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THE ADLERIAN APPROACH TO IMPROVING FAMILY
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PREDICTION ACCURACY AS A METHOD OF EVALUATING

THE ADLERIAN APPROACH TO IMPROVING

FAMILY ADJUSTMENT

by

Jimmy Dean Essig

A Dissertation Submitted to the Faculty of the

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1971

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I hereby recommend that this dissertation prepared under my

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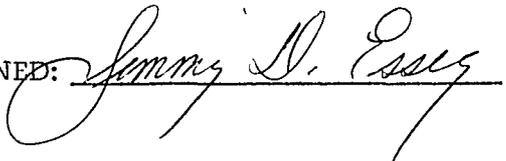Some Pages have indistinct
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ACKNOWLEDGMENTS

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Finally, the writer is grateful to the thirty-four parents and children for their time and cooperation in completing the instruments necessary to this study.

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ABSTRACT

There has been considerable agreement in the literature that the

family unit is a significant influence on the social and cultural development

of children. Much of the literature also indicates that the methods of rais-

ing children are primarily cultural, that tradition is largely responsible for

parent training, and that changes in our social situation, particularly in

western culture, are making traditional methods of child raising something

less than satisfactory. The increased awareness of the problems gener-

ated by faulty learning patterns in the family and the public desire for

assistance in learning how to train their children are noted. The purpose

of this study was to examine the Adlerian approach to resolving inter-

personal and behavioral problems that arise within the family unit. The

problem was to determine the ability of counselors who are trained in the

Adlerian approach to family adjustment to accurately predict outcomes in

adjustment and interpersonal relationships of individual family members,

prior to the application of the Adlerian model.

This study was to evaluate the predictive aspects of the Adlerian

approach to family adjustment and not the model as it was applied. The

proper application of the model, in this setting, was to educate the

participants in the principles on which the predictions were based. Since

the Parent Study Group is used so extensively in the Tucson, Arizona

area, it was chosen as the core of the application of the Adlerian model. The Parent Study Group is a discussion group for parents, led by parents, with the goal of assisting parents in recognizing the training principles which may be utilized in living with their children.

Seven families, involving 13 parents and 21 children, were randomly selected from those families who registered to participate in the various Study Groups operating in Tucson, Arizona in the fall of 1970. Through individual family appointments, each family completed testing and questionnaires designed to measure psychological movement of all family members and changes in the behavior of individual children. Using the data obtained from the pre-testing and questionnaires, three counselors who are experts in Adler's Individual Psychology as it is applied to family adjustment made predictions of improvement, regression, or no-change in the areas measured by the testing. Post-testing with the same instruments, after the families were involved in the regular ten-week study program, determined what changes, if any, had taken place. Comparison of actual change or no-change with predicted change or no-change determined if the predictions of the judges were accurate beyond chance.

The hypotheses state that the counselors could predict beyond chance, outcomes in interpersonal relationships of family members, adjustment of individual family members, and the behavior of individual children, prior to the application of Adlerian principles through the Parent Study Group approach.

Measurements were made through the use of modified forms of Farber's Index of Marital Integration and Cassell's Child Behavior Rating Scale. Ten hypotheses were significant at the .007 level or better. A reconsideration of the criterion for "change" resulted in a conclusion to suspend final judgments on the remaining two hypotheses.

It is concluded that if one accepts the premise that accurate prediction based on assumptions generated by a theoretical model support the efficacy of that theoretical model then this study may be viewed as providing support to the Adlerian concept of family interaction.

Recommendations generated by the experience gained from this study pertain to: (1) modifying the information given to the counselors, (2) use of more appropriate test instruments, (3) testing the design in different environments, and (4) application of the design to other models of adjustment.

CHAPTER I

INTRODUCTION

Throughout history man has labored to provide for his children by training them in whatever skills and attitudes he thought most necessary to promote and prolong life. These skills and attitudes vary according to place and time. Dreikurs and Soltz (1964) write that:

> Every culture and civilization develops a definite pattern for raising children. Comparative studies of primitive societies offer an excellent opportunity to understand the significance of tradition. Each tribe had its own tradition and raised its children in a different way. Consequently, each tribe developed distinctive behavior patterns, characters, and personalities. Each culture had its own procedures with which to meet life problems and situations. But every man and woman and every child knew exactly what was expected. All behavior was established by tradition (p. 6).

Our western culture is not significantly different. As they go on to say, it "...has been more complex than primitive societies, but nonetheless, it has had its traditional methods of child-raising (p. 7)."

A variation to this theme lies within the creativity of the individual. As Alfred Adler (1956) pointed out: "The subjectiveness of the individual, his special style of life, and his conception of life mold and shape all influences. The individual life collects all these influences and uses them as provocative bricks in building a totality which aims toward a successful goal in relating itself to outside problems (p. 178)."

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Couple these ideas with the upheaval within our country, the sudden cultural transition brought about by the revolt of the suppressed, and a problem suddenly comes into focus. The rebellion of the colored races, the poor, labor, women, even the children exemplify that equality is becoming a way of life for everyone, and we do not quite know what to do with it. As Dreikurs et al. (1959) proposed, "Children have become our social equals (p. 19)." How then can our children who subjectively view themselves as our social equals continue to submit to traditional, generally autocratic, methods of child raising? Dreikurs et al. (1959) suggests that they do not. He maintains that:

> Adults have lost their power over children. Consequently, they no longer can control them or "make" them behave or perform...
> The eternal smoldering conflict between the generations, in the past was contained by the power of adult authority. Adults and children are at war, in almost every home and every community.
> At times this war may take on subtle forms, but at others it shows the full brutality of warfare... Children feel misunderstood and abused, and adults feel disregarded and defeated (p. 19).

Later, in 1969, Dreikurs added: "In any culture where values are subjected to sudden and dramatic change, the transition period during which the old values are cast off and the new ones assumed is inevitably painful. We are experiencing the consequences of this newly found freedom and we are as yet unable to deal with it adequately (p. 11)."

Edward Shoben (1969) reflects similar ideas when writing about the young radical of the nineteen-sixties. He views their commonality to be anarchy, which is:

...rooted far more deeply in the social psychology of our time and in the experience of a segment of our population, particularly our youth, than it is in ideology or any intellectual tradition of revolution... We are dealing...not so much with a revolutionary program based on revolutionary ideas, as with an intense and bitter reaction--a reaction that takes ad hoc forms...in its enraged assault on the perceived establishment (p. 6).

Ginott (1969) alludes to some of Dreikurs' thinking when he says "there is no way to win a war with our children. Time and energy are on their side...they have all the weapons (p. 127)."

Carl E. Thoresen writing about the current scene in 1969 remarks that "Much of the frustrations and confusion emanates from a rate of change which bounds on with dizzying consequences... While change itself is nothing new, the time in which radical change takes place is . . new... We are now faced with four-year generations (p. 841)."

This dilemma does not relieve the responsibility of the parent in child-raising, it only heightens it. In the section of his Science of Right devoted to the "Rights of the family as a domestic society," Immanuel Kant (Great Books of the Western World, Vol. 42, 1952) argues that "...from the fact of procreation there follows the duty of preserving and rearing children (p. 420)." From this duty he derives:

...the right of parents to the management and training of the child, so long as it is itself incapable of making proper use of its body as an organism, and of its mind as an understanding. This includes its nourishment and the care of its education. It also includes, in general the function of forming and developing it practically, that it may be able in the future to maintain and advance itself, and also its moral and cultural development, the guilt of neglecting it falling on the parents (p. 421).

Bishop (1951) in her studies of mother-child interaction concluded that: "The pattern of personality development in the young child is established primarily within the framework of his relationship with the parents. During the child's earliest years the parents constitute the chief social influence which the child experiences (p. 1)."

Hooper and Roberts (1967) submit that: "There are a number of close, personal networks through which we move in our child and adult lives... The one which seems to be of prime importance and which recently acquired both scientific and practical prominence is the family (p. 7)."

Dinkmeyer (1968) recognizes parental responsibility when he states that:

> The family situation is significant for the child's development. It is in the family that the child first acquires a culture and develops his unique approach to tasks of life. It is here that he learns the primary social skills. The family affects the child's feelings about personal adequacy and provides the first models for his behavior. Parents are the first teachers: the child learns not only from what they say but from observing their behavior (p. 342).

Whether it be guilt, fear, recognition of responsibility, or numerous other reasons that encourage parents toward new methods of raising their children is not the issue here. Whatever the motivation, parents do seem to realize their obligations and are becoming more willing to break with tradition and seek new ways of training their children. From Adlerian

Family Counseling, some remarks in the forward by P. B. Jacobson (1959),

Dean, School of Education, University of Oregon, include:

> An upsurge in public interest in the problems of family living
> and child raising in particular is taking place throughout America.
> Seldom has an adult generation expressed such vital interest in,
> and, at the same time, concern for a younger generation. Very
> seldom has so much attention been directed to the welfare of
> children and youth; conversely never have the problems of chil-
> dren behaving been so perplexing (p. iii).

One has only to visit a bookstore and observe the numerous volumes re-

lating to the care and development of children and adolescents to specu-

late somewhat knowingly on the needs of parents today. Names like

Spock and Ginott are known nationally and the sale of their books alone

is evidence of the public's desire for assistance in raising their children.

Ginott's works, for example, are said to delineate roads to peace by dis-

cussing terms of coexistence and describing methods of living in mutual

respect and dignity. The cover of Baruch's (1953) book on How to Live

with your Teen-ager says that "...it stresses guidance, discipline and

understanding as firm foundations for a happier family life."

Another indication of parents striving for assistance is the atten-

tion given the subject in periodic literature. Hardly a magazine or news-

paper is exempt from either regular or occasional articles concerning

child or adolescent care and management. Kamali (1967) reflecting on

similar problems said that:

> Parents who find it difficult to understand or to keep children's
> behavior under control are concerned and do seek help. Initially,

they seek help from a neighbor or a relative, from members of
organizations to which they belong, from newspaper "child guid-
ance" columns and popular magazines... Some of these parents
may attend lectures given by "experts" on child rearing. They
may also devote some of their time to reading books hoping to
find the answer to their problems (p. 1).

Unfortunately books and articles in themselves are not sufficient.

Without proper guidance a parent can easily become confused. Inconsis-

tencies between writers or by the same writer over a period of time can

lead to frustration and despair. Kamali (1967) recognized this problem

when he stated that "in many cases parents may not realize that, though

books and lectures can be sources of factual information, parents may ex-

perience great difficulty translating the textbook or lecture into action

which solves specific problems of parent-child relationships (p. 1)."

Years earlier in 1958, Slavson suggested that "One can acquire from books

much information and many interesting facts, but nothing that truly and

deeply affects our lives can be learned from books. This we must acquire

from experience and our own feelings and reflection (p. 8)." In an at-

tempt to eliminate this confusion and frustration many parents turn to

professionals in the area of individual or family adjustment. This trend

was noted as far back as 1942 by Carl Rogers when he wrote "The steadily

increasing interest in the individual and his adjustment is perhaps one of

the outstanding phenomena of our times (p. vii)."

Need for the Study

It has been noted that the matter of training for child raising has been primarily in the hands of tradition; the handing down of customs or methods from generation to generation. A woman could become a mother without any prerequisite training in child management; if problems oc- curred she did generally do what her mother did, or, if she had an uncomfortable or unhappy childhood, just the opposite. This was the effect of tradition. It has also been noted that parents are becoming less satisfied with traditional methods of raising their children and are seeking new and better modes of operation. What is needed is some kind of organized program for parents, closely allied as to theory and function, where principles of child guidance can be learned and then applied to specific situations. The Adlerian model applied to family adjustment is such a program. The principles on which the Adlerian Model is based are crystallized by Dreikurs (1968):

> ...based on the philosophy of democracy with its implied principle of human equality, and on the socioteleological approach of the psychology of Alfred Adler. In this frame of reference, man is recognized as a social being, his actions purposive and directed toward a goal, his personality as a unique and indivisible entity (p. x).

Redwin (1956) pointed out the educational aspects of the Adlerian approach when she stated: "Our work with parents and children is mainly educational. We not only re-educate the parent and the child; we counsel the whole

family (p. 70)." Christensen (1969) made the distinction clearer when

he wrote:

> The model alluded to here is essentially an educational one,
> which makes the assumption that the lack of knowledge, infor-
> mation, or experience, is the basis of maladaptive behavior
> rather than illness. The assumption is made that people, if pro-
> vided new or pertinent information, are capable of applying the
> new information to their situation, making the corrections neces-
> sary to bring about change (p. 12).

It is the educational aspects of the model which make it particularly

appropriate for reaching the vast numbers of parents who are requesting

assistance in promoting adjustment within the family structure for it lends

the model not only to counseling situations directed by professional coun-

selors but to organized study programs under the direction of lay leaders.

These study programs are developed around a group of parents, generally

between eight and twelve in number, and ideally couples, who come to-

gether for the purpose of understanding the behavior of their children and

how to work more effectively with them. The meetings are usually one

and one-half hours in length, and are scheduled weekly, generally for a

ten-week period. The group leaders are usually parents who are reason-

ably familiar with the basic text, i.e., Dreikurs Children: The Challenge,

and whose primary function is that of facilitator. Although informal in

nature there is limited structure imposed by the materials drawn from the

text. The presentation and discussion of the basic materials, as drawn

from the text, usually leads to group consideration of specific problems

as described by its members. The latter development is the important

application of theory into practice and generally develops through the

group discussion method.

The work of the Adlerian based parent study group appears very

similar to what Ginott (1957) had in mind when he wrote that "The parent

education group's more modest goal is to improve the everyday functioning

of parents in relation to their children by helping them to better under-

standing of the dynamics of parent-child relations and of the basic facts

of child growth and needs (p. 83)." He goes on to say that the parent

group is for "mothers who basically like their children but have difficulty

getting along with them because of ignorance, faulty expectations, or con-

fused cultural and social standards (p. 83)." Shapiro (1956), in his

studies of parent discussion groups led by non-experts found significantly

greater differences in pre-post attitudes of experimental group parents then

with those held in control groups. He found that greater exposure to the

group increased the change. He also indicated benefits in social and

marital relations as well as child rearing practices (p. 160). Christensen

and Haak (1969) point out that parents report that by "working and dis-

cussing together, they are not only encouraged but they help each other.

The aim of the study groups is to assist parents in recognizing the princi-

ples which may be utilized in living with their children (p. 5)."

