THE EFFECTIVENESS OF PARENT GROUP COUNSELING AS COMPARED
TO INDIVIDUAL PARENT CONSULTATION IN CHANGING
PARENT ATTITUDE AND CHILD BEHAVIOR

DISSERTATION

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By

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The problem of this study concerns the effects of a parent group counseling procedure and an individual consultation procedure upon (1) the attitude of the parents, (2) the school-related behavior of the children, (3) the academic grades of the children, (4) the peer relations of the children, and (5) self-concept of the children. The results of this investigation indicated no significant differences in procedures for affecting behavior changes on the variables examined.

The thirty subjects of this study were randomly placed in the two groups from a list of students referred by their classroom teachers for counseling intervention. The children included in this study were currently enrolled in grades one through six, were from predominantly white middle class families, and were not receiving counseling from any other source.

Treatment intervention consisted of eight ten-hour weekly parent group counseling sessions and a one-time individual parent one-hour conference for the other procedure.
Interventions occurred concurrently. The initial group counseling session, pretest data, and individual consultations were held in the same week with posttest data drawn from all participants eight weeks later. The school counselor implemented both procedures utilizing the Adlerian model as the philosophical model.

A pre-posttest experimental design employing an analysis of covariance was used to analyze the data. The .05 level of significance was established to test the hypotheses. Measurements used to assess the results of this study were the Parent Attitude Survey, the Devereux Elementary School Behavior Rating Scale, academic grades, a sociometric method, and the Self-Esteem Inventory.

Neither parent intervention procedure was significantly more effective in changing parental attitude in a positive direction. However, the parent group counseling procedure appears to have a greater effect on the degree of positive change of parental attitude in the areas of acceptance, understanding and trust. The individual consultation procedure appears to have a greater effect on the degree of parental attitude change in the areas of confidence and causation.

Neither parent intervention procedure was significantly more effective in improving the children's classroom behavior. However, the children of parents who participated in parent group counseling procedure demonstrated greater improvements
in their school behavior in the areas of classroom disturbance, creative initiative, and quits before tasks are completed. The parent attitude change toward more understanding of and more open communication with their children appears to be the most important factor in eliciting improved classroom behavior in their children. Also, the positive attitudinal change experienced by the parents appears to be a more important factor than obtaining high scores on attitudinal measures for eliciting behavioral changes in their children.

Neither parent intervention procedure was significantly more effective in improving the academic grades, peer relations, or self-esteem of the children. The children of parents who participated in the parent group counseling procedures showed a greater improvement in peer-relations according to pre-posttest means than the children of parents who participated in the individual consultation procedure; however, the differences were not significant.

Generally, parent group counseling appeared to generate more pervasive changes affecting multiple behaviors in their children than individual consultation with the parents.
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CHAPTER I

INTRODUCTION

The assumption that personality is formed within a social context is basic to numerous theories of personality. The idea that one person's behavior influences another person is inherent in Social Learning Theory, Adlerian Personality Theory, and Family Systems Theory. The child learns by responding to those around him. The response behavior of the child becomes a stimulus behavior for the response from another person. The stimulus-response-feedback chain becomes a network of interactional patterns from which the child learns certain behavior patterns, attitudes, and beliefs. This interactional concept is also basic to more recent therapeutic approaches such as Reality Therapy, Rational-Emotive Therapy, and Transactional Analysis.

A derivative assumption arising from these theories and approaches is that the parent's behavior and attitude have great impact and influence on the personality development of the child. Since parents are usually the primary people with whom a child interacts, their influence would be significant.

These two assumptions provide a rationale for training, teaching, and changing a parent's behavior and attitudes in
order to elicit behavioral changes in their child. Numerous publications and articles concerning child rearing practices and child management have appeared in bookstores and in popular magazines and newspapers. Therapeutic intervention procedures including and/or utilizing the parents have also become prevalent.

In recent years, there has been an increasing trend toward the use of parents as "therapists" for their own children. Either singly or in groups, parents have been taught to work on present problems as well as to prevent future behavioral problems in their children (42, p. 827).

The trend for involvement of parents also appears to be extending into the public schools. Recent legislation, such as Public Law 94-142, has been instrumental in reasserting the right of parents to be involved in the educational process. Kroth (29) states that parents have been recognized as viable forces in the educational development of children and that parents must be recognized as powerful forces in the success of any program. According to Schmerber (38), parent involvement provides a valuable resource that can and should be developed in a school system that seeks to meet the needs of children.

With this trend for parent inclusion in the educational decision-making process and for parents to become instrumental agents in the behavioral change of their children, methods and techniques are being sought to provide the most effective ways in which parents can help with their children. Thus,
there appears to be a need for investigation of the effectiveness of parental involvement in the educational process.

Statement of the Problem
The problem of this study was to determine the effectiveness of parent group counseling as compared to individual parent consultation as a means of changing the parental attitude and the school-related behavior of the child.

Purpose of the Study
The purpose of this study was to develop two methods of parent intervention applicable to the public school setting. The two methods of parent intervention were compared as to their effectiveness in improving the school-related behavior of the child, the attitude of the parent, the academic achievement of the child, the self-esteem of the child, and in improving peer relations in the classroom.

Hypotheses
To carry out the purposes of this study the following hypotheses were tested:

1. Parents participating in a group counseling procedure would score significantly higher than parents who participated in an individual parent consultation procedure on the five areas of the Parent Attitude Survey (22).

2. The children of parents who participated in the individual parent consultation procedure would show significantly better school-related behavior than children of
parents who participated in a parent group counseling procedure.

3. The children of parents who participated in an individual parent consultation procedure would show significantly higher academic grades than the children of parents who participated in a parent group counseling procedure.

4. The children of parents who participated in a parent group counseling procedure would show significantly better peer relations than the children of the parents who participated in an individual parent consultation procedure.

5. The children of parents who participated in a parent group counseling procedure would show significantly better self-esteem than the children of parents who participated in an individual parent consultation procedure.

Background and Significance of the Study

The rationale for including parents in the intervention process was considered necessary in order to establish the background and significance of this study. Brown and Brown (6) formulated a rationale for parent inclusion:

First, since there are a great number of children with adjustment problems, there is a need to develop resources to deal with these problems. Second, there is a need for all mental health programs to focus on prevention rather than remediation. Third, there is increasing evidence that interventions with parents can lead to significant changes in children (6, p. 96).
The large number of students requiring psychological services appears to be an important reason for utilizing resources outside the public school personnel. A major survey by Glidewell and Swallow (19) on the incidence and prevalence of school maladaptation, part of the Joint Commission Report on Mental Health of Children, indicated that 30 per cent of America's school children experience school adjustment problems. The number of students requiring psychological services appears to be increasing. According to the Uniform Crime Report of 1976, from 1972 to 1976 arrests for persons under eighteen increased 42 per cent for aggravated assault, 18 per cent for forcible rape, 48 per cent for burglary, and 36 per cent for larceny (28). The group thirteen to seventeen years of age comprised the most frequent offenders in crimes of burglary, larceny, and motor vehicle theft. City arrests for drunkenness and liquor law violations for children under ten have increased by 51 per cent. Arrests for offenses against the family and children in the under ten age group increased from forty-nine arrests in 1972 to 677 arrests in 1976 (28). Suicides in the age group ten to fourteen have increased from 120 in 1972 to 187 in 1974 (44).

The need for counseling and psychological services is also indicated in the amount of child abuse occurring in the United States. Conservative estimates state that 60,000 children each year are reported to be abused (41). Such
overwhelming figures indicate a need for psychological services for both the children and the parents.

Parent involvement in the school program has been suggested to alleviate or prevent problems. This procedure may assist parents and educators to be partners in the teaching and guiding of children (1, 6, 17, 20, 26, 38). Thus, this process encourages a more cooperative interaction between school and home.

The survey by Glidewell and Swallow (19) indicated a need for all mental health programs to focus on prevention instead of remediation. Cowen and Lorion (14) discussed the changing role of the mental health professional from that of assisting the maladapting few to a broader more global role in which services are aimed at maximizing all children's educational and personal growth. The need for a focus on prevention rather than remediation is predominate in the literature (3, 4, 6, 19, 33, 42). Christensen (8) suggested that "the preventative nature of the program can be emphasized through teacher, child, and parent education" (9, p. 18).

The evidence that behavioral change needs to occur in the natural environment is another reason that parents should be included in the decision-making process and educational programs in the public school. The concept that the psychological family environment, especially the attitudes and behavior of the parents, has a significant influence on the growth and personality development of the child has been a
basic assumption in theories of personality such as Adlerian, Social Learning Theory, Family Systems Theory, Reality Therapy, Rational-Emotive Therapy, and Transactional Analysis (12, 13, 18, 31, 32, 36).

All of these theories allude to the concept that parents are teachers and transmitters of the culture. The significance of the parental role in behavior formation and maintenance indicates a need to involve the parents in mental health programs in every possible way.

There appears to be a need to survey the effectiveness of parent intervention programs. Taylor and Hoedt (43) found that Adlerian group counseling with significant adults (parents or teachers) was more effective than group counseling with the children in reducing behavior problems in elementary age children regardless of grade level. Confirming these results, Perkins and Wicus (34) found that counseling with mothers greatly improved the academic achievement of their sons. Hayes (23) and Hughes (27) found parent counseling effective for improving the self-esteem and social adjustment in minority and inner city children.

In general, the research utilizing parent counseling indicates a positive outcome. O'Dell (33) reviewed seventy studies of efforts to teach parents behavior modification techniques. He concluded that change in the behavior of the parents elicits change of the child's behavior in the desired direction. Numerous studies confirm the influence of the
parents on the behavior of the child and the effectiveness of including the parents in the therapeutic intervention (2, 9, 21, 24, 25, 30, 35, 39).

Parent counseling appears to be an effective way to elicit positive changes in children's behavior. By including the parents in counseling, consultation, and education, larger numbers of children may be benefited for both preventative and remediation purposes. Working directly with the parents also provides the opportunity for the behavioral changes to occur within the child's natural environment. Based on this rationale, the effective skills, methods of intervention, models and parent education programs need to be explored by the school mental health personnel.

Definition of Terms

For the purpose of this study, the following terms were defined:

**Individual consultation** is a one-time one hour conference between the parent and the counselor in which data concerning the child are discussed and specific recommendations are made to the parent.

**Parent group counseling** is a procedure in which the didactic material designated for each of the eight sessions was presented in the first thirty minutes of the session. The remaining one and one-half hour utilized discussion, exploration, and resolution of parent concerns. The
responses of the counselor were based on the Adlerian theory of ascertaining the goal of a child's misbehavior, revealing and exploring the usual parent response, and searching for alternate responses.

