
   - __ Madre natural
   - __ Padre natural
   - __ Madrastra
   - __ Padastro
   - __ Madre adoptiva
   - __ Padre adoptivo
   - __ Madre de Casa-Hogar
   - __ Padre de Casa-Hogar
   - __ Tutor
   - __ Otro (favor de especificar)

2. Sexo del niño identificado:
   - __ Masculino
   - __ Femenino

3. Edad del niño identificado: (identifique solamente un niño)
   - ___ Años
   - ___ Meses

4. Orden de nacimiento del niño identificado: (marque uno)
   - __ Nacido(a) en primer lugar
   - __ Nacido(a) en segundo lugar
   - __ Nacido(a) en tercer lugar
   - __ Nacido(a) en cuarto lugar
   - __ Nacido(a) en quinto lugar
   - __ Nacido(a) en sexto lugar
   - __ Nacido(a) en séptimo lugar
   - __ Nacido(a) en octavo lugar
   - __ Nacido(a) en noveno lugar o después

5. Familia del niño identificado: (marque uno)
   - __ Vive con sus padres naturales
   - __ Vive con uno de sus padres
     - __ Madre
     - __ Padre
     - __ Los padres están divorciados/separados
     - __ Divorciados
     - __ Separados
   - __ Vive con la familia adoptiva
   - __ Vive en Casa-Hogar
   - __ Vive con el(la) tutor(a)
   - __ Vive con otra persona (favor de especificar)
6. Grupo étnico del niño identificado: (marque uno)
   - ___ Anglo/Blanco
   - ___ Asiático/Oriental
   - ___ Indio Americano
   - ___ Negro Americano
   - ___ Hispano
   - ___ Otro (favor de especificar)

7. Número de niños que hay en la familia (que viven ahí actualmente) ___ ___

8. Edad y grado que cursan los demás niños de la familia:

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PADRE:

9. Su sexo:
   - ___ Masculino
   - ___ Femenino

10. Su grupo étnico: (marque uno)
    - ___ Anglo/Blanco
    - ___ Asiático/Oriental
    - ___ Indio Americano
    - ___ Hispano
    - ___ Otro (favor de especificar)

11. El último grado que completó usted en la escuela: (marque uno)
    - ___ Menos de siete años de escuela
    - ___ Escuela secundaria (junior high)
    - ___ Escuela preparatoria (high school) (hasta qué grado)
    - ___ Obtuvo su diploma de preparatoria (high school)
    - ___ Entrenamiento de post-graduado de preparatoria (high school)
    - ___ Universidad (college) (hasta qué grado)
    - ___ Título universitario
    - ___ Algunos cursos posteriores
    - ___ Diploma de escuela de graduados
    - ___ Maestría
    - ___ Doctorado
12. País en que nació usted: ____________________________

13. Cuánto tiempo ha vivido en este país?
   — — — Nací aquí.
   Hace — — — años que vivo aquí.

14. Su ocupación: ________________________________

15. Ocupación de su esposo(a) ____________________

16. Ingresos anuales que se reciben actualmente en ese hogar: (marque uno)
   — — — Menos de 4,900
   — — — de 5,000 a 9,900
   — — — de 10,000 a 19,000
   — — — de 20,000 a 29,000
   — — — de 30,000 a 39,000
   — — — de 40,000 a 49,000
   — — — Más de 50,000

17. Su edad: (marque uno)
   — — — 15-20
   — — — 20-25
   — — — 25-30
   — — — 30-35
   — — — 35-40
   — — — 40-45
   — — — 45-50
   — — — Mayor de 50

18. Lenguaje que se habla en su casa la mayoría del tiempo: (marque uno)
   — — — Inglés
   — — — Español
   — — — Otro (cuál idioma?) ___________

19. Otro lenguaje que se habla en su hogar parte del tiempo: (marque uno)
   — — — Inglés
   — — — Español
   — — — Otro (cuál idioma?) ___________

20. El niño identificado está en el programa de almuerzos gratis
   — — — Sí
   — — — No

21. Por favor anote los problemas mayores de disciplina o de conducta que tiene usted como padre(madra) del niño identificado. Ponga una estrella (*) en seguida de tres problemas que le preocupan más.