Presently this adjustment model based on Adler's Individual Psy-

chology is being taught at several universities throughout the United

States, most notably The University of Arizona by Christensen, the University of Oregon by Lowe, and the University of West Virginia by Sonstegard. Even if one estimated that each one of these programs is producing counselors at a modest rate, the impact of this given counseling model seen over a period of time is worth investigating. If in fact there is little or no validation of this point of view being employed by the counselor educator, one could raise serious questions as to the justification of such a practice. This same questioning light can be turned toward parent study groups where through a survey of the 1969-70 issues of the Oregon Society of Individual Psychology Newsletter it was found that study groups with at least Adlerian overtones are in operation in over twenty cities in the United States. According to Maurice Bullard in the March-April 1969 edition of the Newsletter, there are over 100 established parent study group leaders in Oregon alone. In Tucson, Arizona, the program started in 1968 and during the 1969-70 school year 49 groups were formed, involving over 30 leaders and nearly 500 parents.

The amount of time, effort, and money going into programs as extensive as this are in themselves sufficient reasons for some type of evaluation.

Approach to the Problem

Over 2,000 years ago Hippocrates (Great Books of the Western World, Vol. 10, 1952) discussed the employing and testing of

hypotheses in the empirical sciences. According to his writings the physician, "must be able to form a judgment from having made himself acquainted with all the symptoms, and estimating their powers in comparison with one another (p. 26);" he should then "cultivate prognosis," since "he will manage the cure best who has foreseen what is to happen from the present state of matters (p. 19)."

These same considerations can be applied to modern theories of adjustment, inherent to which is a prognosis or hypothesis related to expected results. As C. H. Patterson (1966) writes: "Hypotheses are essentially predictions of what should be found if the theory has validity. That is, given certain assumptions and definitions, certain things should follow or be true (p. 4)." Buford Stefflre (1965) tells us that "Theories help us to incorporate our data because theories predict laws just as laws predict events. From theories we may define operational truths because theories involve assertions which lead to prediction which can be tested and verified (p. 8)." Brammer and Shostrom (1968) state that a theory "...helps to explain what happens in the counseling relationship and assists the counselor in predicting, evaluating, and improving results (p. 27)."

Although prediction is a basic ingredient in any theory of adjustment it is particularly significant to the Adlerian model. According to Adler, man is a goal-seeking organism and it is impossible to understand man's behavior unless his goal is known. This being true, the ability of

an Adlerian family counselor to identify and engage this teleological

aspect of the human personality is of prime importance. Identifying the

child's goals and making recommendations to the parents in regard to

changing their perceptions and behavior toward the child with the intent

of directing the child toward more appropriate goals is the core of the

model's application in the professional setting. In actual practice,

counseling is done with the total family, often with an audience of parents

and teachers. The children and the parents are interviewed separately,

unless the counselor decides otherwise and then after a report from a play-

room supervisor and a discussion with the parents and observers, the

counselor offers his impressions and recommendations. These recommen-

dations will revolve around expected behavior on the part of the child and

ways the parents should and should not respond to these behaviors. Essen-

tially, the counseling involves predicting the child's general behavior,

recommending parental responses to specific troublesome behavior, and

then predicting the child's reactions to these recommended responses so

that the parents will know how to properly continue appropriate responses.

It must be recognized that from the Adlerian point of view it is the

individual's perception of what is happening around him and to him and not

the reality of the situation that elicits his behavior. Consequently,

changes in the family situation, brought about by the education of the

parents, may be perceived by the child as disruptive and undesirable with

a resulting regression in his behavior as identified by observers. This
regressive tendency on the part of some individuals is identifiable within
an Adlerian framework due to recognizing the effects of competition and
birth order and spacing in the family constellation. Regressive tendencies
of some individuals were identified by Steed (1971) in his study of Adler-
ian Family Counseling. Through the predictive aspects of the theory the
practitioner and significant others in the child's life will be aware of this
eventuality and will be able to modify their approach with the goal of as-
sisting the child in adjusting his perceptions to allow for more appropri-
ate behaviors and movement toward adjustment in the family.

Incorporating preliminary information about the client(s) into basic
theoretical assumptions should result in a hypothesis of what the problem
may be and a prognosis which foresees what is likely to occur if the
hypothesis is correct. Observation of the course of the problem and the
client(s)' changing condition will either confirm or invalidate the prognosis.
If the prognosis is in error the hypothesis on which the prognosis is based
is considered in error or causative variables must be identified. Confir-
mation, on the other hand, leaves the hypothesis only as a lucky guess.
It is only with the occurrence of repeated accurate prognoses, beyond
what can be expected by chance, that evidence is established to give
validity to the hypotheses being formed and to the assumptions on which
these hypotheses are based.

It is logical then that if prior to the application of an adjustment model based on a theory, the practitioner of that theory can form accurate predictions of changes in the adjustment or relationships of the individuals or groups on which the model will operate, he has given evidence to the validity of that theory.

This study will focus on the predictive aspects of the Adlerian model as it is primarily applied through Parent Study Groups presently in operation in the Tucson, Arizona area.

Statement of the Problem

The problem is to determine the ability of counselors who are trained in the Adlerian approach to family adjustment to accurately predict outcomes in adjustment and interpersonal relationships, prior to the application of the Adlerian model.

Summary

In this chapter it was suggested that methods of raising children are primarily cultural, that the family unit is a significant influence on children, that tradition has been largely responsible for parental training, and that changes in the social stiuation, particularly in western culture, are making traditional methods of child rearing something less than satisfactory. An increased desire by the public for assistance in raising their children was noted and the Adlerian model was identified as one means of

providing this assistance. The educational and study group aspects of this model were discussed as was the logical relationship between the accuracy of predictive hypotheses and the validity of the basic assumptions on which these hypotheses were formed.

The need for the study was based on the importance of providing some evidence to support the Adlerian approach to resolving interpersonal and behavioral problems that arise within the family unit. The problem to be studied was the predictive efficiency of counselors using Adlerian theoretical assumptions as the basis for their predictions.

CHAPTER II

PROCEDURES

This chapter contains a statement of the general hypothesis tested and the definitions of terms used in this study. It presents, in order, the organizational setting of this study, the application of the model, the selection of the participants and counselors, research procedures used, the test instruments and procedures, the specific hypotheses tested, and the statistical methodology used on the data.

General Hypothesis Tested

A panel of counselors who are experts in Adler's Individual Psychology as it is applied to the family situation can predict better than chance, changes in adjustment of individual family members and interpersonal relationships between family members.

Definition of Terms

1. Family: For the purpose of this study, a group of persons living in one house, related by blood or law, and if by no other reason than proximity are involved in social interaction on a regular basis.

2. Interpersonal Adjustment: For the purpose of this study, this term will reflect psychological adjustment in regard to consensus or unanimity, between family members.

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3.   <u>Family Constellation</u>: The physical structure of the family in regard to birth order, birth spacing, gender and to the role each person plays in the family.

Organizational Setting

The organizational setting of this study was the Community Parent-Teacher-Counselor Education Center which operates under the direction of Oscar C. Christensen, of the Counseling and Guidance Department of the College of Education, at The University of Arizona.

The primary purpose of the Center is the education of parents, inservice and pre-service teachers, and future counselors in another approach to solving problems of adult-child relationships. The training is accomplished by counseling families in front of an audience where not only the family being counseled receives help but the audience shares their insights and learns from the discussion of the problems.

A second important function of the Center is the assistance provided in the formation of Parent Study Groups throughout the city and the surrounding area and the coordination of the activities of these groups when necessary. The Center also has a limited book loan service and provides dittoed materials at cost to group leaders. A beginning-of-the-year training session is provided for interested group leaders with the aim to help them organize their groups, get a good start, and also to teach them methods of handling problems and facilitating group discussion.

This study evaluated only the predictive aspect of the Adlerian approach to family adjustment and not the model as it was applied. The proper application of the model, in this setting, was to educate the participants in the principles on which the predictions were based. Since evidence was lacking which would specify the best or only way to apply the model and since, as noted in Chapter I, the Parent Study Group approach is used so extensively in the Tucson area it was chosen to be the core of the application.

The Parent Study Group leaders are lay persons, parents who have themselves participated in a Parent Study Group and now wish to share their experiences.

Each group leader is responsible for the organization of his group in regard to numbers, times and place; but generally the groups have eight to twelve members (couples if possible), meet weekly for eight to ten weeks, and last approximately one and one-half hours per meeting. Informal in nature, the group is usually structured around a text such as Dreikurs' Children: The Challenge and selected handouts designed to expand and supplement the book. Once the basic material is presented and discussed the topics usually shift to group consideration of members' specific problems and the application of previously discussed principles to personal, specific situations.

Application of the Model

Although the Center is involved in the coordination of the Parent Study Groups it is not prerequisite to visit the Center prior to group membership. Groups are formed and operate throughout the city on somewhat of a demand and available space basis. Parents may enroll in a Parent Study Group by: (1) direct contact with a group leader, (2) through friends, (3) referral through a local school, or (4) referral through the Center.

The changes brought about by the application of the model in this study were the means being used to test the predictions; consequently, the proper application of the model was of critical importance. Obviously group leadership would effect results so efforts to control the quality of the model, through leadership, were made by selecting from the available pool of lay leaders the one most qualified to present the model in its most usable form. The selection was made by the professional counselors on the Center staff who were most familiar with available leaders and was based on the person's ability to handle groups and his understanding and competence in interpreting and applying the principles found in the text. Dreikurs' Children: The Challenge was used as the basic text because of its readability and its clarity in presenting the Adlerian approach in a usable form.

Additional quality was insured through the assistance of Oscar Christensen, the Center director, who volunteered to act as resource

to the study group in problem situations. Through his cooperation,

almost immediate referral to the Center for family counseling could be

arranged. In addition, he would personally engage in individual or

family counseling with members or members' families, if needed. Parents

in the group were consistently encouraged to attend, as observers, the

family counseling sessions being conducted at the Center and at The

University of Arizona. Only one family took advantage of this additional

opportunity during the course of the study group (See Appendix A).

Selection of Participants

To reduce the possibility of a narrow or biased group, the parents

included in the study were randomly selected from those who expressed

interest in enrolling in the various study groups being operated in Tucson,

Arizona in the fall of 1970. As in the past, the groups operated almost

exclusively on the East and North sides of the city where the population

is predominantly white, in the middle and upper-middle socio-economic

classes. Since many of the study groups meet during the day, the group

leaders were asked to submit only those names of prospective participants

who would be able to meet at night. Those parents then became candi-

dates for the study.

From the available candidates, names were randomly selected,

drawn from a hat, and listed by the order of that draw. Those candidates

were then contacted, in order, by the author, until a group of twelve was

formed. To insure the group was representative of the possibilities that

usually develop in other study groups, so results could be generalized,

the twelve participants were to be composed of four couples and four

parents attending without their spouses. One couple withdrew just prior

to the first group meeting so the final group represented three couples

and four mothers attending without their husbands. Selection of the actual

participants was based on the following: (1) ability to meet at the selec-

ted time and in the selected place, (2) willingness to commit to a full

program of ten meetings, (3) willingness to participate, as a family, in

privately arranged information gathering, pre-testing and post-testing,

(4) having at least one child in grade two or higher, and (5) willingness

to postpone involvement in a group for approximately one month to allow

for data gathering. The restriction in point four was to insure that at

least one child in the family was old enough to attempt the pre- and post-

testing.

Selection of Counselors

The panel of counselors were three resident graduate students in

the Counseling and Guidance doctoral program at The University of

Arizona who had demonstrated through course work and practical experi-

ence their competency in working with the Adlerian model as it is applied

to family adjustment. More specifically, their qualifications were that

each: (1) was a certified counselor with over two years experience in

family counseling based on the Adlerian approach, (2) had additional

counseling and teaching experience in related areas, (3) was presently

teaching university courses or workshops geared primarily toward the

Adlerian approach, (4) had experience supervising Masters Degree level

practicum students whose counseling is primarily based on an Adlerian

model, and (5) was presently engaged, to some degree, in research re-

lated to Adler's Individual Psychology.

Research Procedures Used

During a seven-day period just prior to the first meeting of the

Study Group, individual appointments were made with the seven families to

administer pre-group instruments. The instruments used were the Role

Tension and Consensus measures from Farber's (1957) Index of Marital

Integration as well as the Self Adjustment and Social Adjustment sections

from Cassell's (1962) Child Behavior Rating Scale. Also included was

Jacobsen's and Rodgers' (1967) Role Satisfaction modification to Farber's

(1957) Index of Marital Integration and Platt's (1970) Home Adjustment

addition to Cassell's (1962) checklist. To prevent possible collusion,

the husband and/or wife and siblings, grades 2 and up were asked to

complete the indexes simultaneously while in the presence of the examiner.

At the conclusion of the testing session the three section behavior rating

scale, one for each child, was left to be completed by the parents during

the following week. The purpose of the pre-tests and the checklist was

to supply baseline data on which the predictions would be made. During this same week questionnaires were completed by the family to provide additional information on which the judges could base their predictions. These supportive information forms can be seen in Appendix C. The checklist and questionnaires were mailed to the examiner within one week after the initial pre-testing session. Permission was requested at the time of the initial pre-testing to obtain from schools information pertaining to each child's academic performance as well as to his behavioral characteristics in school. See Appendix D. This information was available on eleven individuals and was also provided to the judges to assist in their predictions.

As soon as the data were collected, organized, and name-coded to protect identities, predictions were made by the three counselors from the Counseling and Guidance doctoral program at The University of Arizona and were based on all data available on each family. Predictions were stated as regression, no-change, or improvement. Training sessions were used to educate the judges on the specific criteria being used to determine change on each instrument and to establish baselines and uniformity in the meaning of the predictions. A description of the training procedures for the judges can be found in Appendix F.

Two separate judgings were used. The first was with each judge working independently and applying his personal knowledge and experience to the individuals in question to make his predictions. Once this

data were collected, the three judges met together and worked as a team to form a consensus prediction for the family members in each of the prediction areas. The four resulting sets of predictions were reported separately. During the individual judgings, each judge was to make comments, where applicable, concerning their predictions. These comments were retained by the judges to assist them with the group predictions. During the group judging, problem areas of disagreement were noted and occurred on four predictions. In all cases one judge withheld support on a prediction agreed upon by the other two judges. In three of these predictions the agreeing judges proved correct, the abstaining judge was correct on the remaining prediction. These exceptions are noted in the data in Appendix G, family numbers 400 and 900.

Within five days after the conclusion of the Study Group the post-testing was completed. The procedure was essentially the same as used in the pre-testing except that supporting information was not again obtained.

It was anticipated that the judges predicting on the basis of available information concerning family interactive patterns and individual behavior, and the assumptions that changes would take place due to the exposure to the Study Group and other aspects of the Adlerian model, would be sufficiently accurate to show statistically that not only do these

changes take place, but that they can also be anticipated and predicted as to direction.