**School-related behavior problems** used as the criteria for referral were fighting, failing to complete assignments, getting out of seat without permission, agitating peers, talking back to the teacher in an inappropriate manner, sulking, withdrawing from peer interactions, not following directions, blaming others for mistakes or problems, and distracting classmates from their work.

**Limitations**

This study was limited in that participants were volunteer parents of children who were referred by the classroom teacher to the school counselor for counseling intervention. The researcher was the counselor for both procedures.

**Basic Assumptions**

The following basic assumptions were considered necessary for this study:

1. That the teachers rated the children objectively on the Devereaux Elementary School Behavior Rating Scale (40).
2. That the parents objectively completed the Parent Attitude Survey form (22).
3. That the children candidly rated each other on the sociometric procedure (10, 16).

4. That the children understood and objectively responded to the stimulus statements of the *Self-Esteem Inventory* (Form B) (7, 11).
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature pertinent to this research is presented in five sections: (a) the prevalence of parent intervention programs in the public school, (b) purposes of parent involvement programs, (c) parent variables affecting the behavior and personality of children, (d) empirical research concerning parent counseling intervention, and (e) parent counseling models and programs.

The Prevalence of Parent Intervention Programs in the Public School

In a review of trends for improving family life in the United States, Janet Brown states:

The movement that had been building for twenty or more years to incorporate education for family living into public, parochial and independent schools reached a high in the decade of the sixties and involved parents in school to an extent that would have been difficult to predict (11, p. 604).

The winter issue of 1975 of the Journal of Research and Development in Education was devoted to parent involvement and its importance to education. Further evidence of the prevalence of parent programs are the numerous authorities in the literature who recommend the inclusion of parent involvement programs in the public schools (5, 8, 32, 49, 70).
Purposes of Parent Involvement Programs

The conceptual purposes of parent involvement programs have been discussed by numerous authorities (1, 5, 8, 32, 49, 58). Adkins (1) reported that there are four conceptual areas in planning parent programs: supporting parents emotionally, exchanging information with parents, improving parent-child interactions, and getting parents to participate.

The purposes of parent involvement may be to help the parents of children with special problems. According to Bricklin (8), counseling for parents of learning disabled children serves a number of functions: (a) to provide information concerning learning disabilities and to help parents understand and cope with their feelings; (b) to coordinate home and school activities so that the approach to the child is relatively consistent; (c) to help parents understand their child's behavior as it relates to typical child development and to recognize behaviors growing out of learning disabilities; (d) to help parents set more effective limits, accept and acknowledge feelings, and develop appropriate independence in the child. The goals described by Barman (5) are similar: (a) to give factual knowledge about a kind of difficulty that is little understood; (b) to provide a place for discussion of feelings concerning the child; and (c) to provide a clearinghouse where useful techniques of behavioral management can be shared.
The common purposes of parent involvement programs appear to be to impart information, to provide emotional support for parents, and to coordinate behavioral management techniques so that approaches are consistent. In addition, Loeb (49) recommends a group approach for the parent involvement programs in that the parents can offer compassion, insight, and understanding for one another.

Parent Variables Affecting the Behavior and Personality of Children

The importance of the home environment and certain parent variables have been investigated by numerous authorities. The report on *Equality of Educational Opportunity* (16) often referred to as the Coleman report which appeared in the summer of 1966 has had great impact on the educational system and has prompted a proliferation of additional research concerning the findings. Questions arose over the methodological sophistication of the report itself and officials in the Department of Health, Education, and Welfare had shown serious concern over the "anti-education" findings of the study.

The faculty of Harvard decided to conduct an independent study of the findings of the Coleman report in order to further the findings and to make the findings available to educators. The seminars were chaired by Pettigrew and Moynihan and included such authorities as Cohen, Dyer, and Jencks.
Although numerous conflicts arose over the implications and interpretation of the findings, the reassessment of the data confirmed the basic findings: home background is the most important element in a child's academic achievement (58). Further investigation is recommended in order to find ways to strengthen the educational system and to discover the differentiating effects of variables in the home background.

Bell (7), former United States Commissioner of Education, discusses the legal right for children to have effective parenting based on the Coleman reports (16) and the reassessment of these findings (58).

Bell says,

The odds are overwhelming that children denied effective parenting will be unable to compete with their peers, in school or in adult life. Children who receive effective parenting will unquestionably be able to do so (7, p. 272).

Other studies have attempted to isolate and define specific family variables that appear to be influencing factors on the child. Sporakowski and Eubanks (73) explored the relationship between parent-adolescent communications and school adjustment and found that the negative adjustment group had scores on the Parent-Adolescent Communication Inventory that indicated less parent-adolescent communications in their families than the positive school adjustment group. It appeared that the girls in this study, whatever their adjustment, have difficulty communicating with their fathers. The negative adjustment group did not or could not
communicate well with either parent, whereas the positive school adjustment girls felt positively about communicating with their mothers.

The results of a study conducted by Louton (50) indicated that there were significant differences between the clinic and non-clinic group for the number of uttered incomplete sentences and for the median chain lengths. Those families with fewer reported problems uttered fewer incomplete sentences and were able to maintain longer chaining dialogues than those families reporting problems needing professional help.

Shipman and Hess (72) found that communication within the families of different socioeconomic levels differed greatly. For example, families of a lower socioeconomic level tended to utter messages using restricted codes which were stereotyped, limited, and lacked specificity. Their sentences were short and impersonal and utilized generalized terms. Messages in higher socioeconomic families tended to be precise and specific with a complex range of thought. Their messages tended toward discrimination between cognitive and affective content.

The research of Lidz (47) indicated that the deficiencies of paternal nurturance appear to be a common factor of schizophrenic patients. Radin (66) also found that paternal nurturance and some of its components were correlated significantly and positively with children's intelligence.
scores, suggesting that these paternal behaviors may foster cognitive development in males.

Gurman (33) also explored the role of the family in underachievement and found the role of the father to be important. The subjects were thirteen underachieving male high school sophomores and their parents were interviewed as to the nature of family interactional patterns. A delineation and integration of the most salient themes in these interviews were reported. Among the themes expressed by the students, the need for a role model was often related. The boys felt rejected because their parents, especially their fathers, spent too little time with them. The boys also reported that they were given too much individual freedom, but little parental guidance in the constructive use of this freedom. They interpreted this lack of parental structuring as a sign of rejection or indifference.

The strong influence of the father figure is somewhat negated by the results of a study conducted by Martin (54). In a brief intervention consisting of training in conflict resolution and contingency management to parents of children in the first through fifth grades, the results indicated that it did not seem to matter whether the father was included in the treatment. Fourteen families were included in a father-not included group, fourteen in a father-included condition, and fifteen in a wait-control condition. Successful
intervention utilizing mother only in the treatment were also reported by Hardcastle (35) and Reiter and Kilmann (67).

Klein, Plutchik, and Conte (43) found that the parental configuration of a dominant mother-passive father was related to the greatest number of behavior problems for sons, while this configuration is associated with the fewest problems for daughters. Sons exhibited the fewest problems when the father is dominant and daughters, the fewest problems when the mother is dominant, regardless of the dominance or passivity of the spouse. It appears that "if neither of the parents abdicate their sex-role model function by playing a passive role in the family, some degree of family disruption occurs" (43, p. 419).

For daughters, Heilbrun, Harrell, and Gillard (37) found that paternal low control-low nurturance (ignored) subjects performed best academically and high control-low nurturance (rejected) subjects performed most poorly as sophomores in college. The perceived child rearing control was assessed by the use of the paternal form of the Parent Attitude Research Instrument and the perceived paternal nurturance was measured from subject's ratings on the Parent-Child Interaction Rating Scales.

Trankina (79) investigated the relationship between aggressive or withdrawn child behavior problems and the manner in which the family is perceived and rated by the parents. Fathers of withdrawn children as compared with
fathers of aggressive children were found to rate their families higher on the family perception variable of relationship satisfaction and also on the family life rating variable of family satisfaction. A trend in the same direction occurred on the same variables for the mothers. No differences were found on the variables of intimacy or communication.

The results of a study conducted by Armentrout (3) indicated that the extent to which a child was rated high on classroom behavior problems by the teacher (hypothesized to represent internalization) was inversely related to the degree of acceptance the child perceived in both his parents. The subjects were 312 fifth and sixth grade students who completed the Child's Report of Parent Behavior Inventory. The teachers completed a behavior rating sheet which rated each student on behavioral items on a four-point scale from "none" to "severe."

Numerous researchers have investigated the effect of socioeconomic status on children, parenting skills, parental attitudes and parent-child relationships (31, 44, 46, 52, 55, 56, 63, 83). Basic findings indicated that middle class occupations require a greater amount of self-direction while working class occupations center on conformity to external prescriptions. The working class parents focus on the actions of the child and middle class parents focus on intentions of the child and internal dynamics. Middle class
parents tend to be more permissive in terms of catering to the needs of infants and young children but appear to have greater expectations associated with school performance than working class parents.

Minuchin (57), in his in-depth studies of the lower-middle class, has noted the impermanence and unpredictability of the family home environment. The parents appear to react to their own internal stress and not to the child's behavior. This results in unpredictable responses which leaves the child uncertain and confused as to his control over his environment and as to his identity.

Wixen (83) and Grinker (31), in studying the children of the very wealthy, have found that child rearing is often left to servants. Parents often do not provide constructive role models for their children. These children tend to feel bored, depressed, lack empathy and the willingness to invest in human relationships.

In summary, the important parent factors that appear to affect the development of children are socioeconomic levels and communication patterns. Results appear to be conflicted as to the relative influence of the mother and of the father and may be dependent upon the personality type of each parent and the interactive effects of personality types in the parental subsystem or the sex of the child.
Empirical Research Concerning Parent Counseling Intervention

In view of the importance of parental influence in the life of a child, numerous investigations have been implemented to ascertain the most effective approaches to therapeutic intervention. The empirical data pertinent to this research are presented in two subsections: (a) experimental studies comparing the effectiveness of direct counseling with the children and indirect counseling with the parents and (b) outcome studies utilizing parents only in the treatment. The types of behavior problems considered in these studies included low academic achievement, classroom behavior problems, and personal or emotional adjustment problems.

In a study by Ashcroft (4), results indicated that children in grades three through six appeared to make more improvement in academic achievement if the parents were seen in therapy also, than if the children were the only members of the family in therapy. The differences between the groups at the conclusion of the study were not significant, however. A second finding was that the earlier treatment was initiated, the more improvement was made. The measurements used were achievement scores and scores on the Tennessee Self-Concept Scale. Non-directive therapy, relationship or play therapy depending upon the age of the child, was utilized in a clinic setting with third-year students in a doctoral program of
clinical psychology serving as therapists. Subjects had remained in treatment for at least six months.