Instruments Used

The problem in this study was to determine the effectiveness of prediction based on an Adlerian model; consequently, a test was needed which would lend itself to the areas in which predictions could be made. A test which would measure psychological movement of individual family members as well as determining increased or decreased competence between the parents in attaining consensus or unanimity. Farber's Index of Marital Integration was selected because, as stated by Farber (1957) the Index: "...aims at the following: (a) to pertain primarily to matters of consensus and interpersonal relations, (b) to require little time and skill to administer and score, (c) to refrain from asking the respondent to evaluate his marriage overtly or describe difficulties in the marriage, and (d) to be derived from explicit assumptions (p. 117)." Farber later states that:

> ...family integration is regarded as having two aspects. These are integration of ends, which is defined as consensus on the rank-ordering of values by the family members, and integration of means, which for the purpose of the construction of the index is restricted to the mutual coordination of domestic roles. The degree of family integration then is determined by the extent to which family members agree on the rank ordering of values and the degree of appropriate coordination of domestic roles (pp. 118-119).

The Consensus Index is composed of ten domestic value factors to be ranked in order of decreasing importance to family success by the parents. The rationale on which the Consensus Index is based is:

> If the family with complete consensus did exist, it would be one in which all values were similarly rank-ordered by all its members... The community of values then would provide a strong sense of identity among the family members. In addition, the family members would not feel threatened in decision-making situations. Thus, a common ranking of values, whether present initially or developed during the life of the group, provides a situation both congenial to effective mutual coordination of the life careers of the family members and compatible with effective socialization of the family members (Farber, 1957, p. 118).

According to Farber (1957) in the construction of the Consensus Index, the aims were:

> (a) to stress those values which are relevant to decisions made in the family, (b) to permit the designation of specific hierarchies of domestic values, (c) to make definitions general enough so the index would be applicable to a wide variety of respondents, and (d) to take into account as many basic issues in the family as possible without becoming too lengthy (p. 119).

To measure the extent of agreement between the rankings of domestic values, the Spearman rank correlation coefficient, rho, was used. The size of the rank correlation coefficient was used as an index of the degree of consensus. For convenience only, this coefficient was multiplied by the constant ten to allow working with numbers between one and ten.

Following the lead of Steed (1971, p. 50), this Index was placed on cards to facilitate ranking. The Index of Consensus is shown in its original form in Appendix B.

The Index of Role Tensions as originally used by Farber (1957) was composed of ten personality trait ratings masked within a list of seventeen. To avoid using the same sample to select the items and test the Index, a factor analysis of a sample other than the one described in his paper was used. As explained by Farber (1957): "The ratings and weights assigned to these ratings are: very much (-2), considerably (-1), somewhat (0), a little (+1), and hasn't the trait at all (+2). A high score is regarded as indicating high integration (i.e., low marital role tension) (p. 120)." Resulting score possibilities for Role Tension range from -20 to +20.

Jacobsen and Rodgers (1967) and Steed (1971) modified the original listing to include sibling in the family and extended the use to fifteen of the seventeen personality traits, enabling them to measure both Role Tension and Role Satisfaction. For the purpose of scoring the score values of ratings for Role Satisfaction were the reverse of those used for Role Tension, i.e., very much (+2), considerably (+1), ...hasn't the trait at all (-2). A high score indicated high Role Satisfaction. The possible range of scores for Role Satisfaction was from -10 to +10. The Index of Role Tension in the general format as originally used by Farber (1957) can be seen in Appendix B. To assist the reader only, the original format was modified to include an asterisk to identify items used in measuring Role Tension and a double asterisk to identify items used in measuring Role Satisfaction. The forms as they appeared in actual use

are also shown in Appendix B and are titled Personality Traits of all Family

Members--Parents and Personality Traits of all Family Members--Children.

Shlien, Mosak and Dreikurs (1962) and Steed (1971) suggest by

their work that even when there is a considerable amount of psychologi-

cal movement on the individual level it tends to be masked or cancelled

out at the family or group level. Following this suggestion, there was no

attempt to compute the total Index of Marital Integration since this would

tend to lead to the same zero movement found in their studies. Instead,

predictions were made and tested for individuals in the Role Tension and

Role Satisfaction areas and between the parents on the Consensus measure.

Selected items from the Child Behavior Rating Scale developed by

Russell N. Cassell (1962) were also used. This scale, completed by the

parents, provides a means of measuring specific behavior changes of the

children in the families in question. Since the family adjustment aspects

of the Adlerian model in this setting are primarily directed toward behavior

changes in the children it was necessary to include an instrument directed

specifically toward the behavior of the child in and around the home. The

Child Behavior Rating Scale (CBRS) was chosen because it presents a

usable means for describing children's behavior. The items in the scale

were obtained by a careful study and screening of over one thousand case

studies of elementary school pupils referred for psychological or psychi-

atric services. All reports studied were official records of professionally

serviced clinics and represented the findings of psychologists,

psychiatrists, social workers and pediatricians. Items appearing most frequently in the records and considered critical for understanding children and their problems were selected for the CBRS. The composite formed from these items resulted in the two CBRS areas of self adjustment and social adjustment.

Following the lead of Platt (1970) the home adjustment section was added to the checklist. These items were developed by Platt and others using the CBRS as a model. The CBRS, as it was modified for use in this study can be seen in Appendix B.

Completion of the CBRS results in a numeric score between 1.0 and 6.0 for each child in each rating area. The numeric score is obtained by summing the scale ratings for all the items in each CBRS area and dividing by the number of items in that area. Predictions were made and tested for each child in each of the three areas of the CBRS. Predictions in the Farber Index areas of Role Tension, Role Satisfaction and Consensus and in the CBRS areas of Self Adjustment, Social Adjustment and Home Adjustment were all stated as improvement, regression, or no-change. For the purposes of this study the definitions of these terms are as follows:

Regression: Transitory and expected psychological change in a negative direction. A temporary and expected first reaction to the disruption of order; an unsatisfactory but stable pattern of behavior that should eventually result in improvement. With reference to predictions and test

data on the Farber _Index_ areas of Role Tension, Role Satisfaction and

Consensus, a negative numeric change greater than 1.0. With reference

to predictions and ratings on the _CBRS_ areas of Self Adjustment, Social

Adjustment and Home Adjustment, a negative numeric change greater than

0.50.

Improvement: Positive psychological movement. With reference to

predictions and test data on the Farber _Index_ areas of Role Tension, Role

Satisfaction and Consensus, a positive numeric change greater than 1.0.

With reference to predictions and ratings on the _CBRS_ areas of Self Adjust-

ment, Social Adjustment and Home Adjustment, a positive numeric change

greater than 0.50.

No-change: No measurable psychological movement. With refer-

ence to predictions and test data on the Farber _Index_ areas of Role Tension,

Role Satisfaction and Consensus, a numeric change of plus or minus 1.0

or less. With reference to predictions and ratings on the _CBRS_ areas of

Self Adjustment, Social Adjustment and Home Adjustment, a numeric

change of plus or minus 0.50 or less.

Specific Hypotheses Tested

By a summation of individual predictions, a panel of experts in

Adler's Individual Psychology, as it is applied to the family situation,

can predict better than chance, changes in:

1. role tension of individual family members.

2. role satisfaction of individual family members.

3. consensus between parents in regard to domestic value factors.

4. the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

5. the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

6. the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in:

7. role tension of the individual family members.

8. role satisfaction of individual family members.

9. consensus between parents in regard to domestic value factors.

10. the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

11. the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

12. the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

Since exposure to the Study Group situation was the basis on which predictions were made, attendance would have an effect on the hypotheses. Considering this, families were to be grouped according to

attendance and the hypotheses were to be tested for each group. The

groupings were as follows:

Group 1: Families where at least one parent was in attendance at seven or more study group sessions.

Group 2: Families where at least one parent was in attendance at five or six study group sessions.

Group 3: Families which do not meet either of the above criteria will not be included in the study.

Since all families qualified under Group 1, the divisions for attendance

proved unnecessary.

Statistical Treatment of Data

Completion of Farber's (1957) Index of Marital Integration yielded

numeric scores between ± 10 on the Consensus Index, between ± 20 on

the Role Tension Index and between ± 10 for the Role Satisfaction Index.

Completion of the CBRS yielded numeric scores between one and six in

the areas of Self Adjustment, Social Adjustment, and Home Adjustment.

These resulting scores served as baseline data for prediction of regression,

no-change, or improvement in each of the six areas. Post-tests with

Farber's Index and the CBRS allowed comparison of results with the pre-

test to establish what changes, if any, appeared in each area of the Index

and the CBRS for each individual in the study. Comparison of the pre-

and post-tests was on the basis of regression, no-change, or improve-

ment with a plus or minus change of 1.0 or less being considered as

no-change on the Farber Index and a plus or minus change of 0.50 or less

being considered as no-change on the CBRS. A point-by-point compari-

son of predicted change or no-change, with actual change or no-change,

established the number of correct predictions for each judge in each area.

The binomial formula with the results converted to a standard (z) score

and compared to the normal probability table was used to determine if the

number of correct predictions in each area, for each judging, was accurate

beyond chance.*

Summary

In this chapter the design of the study and the procedures used to

implement the study were outlined. The hypotheses tested and definitions

of terms used in the study were also presented. The Community Parent-

Teacher-Counselor Education Center was the organizational setting for the

study, and was recognized as a counseling center for teaching and demon-

strating Adlerian concepts and as an organizational center for Parent Study

Groups.

The Parent Study Group was identified as the core of the model's

applications in this study and was described as a discussion group for

parents, led by parents, with the goal of assisting parents in recognizing

the training principles which may be utilized in living with their children.

The participants for the study were randomly selected from those

who had registered to participate in the various study groups to be

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*In one instance, the consensus judging of Farber's Consensus Index, Chi
Square was used because the small N did not meet the statistical require-
ments of the binomial formula (Downie & Heath, 1965, p. 113).

operated in Tucson, Arizona in the fall of 1970. One group of seven

families, three couples and four mothers attending without their husbands,

was formed and met for approximately two hours per week for ten weeks.

Prior to the first group meeting all families were individually

tested and completed questionnaires to supply additional information on the

family and patterns of interactions of individuals and between individuals

in the family. The families were tested again at the conclusion of the

study group. The tests administered were adopted from Farber's (1957)

Index of Marital Integration and Cassell's (1962) Child Behavior Rating

Scale. The forms used are described in Appendix B and the procedures

are explained in Appendix E.

After the pre-testing, three counselors from The University of

Arizona Counseling and Guidance doctoral program who are considered

highly competent in working with the Adlerian model applied to family

adjustment, made predictions of improvement, regression, or no-change

for the individuals in the study in the areas measured by the testing.

A comparison of the pre- and post-tests determined what changes

had taken place and comparison of these results with the counselor's

predictions determined the number of correct predictions for each counse-

lor. The binomial formula with a chance probability factor of 1 in 3 and

with the results converted to a standard (z) score and compared to the

normal probability table was used to determine the significance of the

accuracy of the predictions.

CHAPTER III

RESULTS

In this chapter the results obtained in this study are presented for the Role Tension, Role Satisfaction, and Consensus Indexes and the Child Behavior Rating Scale areas of Self Adjustment, Social Adjustment, and Home Adjustment. These results are compared to prediction results and are presented as they reflect support or non-support for the several hypotheses. Following the presentation of these results is a report from the judges and a discussion of factors which appear relevant to the findings of this study. The findings for the twelve hypotheses are grouped and are presented in the order of 1 and 7, 2 and 8, ..., 6 and 12.

The purpose of this study was to determine the ability of counselors trained in the Adlerian approach to family adjustment to accurately predict outcomes in adjustment and interpersonal relationships, prior to the application of the Adlerian model. Measurements were made in the areas of Role Tension and Role Satisfaction for all family members grade 2 and over, Consensus for the parents, and Self Adjustment, Social Adjustment, and Home Adjustment for the children.

Findings for the Role Tension Index -- Hypotheses 1 and 7

The Role Tension Index was composed of ten personality trait self ratings masked within a list of seventeen and was administered to all family members grade 2 and over.* A high score is indicative of high integration or low role tension. Score possibilities ranged from +20.00 to -20.00 with an actual range on the pre-test of +11.00 to -11.00 and on the post-test of +11.00 to -8.00. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 1.00 or less considered as no-change, a plus movement greater than 1.00 considered as improvement, and a movement greater than 1.00 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and supplemental information and then made predictions of regression, no-change, or improvement for each individual who completed the Role Tension Index during the pre-testing. The results of the Role Tension Index and the counselor predictions are shown in Table 1.

Hypothesis 1: By a summation of predictions, a panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in role tension of individual family members.

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*One exception, family 600, a second grader was unable to properly complete the test items.

TABLE 1

RESULTS OF TESTS AND PREDICTIONS
ON THE ROLE TENSION INDEX

Person Code*	Pre-test to Post-test Change**	Individuals Predictions of: Judge 1	Judge 2	Judge 3	No. of Predictions Correct	Judges' Consensus Predictions
208-F	0	0	−	0	2	0
209-M	+	+	+	+	3	+
201-B	0	0	+	0	2	0
202-B	−	0	−	−	2	−
203-B	0	0	−	0	2	0
408-F	0	0	0	0	3	0
409-M	−	0	−	−	2	−
401-G	0	0	+	0	2	0
402-G	−	0	−	0	1	0
403-B	−	−	−	−	3	−
508-F	−	−	−	0	2	−
509-M	+	+	+	+	3	+
501-B	+	+	+	+	3	+
502-B.	0	0	0	0	3	0
503-G	+	+	+	0	2	+
608-F	0	0	0	0	3	0
609-M	+	0	+	+	2	+
708-F	0	0	0	0	3	0
709-M	+	+	+	+	3	+
701-G	+	+	+	+	3	+
808-F	+	+	−	0	1	0
809-M	+	+	+	+	3	+
801-B	+	+	+	0	2	+
909-M	0	0	0	0	3	0
901-B	0	0	−	0	2	0
Number correct		21	19	20	60	23
Number possible		25	25	25	75	25

*F= Father, M=Mother, B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

Table 1 shows the Role Tension summation predictions of the counselors to be correct in 60 of 75 possibilities for an accuracy of 80 percent and a resulting standard (z) score of 8.46. The probability of this prediction accuracy by chance alone is $< .0001$.

Hypothesis 7: On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in role tension of individual family members.

Table 1 shows the consensus predictions of the counselors for Role Tension to be correct in 23 of 25 possibilities for an accuracy of 92 percent and a resulting standard (z) score of 6.00. The probability of this prediction accuracy by chance alone is $< .0001$.

Findings for the Role Satisfaction Index--
Hypotheses 2 and 8

The Role Satisfaction Index was composed of five personality trait self ratings masked within a list of seventeen and was administered to all family members grade 2 and over.* A high score is indicative of high role satisfaction. Score possibilities ranged from +10.00 to -10.00 with an actual range on the pre-test of +9.00 to -5.00 and on the post-test of +10.00 to -5.00. Comparison of the pre- and post-tests was on

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*One exception: family 600, a second grader was unable to properly complete the test items.

the basis of regression, no-change, or improvement with a $\pm$ movement of 1.00 or less considered as no-change, a plus movement greater than 1.00 considered as improvement, and a movement greater than 1.00 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and supplemental information and then made predictions of regression, no-change, or improvement for each individual who completed the Role Satisfaction Index during the pre-testing. The results of the Role Satisfaction Index and the counselor predictions are shown in Table 2.

Hypothesis 2: By a summation of predictions, a panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in role satisfaction of individual family members.

Table 2 shows the Role Satisfaction summation predictions of the counselors to be correct in 58 of 75 possibilities for an accuracy of 77 percent and a resulting standard (z) score of 7.97. The probability of this prediction accuracy by chance alone is $<.0001$.

Hypothesis 8: On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in role satisfaction of individual family members.

TABLE 2

RESULTS OF TESTS AND PREDICTIONS ON
THE ROLE SATISFACTION INDEX

Person Code*	Pre-test to Post-test Change**	Individuals Predictions of			No. of Predictions Correct	Judges' Consensus Predictions
		Judge 1	Judge 2	Judge 3		
208-F	0	0	0	0	3	0
209-M	0	0	+	0	2	0
201-B	0	0	0	0	3	0
202-B	+	+	+	0	2	+
203-B	0	0	−	0	2	0
408-F	0	0	0	0	3	0
409-M	0	0	−	0	2	0
401-G	0	0	0	0	3	0
402-G	0	0	+	0	2	0
403-B	+	0	+	0	1	0
508-F	0	0	0	0	3	0
509-M	0	0	0	0	3	0
501-B	−	−	−	0	2	−
502-B	0	−	0	0	2	−
503-G	+	+	+	0	2	+
608-F	+	0	+	0	1	0
609-M	0	0	0	0	3	0
708-F	0	0	0	+	2	0
709-M	0	0	−	0	2	0
701-G	+	+	+	0	2	+
808-F	0	0	0	0	3	0
809-M	0	0	0	0	3	0
801-B	0	+	0	0	2	0
909-M	0	0	−	0	2	0
901-B	0	0	0	0	3	0
Number correct		21	19	18	58	22
Number possible		25	25	25	75	25

*F=Father, M=Mother, B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

Table 2 shows the consensus predictions of the counselors for Role Satisfaction to be correct in 22 of 25 possibilities for an accuracy of 88 percent and a resulting standard (z) score of 5.58. The probability of this prediction accuracy by chance alone is $<.0001$.

Findings for the Consensus Index -- Hypotheses 3 and 9

The Consensus Index is composed of ten domestic value factors ranked in order of decreasing importance to family success by the parents and was administered to the parents in six of the seven families.* The extent of agreement between the parents' ranking was determined by the use of the Spearman rank correlation coefficient, rho. The size of the rank correlation coefficient, multiplied by the constant ten, was used as an index of the degree of consensus. Score possibilities range from +10.00 to -10.00 with an actual range on the pre-test of +8.30 to -0.66 and on the post-test of +7.94 to +0.67. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 1.00 or less considered as no-change, a plus movement greater than 1.00 considered as improvement, and a movement greater than 1.00 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and supplemental information and then made predictions of regression, no-change, or improvement for each set of parents who completed the Consensus Index

*The husband in family 900 was absent from the home during the greater portion of the study and was not included in the testing.

during the pre-testing. The results of the Consensus Index and the

counselor predictions are shown in Table 3.

Hypothesis 3: By a summation of predictions, a panel of experts

in Adler's Individual Psychology, as it is applied to the family situation,

can predict better than chance, changes in consensus between parents

in regard to domestic value factors.

Table 3 shows the Consensus Index summation predictions of the

counselors to be correct in 16 of 18 possibilities for an accuracy of 89

percent and a resulting standard (z) score of 4.75. The probability of

this prediction accuracy by chance alone is $<.0001$.

Hypothesis 9: On a consensus or agreement basis the panel of

experts in Adler's Individual Psychology, as it is applied to the family

situation, can predict better than chance, changes in consensus between

parents in regard to domestic value factors.

Table 3 shows the consensus predictions of the counselors on

the Consensus Index to be correct for all six pairs of parents tested for

an accuracy of 100 percent and a resulting Chi Square (X^2) of 8.00. The

probability of this prediction accuracy by chance alone is $<.007$.

Reconsideration of the 1.0 or less criterion for "no-change" sug-

gested that since the standard error of rho is substantially larger than 1.0

the procedure outlined above may have resulted in more "changes" reported

than actually occurred, i.e., these "changes" being smaller than the

standard error of rho, may have been due only to chance.

TABLE 3

RESULTS OF TESTS AND PREDICTIONS
ON THE CONSENSUS INDEX

Person Code*	Pre-Test to Post-test Changes**	Individuals Predictions of			No. of Predictions Correct	Judges' Consensus Predictions
		Judge 1	Judge 2	Judge 3		
208-F 209-M	+	+	+	+	3	+
408-F 409-M	+	0	+	+	2	+
508-F 509-M	+	+	+	+	3	+
608-F 609-M	0	0·	0	0	3	0
708-F 709M	0	0	0	0	3	0
808-F 809-M	0	+	0	0	2	0
Number correct		4	6	6	16	6

*F=Father, M=Mother
**0=No-change, +=Improvement, -=Regression.

Since there was no way to ascertain whether the 1.0 or some larger criterion for "change" should be used, it was concluded that final judgments on hypotheses 3 and 9 should be suspended.

Findings for the Child Behavior Rating Scale (CBRS) Area of Self Adjustment --Hypotheses 4 and 10

The Self Adjustment section of the CBRS contains twenty behavioral items, each rated by the parents on a scale from 1 to 6, which tend to reflect the child's self adjustment. This section was completed by the parents for every child in the family. An average score was obtained for this section by dividing the total score recorded by the number of items, twenty. Possible score range was from 1.00 to 6.00 with an actual pre-test range of 2.90 to 5.15 and a post-test range from 3.05 to 5.80. Comparison of pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 0.50 or less considered as no-change, a plus movement greater than 0.50 considered as improvement, and a movement greater than 0.50 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and supplemental information and then made predictions of regression, no-change, or improvement for each child included in the study. The results of the Self Adjustment section of the CBRS and the counselor's predictions are shown in Table 4.

TABLE 4

RESULTS OF TESTS AND PREDICTIONS ON
THE SELF ADJUSTMENT CF THE CBRS

Person Code*	Pre-Test to Post-test Changes**	Individuals Predictions of			No. of Predictions Correct	Judges' Consensus Predictions
		Judge 1	Judge 2	Judge 3		
201-B	0	0	−	0	2	0
202-B	0	0	+	0	2	0
203-B	0	0	−	0	2	0
401-G	0	0	0	0	3	0
402-G	+	0	−	0	0	0
403-B	0	0	0	−	2	0
404-B	0	0	−	0	2	0
501-B	0	0	0	0	3	0
502-B	0	0	+	0	2	0
503-G	0	0	+	0	2	0
504-G	0	0	0	0	3	0
601-G	0	0	0	0	3	0
602-G	0	0	0	+	2	0
603-B	0	0	+	0	2	0
604-G	+	0	+	+	2	+
701-G	+	+	+	+	3	+
702-G	+	0	+	+	2	+
801-B	0	+	0	0	2	0
802-B	0	0	−	0	2	0
901-B	0	0	0	0	3	0
902-G	0	0	−	0	2	0
Number correct		17	11	18	46	20
Number possible		21	21	21	63	21

*B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

Hypothesis 4: By a summation of predictions, a panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

Table 4 shows the Self Adjustment summation predictions of the counselors to be correct in 46 of 63 possibilities for an accuracy of 73 percent and a resulting standard (z) score of 6.55. The probability of this prediction accuracy by chance alone is $< .0001$.

Hypothesis 10: On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation can predict better than chance, changes in the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

Table 4 shows the consensus predictions of the counselors for Self Adjustment to be correct in 20 of 21 possibilities for an accuracy of 95 percent and a resulting standard (z) score of 5.79. The probability of this prediction accuracy by chance alone is $< .0001$.

Findings for the Child Behavior Rating Scale (CBRS) Area of Social Adjustment -- Hypotheses 5 and 11

The Social Adjustment section of the CBRS contains seventeen behavioral items, each rated by the parents on a scale from 1 to 6, which

tend to reflect the child's social adjustment. This section was completed by the parents for every child in the family. An average score was obtained for this section by dividing the total score recorded by the number of items, seventeen. Possible score range was from 1.00 to 6.00 with an actual pre-test range of 3.24 to 5.59 and a post-test range from 3.71 to 5.94. Comparison of pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 0.50 or less considered as no-change, a plus movement greater than 0.50 considered as improvement, and a movement greater than 0.50 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and the supplemental information and then made predictions of regression, no-change, or improvement for each child in the study. The results of the Social Adjustment section of the CBRS and the counselor's predictions are shown in Table 5.

Hypothesis 5: By a summation of predictions, a panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

Table 5 shows the Social Adjustment summation predictions of the counselors to be correct in 42 of 63 possibilities for an accuracy of

TABLE 5

RESULTS OF TESTS AND PREDICTIONS ON THE
SOCIAL ADJUSTMENT SECTION OF THE CBRS

Person Code*	Pre-test to Post-test Changes**	Individuals Predictions of			No. of Predictions Correct	Judges' Consensus Predictions
		Judge 1	Judge 2	Judge 3		
201-B	+	0	+	0	1	0
202-B	+	0	+	0	1	0
203-B	0	0	−	0	2	0
401-G	+	0	−	0	0	0
402-G	0	0	0	0	3	0
403-B	0	0	−	0	2	0
404-B	0	0	−	0	2	0
501-B	−	0	−	0	1	0
502-B	0	0	0	0	3	0
503-G	+	0	+	0	1	0
504-G	0	−	0	0	2	0
601-G	0	0	0	0	3	0
602-G	0	0	+	0	2	0
603-B	+	0	+	0	1	0
604-G	+	+	+	+	3	+
701-G	0	0	+	0	2	0
702-G	0	0	0	0	3	0
801-B	0	0	0	0	3	0
802-B	0	0	−	0	2	0
901-B	0	0	0	0	3	0
902-G	0	0	−	0	2	0
Number correct		14	13	15	42	15
Number possible		21	21	21	63	21

*B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

67 percent and a resulting standard (z) score of 5.48. The probability of this prediction accuracy by chance alone is $<$ .0001.

Hypothesis 11: On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

Table 5 shows the consensus predictions of the counselors for Social Adjustment to be correct in 15 of 21 possibilities for an accuracy of 71 percent and a resulting standard (z) score of 3.47. The probability of this prediction accuracy by chance alone is $<$ .0003.

Findings for the Child Behavior Rating Scale (CBRS) Area of Home Adjustment -- Hypotheses 6 and 12

The Home Adjustment section of the CBRS contains fifteen behavioral items, each rated by the parents on a scale from 1 to 6, which tend to reflect the child's home adjustment. This section was completed by the parents for every child in the family. An average score was obtained for this section by dividing the total score recorded by the number of items, fifteen. Possible score range was from 1.00 to 6.00 with an actual pre-test range of 2.20 to 5.87 and a post-test range from 3.27 to 5.87. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a $\pm$ movement of 0.50 or less considered as no-change, a plus movement greater than 0.50

considered as improvement and a movement greater than 0.50 in a minus direction considered as regression.

The three counselors analyzed the pre-test data and the supplemental information and then made predictions of regression, no-change, or improvement for each child included in the study. The results of the Home Adjustment section of the CBRS and the counselors' predictions are shown in Table 6.

Hypothesis 6: By a summation of predictions, a panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

Table 6 shows the Home Adjustment summation predictions of the counselors to be correct in 46 of 63 possibilities for an accuracy of 73 percent and a resulting standard (z) score of 6.55. The probability of this prediction accuracy by chance alone is $<$ .0001.

Hypothesis 12: On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

TABLE 6

RESULTS OF TESTS AND PREDICTIONS ON THE
HOME ADJUSTMENT SECTION OF THE CBRS

Person Code*	Pre-test to Post-test Change**	Individuals Predictions of			No. of Predictions Correct	Judges' Consensus Predictions
		Judge 1	Judge 2	Judge 3		
201-B	+	0	+	0	1	0
202-B	+	+	+	+	3	+
203-B	−	−	−	−	3	−
401-G	0	−	−	0	1	−
402-G	−	−	−	−	3	−
403-B	0	0	0	−	2	0
404-B	−	−	−	−	3	−
501-B	0	0	0	0	3	0
502-B	+	0	+	+	2	+
503-G	+	+	+	+	3	+
504-G	0	0	+	−	1	0
601-G	0	0	+	0	2	0
602-G	+	+	+	+	3	+
603-B	+	+	+	+	3	+
604-G	+	+	+	+	3	+
701-G	+	+	+	+	3	+
702-G	+	0	+	0	1	+
801-B	+	+	0	0	1	0
802-B	+	−	+	+	2	+
901-B	+	+	+	0	2	+
902-G	0	0	−	+	1	0
Number correct		16	16	14	46	18
Number possible		21	21	21	63	21

*B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

Table 6 shows the consensus predictions for the counselors for Home Adjustment to be correct in 18 of 21 possibilities for an accuracy of 86 percent and a resulting standard (z) score of 4.86. The probability of this prediction accuracy by chance alone is $<.0001$.

Summary of Judges' Report

After all prediction results had been gathered the judges were interviewed by the author with reference to their impressions, observations, problems, and recommendations regarding their participation in the study. Their reactions, which were brief and showed general agreement, are summarized below.

All agreed that the judging proved considerably more time consuming and difficult than they had anticipated. There was considerable data and information and in the beginning it was difficult to sort through and filter out the material each felt was important. They agreed that all the data and information were necessary since the author had no way of knowing exactly what would prove useful to each judge. It was also noted that after they had worked through two or three families that it became much easier to identify and apply the data and information each thought important in making his predictions. They agreed on the following priorities: (1) Information on the family constellation, (2) the report of a typical day, (3) open-ended questionnaires from parents and teachers, and (4) examiner comments and observations. In general, the

checklists were used only to fill in questions raised by the other materials.

Although the judges were trained in how to calculate the exact amount of movement necessary to show change in each test area, this procedure was seldom used. The difficulty here was that the specific problems presented by the different families in the study and the kinds of changes the judges thought would take place were usually not precisely identified in the test instruments. As a result each judge relied on the application of Adlerian principles in developing a general understanding of the interaction patterns of the family and of the particular behavior of individual family members. This understanding led to impressions and decisions concerning expected changes in behavior and interaction in the family which were then applied to the general area the test instrument was measuring.