More specific clinical interventions for parents was described by Love (51) in a study involving ninety-one children which utilized school grades and observer ratings of school behavior as measurements of improvement. Three forms of psychological intervention (child therapy, parent counseling, and an experimental method called "information feedback") were utilized. In the "information feedback" method the emphasis was on self-determined changes made on the basis of expanded perceptions of interpersonal behavior. The data clearly indicated that the interventions which focused on parents were more effective in improving the children's school performance than was time-limited psychotherapy for the child. On the criteria of school grades there was an Intervention Method and Socioeconomic Level interaction. The information feedback method resulted in improved grades for upper levels, and child therapy resulted in lower grades for all socioeconomic levels. In the correlational data between the number of appointments attended by the parents and the academic improvement of the child, the findings suggested that except for six mother-as-only-parent families the benefit occurring to parent counseled family occurs in the initial contacts and that continuing the contacts may do more harm than good.
Perkins and Wicas (64) assessed the effectiveness of counseling underachieving ninth grade boys and their mothers in various group counseling combinations. Four groups of six boys were randomly placed into four groups. Treatment one consisted of direct counseling with the boys, treatment two consisted of counseling with both mothers and boys, treatment three consisted of counseling with the mothers, and no treatment for the final group. The underachievers who received the first three treatments had significantly better grades than controls, but the treatments did not significantly differ among themselves. Subjects in treatments two and three (involving mothers) reached a significantly greater level of self-acceptance than the direct counseling treatment or controls. The findings emphasized that mother influence still figures predominantly in the attitudinal life of ninth grade boys. Consequently, including mothers is a logical way of indirectly modifying the behavior and attitudes of their sons.

Results indicated that there was no significant difference or significant improvement in the attitude of the groups of mothers of pre-high school age adolescents who participated in a study conducted by Russell (68). When the direction of the attitude change was ignored, however, considerable changes occurred in the attitudes of the group counseled mothers. It appeared that the counseled mothers had become courageous enough to express negative attitudes
on the questionnaires. The reading level of the children had not significantly improved for any of the three groups which consisted of mothers who received group counseling, mothers who did not receive counseling, and mothers who refused counseling.

Nau (59) also compared direct and indirect counseling approaches with children in the first and second grades. In approach A, the pupils met for ten sessions with the elementary school counselor. In approach B, the pupils met for ten sessions, and their teachers also met with the counselor for ten sessions. The pupils and teachers in approach C met with the counselor for ten sessions, and the children's parents also met with the counselor for ten group meetings. The pupils in approach D served as a control group. According to the results, approach A or direct counseling with the children was the method that produced the greatest positive change in the Total Personal Adjustment subscale of the California Test of Personality.

Four studies confirmed the effectiveness of indirect counseling with significant adults to improve classroom behavior of the children (36, 48, 62, 77). In a study by Palmo (62), fifty-six children in the first through fourth grades were randomly assigned to four treatment groups. Treatment one included Adlerian group counseling for the child and a parent-teacher consultation focusing on the Adlerian theoretical concepts. Treatment two consisted of
Adlerian group counseling, treatment three utilized the parent-teacher consultation procedure with group four receiving "unstructured" time periods at play and in the library. The pre-post data of classroom behavior rated by the teachers revealed significant differences among treatment groups and the control group after the treatment procedure of six weeks was implemented. Treatment three which consisted of parent-teacher consultations was the superior treatment for improving the classroom behavior of children.

Lisle (48) also found that treatment without pupil involvement was more effective than those with pupil involvement for the improvement of teacher perceived pupil adjustment. Third grade students perceived by the teacher as most poorly adjusted were randomly assigned to seven groups which utilized eclectic group counseling in all of the treatment intervention. Group counseling for pupils, group counseling for parents, group counseling for teachers, group counseling for both parents and pupils, group counseling for both pupils and teachers, group counseling for both teachers and parents, and a no counseling group were compared. None of the treatment groups yielded behavioral changes significantly better than those of the control group.

Taylor and Hoedt (77) recently studied a group of 372 children of average socioeconomic background. Results following a ten-week treatment period indicated that Adlerian group counseling with significant adults (parents or teachers)
was more effective in reducing behavior problems than eclectic group counseling directly with the children regardless of grade level. The indirect intervention treatments produced 45 per cent improvement with parents and 44 per cent improvement with teachers compared to improvements of 29 per cent and 23 per cent for direct intervention and control groups, respectively, as measured by the Devereux Elementary School Behavior Rating Scale. These results indicated that the preferred mode of treatment or remediation might be counseling with significant others for the purpose of improving classroom behavior.

Parent counseling studies utilizing minority and inner-city subjects have been implemented by Hayes (36) and Hughes (41). The Hayes study included ninety-two fifth and sixth grade black children who had demonstrated behavioral problems. No significant differences were found between the group receiving direct group counseling and the group whose parents received group counseling. Significant differences were found between the control group and the parent counseled group on the Junior Index of Motivation, the Manifest Anxiety Scale, and the Coopersmith Self-Esteem Inventory.

In the Hughes study, pre-posttest gains on the California Test of Personality was the dependent variable. The subjects were 188 inner city seventh grade students. The three treatment groups consisting of parents only included structured, unstructured (placebo), and a no treatment group. The
structured group process proved more effective than the unstructured group process for the thirteen week period. Statistically significant gains were observed in selected self-concept centered personal and social adjustment areas.

Changes in grade points was the criteria for the Lexington Parent-Counseling Project in which parents only were counseled (65). The improvement was greater in the fifth, sixth, and seventh grades than in the ninth, tenth, and eleventh grades. The assumption of this study was that support and nurturance received at home is important to school achievement. The results were attributed to the increase in trustworthiness, reassurance, and reward in the environment which allows the child's ego to function on a more effective level.

Guzzetta (34) measured the effectiveness of Goldstein's (29) structured learning training (modeling, role-playing, and social reinforcement) in teaching parents of adolescents to respond empathically to their children. Thirty-seven volunteer mothers of sixth, seventh, and eighth graders participated in a three-week communication course entitled "How to Talk to Teenagers." One group of the parents received structured training without their children participating. A second group provided structured training for both children and parents in separate learning environments while the third group received instruction together. Significant differences were found when the treatment groups
were compared with controls but no significant differences were found when treatment groups were compared. Thus, it was concluded that a structured learning training program was effective enough to promote transfer without including the teenagers in training.

Carkhuff and Bierman (12) also found that structured training in interpersonal skills produced gains significantly greater than any of the other treatment or control groups. Forty-two parents of twenty-one emotionally disturbed children were assigned treatment as follows: (a) ten parents received twenty-five hours of training in interpersonal skills; (b) twenty-four parents were divided equally into three treatment groups and received twenty-five hours of traditional therapeutic counseling; and (c) eight parents constituted a time-control group. Although the training group parents perceived themselves as improving in interpersonal skills, they did not generalize their gains to play situations with their children. Their failure was attributed to a lack of experience in applying the newly learned skills in the play situation.

Fain (22) utilized a taped role playing situation with a child actor in order to compare three methods of parent intervention. The Parent Attitude Survey was the other outcome measure utilized in a pre-posttest design. The microtraining technique stressed explanation, modeling and discussion of the desired parenting behaviors of encouraging
and applying natural and logical consequences. The positive verbal reinforcement via immediate feedback technique included an explanation of the sought behavior and emphasized reinforcement of the desired behaviors through a small receiver worn in the subject's ear. The third group consisted of traditional parent group counseling. The results indicated that all three methods were effective in teaching the parenting skill of applying natural and logical consequences. The microtraining and positive verbal reinforcement methods were both effective in teaching the parenting skill of encouraging. No one of the three methods were clearly superior to the other procedures for the purpose of improving parent attitudes.

A parent program developed by Downing (18) resulted in significant attitude changes after parents attended the six sessions. Content was drawn primarily from Adlerian, Rogerian, and behavioral approaches to human development. The parental attitude areas which were changed were attitudes toward controlling techniques, parent awareness of emotional needs of their children, parent expression of trust and respect for their children, and parent confidence in their child rearing practices as measured by the Parent Attitude Research Inventory.

Utilizing the parent education program developed by Downing (18), the effects of parents' self-esteem, parental acceptance, and perceived self-concept of children were
studied by Overman (61). The experimental parent group did not attain higher mean scores on self-esteem or parental acceptance, however trends were observed in higher mean scores for the experimental parent group on the appreciation of the child's unique makeup and total parental acceptance. Subjective reports indicated that experimental parents had become more objective and realistic in their acceptance of themselves and their children and that the experimental parents and their children were making positive behavioral and attitudinal changes.

Research on counseling with parents only by Shaw (71) included data from six different school districts. The results indicated improvement of grades and less absenteeism of students and fewer administrative and guidance referrals. The thirty-eight counselors participating in this study represented a variety of pupil personnel subspecialties, including counselors, school psychologists, school psychometrists, school social workers and others. The data, based on parent report, indicated that actual behavior changes are reported most by the parents of first grade children, and least frequently by the parents of high school children. The age of the child may be a variable in the effectiveness of parent counseling.

Numerous studies have been completed which trained parents in behavior modification techniques in order for the parents to serve as therapists for their own children (13,
seventy studies completed since 1965 that employed behavior modification principles to assist parents in dealing with their children. The studies included case study reports and experimental studies, as well as reports of broad research and developmental programs. Specific behaviors modified included toilet training, enuresis, tantrum behavior, withdrawal behavior, aggressive behavior, sibling fighting, as well as a variety of everyday home problems.

O'Dell says:

The major contribution of these studies has been to empirically demonstrate the functional relationship between parental contingencies and child behavior. [The studies] have consistently demonstrated that when the parent's behaviors change so that desired behaviors receive reinforcement from the parent and undesirable behaviors are ignored or punished, the child's behavior changes in the desired directions (60, p. 429).

The major weaknesses of these studies were the failure to report the characteristics of parents and children employed in the study, the precise behavioral descriptions for the child's target behavior, a precise description of the parent behaviors producing child changes, and precise descriptions of the experimenter behaviors producing parent changes, and the failure to use objective and reliable measurements. Over one-third of the studies reviewed offered no measurement of variables other than subjective descriptions.

A home point system devised by Christopherson and others (15) taught parents of children with behavior problems token
reinforcement procedures for application in the home environment. The problems ameliorated were refusal to help with household chores, bickering among siblings, and inappropriate verbal behavior toward their parents. The program was shown to have successfully modified fifteen problem behaviors in one family and six in the other family. The parents rated all twenty-one behavior changes as significant improvements. These studies indicated that some cooperative parents need only a small amount of professional help to learn to manage their children's behavior problems with token reinforcement procedures.

Horne (40) related a case history concerning a toilet training program in which the parents were taught appropriate uses of verbal and nonverbal behavior for reinforcing appropriate behaviors. The parents learned to ignore soiling behavior and to reinforce verbally and non-verbally all positive behavior.

Behavior therapy has also been shown to be an effective procedure for controlling a psychogenic seizure case (25). Treatment in the form of three weekly counseling sessions with the parents only involved altering intrafamilial reinforcement contingencies so that the child received parental attention for "appropriate" behaviors but not for "inappropriate" behaviors such as seizures. When parental attention was purposely reinstated for "inappropriate" behaviors, the child again manifested seizure behavior.
The child's seizure behavior once more ceased when parental attention was again purposely withdrawn for this behavior.

Herbert and Baer (38) effected improvement in child behavior when two mothers were taught to count their episodes of attention to appropriate child behavior in their homes. When instructed to count and decrease attention to inappropriate child behavior, the child's behavior did not change. Thus, it appears that raising awareness levels of attention to appropriate or positive child behaviors is more effective in eliciting positive and durable behaviors in children. A third parent and his child were unaffected by the training procedure indicating that this method may not be effective for all types of parents or for all types of child problems.

Leher (45) also found that academically-oriented courses in behavior management were not sufficient treatment for a large percentage of family cases referred to psychiatric treatment facilities. The course model was designed to teach parents to modify their children's behavior and consisted of ten sessions which lasted two hours each. He concluded that the course structure may be adequate treatment for other parent populations such as public school parents.

Both Hyde (42) and Christensen (13) have completed studies on teaching behavioral modification skills to parents. Hyde found that the procedures were effective for changing the parents' perceptions of child problem behaviors overall, and specifically in the areas of acting-out and distractibility.
There was not a significant change in the parent-child relationship attitudes, parent perception of personality adjustment, and meaning attached to concepts related to parent-child disturbance.

Christensen (13) compared three approaches to behavioral teaching to parents. The three treatment groups received similar cognitive input about the behavioral management of children. The individual approach included weekly sessions with a therapist and phone calls between sessions. The group format included weekly meetings with groups of six families and phone calls between families during the week. The self-instructional format consisted of reading materials and opportunities to call a consultant. On the Becker Bi-Polar Adjective Checklist, all parents saw the focus child significantly more positive at post- than at pre-assessment. No group differences emerged. However, on the rating scales of the Therapist Attitude Inventory, families in the group and individual conditions indicated significantly greater liking for their treatment and their therapist consultant. On the parent observational data collected on problem behaviors, the group and individual treatment were significantly superior to the self-instructional treatment. On the audio data, the group and individual conditions were significantly superior to the self-instructional conditions on both parent and child negative behaviors. However, no
significant differences emerged between the individual and group conditions on these variables.

Frazier and Matthes (24) assessed the effects of parent education programs based on the Adlerian and behavioral models. Nineteen parents were assigned to the no treatment control and eighteen and seventeen subjects were used in the data analysis of the Adlerian and behavioral groups, respectively. The parents in the Adlerian condition were less restrictive than the others in their attitudes toward children, and the parents in the behavioral condition were less restrictive than those in the control condition as measured by the Attitude Toward the Freedom of Children Scale II. Parents in the Adlerian program appeared to more frequently apply some principles of the program as measured by the Child-Rearing Practices Scale. There were no significant differences among the treatment conditions in how the parents perceived the behavior of their children as measured by Freeman's Behavioral Checklist.

Tavorminia (75) investigated the effectiveness of behavioral and reflective group counseling with parents of mentally retarded children. Direct observations, the Parent Attitude Survey, the Missouri Behavior Problem Checklist and frequency counts were used to measure outcome. Results indicated that both types of counseling had a beneficial effect but that the behavioral counseling resulted in significantly greater improvement on the Causation scale of
the Parent Attitude Survey, and the Aggression subscale of the Missouri scale, and direct observations of parent-child interactions. All groups showed a significant improvement in frequency counts of target behaviors over time. Although the behavioral counseling appeared to be more effective for parents of retarded children Tavorminia recommended that the question be addressed to other populations as well.

With few exceptions, the results of the investigations indicated that counseling with parents is a viable approach for improving their children's behavior, academic grades, self-concept, and social adjustment. Parent attitude and communication between parent and child also appear to be amendable through parent counseling approaches.

Parent Counseling Models and Programs

Numerous parent counseling programs and models are found in the literature. Tavorminia (74) presented a critical review of behavioral and reflective models of parent counseling. Overall, both methods have been reported as effective for a variety of populations with numerous types of problems. Tavorminia recommends that comparative cost efficiency studies with specific problems and specific types of children should be completed in order to enhance the optimal utilization of available mental health services.

In addition to the behavioral programs described in these research studies, Brown and Brown (10) outlined a
behavioral approach to parent consultation which includes six substages: rapport building, structuring, information taking and diagnosis, explaining behavioral principles, reexamining behavior, and goal setting. Subsequent sessions deal with assessing outcomes, planning strategies, and confrontation on failure to follow through with plans. The authors reported success when utilizing this model.

Other behavioral programs have been developed by Clark from the University of Kansas (9) and McPherson and Samuels (53). The goals of the University of Kansas program are to teach parents to emphasize the positive. The program recommends a small group or lecture format utilizing the Responsive Parent Manual, home projects, quizzes, and special graph paper for behavioral counts. The procedures for testing the behavioral intervention include stopping the experimental procedures and reinstating the behavior.

Several approaches are available from the Adlerian philosophy. Driekurs (19, 20, 21) has written several books which can serve as the basic text or as adjunct readings in Adlerian parent groups. The basic goals of this approach are to teach parents that a misbehaving child is a discouraged child and that the goals of misbehavior are for the purpose of gaining attention, power, revenge, or to display inadequacy. This approach encourages the parents to elicit responsible behavior by utilizing logical and natural consequences. Specific Adlerian-based programs have been
outlined by Baruth and Jones (6), Agati, Giacomo, Lovino, and James (2), Christensen (14), Dinkmeyer (17), Fears (23), and Hillman (39).

A more formalized program based on Aderlian tenents is the Systematic Training for Effective Parenting developed by Dinkmeyer and McKay (17). The program is designed to teach principles of parent-child relationships that promote responsibility, self-reliance, cooperation, mutual respect, and self-esteem. Open communication between parent and child is also emphasized.

Parent education programs and intervention models are also available which emphasize the clarity of communications as espoused by the family theorists (26, 27, 69, 80). Terkelson (78) described a communication skill program which is oriented toward both parents and children. The program consists of six sessions: (a) Introduction and overview, (b) Listening, (c) Sending "I-messages," (d) Resolving conflicts, (e) Dealing with Value Collisions, and (f) Review and Evaluation.

A communication program developed by Vassos and Goldin (81) outlines exercises for increasing awareness, exercises for teaching communication skills, and exercises for values clarifications. The goals of this program are to teach parents to be aware of their feelings and the feelings of others, to teach parenting skills using more effective
communication, and to teach parents the role of values in their parenting.

Both Gordon (30) and Glasser (28) have developed programs centering around their theoretical beliefs. Gordon's philosophy tends to be humanistic in nature with an emphasis on acceptance and caring aspects of the parent-child relationship. Glasser's ideas of relationship involvement as the key to behavior change is apparent in the seven steps of his parent program. The seven steps include: (a) to establish and maintain involvement, (b) to help the child see what his current behavior is and to understand that it is something he has chosen, (c) to suggest that the child evaluate his behavior in a friendly, nonjudgemental way and to encourage self-judgement by asking the child whether what he is doing is helping him, (d) to help the child plan more responsible behavior with an emphasis on small realistic goals, (e) to ask for a commitment to the plan, (f) to not accept excuses, (g) do not use punishment but reasonable consequences that are agreed upon by the child.

Whittlesey (82) presented a model for parent counseling based on Transactional Analysis. The major tenets of Transactional Analysis, the descriptive diagnosis of operating ego states, and the games played by parents and psychologists were presented. Appropriate counselor responses were also summarized.
The parent programs evident in the literature appear to be based on behavioral, reflective or humanistic, Adlerian, communication, and Transactional Analysis models. From most philosophical models, a variety of methods, techniques, and approaches are available. Studies comparing the effectiveness of different philosophical models were relatively few in number. Only one study was found which compared individual and group procedures for parents (13).

More public schools appear to be implementing parent counseling intervention programs due to the importance of the home environment and parent variables that apparently influence the development of children. Parent counseling intervention programs appear to be relatively effective for the improvement of classroom behavior, grades, and social and personal adjustment of children as well as for the improvement of parenting behavior and attitudes. Although numerous parent programs are available, relatively few studies have compared the effectiveness of various approaches. A need for comparative studies of varying approaches is apparent.


70. Schmerber, R. J., "Reaching Parents Through Involvement," Elementary School Guidance and Counseling, IX (December, 1974), 138-142.


CHAPTER III

METHODS AND PROCEDURES

This chapter includes: (a) the procedures involved in subject selection, (b) the instruments used, (c) the procedures for collection of the data, (d) the research design, and (e) the statistical procedure employed in analyzing the data.

Selection of the Subjects

The subjects for the study were elementary students in the first through the sixth grades from a small community located in North Central Texas whose population was predominantly from the white middle class. The elementary school population was approximately 650 students. At the time of the study, the community was in a state of change, moving from a predominantly rural, to a suburban environment due to a large influx in population growth of the surrounding area.

The subjects for this study were identified by their teachers for counseling intervention using a defined set of criteria for inappropriate classroom behavior (see definition of terms). A total of fifty-two students were referred for counseling. Of the fifty-two students referred, ten parents declined participation and eight families moved before
completion of the study. The data of four subjects were not included in this study as the subjects were receiving counseling elsewhere. This left a pool of thirty subjects for data collection and analyses. Of these subjects, the parents of ten males and five females participated in the group counseling procedure while the individual consultation group consisted of the parents of twelve males and three females.

Description of the Instruments

The following measures were employed in this study:

The Devereux Elementary School Behavior Rating Scale (7, 1) is a behavioral measuring device to aid the teacher and other educational personnel in assessing behavioral difficulties affecting academic performance. The teacher rates a student's behavior on a scale from one to five on stimulus statements which cover the following behavior factors: Classroom Disturbance, Impatience, Disrespect-Defiance, External Blame, Achievement Anxiety, External Reliance, Comprehension, Inattentive-Withdrawn, and a Need for Closeness to the Teacher. Non-factor additional items are Unable to Change, Quits Easily, and Slow Work.