Judge number two was optimistic about the probability of change resulting from the participant's exposure to the Parent Study Group and predicted change 67 percent of the time. Judges number one and three expressed some reservations about the ability of the Parent Study Group to produce change in only ten weeks which resulted in their average of 70 percent no-change predictions. Their reservations stem from the fact that the Parent Study Group deals less with specific problems in the family and more with teaching and applying general principles which

would probably take longer than ten weeks to be reflected in the behaviors

and interactions of the family members. All three stated their concern

that the learning that would take place as a result of exposure to the Parent

Study Group would not be reflected in the instruments, which also resulted

in reservations about predicting change. The high occurrence of no-change

in both the participants' behaviors and the judges' predictions might sug-

gest some doubts concerning the validity of the results of this study.

This subject is treated in more detail in the Limitations section of

Chapter IV.

Their recommendations concerning their participation in the

study were as follows: (1) provide more information of the open-ended

questionnaire or examiner observation type, and/or, (2) conduct a regular

family counseling session with each family and present the recorder's

report to the judges, or better, (3) video tape the session to be viewed

by the judges, (4) use family counseling or combine family counseling

and Parent Study Groups to increase the probability of change, and (5) use

test instruments which are more likely to reflect the kinds of learning

produced by the Adlerian model.

Discussion

As seen in the presentation of the results, ten of the specific

hypotheses were supported at a high level of confidence. Conclusions on

the two remaining hypotheses were suspended because of the difficulty

in determining the appropriate criterion for change in rho. Even though

the purpose of this study was to test only these twelve hypotheses it

seems pertinent to explore, at this point, the general hypothesis upon

which these twelve were based as well as some additional areas which

appear relevant to the findings of this study.

General Hypothesis: Although some caution must be exercised

in the use of inductive reasoning, the results of the testing of the speci-

fic hypotheses gives strong evidence to support the general hypothesis

that: A panel of counselors who are experts in Adler's Individual Psycho-

logy, as it is applied to the family situation, can predict better than

chance, changes in adjustment of individual family members and inter-

personal relationships between family members. Table 7 shows a sum-

mation of the predictive results of Tables 1-6 and was constructed to

assist with this discussion.

The realization that the hypotheses tested deal with rather

specific aspects of family adjustment and interpersonal relationships of

family members makes generalizations difficult. On the other hand, the

test instruments were not specifically constructed to fit the model and yet

prediction was possible within the limits imposed by these tests. In

addition, the judges reported that their predictions were geared to the

areas measured by the tests and not the test itself, and were based on

impressions of family interaction patterns and the behavior of individual

TABLE 7

RATIO* AND PERCENTAGE** ACCURACY OF JUDGES BY TEST AREA

Test Area	Judge #1	Judge #2	Judge #3	Judges' Composite	Judges' Consensus
Role Tension	$\frac{21}{25}$=84%	$\frac{19}{25}$=76%	$\frac{20}{25}$=80%	$\frac{60}{75}$=80%	$\frac{23}{25}$=92%
Role Satisfaction	$\frac{21}{25}$=84%	$\frac{19}{25}$=76%	$\frac{18}{25}$=72%	$\frac{58}{75}$=77%	$\frac{22}{25}$=88%
Consensus Index	$\frac{4}{6}$=67%	$\frac{6}{6}$=100%	$\frac{6}{6}$=100%	$\frac{16}{18}$=89%	$\frac{6}{6}$=100%
Self Adjustment	$\frac{17}{21}$=81%	$\frac{11}{21}$=52%	$\frac{18}{21}$=86%	$\frac{46}{63}$=73%	$\frac{20}{21}$=95%
Social Adjustment	$\frac{14}{21}$=67%	$\frac{13}{21}$=62%	$\frac{15}{21}$=71%	$\frac{42}{63}$=67%	$\frac{15}{21}$=71%
Home Adjustment	$\frac{16}{21}$=76%	$\frac{16}{21}$=76%	$\frac{14}{21}$=67%	$\frac{46}{63}$=73%	$\frac{18}{21}$=86%
TOTALS	$\frac{93}{119}$=78%	$\frac{84}{119}$=71%	$\frac{91}{119}$=76%	$\frac{268}{357}$=75%	$\frac{104}{119}$=87%

*Numerator of ratio is number of correct predictions in that area. The denominator is the number of predictions possible.
**Percentages rounded to nearest whole percent.

members viewed within Adlerian constructs. Considering these arguments and the high confidence levels reported for the tested hypotheses, it seems logical that perhaps other tests, measuring different aspects of family adjustment, would have supplied similar results. Continued research will be necessary to resolve this question.

Table 7 shows the totals for the judges' summation predictions in all areas to be correct in 268 of 357 possibilities for an accuracy of 75 percent. If, in fact, these results can be viewed as counselors overall ability to make predictions concerning adjustment and interpersonal relationships in the family, they result in a standard (z) score of 16.55 with the probability of this prediction accuracy by chance alone to be < .0001.

Table 7 also shows the totals for the judges' consensus predictions to be correct in 104 of 119 possibilities for an accuracy of 87 percent. With the same considerations as above, these totals result in a standard (z) score of 12.41 with the probability of this prediction accuracy by chance alone being < .0001. Obviously these final results are speculative, even if interesting, and need additional study and support.

Family Counseling: The results of this study should be of assistance to the Adlerian based family counselor, described in Chapter II, since considerable emphasis is placed on predicting the behavior of

individual family members to determine the nature and extent of the recommendations that are made. Since both the predictions and the training of the participants in this study were based on the same principles of psychology used in Adlerian family counseling, the counselor's confidence in assuming changes will take place as well as his ability to predict and account for the change should be increased. The assumptions developed here should be subject to a separate research paper.

Life Style: Similar impact may be found on group process and individual counseling using the Adlerian model as well as in teaching Adlerian psychology to students. In these areas the ability of the Adlerian counselor to identify life style plays an important role. To determine life style, the counselor will not only examine present client behaviors but will also study his client's recollections of early, childhood, behaviors and family interactions as well as how he "viewed" his position in the family and his relationships with other family members. Predicting the effects of these childhood experiences, interactions, and impressions allows the Adlerian counselor to establish a basis for the client's present day and future behaviors and assists in determining what kinds of experiences would be most helpful to his client's adjustment. Essentially the counselor, or teacher, in these settings will apply the same psychological assumptions to develop the same basic understandings of the individual's behavior and manner of interacting with others that was developed by the judges in making their predictions for this study.

The same considerations mentioned for the family counselor would apply here, since both the predictions and the training of participants in this study were based on the same principles of psychology used in determining life style and then using it in counseling or teaching. The practitioner in these settings should have increased confidence in the validity of his approach as well as his ability to predict and account for future change in client behavior. As before, additional research will be necessary to verify these assumptions.

Parent Study Group Approach: The effectiveness of the Adlerian approach in producing changes in family or individual adjustment is beyond the scope of this study, but since the accuracy of the predictions made by the judges was effected by the assumption that changes would be produced by the application of the model, a brief discussion is in order. A description of the consensus of the judges' predictions is shown in Table 8 to aid in this discussion.

TABLE 8

CONSENSUS OF JUDGES' PREDICTIONS

	No-change	Improvement	Regression
Predicted*	$\frac{67}{80}$ =84%	$\frac{29}{29}$ =100%	$\frac{8}{10}$ =80%
Actual**	$\frac{67}{69}$ =97%	$\frac{29}{40}$ =73%	$\frac{8}{10}$ =80%

All percentages are rounded to nearest whole percent.
 *Ratio of number of correct predictions to number attempted.
**Ratio of number of correct predictions to actual results.

Improvement occurred in forty measurements taken from the participants in the study and of these, 29 were properly identified by the judges for an accuracy of 73 percent. Even more striking is the fact that all 29 of the improvement predictions made, were correct. Of the ten cases of regression found in the study, 8 were properly identified. The consensus of the judges' predictions was correct in 37 of the 50 measured instances of change for an accuracy of 74 percent, resulting in a standard (z) score of 5.95 and a chance probability factor $< .0001$. The significance of this accuracy not only reflects the ability of the judges to predict change but the consistency of the model to facilitate the change being predicted among the judges. Other than the occurrence of highly improbable chance circumstance the relationship between the ability of the judges to predict change and the ability of the model to produce said change, must be direct. Whether the changes that occurred are significantly different than those which would have occurred under other circumstances has not been established. What does merit consideration is that the application of the Adlerian model through the Parent Study Group approach will produce changes and these changes can be anticipated and predicted in respect to direction.

Summary

This chapter included the results of testing the hypotheses for Role Tension, Role Satisfaction, Consensus, Self Adjustment, Social

Adjustment, and Home Adjustment. Ten of the twelve hypotheses proved significant; conclusions on the two remaining hypotheses were suspende l due to difficulty in determining the appropriate criterion for change in rho. This difficulty did not result in a rejection of the two hypotheses but neither did it allow the data to support them.

A report from the judges was presented and was followed by a discussion of the relationship of the findings to the general hypothesis, family counseling, life style, and the ability of the Parent Study Group approach to produce changes in adjustments.

CHAPTER IV

SUMMARY, LIMITATIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the ability of counselors who are trained in the Adlerian approach to family adjustment to accurately predict outcomes in adjustment and interpersonal relationships, prior to the application of the Adlerian model.

The organizational setting of this study was the Community Parent-Teacher-Counselor Education Center which operates under the direction of Oscar C. Christensen, of the Counseling and Guidance Department of the College of Education, at The University of Arizona. The primary purpose of the Center is the education of parents, inservice and pre-service teachers, and future counselors in the Adlerian approach to solving problems of adult-child relationships. A second important function of the Center is providing assistance in the formation and coordination of Parent Study Groups in Tucson, Arizona and the surrounding area.

This study evaluated the predictive aspects of the Adlerian approach to family adjustment and not the model as it was applied. The proper application of the model was to educate participants in the principles on which the predictions were based. The Parent Study Group approach was chosen as the core of the models application for this study.

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The lay leader for the group was selected from the pool of leaders teaching Study Groups in the Tucson area and was chosen for his ability to handle groups and to interpret and apply Adlerian principles in a practical manner.

One group of ten parents, three couples and four mothers attending without their husbands, was formed. The sample was randomly selected from those parents who had expressed interest in enrolling in the various Parent Study Groups opening in Tucson in the fall of 1970.

Pre-tests were administered to the seven families through individual family appointments prior to the first group meeting. Testing included Role Tension and Role Satisfaction measures for all family members grade 2 and over, a Consensus measure for the parents, and Self Adjustment, Social Adjustment and Home Adjustment measures for all the children. Supplemental information from the family and the schools was also obtained to assist the counselors with their predictions.

Once the pre-test and supportive information was organized and name coded, predictions of improvement, no-change, or regression in the different areas measured by the tests were made by three counselors from the Counseling and Guidance doctoral program at The University of Arizona. The selection of the counselors was based on their training and practical experience in working with the Adlerian approach to family adjustment.

Post-tests were administered at the conclusion of the study group. The procedure was essentially the same as used in the pre-testing except supplemental information was not again obtained. Comparison of the pre- and post-tests was on the basis of improvement, no-change, or regression for each individual on each test he completed. A change of ± 1.00 or less was considered as no-change for Role Tension, Role Satisfaction and Consensus and a change of ± 0.50 or less considered as no-change for Self Adjustment, Social Adjustment, and Home Adjustment. A point-by-point comparison of predicted change or no-change with actual change or no-change, established the number of correct predictions for each judge in each area. The binomial formula with results converted to a standard (z) score and compared to the normal probability table was used to determine the significance of the accuracy of the predictions.

The following hypotheses were tested for significance:

On a consensus or agreement basis the panel of experts in Adler's Individual Psychology, as it is applied to the family situation, can predict better than chance, changes in:

1. role tension of individual family members.

2. role satisfaction of individual family members.

3. consensus between parents in regard to domestic value factors.

4. the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

5. the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

6. the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

By a summation of individual predictions, a panel of experts in

Adler's Individual Psychology, as it is applied to the family situation,

can predict better than chance, changes in:

7. role tension of the individual family members.

8. role satisfaction of individual family members.

9. consensus between parents in regard to domestic value factors.

10. the behavior of individual children in the family in regard to self adjustment as measured by the items on the CBRS.

11. the behavior of individual children in the family in regard to social adjustment as measured by the items on the CBRS.

12. the behavior of individual children in the family in regard to home adjustment as measured by the items on the CBRS.

The testing of ten of the twelve hypotheses proved highly signi-

ficant; conclusions on the two remaining hypotheses were suspended due

to the difficulty in determining the appropriate criterion for change in rho.

This difficulty did not result in a rejection of the two hypotheses but

neither did it allow the data to support them.   The results of these hypoth-

eses gives considerable support to the general hypothesis that counselors

who are experts in Adler's Individual Psychology as it is applied to the family situation can predict better than chance, changes in adjustment and interpersonal relationships between family members.

If one accepts the premise that accurate prediction based on assumptions generated by a theoretical model support the efficacy of that theoretical model then this study may also be viewed as providing substantial support to the Adlerian concept of family interaction.

Similarities between the kind of knowledge and understanding necessary to form predictions for this study and that which is necessary to function as an Adlerian family counselor or to interpret life styles for use in teaching, individual counseling, and group process were determined with results that suggested support for practitioner in these areas. The relationship between the results of the study and the ability of the Adlerian Parent Study Group to produce changes in family adjustment was also discussed. It was acknowledged that these discussions, developed beyond the original intentions of the study, were suggestive and that additional research studies would be necessary to resolve these questions.

Limitations of the Study

The Sample: This study was designed around an on-going family adjustment program and participants were selected from those parents who had requested involvement. The fact that the participants were motivated by need, concern, or interest in improving and since all were from white

middle- and upper-middle class families there remains some questions

concerning the ability of the judges to predict outside a sample of this

type. Confining the sample to one study group to control leader variables

and the amount of time necessary for the judges to properly evaluate each

family to make their predictions resulted in the modest numbers of seven

families with 34 individual members. Each counselor made 119 individual

predictions and assisted in 119 group predictions. Though these numbers

were deemed sufficient for the purposes of this study, caution must be

used in projecting these findings until results can be verified through

additional studies.

Application of the Model: The Adlerian Parent Study Group was

the core of the model's application in this study and since this approach

lacks intensity of contact, 1-1/2 hours per week for ten weeks for the

whole group, modest changes tended to occur and the judges were less

motivated to predict change. No-change occurred in 58 percent of the

areas measured by the testing and in 54 percent of the predictions. These

percentages may suggest some doubts about the ability of the judges to

make predictions in situations involving a greater amount of change. The

high accuracy ratios of all predictions, particularly in identifying the

changes that did take place, see Table 8, appear highly substantial but

reservations must be maintained. Perhaps additional studies will resolve

this question.