The normative data were obtained from thirteen elementary schools in which thirty-two teachers rated the behavior of 809 children. Means and standard deviations were computed for grades kindergarten through sixth on each behavioral factor and each non-factor item. A total of 128 children were rated a second time, approximately one week after the
initial ratings. The test-retest correlations ranged from .85 to .91 on the behavioral factors with a median coefficient of .87 (7).

The Parent Attitude Survey (5) measures the following areas: Confidence in parental role, that is, parental feelings of adequacy or inadequacy; Causation of the child's behavior, that is, the extent to which the parent sees himself as a major factor in determining the child's behavior; Acceptance, that is, the extent to which the parent is satisfied with the child and is willing to see him as an individual; Understanding, that is, parent perceptions about the degree of reciprocity of feelings between parent and child; and Trust, that is, the amount of confidence that the parent feels he and the child have in each other. The sum of the scale scores yields a total attitude score. The Parent Attitude Survey form contains fifteen items in each of the five areas.

Each item in the scale consists of a statement for which the parent must mark one of five choices. Responses are marked A, a, u, d, and D which correspond to "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." Statements are scored on a five-point scale with values ranging from plus two to minus two and undecided being scored zero. The algebraic sum in each area serves as the parent's total score for a particular attitude area. Therefore, each parent receives five separate scores.
Reliability of the five attitude scales was computed by means of the split-half method. The split-half reliability coefficient for the total instrument is .80.

The Self-Esteem Inventory (2) in its original long form (Form A) is a fifty-eight item inventory designed to provide a general assessment of self-esteem. In standardizing the original form, the test-retest reliability obtained over a three year interval resulted in a reliability coefficient of .70. Fullerton (2) reported a figure of .87 while Taylor and Reitz (2) reported a figure .90 for split-half reliability. On discriminate validity, Coopersmith (2) reported a correlation of .75 with the Edwards Personal Preference Schedule and a .45 correlation with the Marlowe-Crowne Social Desirability Scales.

To shorten administrative time of the Self-Esteem Inventory, Form B was developed by Coopersmith in 1974. This form consists of twenty-five items which resulted from a factor analysis of the long form. A correlation of .86 exists between the total scores on Forms A and B indicating that the reliability and validity of the original scale also apply to Form B.

Form B consists of twenty-five short stimulus statements to which the subjects respond with "like me" or "unlike me." The responses measure evaluative attitudes towards the self in social, academic, family, and personal areas of experience.
The sociometric scores were obtained by a method described by Dunnungton (4). Individual interviews were conducted with students in the first and second grades. Each child was asked to name children in their class with whom they "like best to play" and whom they "don't like to play." By asking "Anyone else," "Anyone else?" the interviewer attempts to obtain three choices and three rejections from each child. The children in the third, fourth, fifth, and sixth grades were asked to list the three students with whom they would most like to play and the three students with whom they would least like to play.

The following weighting of choices and rejections were made: A first choice (+) nomination or a first choice (-) rejection was awarded a plus or minus score of fifteen. A second choice (+) nomination or second choice (-) rejection was awarded a plus or minus score of ten. Third choices were scored plus or minus five. The subject's sociometric score was found by summing the plus and minus points received from the entire class.

Procedures for Collection of the Data

Group assignment for the first subject referred to the counselor by the classroom teacher was decided by a coin toss. The remaining subjects were placed alternately in a group according to the order of referral. The Devereux Elementary School Behavior Rating Scale was distributed to and completed
by the teachers of referred subjects. Data from the cumulative records of potential subjects were then collected. This information included academic aptitude and achievement test scores, number of absences, six weeks' grade reports, any health problems and demographic data.

The parents of the students assigned to the group counseling procedure were contacted individually in order to screen the prospective participants to determine suitability for group counseling, to ascertain if counseling was presently being obtained elsewhere, and to explain the treatment procedure in terms of the purpose of the group and the nature of the experiences the group would provide. Concurrently, as verbal commitment for parent group counseling occurred, individual consultations were established in which equal numbers of couples and fathers would be involved to meet established criteria for this study. As the actual counseling groups and individual consultations were being established, sociometric data and Self-Esteem Inventories on all subjects were gathered.

During the initial group meetings and simultaneously during the individual consultations, a written permission for collection and use of relevant data was obtained from the parents (Appendix A). In addition, a demographic information sheet (Appendix B) and a Parent Attitude Survey form was completed by the parents. The textbook, A Parents' Guide to Child Discipline, by Dreikurs (3) was issued to all parents.
The parent groups met once a week for eight weeks. The first thirty minutes of each session was used to present the didactic material planned for each session (Appendix C), while the remaining hour and one-half was devoted to applying the material to individual member's situation, answering questions and exploring alternatives to present parenting behavior. Two groups met during the evening and one group met during the day. Throughout the eight-week treatment period, baby-sitting services as well as coffee and tea were provided to help provide maximum motivation for participation.

The individual consultations with the parents were one hour in length in which the first ten minutes were utilized by explaining the treatment procedure. The school data were then interpreted to the parent in terms of the special academic aptitudes of the child, learning potential, and how his achievement compared with his abilities. The child's classroom behavior problems were discussed and compared with the child's behavior at home. Specific recommendations were based on the summary of data collected (Appendix D) and information provided by the parent.

At the end of the eight-week period, posttest information was gathered. Grades were collected and the Self-Esteem Inventory, sociometric ratings and the Devereux Elementary School Behavior Rating Scale were administered and collected. The final administration of the Parent Attitude Survey was
completed during the last group meeting. During this week, the Parent Attitude Survey forms were mailed to the parents in the individual consultation group with a letter inviting the parents to return the completed forms and to participate in a conference. The final conference focused on any problems, concerns, or information brought to awareness about their child as a result of this study. Telephone contacts and home visits were made to collect data from parents of subjects who did not return forms to the school. Referrals were made for those subjects who wished to continue in counseling.

Research Design

The students referred for counseling were randomly assigned to the two treatment procedures. The research design was a pretest-posttest quasi-experimental design. The independent variable was the treatment procedure and the dependent variables were the differences in posttest scores on the Devereux Elementary School Behavior Rating Scale, Parent Attitude Survey, Self-Esteem Inventory sociometric scores, and the difference in academic grades.

Both treatment procedures, implemented by the researcher, utilized the socioteleological approach which is based on the Adlerian understanding of human behavior. The following theoretical assumptions were utilized in the treatment procedures:
1. All behavior has social meaning and that behavior is understood and clarified interactionally.

2. Behavior is holistic and is characterized by a pattern of behavior the movement of which portrays the relationships between individuals and their intentions and the effect of these intentions.

3. Behavior is goal-directed and purposive.

4. Behavior is motivated by the individual's need for significance.

5. Belonging is necessary for adequate development.

6. Behavior is based on the individual's perceptions of himself, of others, and of the world.

7. Adequate adjustment depends on the development of social interest which creates an attitude toward life, a desire to cooperate with others, and to master the situations of life.

The treatment procedures consisted of a parent group counseling procedure (Appendix C) and an individual consultation procedure with the parent in which data was presented concerning their child (Appendix D) and specific recommendations were made.

Procedures for Analysis of Data

Analysis of covariance was used to test the significance of the difference between the two groups. Pretest scores were the covariates, which when used with the pretest-posttest
research design, are usually preferable to simple gain score comparisons. According to Sax (6), another advantage of using analysis of covariance is that groups are matched by a statistical procedure and not by actual arrangement. This procedure has the additional advantage of adjusting for any initial random error between groups, which is eliminated statistically. Elimination of initial differences from the sum of squares within groups results in a greater likelihood that smaller differences between dependent variables can be detected.

The hypotheses were tested using analysis of covariance. The pretest scores served as the covariate measure. The F ratios obtained from analysis of covariance were statistically tested for differences between the adjusted posttest means. For the purpose of statistical treatment and analysis, the research hypotheses were rejected or retained at the .05 level of significance. Significance up to .25 was discussed in terms of trends or apparent patterns.


CHAPTER IV

ANALYSES OF RESULTS AND DISCUSSION

The purpose of this chapter is to present the results of the data analyses as it pertains to comparisons of the two groups and to each of the hypotheses tested in this study. Analysis of covariance was utilized with the pretest scores used as the covariate measure. The .05 level of significance was used to accept or reject the hypotheses. Significance at the .25 level of confidence is noted and discussed in terms of trends or apparent patterns.

Age, intelligence scores, and ordinal position of the subjects were investigated to determine group differences. Family variables considered were income, age, educational level and marital status of the parents and number of siblings in the family. Means of age and intelligence scores for children of parents who participated in the parent group counseling and individual consultation procedures are presented in Table I.

TABLE I
MEANS OF AGE AND IQ FOR CHILDREN

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>9 years, 4 months</td>
<td>9 years, 3 months</td>
</tr>
<tr>
<td>IQ</td>
<td>94.4</td>
<td>94.6</td>
</tr>
</tbody>
</table>
There appears to be little difference between children in comparison groups on the variables of age and intelligence scores as presented in Table I.

A frequency count of the ordinal position of the children of parents who participated in the parent group counseling procedure and in the individual consultation procedure is presented in Table II.

TABLE II
FREQUENCY COUNT OF ORDINAL POSITION OF CHILDREN

<table>
<thead>
<tr>
<th>Ordinal Position</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldest Child</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Middle Child</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Youngest Child</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Only Child</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

It can be seen in Table II that more children of parents who participated in the parent group counseling procedure were oldest children in the family while more children of parents who participated in the individual consultation procedure were middle and youngest in their families.

The parental and family variables of the two groups are presented in Table III. The variables include annual income, age of mothers, age of fathers, years in school for mothers, years in school for fathers, and number of siblings in the family.
TABLE III
MEANS OF PARENT AND FAMILY VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Income</td>
<td>$18,000</td>
<td>$22,000</td>
</tr>
<tr>
<td>Age of Mothers</td>
<td>31 years</td>
<td>34 years</td>
</tr>
<tr>
<td>Age of Fathers</td>
<td>33.5 years</td>
<td>39 years</td>
</tr>
<tr>
<td>Years in School (Mothers)</td>
<td>11.5 years</td>
<td>12 years</td>
</tr>
<tr>
<td>Years in School (Fathers)</td>
<td>12 years</td>
<td>13 years</td>
</tr>
<tr>
<td>Number of Siblings in Family</td>
<td>2.3</td>
<td>2.4</td>
</tr>
</tbody>
</table>

It can be seen in Table III that parents in the individual consultation procedure were slightly older, have attained a slightly higher level of formal education, and have a higher income level than the parents who participated in the parent group counseling procedure.

The marital status of the parents who participated in the parent group counseling and individual consultation procedures are presented in Table IV.

TABLE IV
FREQUENCY COUNT OF MARITAL STATUS OF PARENTS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Divorced</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Remarried</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
It can be seen in Table IV that marital statuses of the parents who participated in the parent group counseling and individual consultation procedures were similar.

Hypothesis I

Hypothesis I: Parents participating in a group counseling procedure would score significantly higher than parents who participated in the individual consultation procedure on the five areas of the Parent Attitude Survey. The means, standard deviations, F ratios, and P values obtained from the Parent Attitude Survey for mothers are presented in Table V. The data collected from fathers who participated in the treatment procedures are not presented due to the small number in each group.

The parents who participated in an individual consultation procedure scored consistently higher than parents who participated in the parent group counseling procedure on the pretest means of the Parent Attitude Survey. The adjusted means for mothers who participated in the individual consultation procedure were higher in the areas of Confidence and Causation. The mothers who participated in the parent group counseling procedure obtained higher adjusted means in the areas of Acceptance, Understanding, and Trust. The mothers who participated in the parent group counseling procedure obtained higher adjusted means on the total score of the Parent Attitude Survey. The Confidence and Understanding areas were significant at the .25 level of confidence.
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Group (N=13) Mean</th>
<th>SD</th>
<th>Individual (N=14) Mean</th>
<th>SD</th>
<th>F Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre Post Adj.</td>
<td></td>
<td>Pre Post Adj.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td>Pre 1.69 3.95</td>
<td></td>
<td>5.00 5.60</td>
<td></td>
<td>1.9726</td>
<td>.17</td>
</tr>
<tr>
<td></td>
<td>Post 3.15 4.51</td>
<td></td>
<td>6.86 3.90</td>
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</tr>
<tr>
<td></td>
<td>Adj. 4.08 6.00</td>
<td></td>
<td>1.9726 .17</td>
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</tr>
<tr>
<td>Causation</td>
<td>Pre 11.92 4.82</td>
<td></td>
<td>13.14 5.46</td>
<td></td>
<td>.2862</td>
<td>.60</td>
</tr>
<tr>
<td></td>
<td>Post 12.62 6.04</td>
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<td>14.43 5.52</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Adj. 13.07 14.01</td>
<td></td>
<td>.2862 .60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptance</td>
<td>Pre 6.38 7.18</td>
<td></td>
<td>10.36 5.60</td>
<td></td>
<td>.3785</td>
<td>.54</td>
</tr>
<tr>
<td></td>
<td>Post 7.00 5.77</td>
<td></td>
<td>8.57 5.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj. 8.29 7.37</td>
<td></td>
<td>.3785 .54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Pre 9.92 5.77</td>
<td></td>
<td>14.79 6.19</td>
<td></td>
<td>1.3681</td>
<td>.25</td>
</tr>
<tr>
<td></td>
<td>Post 13.31 5.07</td>
<td></td>
<td>15.43 6.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj. 15.35 13.54</td>
<td></td>
<td>1.3681 .25</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Trust</td>
<td>Pre 6.69 6.36</td>
<td></td>
<td>8.00 8.54</td>
<td></td>
<td>.2336</td>
<td>.63</td>
</tr>
<tr>
<td></td>
<td>Post 10.46 5.91</td>
<td></td>
<td>10.50 7.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj. 10.90 10.09</td>
<td></td>
<td>.2336 .63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Pre 36.62 21.67</td>
<td></td>
<td>51.29 23.07</td>
<td></td>
<td>.1296</td>
<td>.72</td>
</tr>
<tr>
<td></td>
<td>Post 46.54 22.71</td>
<td></td>
<td>55.79 19.07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj. 52.28 50.45</td>
<td></td>
<td>.1296 .72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Although the data were not presented, the mean scores obtained by fathers appeared to follow a similar pattern to those obtained by mothers of each group. Higher pretest means on all scales and higher adjusted means on the Confidence and Causation scales were obtained by fathers who participated in the individual consultation procedure. Also, fathers who participated in the parent group counseling procedure obtained higher adjusted means on the Understanding, Acceptance, and Trust scales of the Parent Attitude Survey. The obtained F values reported in Table V were not significant at the .05 level of significance; therefore, Hypothesis I was rejected.

Hypothesis II

Hypothesis II: Children of the parents who participated in the individual parent consultation procedure would show significantly better school-related behavior than the children of parents who participated in the parent group counseling procedure.

Means, standard deviations, and F ratios obtained from the Devereux Elementary School Behavior Rating Scale as rated by teachers are presented in Table VI.

As can be seen in Table VI, the children of parents who participated in the parent group counseling procedure demonstrated a greater degree of positive behaviors in the areas of Classroom Disturbance, Creative-Initiative, External
<table>
<thead>
<tr>
<th>Subscales</th>
<th>Group (N=15)</th>
<th></th>
<th></th>
<th>Individual (N=15)</th>
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<th></th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Adj.</td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Classroom Disturbance</td>
<td>15.87</td>
<td>15.07</td>
<td>14.00</td>
<td>5.24</td>
<td>5.15</td>
<td>13.33</td>
<td>14.73</td>
</tr>
<tr>
<td>Disrespect-Defiance</td>
<td>7.87</td>
<td>9.47</td>
<td>9.02</td>
<td>2.77</td>
<td>4.75</td>
<td>6.53</td>
<td>7.60</td>
</tr>
<tr>
<td>External Blame</td>
<td>6.80</td>
<td>8.40</td>
<td>8.60</td>
<td>2.91</td>
<td>3.60</td>
<td>7.87</td>
<td>8.67</td>
</tr>
<tr>
<td>Achievement Anxiety</td>
<td>6.93</td>
<td>9.20</td>
<td>9.68</td>
<td>2.46</td>
<td>3.55</td>
<td>9.87</td>
<td>9.40</td>
</tr>
<tr>
<td>External Reliance</td>
<td>17.33</td>
<td>15.33</td>
<td>15.02</td>
<td>6.60</td>
<td>5.83</td>
<td>16.07</td>
<td>16.40</td>
</tr>
<tr>
<td>Comprehension</td>
<td>10.40</td>
<td>11.13</td>
<td>11.03</td>
<td>3.60</td>
<td>4.40</td>
<td>10.13</td>
<td>9.73</td>
</tr>
<tr>
<td>Inattentive-Withdrawn</td>
<td>14.07</td>
<td>14.87</td>
<td>14.60</td>
<td>5.73</td>
<td>5.38</td>
<td>13.00</td>
<td>13.07</td>
</tr>
<tr>
<td>Irrelevant-Responsiveness</td>
<td>9.60</td>
<td>10.87</td>
<td>10.68</td>
<td>3.44</td>
<td>3.91</td>
<td>9.00</td>
<td>8.67</td>
</tr>
<tr>
<td>Creative-Initiative</td>
<td>9.53</td>
<td>11.00</td>
<td>10.74</td>
<td>3.14</td>
<td>3.84</td>
<td>9.00</td>
<td>9.27</td>
</tr>
<tr>
<td><strong>Non-Factor Items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need Closeness to Teacher</td>
<td>11.20</td>
<td>13.07</td>
<td>13.15</td>
<td>5.48</td>
<td>4.80</td>
<td>11.53</td>
<td>12.53</td>
</tr>
<tr>
<td>Unable to Change</td>
<td>4.40</td>
<td>3.07</td>
<td>2.99</td>
<td>3.07</td>
<td>1.91</td>
<td>3.67</td>
<td>3.00</td>
</tr>
<tr>
<td>Quits Easily</td>
<td>4.07</td>
<td>3.73</td>
<td>3.47</td>
<td>2.05</td>
<td>1.98</td>
<td>3.20</td>
<td>3.93</td>
</tr>
<tr>
<td>Slow Work</td>
<td>4.13</td>
<td>3.93</td>
<td>3.92</td>
<td>2.42</td>
<td>2.19</td>
<td>4.07</td>
<td>3.80</td>
</tr>
</tbody>
</table>

*p < .25.
Reliance, Comprehension, and Quits Easily than the children of parents who participated in the individual consultation procedure. The children of parents who participated in the individual consultation procedure demonstrated a greater degree of positive behavior on the Irrelevant-Responsiveness subscale. The obtained F ratios on the Classroom Disturbance, Irrelevant-Responsiveness, Creative-Initiative subscales and Quits Easily non-factor item were significant at the .25 level of significance. None of the results were significant at the .05 level of significance. Hypothesis II was rejected.

Hypothesis III

Hypothesis III: Children of the parents who participated in the individual parent consultation procedure would show significantly higher academic grades than the children of the parents who participated in the parent group counseling procedure.

Means, standard deviations, F ratios, and P values from school grades of subjects are presented in Table VII.

As can be seen in Table VII, the children of parents who participated in the parent group counseling procedure demonstrated slight improvement in academic grades for reading and language arts while children of parents who participated in the individual consultation procedure showed slight decreases in grades for these subject areas. The subjects of parents who participated in the individual consultation procedure showed improvement in spelling while subjects of
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Group (N=15)</th>
<th>Individual (N=15)</th>
<th>F Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre  Post  Adj.</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre  3.20  2.21</td>
<td>3.60  2.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  3.67  2.87</td>
<td>3.27  2.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  3.80</td>
<td>3.13</td>
<td></td>
<td>.7165  .40</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre  2.93  2.76</td>
<td>3.67  3.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  3.27  2.89</td>
<td>3.40  2.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  3.50</td>
<td>3.17</td>
<td></td>
<td>.1563  .70</td>
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<tr>
<td>Mathematics</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Pre  3.00  2.48</td>
<td>3.87  1.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  2.73  2.22</td>
<td>3.27  2.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  2.98</td>
<td>3.02</td>
<td></td>
<td>.0028  .96</td>
</tr>
<tr>
<td>Spelling</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre  5.27  2.84</td>
<td>6.20  2.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  4.33  3.02</td>
<td>5.27  2.94</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  4.58</td>
<td>5.02</td>
<td></td>
<td>.1933  .66</td>
</tr>
<tr>
<td>Conduct</td>
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<tr>
<td></td>
<td>Pre  3.80  2.37</td>
<td>3.73  2.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  3.87  2.45</td>
<td>4.13  2.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  3.84</td>
<td>4.16</td>
<td></td>
<td>.3246  .57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre  18.20  9.02</td>
<td>21.07  7.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post  17.87  8.89</td>
<td>19.33  9.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adj.  19.05</td>
<td>18.15</td>
<td></td>
<td>.1707  .68</td>
</tr>
</tbody>
</table>

*A+=9, A=8, A-=7, B+=6, B=5, B-=4, C+=3, C=2, C-=1, F=0.*
parents who participated in the parent group counseling procedure decreased slightly. The subjects in both groups demonstrated decreases in mathematics grades, and subjects in both groups demonstrated improvement in Conduct grades. None of the results were significant at the .05 level of significance; therefore, Hypothesis III was rejected.