Time Variable: The ten weeks provided for the Parent Study Group to effect the learning of the participants allowed for only a limited amount of change. As mentioned in the Judges' Report, the judges realizing this limitation tended to be conservative in their predictions with the result that the same considerations and reservations discussed in the preceding paragraph must be applied here.

Statistical: The selection of the insufficient ± 1.00 limits for "no-change" on the Consensus Index as measured by the Spearman rank correlation coefficient (rho) prevented a true test of significance on hypotheses 3 and 9. The standard error of the rho statistic is greater than the limits allowed for "no-change" on these two hypotheses resulting in the possibility of "change" as measured by rho being due only to chance.

Recommendations

Modifications that would appear to improve the present design or which could be used to extend the scope of this study are as follows:

1. Modify the information to the judges to include:

    a. the recorder's report from an initial Adlerian family counseling session with each family, and/or,

    b. a video tape recording of an initial Adlerian family counseling session with each family.

2. Include Adlerian family counseling in the application of the model to increase the probability of change.

3. Increase the time interval to allow new patterns of behavior and interaction to become established in the family.

4. Include some simple evaluations at intervals during the study to estimate the course of change, i.e., regression leading to improvement.

5. Design test instruments more likely to reflect the learning and changes produced by the Adlerian model applied to the family situation and which would supply additional information, from different test areas, to lend support to the general hypothesis. Obviously modifications must be made to accommodate for the problem encountered by the use of rho as the statistic to measure change on the _Consensus Index_. Whether it would be more profitable to use a different instrument, a different statistic, or the relationships of some of the preliminary data developed in the calculation of rho has not been determined.

6. Test the predictive ability of the model in a different environment, i.e., the school setting. Variations on this suggestion would include:

a. application of the Adlerian model in both the home and school situation with predictions centered in either, or both, areas.

b. application of the Adlerian model in the school situation and centering predictions on the child's behavior and interactions with others in this setting only.

7. Include behavioral observation by trained observers as part of the evaluation for change. This suggestion lends itself more to settings outside the home where the interventional influence of observers is more subject to control.

8. Apply a similar design, with necessary modifications, to other models for adjustment.

It is acknowledged that the above recommendations will produce additional problems, some of which may not lend themselves to traditional research models because of the difficulty of control or application in actual practice. These recommendations were generated by the experience gained from this study and are offered only as starting points for the thinking of others who may be interested in research attempting to validate counseling models for personal adjustment.

APPENDIX A

PARTICIPANT CONTACT WITH THE ADLERIAN MODEL

The changes brought about by the application of the Adlerian model in this study were the means being used to test the predictions; consequently, the amount of participant contact with the model and the quality of the application of the model were of critical importance. Since considerations pertaining to the application of the model are found in Chapter II, only a discussion of participant contact with the model will follow.

It was anticipated that contact with the Adlerian model would have an effect on the hypotheses. Considering this, families were to be grouped according to attendance and the hypotheses were to be tested for each group. The groupings were as follows:

Group 1: Families where at least one parent was in attendance at seven or more study group sessions.

Group 2: Families where at least one parent was in attendance at five or six study group sessions.

Group 3: Families which do not meet either of the above criteria will not be included in the study. .

Since all families qualified under Group 1, the divisions for attendance proved unnecessary.

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The attendance of individual parents is shown in Table 9, with the addition of comments which appear pertinent to the attendance data.

During the term of the study group the mother in family number 800 observed three family counseling sessions at the Community Parent-Teacher-Counselor Education Center and on three occasions she and her two sons were clients in family counseling. The mother in family number 700 had observed several family counseling sessions and she and her two daughters had been clients in family counseling prior to the pre-group interview but no additional contact was made during the term of the Study Group.

Although it has no effect on this study it was noted that during the post-group interview at least one parent in each family expressed an interest in continuing their training by attending one of the other Parent Study Groups being operated in the city. Within three weeks, two couples and three of the mothers had followed through on this interest and were attending another study group.

TABLE 9

STUDY GROUP ATTENDANCE OF INDIVIDUAL PARENTS

Parent Number	Meetings Present	Comments
208-F*	8	
209-M*	9	
408-F*	7	
409-M*	8	
508-F*	10	
509-M*	10	
608-F	0	Works evenings
609-M*	10	
708-F	1	Student – in class
709-M*	7	
808-F	1	Works evenings
809-M*	9	
908-F	0	Out of town during term of study group
909-M*	7	

*Indicates parents who had volunteered to attend the Parent Study Group sessions. The remaining parents, exception 908-F, volunteered to participate in the interview sessions and offered cooperation but were usually unable to attend the group meetings.

APPENDIX B

PRE-TEST AND POST-TEST FORMS USED:
ADULTS AND CHILDREN

This appendix contains a copy of each form used to measure

change in the individuals in this study, and an explanation of its use.

Personality Traits of All Family Members -- Parents. Each

parent participating in this study completed this form on two occasions,

first during the week preceding the study group's first session, and

second, during the five days immediately following the conclusion of the

study group. The word "months" in the instructions was changed to "weeks"

for the second administration of the form. These findings became the

Role Tension and Role Satisfaction scores, and were reported in this

study under those headings.

Personality Traits of All Family Members -- Children. Each child

in the second grade or over who participated in this study completed this

form on the same two occasions as their parents. The word "months" in

the instructions was changed to "weeks" for the second administration of

the form. Verbal assistance was provided to some younger children by

the use of uniform, limited, alternate wording for the items on the form.

Wording used by the author has been added to the form, to assist the

reader only, and is identified by the addition of an asterisk. These

findings became the <u>Role Tension</u> and <u>Role Satisfaction</u> scores, and were reported in this study under those headings.

<u>Index of Role Tension -- Role Satisfaction.</u> This form was not used in the study but is included to assist the reader in identifying the items used for the two indexes. The ten items identified by a single asterisk (*) were used in scoring <u>Role Tension</u> and the five items identified by a double asterisk (**) were used in scoring <u>Role Satisfaction</u>. The two remaining items were not scored.

<u>Index of Consensus.</u> Each parent who participated in this study completed this exercise on the same two occasions that he filled out the previous form. Each parent was given a deck of eleven cards containing the information found on the <u>Index of Consensus</u> form. The first card contained the instructions, modified for card use, and the remaining cards contained one each of the items recorded on the form. Questions concerning procedure were answered and each parent then ranked the cards in order of decreasing importance to family success. After the interview the rankings were recorded by the author and the cards were shuffled for use in the next interview. Findings from this exercise were reported in this study under the heading <u>Consensus</u>.

<u>Behavior Rating Scale -- Parent's Form.</u> This form was completed by the parents, one for each child, during the week following the first interview session. The last word in the first paragraph was changed to "weeks" for the second administration of the form. A stamped, addressed

envelope was provided so the parents could mail this form to the author as soon as it was completed. This form is divided into three sections and the findings were reported in this study under the headings Self Adjustment, Social Adjustment, and Home Adjustment.

PERSONALITY TRAITS OF ALL FAMILY MEMBERS -- PARENTS

Code #_____ ;

      Please compare the personality traits of your spouse, your children, and yourself below. These traits are listed on the left side of the page. The degrees to which people have these traits are listed across the top--from "very much" to "not at all." For each trait in the box describing the degree to which the person has the trait, mark:

F - for father	1 - for the oldest child
M - for mother	2 - for the next oldest child
	3 - for the next oldest child, etc.

Rate yourself first, then your spouse, then your children on each trait. Think of their behavior as it appears to you over the past two or three months.

DEGREES TO WHICH PERSON HAS TRAIT

	has trait very much	has trait consider- ably	has trait somewhat	has trait a little	hasn't the trait at all
Sense of humor					
Sense of duty					
Stubborn					
Gets angry easily					
Nervous or irritable					
Easygoing					
Moody					
Jealous					
Likes to take re- sponsibility					
Dominating or bossy					
Critical of others					
Easily excited					
Feelings easily hurt					
Likes belonging to organizations					
Easily depressed					
Self-centered					
Shy					

PERSONALITY TRAITS OF ALL FAMILY MEMBERS -- CHILDREN

Code #_____

     Please compare the personality traits of your mother, your father, your brothers and sisters, and yourself below. The traits are listed on the left side of the page. The degrees to which people have these traits are listed across the top--from "very much" to "not at all." For each trait, in the box mark:

Y - for yourself	1 - for the oldest child
F - for father	2 - for the next oldest child
M - for mother	3 - for the next oldest child, etc.

You will be one of these numbers; skip this one, as "yourself" is marked with a "Y". Think of their behavior as it appears to you over the past two or three months. For example, if you and your older brother liked TV very much and no one else had the trait at all, you would mark Y and 1 in the "very much" box, and F and M in the "hasn't trait at all" box. (See example: Likes TV below)

DEGREES TO WHICH PERSON HAS TRAIT

	has trait very much	has trait consider- ably	has trait somewhat	has trait a little	hasn't the trait at all
Example: Likes TV	Y 1				F M
1. Sense of humor *	Likes things that are funny, comical, amusing				
2. Sense of duty *	Important to do homework because parents/ teacher expect it				
3. Stubborn *	Difficult to handle, obstinate, unyielding				
4. Gets angry easily *	Gets mad very easily				
5. Nervous or irritable *	Easily annoyed or excited				
6. Easygoing *	Likes peace/comfort, gets along well with others				
7. Moody *	Gloomy, unpredictable, subject to depression, upset easily				
8. Jealous *	Suspicious, envious, older sister gets everything				
9. Likes to take re- sponsi- bility *	A willing worker, trustworthy, reliable				
10. Dominating or bossy *	Likes to rule the others, the one in power				

	has trait very much	has trait consider- ably	has trait somewhat	has trait a little	hasn't the trait at all
11. Critical of others	* Harsh in judging others, faultfinding				
12. Easily ex- cited	* Easily made active, mad, happy, silly				
13. Feelings easily hurt	* People make you feel bad, easily				
14. Likes be- longing to organi- zations	* Clubs, Scouts, Bridge Clubs for mom.				
15. Easily de- pressed	* Feels sad easily, low in spirits				
16. Self-cen- tered	* Stuck up. My needs and interests most important				
17. Shy	* Easily frightened, bashful with other people				

*Used with young children for clarification.

INDEX OF ROLE TENSION -- ROLE SATISFACTION

	Very Much	Consider- ably	Some- what	A Little	Hasn't trait at all
**Sense of humor					
**Sense of duty					
*Stubborn					
*Gets angry easily					
*Feelings easily hurt					
*Nervous or irritable					
**Easygoing					
*Moody					
*Jealous					
**Likes to take responsi- bility					
*Dominating or bossy					
Critical of others					
*Easily excited					
Shy					
**Likes belonging to organizations					
*Easily depressed					
*Self-centered					

*Items used in scoring (10) Role Tension
**Items used in scoring (5) Role Satisfaction

INDEX OF CONSENSUS*

Below are listed standards by which family success has been measured. Look through the list and mark 1 after the item you consider most important in judging the success of families (in the column headed RANK). Look through the list again and mark 2 after the item you consider next important. Keep doing this until you have a number after each item.

There is no order of items which is correct; the order you choose is correct for you. Remember, there can be only one item marked 1, one item marked 2, one item marked 3...one item marked 10.

RANK

A PLACE IN THE COMMUNITY. The ability of a family to give its members a respected place in the community and to make them good citizens (not criminals or undesirable people)............... _____

HEALTHY AND HAPPY CHILDREN................................ _____

COMPANIONSHIP. The family members feeling comfortable with each other and being able to get along together .... _____

PERSONALITY DEVELOPMENT. Continued increase in family members' ability to understand and get along with people and to accept responsibility .... _____

SATISFACTION IN AFFECTION SHOWN. Satisfaction of family members with amount of affection shown and of the husband and wife in their sex life...................................... _____

ECONOMIC SECURITY. Being sure that the family will be able to keep up or improve its standard of living .... _____

EMOTIONAL SECURITY. Feeling that the members of the family really need each other emotionally and trust each other fully ...... _____

MORAL AND RELIGIOUS UNITY. Trying to live a family life according to religious and moral principles and teachings........... _____

EVERYDAY INTEREST. Interesting day-to-day activities having to do with house and family which keep family life from being boring . _____

A HOME. Having a place where the family members feel they belong, where they feel at ease, and where other people do not interfere in their lives .... _____

*In actual use the separate items of this form were placed on three by five cards for ease of handling and ranking.

BEHAVIOR RATING SCALE--PARENT'S FORM

Attached are materials concerning the behavior of your children. Approach the items with answers that reflect your observations of each child's behavior as it appears to you over the past two or three months.

On the Behavior Rating Scale, 52 items, place a check in the appropriate box following each item. Answer every item even if it seems inappropriate to this child.

Suggestions for meanings of scale values:

1 = Frequently (repeatedly)

2 = Considerable (often)

3 = Somewhat (intermediate occurrence)

4 = Occasionally (incidently or casually)

5 = Seldom (rarely)

6 = Never

As you can see, the values represent a segmented continuum on which you must rate each child. Try to be consistent throughout the questionnaire in regard to your interpretation of the meaning of these scale values.

If possible, parents should work together on the form and discuss the questionnaire items.

You may find it convenient to space your work over a day or two instead of trying to do it all at once.

BEHAVIOR RATING SCALE--PARENT'S FORM

Code # _____.

Self Adjustment	Frequently				Never	
	Scale Values					
	1	2	3	4	5	6
1. Prefers to be alone.						
2. Seems unhappy or depressed.						
3. Cries, and with little or no reason.						
4. Feelings are easily hurt.						
5. Appears to feel unwanted or disliked.						
6. Seems to have little self confidence.						
7. Sulks when unable to get own way.						
8. Daydreams and "mind" tends to wander.						
9. Giggles even when nothing is funny.						
10. Makes alibis or excuses for mistakes						
11. Personal values not accepted by others.						
12. Is slovenly and unkempt in appearance.						
13. Talks dirty, swears or uses foul words.						
14. Bites nails or sucks thumbs and fingers.						
15. Tends to be on the go and can't relax.						
16. Is very nervous and excited about things						
17. Has trouble controlling temper.						
18. Does things which he later regrets having done.						
19. Is not very tactful with others.						
20. Behavior goes in cycles of good and bad.						
Social Adjustment						
21. Is a poor sport and a poor loser.						
22. Plays mean tricks on others.						
23. Has trouble making friends.						
24. Has trouble keeping friends.						
25. Is not very popular with boys own age.						
26. Is not very popular with girls own age.						
27. Lacks status and feels insecure with friends.						
28. Doesn't carry on a pleasant conversation.						