Hypothesis IV

Hypothesis IV: Children of parents who participated in a parent group counseling procedure will show significantly better peer relations than the children of the parents who participated in the individual consultation procedure. Means and standard deviations for the children on the sociometric scores are presented in Table VIII.

TABLE VIII
MEANS AND STANDARD DEVIATIONS FOR CHILDREN ON SOCIOMETRIC SCORES

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Mean Adj.</th>
<th>SD Pre</th>
<th>SD Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (N=15)</td>
<td>-52.67</td>
<td>-40.67</td>
<td>-30.90</td>
<td>69.18</td>
<td>67.18</td>
</tr>
<tr>
<td>Individual</td>
<td>-24.20</td>
<td>-16.67</td>
<td>-26.43</td>
<td>46.84</td>
<td>51.85</td>
</tr>
</tbody>
</table>

Children of both groups were viewed less negatively by their peers at the conclusion of the eight week treatment period according to the sociometric scores presented in
Table VIII. The results of the analysis of covariance are presented in Table IX.

**TABLE IX**

**ANALYSIS OF COVARIANCE RESULTS OF SOCIOMETRIC SCORES**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>141.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>27</td>
<td>54851.52</td>
<td>2031.54</td>
<td>.0695</td>
<td>.79</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>54992.80</td>
<td>. . .</td>
<td>. . .</td>
<td>. .</td>
</tr>
</tbody>
</table>

The results of the analysis of covariance of sociometric scores as presented in Table IX were not significant at the .05 level of significance. Hypothesis IV was rejected.

Hypothesis V

Hypothesis V: Children of the parents who participated in the parent group counseling procedure will show significantly better self-esteem than children of parents who participated in the individual parent consultation procedure.

Means and standard deviations for children on the **Self-Esteem Inventory** are presented in Table X.

The children in both groups reported slight decreases on the **Self-Esteem Inventory** as shown in the results presented in Table X.
TABLE X
MEANS AND STANDARD DEVIATIONS FOR CHILDREN ON THE SELF-ESTEEM INVENTORY

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Group (N=15)</td>
<td>51.07</td>
<td>48.80</td>
</tr>
<tr>
<td>Individual (N=15)</td>
<td>55.73</td>
<td>52.53</td>
</tr>
</tbody>
</table>

The results of the analysis of covariance on the Self-Esteem Inventory are presented in Table XI.

TABLE XI
ANALYSIS OF COVARIANCE RESULTS ON THE SELF-ESTEEM INVENTORY

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>.9531</td>
<td>.9531</td>
<td>.0037</td>
<td>.95</td>
</tr>
<tr>
<td>Within</td>
<td>27</td>
<td>6963.8047</td>
<td>257.9185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>6964.7578</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

No significant differences at the .05 level of confidence occurred between groups on the Self-Esteem Inventory according to the results presented in Table XI. Hypothesis V was rejected.
Discussion

In reviewing the results of the statistical analysis, no statistical differences were noted at the .05 level of confidence. All of the hypotheses were rejected. The group differences that reached the .25 level of significance and differences in group variables are discussed and interpreted in terms of trends and patterns.

The comparison of the ordinal position of subjects revealed that more subjects whose parents participated in the parent group counseling procedure were oldest children in the family while more subjects whose parents participated in the individual consultation procedure were middle and youngest children in their families.

The difference in ordinal positions of the groups may be a factor influencing the higher pretest means obtained by subjects of parents who participated in the parent group counseling procedure as compared to subjects of parents who participated in the individual consultation procedure on several subscales of the Devereux Elementary School Behavior Rating Scale as rated by teachers. The subjects of parents who participated in the parent group counseling procedure obtained higher pretest means on eight of the eleven subscales and all three non-factor items of the Devereux Elementary School Behavior Rating Scale. The higher pretest means particularly on the Classroom Disturbance, Impatience, and Disrespect-Defiance subscales may indicate a group of
children who display more acting-out and aggressive behavior in the classroom. The results of an analysis of the sociometric scores as rated by peers may also indicate aggressive behavior in play situations. The pretest means of the sociometric scores for subjects of parents who participated in the parent group counseling procedure were more negative than the pretest means obtained for subjects of parents who participated in the individual consultation procedure indicating aggressive behavior toward peers. Therefore, it appears from the results of this study that oldest children may demonstrate more aggressive, acting-out behavior than middle and youngest children. Further investigation would be necessary to ascertain the interactive effects of the subjects' ordinal position and the type of parent intervention implemented.

In addition to differences in ordinal position of subjects, differences appeared in age, socioeconomic, and educational level of the parents in a between group comparison. The slightly higher age, educational, and socioeconomic level of the parents who participated in the individual consultation procedure may have contributed to the higher means at pretest and maintenance of higher means at posttest on the Parent Attitude Survey. Hereford (2) also found that parents of higher socioeconomic levels scored consistently higher on all scales of the Parent Attitude Survey. The Causation scale focuses on parental attitude toward self-determined as opposed to pre-determined causes of behavior in children while the
Confidence scale indicates self-confidence of the parents in their child-rearing practices. Since higher adjusted means were achieved on the Confidence and Causation scales for parents who participated in an individual consultation procedure than for parents who participated in a parent group counseling procedure, the parents who participated in an individual consultation procedure may be more self-reliant and self-determined than parents who participated in the parent group counseling approach.

The F ratio obtained on the Confidence scale of the Parent Attitude Survey reached the .25 level of significance. The items in the Confidence scale are:

Those concerned with the parent's feeling that he has more problems than most parents, and those concerned with an attitude of uncertainty and unsureness as to what to do about these problems (2, p. 54).

A higher score on this subscale could indicate a parent's lack of awareness of parenting problems or an unwillingness to explore alternate methods of behavior management of problem behaviors in their children.

An additional variable representative of differences in educational and socioeconomic level between comparison groups may be found in reviewing the results of Hypothesis II. The F ratio obtained on the Irrelevant-Responsiveness subscale of the Devereux Elementary School Behavior Rating Scale reached the .25 level of significance. The children of parents who participated in the individual consultation
procedure demonstrated a greater degree of positive behavior on the Irrelevant-Responsiveness subscale which measures the extent to which the child's verbal responses in class are irrelevant, intrusive, and exaggerated or untruthful (11). It appears that children of higher socioeconomic families emphasize higher level cognitive functions with verbal communication patterns characterized by more precise accurate verbal responses. Shipman and Hess (10) also found that higher socioeconomic families tended to deliver messages that are precise and specific.

Although higher pretest and posttest means were obtained by parents who participated in the individual consultation procedure on all scales of the Parent Attitude Survey, higher adjusted means were obtained by parents who participated in the parent group counseling procedure on the Acceptance, Understanding, and Trust scales. The higher adjusted means indicated a greater degree of positive change in the parental attitudes on these scales.

Degree of positive change in parental attitude is apparently a more important factor than higher scores on the Parent Attitude Survey in eliciting changes in the behavior of their children. The importance of change is verified by Minuchin (6) in the second axiom underlying Structural Family Therapy: "Changes in a family structure produce changes in the behavior and the inner psychic processes of the members of that system" (6, p. 9).
The children of parents who participated in the parent group counseling procedure demonstrated a greater degree of positive changes in classroom behavior as rated by their teachers than children of parents who participated in the individual consultation procedure. When comparing the adjusted means between the two groups on the Devereux Elementary School Behavior Rating Scale, a statistical significance at the .25 level of significance was obtained on the Classroom Disturbance and Creative-Initiative subscales and the Quits Easily non-factor item. The results indicated that children of parents who participated in the parent group counseling procedure had become less disruptive in the classroom, were better able to make independent decisions and to take independent action without the support and direction of others, were more contributive and personally involved in classroom activities. They were also more cooperative and demonstrated more positive behavior toward their teachers and less inclined to quit before a task was completed. The improvement in classroom behavior confirms the results of studies by Love (5), Palmo (7), Lisle (3), and Taylor and Hoedt (13).

The interactional aspects of the behavior change process within families seems best exemplified through the Understanding scale on the Parent Attitude Survey. The obtained F ratio on the Understanding scale was significant at the .25 level of significance. According to Hereford (2) the
Understanding scale is heavily weighted with items dealing with communication between parents and children—including freedom of expression, talking out problems, and joint participation in decision-making. Perhaps the positive attitude change toward more open communication with their children as reported by parents who participated in the parent group counseling procedure affected the family communication system sufficient to encourage the positive behavioral changes in their children. The relationship between open communication in families and child adjustment confirms the results of studies by Louton (4) and Sporakawski and Eubanks (12).

Coupled with such factors as the ordinal position of the subjects, socioeconomic differences and communication patterns of the families, the types of communication used in each of the counseling approaches may have influenced the outcome of this study. The individual consultation procedure tended to focus on more cognitive, specific data with concrete recommendations to parents. Conversely, in the group counseling procedure, self-exploration of parental behaviors and sharing of feelings within a peer group structure occurred. The counselor and participants interacted in a more reflective and exploratory manner in the parent group counseling procedure.

The failure of the children in both parent intervention procedures to obtain higher academic grades conflicts with
the findings of Love (5), Ashcroft (1) Perkins and Wicas (8), and Pigott and Gilmore (9). The lack of significant academic improvement may be attributed to teacher grading practices. The teachers reported that they view the first six weeks' grades, the grading period in which pretest data was collected for this study, as a "warning" report for low achieving students and failing grades were rarely given. Thus, the lower posttest means may not indicate a true decrease in academic achievement.

The children of parents in both groups were viewed less negatively by their peers at posttest as measured by sociometric scores. The children of parents who participated in the individual consultation procedure obtained slightly higher adjusted means as compared to the adjusted means for children of parents who participated in the parent group counseling procedure.

In conclusion, parent group counseling appeared to generate more pervasive changes affecting multiple behaviors in children of parents who participated in the parent group counseling approach. While parents in the individual consultation procedure came away with specific recommendations, they had no opportunity for immediate follow-up with the counselor to assess the effectiveness of suggestions made in counseling as occurred in the parent group counseling procedure. It may be that suggestions may be more easily discarded than ideas entertained during long term processing
and self-evaluation such as occurred with the parent group counseling approach. Apparently, an emotional investment is required in the counselee which is not instilled quickly, but is created over time.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Summary

The purpose of this study was to compare the effects of a parent group counseling procedure and an individual consultation procedure upon (a) the attitude of the parents (b) the school-related behavior of the children, (c) the academic grades of the children, (d) the peer relations of the children, and (e) self-concept of the children. The results of this investigation indicated no significant differences in procedures for affecting behavior changes on the variables examined.