	Frequently					Never
	Scale Values					
	1	2	3	4	5	6
29. Plays with children younger than self.						
30. Plays with children older than self.						
31. Has bad and unacceptable manners.						
32. Tries to be a "show-off" among friends.						
33. Tends to have "stage fright" before a group.						
34. Has difficulty finding things to do with himself.						
35. Tends to be very selfish and self-centered.						
36. Is not a very good listener in conversation.						
37. Is dishonest and not very trustworthy.						

Home Adjustment

	1	2	3	4	5	6
	---	---	---	---	---	---
38. Has physical fights with sisters and/or brothers.						
39. Has verbal arguments with sisters and/or brothers.						
40. Hard to get up in the morning.						
41. Hard to get to bed at night.						
42. Refuses to eat what is offered.						
43. Does not do assigned chores.						
44. Gets others to do things for him.						
45. Needs to show others that he is the boss.						
46. Tries to "get even."						
47. Needs to be the center of attention.						
48. Does not tell the truth.						
49. Finds fault with or is critical of others.						
50. Doesn't pick up clothes and other personal belongings.						
51. Expresses strong dislike for school.						
52. Has difficulty expressing himself.						

APPENDIX C

FORMS USED FOR SUPPORTIVE INFORMATION FROM THE HOME

This appendix contains a copy of each form used to acquire additional information from the parents to be used by the judges in making their predictions. A brief explanation of each form is also provided.

Family History. General information about the family was reported on this form by the parents during the first interview. This form provided the judges with a summary of the family constellation and clues concerning family stability, recent trauma, and other special considerations peculiar to each family.

Parent Open-ended Questionnaire. This form was completed by the parents, one for each child, during the week following the pre-group interview and was mailed to the author with the Behavior Rating Scale-- Parents Form described in Appendix B. This form provided the judges with the parents' perception of their children's behavior relative to several areas of concern often reported by parents participating in a study group. The judges also acquired information on how the parents generally respond to the child's "troublesome" behavior.

Typical Day. This form was also completed by the parents during the week following the pre-group interview and subsequently mailed to the author with the other forms. Information provided on this form gave the judges an over-view of daily life in the family.

FAMILY HISTORY

Family Code #_____

Husband's
Name _____Birth Date _____
          First   Middle   Mo.   Day   Yr.

Wife's
Name _____Birth Date _____
                                                May Omit

Place of
Birth _____
          Husband   Wife

General area of city in
which you reside _____

Length of family's residency in Tucson (months or years) _____

Moved from _____

Present
Occupation_____
          Husband   Wife

Schooling &
Degress _____

PRESENT FAMILY CONSTELLATION

CHILD	SEX	AGE	FIRST NAME	SCHOOL & GRADE	TEACHER OR PRINCIPAL
#1	___	___	_____	_____	_____
#2	___	___	_____	_____	_____
#3	___	___	_____	_____	_____
#4	___	___	_____	_____	_____
#5	___	___	_____	_____	_____
#6	___	___	_____	_____	_____

Place an asterisk by the # of the child you view as your greatest problem
or concern.

Place a ✓ by the # of any adopted children.

If there have been any deaths or serious illnesses in the family please
check here _____.

Note any unusual family circumstances, i.e., separation, divorce, re-
marriage, long absences, etc., by checking here _____ and writing a
brief explanatory note on the back of this form.

If anyone other than those shown above is residing in the home please check here _____ and note on the back their first name, relationship approximate age, and length of residency with your family.

PARENT OPEN-ENDED QUESTIONNAIRE

<div align="right">Code #_____</div>

Directions. Please make a brief statement about your child for each of the following and then briefly note how you usually deal with the situation. Acknowledge any particular differences in how the two of you generally react to the situation. BE SPECIFIC. Write on the back of this form if necessary.

1. Describe the child's tidiness of self and possessions, i.e., bedroom, care of toys and clothes, teeth, etc.

2. Describe fighting with sisters and/or brothers or peers.

3. Describe the child's willingness, or lack of it, to accept responsibilities, i.e., doing routine chores, generally helping out at home, doing school assignments, etc.

4. Describe his willingness, or lack of it, to cooperate with and respect the rights of others, i.e., playing games, sharing his or others property, etc.

5. Describe his ability to control his temper and "moods".

6. Describe his ability to gain acceptance by others, i.e., making and keeping friends, etc.

7. How does he accept criticism or discipline, i.e., by pouting, rebelling, feeling hurt, by feeling sorry for himself, etc.?

8. Does the child appear to be critical of others? Explain.

9. Explain the child's need to be the center of attention, i.e., the "clown," the "show-off," the "charmer," etc.

10. Describe the child's need to show others he is the "boss" or that no one can tell him what to do.

11. Describe the child's need to get back at people or to "get even."

12. Describe in detail the primary concern you have for this child, paying particular attention to how you presently treat or deal with this problem or situation.

NOTE: Go back over the first eleven items and place a check next to the two or three which are of greatest concern to you now.

TYPICAL DAY

Code #_____.___

Describe a typical day, beginning with who gets up first in the morning
and ending with who retires last. Make note of routines and/or the
general order of things that usually take place. What kind of difficulties
or problems arise and who is generally involved? What do you generally
do about them?

APPENDIX D

FORMS USED FOR SUPPORTIVE INFORMATION FROM THE SCHOOL

This appendix contains a copy of each form used to acquire supportive information from the schools to be used by the judges in making their predictions. A brief explanation of each form is also provided. These forms were presented to school authorities, accompanied by written directions, prior to the first meeting of the study group. The completed forms were returned by mail within the following ten-day period.

General Academic Record. This form, completed by school personnel, provided the judges with a review of past and present school performance with emphasis on changes, strengths and weaknesses. A summary of standardized test scores recorded for the child and a brief explanation of any special education or training was also obtained.

Teacher Open-ended Questionnaire. This form, completed by the teacher, parallels the Parent Open-ended Questionnaire and provided the judges with the teacher's perceptions of the child's behavior in and around school. Clues concerning how the child might change his behavior when away from home and/or verification of the parent's perceptions of the child's behavior was also provided.

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Behavior Rating Scale -- Teacher's Form. This form, completed by the teacher, parallels the Behavior Rating Scale -- Parent's Form and was not only used to check on the child's behavior in school, but to acquire clues on how the child's behavior changes when away from home and/or to verify the perceptions of the parent.

GENERAL ACADEMIC RECORD

Code #_____

Please describe the youngster's general academic performance prior to this year, with particular attention given to patterns or changes, strengths and weaknesses.

Please describe the youngster's general academic performance so far this year, with attention given the same areas as above.

Testing:

Name of test & date given		Results in percentiles or stanines
	–	
	–	
	–	
	–	
	–	

Is the youngster receiving any special training to correct problems in reading, speech, hearing, etc.? If yes, please describe.

TEACHER OPEN-ENDED QUESTIONNAIRE

Code #_____

Directions: Please make a brief statement about this youngster for each of the following and then briefly note how you usually deal with the situation. Try to be quite SPECIFIC. You may write on the back of this form if necessary.

1. Describe the youngster's tidiness of self and possessions, i.e., clothes, teeth, hair, materials, desk, etc.

2. Describe fighting with classmates and/or other peers.

3. Describe the youngster's willingness, or lack of it, to accept responsibilities at school, i.e., classroom chores, use of study time, homework, etc.

4. Describe his willingness, or lack of it, to cooperate with and respect the rights of others, i.e., playing games, sharing others or his property, committee work, etc.

5. Describe his ability to control his temper or "moods."

6. Describe his ability to gain acceptance by others, i.e., making and keeping friends, election to office or jobs, etc.

7. Describe how he accepts criticism or discipline, i.e., by pouting, by rebelling, by feeling hurt, by feeling sorry for himself, etc.

8. Does he appear critical of others? Explain.

9. Explain his needs to show others he is the "boss" or that no one can tell him what to do.

10. Explain his needs to be the center of attention, i.e., the "clown," the "show-off," the "charmer," etc.

11. Describe his needs to get back at people or to "get even."

NOTE: Go back over the items and place a check next to the two or three you view as most troublesome to you.

BEHAVIOR RATING SCALE--TEACHER'S FORM

Attached is a form concerning the behavior of this student in and around your classroom. Approach the items with answers that reflect your observations of the youngster's behavior as it appears to you over the past two or three months.

On the Behavior Rating Scale, 51 items, place a check in the appropriate box following each item. Answer every item even if it seems inappropriate to the youngster.

Suggestions for meanings of scale values:

> 1 = Frequently (repeatedly)
>
> 2 = Considerable (often)
>
> 3 = Somewhat (intermediate occurrences)
>
> 4 = Occasionally (incidently or casually)
>
> 5 = Seldom (rarely)
>
> 6 = Never

As you can see, the values represent a segmented continuum on which you must rate the youngster. Try to be consistent throughout the questionnaire in regard to your interpretation of the meaning of the scale values.

BEHAVIOR RATING SCALE--TEACHER'S FORM

Code #_____

		Frequently					Never

Self Adjustment — Scale Values

	Scale Values					
	1	2	3	4	5	6
1. Prefers to be alone.						
2. Seems unhappy or depressed.						
3. Cries and with little or no reason.						
4. Feelings are easily hurt.						
5. Appears to feel unwanted or disliked.						
6. Seems to have little self confidence.						
7. Sulks when unable to get his own way.						
8. Daydreams and "mind" tends to wander.						
9. Giggles even when nothing is funny.						
10. Makes alibis or excuses for mistakes.						
11. Personal values not accepted by others.						
12. Is slovenly and unkempt in appearance.						
13. Talks dirty, swears, or uses foul words.						
14. Bites nails, or sucks thumbs and fingers.						
15. Tends to be on the go and can't relax.						
16. Is very nervous and excited about things.						
17. Has trouble controlling temper.						
18. Is not very tactful with others.						
19. Does things which he later regrets having done.						
20. Behavior goes in cycles of good and bad.						

Social Adjustment

	1	2	3	4	5	6
21. Is aggressive and hostile towards others.						
22. Gets into physical fights with others.						
23. Is a poor sport and a poor loser.						
24. Plays mean tricks on others.						
25. Has trouble making friends.						
26. Has trouble keeping friends.						
27. Is not very popular with boys own age.						
28. Is not very popular with girls own age.						
29. Lacks status and feels insecure with friends.						
30. Doesn't carry on a pleasant conversation.						
31. Plays with children younger than self.						
32. Plays with children older than self.						
33. Has bad and unacceptable manners.						

	Frequently					Never
	Scale Values					
	1	2	3	4	5	6

34. Tries to be a "show-off" among friends.
35. Tends to have "stage fright" before a group.
36. Has difficulty finding things to do with himself.
37. Tends to be very selfish and self-centered.
38. Is not a very good listener in conversation.
39. Is dishonest and not very trustworthy.

School Adjustment

40. Expresses a strong dislike for school.
41. Is very sleepy or restless in school.
42. Has difficulty expressing self in words.
43. Seems afraid to speak out in class.
44. Has difficulty keeping "mind" on school work.
45. Distracts other students in school program.
46. Has difficulty doing school work.
47. Takes little or no part in extra-curricular activities.
48. Gets along poorly with one or more teachers.
49. Parents "nag" child about school work.
50. Does not work hard or long on school assignments.
51. Quality of school work varies from day to day.

APPENDIX E

CODING INFORMATION AND METHODS AND
PROCEDURES OF DATA GATHERING

Most of the parents who volunteer for the Parent Study Groups do so with the purpose of increasing their understanding of their children's behavior and improving their ability to deal with them effectively. Generally they are experiencing some difficulty with at least one child in the home and/or the school setting. With these considerations in mind the aim of the study group is to educate the parents in Adlerian principles which may be utilized in living with their children.

The parents included in this study were randomly selected from those who expressed interest in enrolling in the various study groups being operated in Tucson, Arizona in the fall of 1970. The leaders of the scheduled study groups submitted to the author the names of all parents who indicated a willingness to meet in a group in the evening. These parents became candidates for the study. From the available candidates, names were randomly selected and the parents were contacted in order by the author until a group of twelve was formed. One couple withdrew prior to the first group meeting so the final selection was composed of three couples and four mothers attending without their husbands.

During the seven day period just prior to the first group meeting, individual contacts were made with each family to administer the pre-group instruments and collect supportive information.

For the convenience of the families and to allow the author to observe family interactions in a natural setting, all interviews were conducted in the homes of the individual families. The initial portion of the interview was a "chat" session where the author and family members became acquainted and questions about the study and the Parent Study Group were answered by the author. Each family member then completed the form titled Personality Traits of All Family Members (Appendix B). Instructions were given to the family as a group and then the members separated to work independently on the form. To reduce recall possibilities on the post-test the number of responses required to complete the form was greatly increased by requiring each individual to rate all other family members in addition to the self-rating. The children, grade 2 and over, completed the form titled Personality Traits of All Family Members--Children which included slightly altered instructions and an example of how to mark the form. Limited verbal assistance was provided to the younger children by the use of uniform alternate wording for the items on the form. One second grade child was eliminated from this portion of the evaluation due to the difficulty she experienced in attempting to complete the form. The children's form, with the addition of the alternate wording identified by an asterisk, can be seen in Appendix B.

Following the completion of the above form, each parent was given a deck of eleven cards containing precisely that information record∋d on the form titled Index of Consensus (Appendix B). The first card contained the instructions, modified for card use. The other ten cards contained one each of the ten items, and the parents were asked to rank these items in order of decreasing importance to family success. After the interview, the rankings were recorded by the author and the cards were shuffled for use with the next family.

The parents then completed the Family History form (Appendix C) and were given the Behavior Rating Scale--Parent's Form (Appendix B), the Parent Open-ended Questionnaire, and the Typical Day form (Appendix C), to look over. Instructions concerning the use of the forms were given and questions were answered. A stamped, addressed envelope was provided and the parents were directed to complete and mail the forms within one week. Permission was obtained to secure, from the schools, information concerning their children's academic performance and behavioral characteristics in school (Appendix D).

The author made every effort to keep the tone of the interview session as informal and relaxed as possible and found all family members extremely cooperative during the entire course of the interview. The younger children seemed pleased to be helping the author on a special project. Most families completed the instruments within one hour but the

total interview time, including the before and after "chat," generally

approached two hours.

During the interview the author made mental notes about the nature

of the household, the behavior and mannerisms of the family members, and

the types of interactions which occurred between family members. Parent's

verbalized concerns about their children were noted and then verbally tested,

using Adlerian concepts, in conversations with the children. Immediately

following the interview these mental notes were tape recorded and later

typed and presented to the judges as an Examiner's Report.