The limitations of the study were recognized and assumptions pertaining to the study were discussed. Relevant terms were defined.

The thirty subjects of this study were randomly placed in the two groups from a list of students referred by their classroom teachers for counseling intervention. The children included in this study were currently enrolled in grades one through six, were from predominantly white middle class families, and were not receiving counseling from any other source.
Treatment intervention consisted of eight weekly group counseling sessions lasting two hours each for the parent group counseling procedure and a one-time individual parent conference lasting one hour each for the other procedure. The interventions occurred concurrently. The pretest data were collected during the week of the initial group counseling session. Individual consultations were also held the same week. Posttest data were collected from all participants eight weeks later. The researcher implemented both procedures utilizing the Adlerian model as the philosophical model.

A pre-posttest experimental design employing analysis of covariance was used to analyze the data. The hypotheses were accepted or rejected at the .05 level of significance. Measurements used to assess the results of this study were the Parent Attitude Survey (3), the Devereux Elementary School Behavior Rating Scale (4), academic grades, sociometric scores obtained by a method by Dunnington (2), and the Self-Esteem Inventory (1). The measurements were scored and submitted to the Data Processing Center, North Texas State University for statistical analysis. The results of analysis of covariance on each of the hypotheses revealed no significant differences at the .05 level of confidence.

Hypothesis I predicted that parents participating in a parent group counseling procedure would score significantly higher than parents who participated in an individual consultation procedure on the five scales of the Parent Attitude Survey.
The F ratio computed to test this hypothesis did not reach the value significant at the established level; therefore, Hypothesis I was rejected.

Hypothesis II predicted that children of the parents who participated in an individual consultation procedure would show significantly better school related behavior than the children of parents who participated in a parent group counseling procedure. The F ratio computed to test this hypothesis did not reach the .05 level of significance; therefore, Hypothesis II was rejected.

Hypothesis III predicted that children of parents who participated in an individual parent consultation procedure would show significantly higher academic grades than the children of parents who participated in a parent group counseling procedure. The F ratio computed to test this hypothesis did not reach the .05 level of significance; therefore, Hypothesis III was rejected.

Hypothesis IV predicted that children of parents who participated in a parent group counseling procedure would show significantly better peer relations than children of parents who participated in an individual consultation procedure. The F ratio computed to test this hypothesis did not reach the .05 level of significance; therefore, Hypothesis IV was rejected.

Hypothesis V predicted that children of parents who participated in a parent group counseling procedure would
show significantly better self-esteem than children of parents who participated in an individual consultation procedure. The F ratio computed to test this hypothesis did not reach the .05 level of significance; therefore, Hypothesis V was rejected.

Findings

The following findings emerged on the basis of this study:

1. Neither parent intervention procedure was significantly more effective in changing parent attitude in a positive direction.

2. The parent group counseling procedure appears, however, to have a greater effect on the degree of positive changes in parental attitude in the areas of acceptance, understanding, and trust.

3. The individual consultation procedure appears, however, to have a greater effect on the degree of positive changes in parental attitude in the areas of confidence and causation.

4. Neither parent intervention procedure was significantly more effective in improving the behavior of their children in the classroom.

5. The parent group counseling procedure appears, however, to have a greater effect on improving their children's
behavior in the classroom in the areas of classroom disturbance, creative-initiative, and quits easily.

6. Neither parent intervention procedure was significantly more effective in improving the academic grades of the children.

7. Neither parent intervention procedure was significantly more effective in improving peer relations of their children.

8. Neither parent intervention procedure was significantly more effective in improving their children's self-concept.

Conclusions

1. Although there were no significant differences, the parent attitude change toward more open communication appears to be an important factor in eliciting positive changes in their children's classroom behavior.

2. The ordinal position of the subjects may have differentiating effects on the type of parent intervention procedure that would be most effective.

3. The positive change in parental attitude is apparently more important than higher scores on the Parent Attitude Survey.

Recommendations

In view of the findings and conclusions of this study, the following recommendations are made:
1. Replication studies should be done utilizing a larger sample in order to study the interactive effects of subjects' ordinal position in the family and type of parent intervention implemented.

2. Further research should be done to ascertain if change in parent attitude scores rather than high scores are attributed to positive changes in the child's behavior.

3. Replication studies should be done comparing the parent intervention procedures with consistent classroom intervention procedures in order to test for the interactional effects for improvement of the behavior of children.

4. Replication studies should be done comparing the parent procedures to a control group in order to assess the effectiveness of the treatments.

5. Follow-up posttests of the subjects should be obtained on the variables in order to discover if scores increase with time.

6. Studies should be done increasing the number of individual consultation sessions in order to see the effects of additional counselor contact.

7. Studies should be done that isolate and test the specific parental concepts and skills that are the most helpful in parent intervention procedures.

8. Studies should be done utilizing counselors other than the researcher to implement the procedures.
CHAPTER BIBLIOGRAPHY


APPENDIX A

PERMISSION FORM

I ___________________________ give my permission for the collection of information concerning ______________.
I understand this information is to remain confidential and will be used for no other reason than has been explained to me.

Signed _______________________

Date _________________________
APPENDIX B

PARENT INFORMATION FORM

Name of Child __________________ Date of Birth ______

Race or nationality: a. White b. Negro c. Latin d. Other

Name of Father ______________ Name of Mother ____________

Employed by ________________ Employed by ________________

Job Title ____________________ Job Title ____________________

Approx. Yearly Income _________ Approx. Yearly Income _________

Parents' marital status: ________________________________

If parents are separated or divorced, when? ________________

With whom child lives: _________________________________

List by name the members of your family in the order of their age, beginning with the oldest parent.

<table>
<thead>
<tr>
<th>Member</th>
<th>Age</th>
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What are the present difficulties you are experiencing with your child?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
APPENDIX C

SUMMARY OF PARENT GROUP SESSIONS

The parent group sessions conducted in this investigation utilized the Adlerian concepts of child rearing. The ensuing description of the eight sessions included the overall intent of the sessions and specific topics discussed. Much of what was introduced in early sessions was later discussed and emphasized to produce a continuous flow of concepts and ideas which are intended for use in interrelated ways. Typically, a specific concept was introduced and discussed at the onset of any given session. This generally led to discussion of individual child rearing practices, prompting the introduction of past materials in relation to newly presented concepts.

Before presenting the concepts planned for each session, five to ten minutes were spent answering any questions or concerns that the parents may have from previous sessions. After the thirty minutes of presentation of didactic material, the parents were asked who might like time to discuss questions or concerns. Time for the hour and one-half discussion was then structured to allow each parent who had expressed a need for discussion to present his or her concerns to the group. This procedure was implemented in order to insure that the more vocal members of the group would not dominate the discussion time.
Session One: Introduction and Overview

The intent of this session was to structure the format for group interaction and presentation of materials. Concepts designed to help parents consider objectively alternate strategies where present parenting techniques prove ineffective. Specific topics included the Adlerian four goals of misbehavior, the concept that parents are teachers, the idea that discipline should be structured to instill in children long range behavioral objectives, and finally, that a democratic atmosphere and attitude provide the most healthy and helpful child-rearing environment.

Session Two: Understanding a Child's Misbehavior

The intent of this session was to call attention to the need for linking information from past sessions with present concepts. Specific concepts included review of the Adlerian four goals of misbehavior, the child's underlying faulty belief for each goal, probable classroom behavior associated with each goal, and possible parental responses to the characteristic misbehavior. Finally, in order to identify successful outcome, a presentation was made of the Adlerian four goals of positive behavior and examples of how a child may be demonstrating these goals.

Session Three: The Use of Logical and Natural Consequences

The intent of this session was to link information presented in past and present sessions and to emphasize the
importance of consistency and the need for instilling democratic child-rearing practices in the home. Specific concepts reviewed included the four goals of misbehavior and the responses to misbehavior. Concepts introduced were Adlerian logical and natural consequences for behavioral management, definitions and differentiations of punishment and consequences, coupled with the importance of respect and trust of a child.

Session Four: Conflict Solving through Consequences

The intent of this session was to link information presented in past and present sessions and to emphasize the importance of cooperation as a means of resolving parent-child conflict. Specific concepts reviewed included those concepts introduced in session three. Session four focused on the establishment of mutual respect between family members, acceptance of children's mistakes, the necessity for avoiding power struggles and revenge in the discipline process, and the permission for children to make choices and experience the consequences of their choices.

Session Five: Listening and Reflecting

The intent of this session was to link information presented in the past and present sessions and to emphasize the importance of communicating attention and respect for individual needs and emotions. In addition, the intent of this session was to instill the idea that effective parenting is
maintained through effective communication and understanding. Specific concepts reviewed included those concepts introduced in session four. Concepts introduced were the use of active and reflective listening, the advantages inherent in this communication process coupled with alternative exploration once the problem is understood.

Session Six: The Use of "I" Messages

The intent of this session was to link information presented in the past and present sessions and to emphasize the importance of communications which lead to more accurate emotional perceptions of self and others within the family. Specific concepts reviewed included those concepts introduced in session five. Concepts introduced were how to process whether the presenting problem is owned by the parent or child, and "I" messages designed to focus on emotions and concerns created by the problem.

Session Seven: The Specific Do's and Don't's

The intent of this session was to summarize and unify all concepts presented previously. "A Credo for My Relationship with Others" by Thomas Gordon was presented and discussed. Chapter five from the textbook, entitled "The Social Methods," was also reviewed and discussed.
Session Eight: The Family Council

The intent of this session was to link information presented in the past and present sessions and to present the idea of minimizing family conflict through the use of a family council or family meeting. The purposes and benefits of regularly scheduled family meetings were presented.

Summary

The order in which the concepts were presented appeared to provide a logical and sequential format for the presentation of parenting skills and concepts. Often the initial questions of the parents provided an ideal introduction to the didactic material that was planned for the session. However, the reversal of the order of session seven and eight is suggested in order to provide the families an opportunity to implement the family meetings and to discuss any problems that may have arisen from the experience.
APPENDIX D

SUMMARY REPORT FOR PARENT CONSULTATION

Aptitude: SFTAA

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<th></th>
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<th>Non-language percentile</th>
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Achievement: CAT

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Teacher Ratings: DESB

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Grades for the period _________ to _________:

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Absent ___ days out of ___ days from _______ to _______.

Sociometric Data:

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Health data: __________

SEI results: __________

SUMMARY OF SCHOOL-RELATED PERFORMANCE AND BEHAVIOR:

Name ___________________ Teacher ___________________
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