Within five days after the termination of the Study Group the post-

group interviews were completed. The procedure was essentially the same

except testing was begun almost immediately and no supportive information

was obtained. The forms used were the Index of Consensus, Personality

Traits of All Family Members--Parents, and Personality Traits of All Family

Members--Children (Appendix B). One Behavior Rating Scale--Parent's

Form was left for each child and were completed by the parents and mailed

to the author within one week (Appendix B). As in the initial interview,

all family members appeared motivated and were cooperative in their re-

sponses to the testing.

To protect the integrity of the families and to assist the judges in

easily identifying birth order, a coding system was used. Each family was

given a three digit identification number. The first digit identified the

family, the second was always zero, and the third digit was assigned to the different members of the family. Eight designated the father, nine the mother, one the oldest child, two the next oldest, etc. Thus, 608 meant the father in family number 600, 403 meant the third child in family number 400, etc.

APPENDIX F

TRAINING PROCEDURES FOR THE JUDGES

Three training sessions were used to educate the judges on the meaning and use of the instruments, the specific criteria being used to determine change on each instrument, and to establish baselines and uniformity in the meaning of predictions.

Prior to the first training session each of the three judges was given a packet of materials containing: (1) a copy of all the forms used in this study, (2) a description of each form and how it was administered, scored, and used, (3) specific criteria pertaining to the amount of movement necessary within the specific items on each instrument to reflect change as determined by the limits imposed on that instrument, i.e., a $\pm$ 8 point movement would show change on the Home Adjustment Scale whereas $\pm$ 9 points were necessary to show change on the Social Adjustment Scale, (4) a form on which to record predictions and comments, and (5) a completed set of forms on a sample family.

The first training session was largely devoted to a discussion of the instruments, the requirements for change as measured by each instrument, and an exchange of ideas on how to make the best use of the information available on each family. The judges were then given a few days

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to leisurely study the materials in the packet and to make some preliminary predictions on the sample family. The second session revolved around the predictions attempted on the sample family and questions which had developed since the first session. An additional week was allowed for the judges to complete their predictions on the sample family and to meet again, this time without the author, to discuss the results.

The third training session was used to answer questions and to present each judge with an individual information packet for each of the seven families participating in this study. Each packet contained copies of: (1) a prediction form, (2) the completed Family History form, (3) the Examiner's Report, (4) the completed Typical Day form, (5) a scored Consensus ranking form for each parent, (6) each Personality Traits of All Family Members form that was completed and scored, (7) a scored Behavior Rating Scale--Parent's Form for each child, (8) a completed Parent Open-ended Questionnaire for each child, (9) a completed Teacher Open-ended Questionnaire on some children, (10) a completed Behavior Rating Scale--Teacher's Form on some children, and (11) a completed Academic Record form on some children.

APPENDIX G

DATA AND PREDICTION RESULTS
FOR INDIVIDUAL FAMILIES

This appendix is devoted to the reporting of scores, changes, and predictions established for the individual members of each family. Also included is a listing of the instruments used to measure change, accompanied by a review of the meaning of the scores reported on these instruments.

Consensus Index. This index has a possible range of scores from -10.00 to +10.00 with an actual range on the pre-test of -0.66 to +8.30 and on the post-test of +0.67 to +7.94. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 1.00 or less considered as no-change, a plus movement greater than 1.00 considered as improvement, and a movement greater than 1.00 in a minus direction considered as regression.

Role Tension. Score possibilities on this index range from -20.00 to +20.00 with an actual range on the pre-test of -11.00 to +11.00 and on the post-test of -8.00 to +11.00. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement 1.00 or less considered as no-change, a plus movement greater than

1.00 considered as improvement, and a movement greater then 1.00 in a minus direction considered as regression.

Role Satisfaction. The range of possible scores on this index was from -10.00 to +10.00 with an actual range on the pre-test of -5.00 to +9.00 and on the post-test of -5.00 to +10.00. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 1.00 or less considered as no-change, a plus movement greater than 1.00 considered as improvement, and a movement greater than 1.00 in a minus direction considered as regression.

Child Behavior Rating Scale. This scale is divided into three sections with a possible range of scores from 1 to 6 on each section. Comparison of the pre- and post-tests was on the basis of regression, no-change, or improvement with a ± movement of 0.50 or less considered as no-change, a plus movement greater than 0.50 considered as improvement, and a movement greater than 0.05 in a minus direction considered as regression. The three sections of this scale were: (1) Self Adjustment with an actual range of scores on the pre-test of 2.90 to 5.15, and on the post-test of 3.05 to 5.80, (2) Social Adjustment with an actual range of scores on the pre-test of 3.24 to 5.59 and on the post-test of 3.71 to 5.94, and (3) Home Adjustment with an actual range of scores on the pre-test of 2.20 to 5.87 and on the post-test of 3.27 to 5.87.

TABLE 10

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 200

Measurement Area	Person Code*	Pre-test	Post-test	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role Tension	08-F	+11.00	+11.00	0	0	−	0	0
	09-M	− 6.00	+ 4.00	+	+	+	+	+
	01-B	− 3.00	− 3.00	0	0	+	0	0
	02-B	+10.00	+ 4.00	−	0	−	−	−
	03-B	+ 7.00	+ 8.00	0	0	−	0	0
Role Satisfaction	08-F	+ 4.00	+ 4.00	0	0	0	0	0
	09-M	+ 3.00	+ 4.00	0	0	+	0	0
	01-B	+ 1.00	+ 1.00	0	0	0	0	0
	02-B	− 1.00	+ 1.00	+	+	+	0	+
	03-B	+ 1.00	0.00	0	0	−	0	0
Self Adjustment	01-B	4.75	4.85	0	0	−	0	0
	02-B	3.50	3.80	0	0	+	0	0
	03-B	4.95	5.00	0	0	−	0	0
Social Adjustment	01-B	3.94	4.59	+	0	+	0	0
	02-B	3.71	4.47	+	0	+	0	0
	03-B	5.24	5.53	0	0	−	0	0
Home Adjustment	01-B	2.80	3.67	+	0	+	0	0
	02-B	2.67	3.67	+	+	+	+	+
	03-B	4.13	3.53	−	−	−	−	−
Consensus Index	08-F 09-M	+ 1.88	+ 4.18	+	+	+	+	+
Number Correct					16	11	16	17

·*F=Father, M=Mother, B=Boy, G=Girl

**0=No-change, +=Improvement, −=Regression

TABLE 11

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 400

Measurement Area	Person Code*	Pretest	Posttest	Pre- to Posttest Change**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role Tension	08-F	+ 4.00	+ 4.00	0	0	0	0	0
	09-M	+11.00	+ 8.00	-	0	-	-	-
	01-G	- 3.00	- 3.00	0	0	+	0	0
	02-G	- 2.00	- 5.00	-	0	-	0	0
	03-B	+ 9.00	- 1.00	-	-	-	-	-
Role Satisfaction	08-F	+ 6.00	+ 5.00	0	0	0	0	0
	09-M	+ 6.00	+ 7.00	0	0	-	0	0
	01-G	+ 7.00	+ 6.00	0	0	0	0	0
	02-G	0.00	+ 1.00	0	0	+	0	0
	03-B	0.00	+ 3.00	+	0	+	0	0
Self Adjustment	01-G	4.40	4.75	0	0	0	0	0
	02-G	4.80	5.80	+	0	-	0	0
	03-B#	4.70	4.85	0	0	0	-	0
	04-B	5.15	5.60	0	0	-	0	0
Social Adjustment	01-G	5.41	5.94	+	0	-	0	0
	02-G	5.18	5.59	0	0	0	0	0
	03-B	5.12	5.47	0	0	-	0	0
	04-B	5.59	5.76	0	0	-	0	0
Home Adjustment	01-G#	5.53	5.87	0	-	-	0	-
	02-G	5.00	4.27	-	-	-	-	-
	03-B#	4.80	5.07	0	0	0	-	0
	04-B	5.87	5.07	-	-	-	-	-
Consensus Index	08-F 09-M	+ 6.61	+ 7.94	+	0	+	+	+
Number Correct					16	14	17	18

*F=Father, M=Mother, B=Boy, G=Girl; **0=No-change, +=Improvement, -=Regression
#Judge #3 withheld support on consensus (agreement) predictions for these three individuals.

TABLE 12

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 500

Measurement Area	Person Code*	Pre-test	Post-test	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role Tension	08-F	+10.00	+ 7.00	−	−	−	0	−
	09-M	− 8.00	+ 4.00	+	+	+	+	+
	01-B	−11.00	− 8.00	+	+	+	+	+
	02-B	− 3.00	− 3.00	0	0	0	0	0
	03-G	− 9.00	− 5.00	+	+	+	0	+
Role Satisfaction	08-F	+ 4.00	+ 4.00	0	0	0	0	0
	09-M	+ 5.00	+ 5.00	0	0	0	0	0
	01-B	+ 9.00	+ 7.00	−	−	−	0	−
	02-B	+ 7.00	+ 6.00	0	−	0	0	−
	03-G	− 5.00	+ 1.00	+	+	+	0	+
Self Adjustment	01-B	4.80	4.85	0	0	0	0	0
	02-B	4.55	4.65	0	0	+	0	0
	03-G	4.50	4.55	0	0	+	0	0
	04-G	4.90	5.25	0	0	0	0	0
Social Adjustment	01-B	5.24	4.65	−	0	−	0	0
	02-B	4.88	5.06	0	0	0	0	0
	03-G	4.47	5.00	+	0	+	0	0
	04-G	5.18	5.47	0	−	0	0	0
Home Adjustment	01-B	4.60	4.67	0	0	0	0	0
	02-B	3.93	4.53	+	0	+	+	+
	03-G	4.20	5.47	+	+	+	+	+
	04-G	4.40	4.80	0	0	+	−	0
Consensus Index	08-F 09-M	− 0.66	+ 1.76	+	+	+	+	+
Number Correct					18	20	16	20

*F=Father, M=Mother, B=Boy, G=Girl
**0=No-change, +=Improvement, −=Regression

TABLE 13

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 600

Measurement Area	Person Code*	Pre-test	Post-test	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role Tension	08-F	÷ 2.00	+ 2.00	0	0	0	0	0
	09-M	÷ 2.00	+ 4.00	÷	0	+	+	+
Role Satisfaction	08-F	÷ 2.00	+ 6.00	+	0	+	0	0
	09-M	+ 5.00	+ 5.00	0	0	0	0	0
Self Adjustment	01-G	4.20	3.95	0	0	0	0	0
	02-G	4.55	4.60	0	0	0	+	0
	03-B	4.40	4.50	0	0	+	0	0
	04-G	3.90	4.45	+	0	+	+	+
Social Adjust-	01-G	4.65	4.71	0	0	0	0	0
	02-G	4.47	4.65	0	0	+	0	0
	03-B	4.12	4.88	+	0	+	0	0
	04-G	3.24	4.71	÷	+	+	÷	+
Home Adjust-ment	01-G	3.80	4.27	0	0	+	0	0
	02-G	3.93	4.47	÷	+	+	+	+
	03-B	3.87	4.53	+	+	+	+	+
	04-G	3.20	4.07	+	+	+	+	+
Consensus Index	08-F 09-M	+ 6.00	+ 5.76	0	0	0	0	0
Number Correct					13	14	14	15

*F=Father, M=Mother, B=Boy, G=Girl

**0=No-change, +=Improvement, -=Regression

TABLE 14

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 700

Measurement Area	Person Code*	Pretest	Posttest	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role	08-F	+ 7.00	+ 7.00	0	0	0	0	0
Tension	09-M	- 7.00	- 5.00	+	+	+	+	+
	01-G	- 4.00	+ 6.00	+	+	+	+	+
Role	08-F	0.00	0.00	0	0	0	+	0
Satisfac-	09-M	+ 9.00	+10.00	0	0	-	0	0
tion	01-G	+ 2.00	+ 7.00	+	+	+	0	+
Self	01-G	3.05	3.70	+	+	+	+	+
Adjustment	02-G	3.65	4.35	+	0	+	+	+
Social	01-G	3.76	3.71	0	0	+	0	0
Adjustment	02-G	4.00	4.29	0	0	0	0	0
Home	01-G	2.53	3.27	+	+	+	+	+
Adjustment	02-G	3.53	4.20	+	0	+	0	+
Consensus Index	08-F 09-M	+ 8.30	+ 7.70	0	0	0	0	0
Number Correct					11	11	10	13

*F=Father, M=Mother, B=Boy, G=Girl
**0=No-change, +=Improvement, -=Regression

TABLE 15

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 800

Measure-ment Area	Person Code*	Pre-test	Post-test	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	Judge #3	
Role Tension	08-F	+ 6.00	+ 8.00	+	+	−	0	0
	09-M	− 5.00	+ 3.00	+	+	+	+	+
	01-B	−11.00	− 6.00	+	+	+	0	+
Role Satisfac-tion	08-F	+ 8.00	+ 8.00	0	0	0	0	0
	09-M	0.00	0.00	0	0	0	0	0
	01-B	− 4.00	− 5.00	0	+	0	0	0
Self Adjustment	01-B	2.90	3.05	0	+	0	0	0
	02-B	4.10	4.15	0	0	−	0	0
Social Adjustment	01-B	3.35	3.76	0	0	0	0	0
	02-B	4.88	4.47	0	0	−	0	0
Home Adjustment	01-B	2.20	3.47	+	+	0	0	0
	02-B	3.73	4.33	+	−	+	+	+
Consensus Index	08-F 09-M	+ 1.39	+ 0.67	0	+	0	0	0
Number Correct					9	9	10	11

*F-Father, M=Mother, B=Boy, G=Girl

**0=No-change, +=Improvement, -=Regression

TABLE 16

SCORES, CHANGES, AND PREDICTIONS FOR FAMILY 900

Measurement Area	Person Code*	Pre-test	Post-test	Pre- to Post-test Changes**	Individual Predictions of			Consensus Prediction
					Judge #1	Judge #2	judge #3	
Role	09-M	+ 2.00	+ 2.00	0	0	0	0	0
Tension	01-B	+ 3.00	+ 4.00	0	0	–	0	0
Role	09-M	+ 5.00	+ 6.00	0	0	–	0	0
Satisfaction	01-B	+ 7.00	+ 7.00	0	0	0	0	0
Self	01-B	3.90	3.55	0	0	0	0	0
Adjustment	02-G	4.30	4.40	0	0	–	0	0
Social	01-B	4.29	4.00	0	0	0	0	0
Adjustment	02-G	4.18	4.47	0	0	–	0	0
Home	01-B	3.73	4.40	+	+	+	0	+
Adjustment	02-G#	4.13	4.13	0	0	–	+	0
Consensus Index	NONE							
Number Correct					10	5	8	10

*F=Father, M=Mother, B=Boy, G=Girl
**0=No-change, +=Improvement, -=Regression
#Judge #3 withheld support on consensus (agreement) prediction on this individual.

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