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THE UNIVERSITY OF ARIZONA, PH.D., 1979

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EFFECTS OF THREE MODALITIES FOR ADLERIAN PARENT STUDY GROUPS UPON MOTHERS' ATTITUDES

by

Sydney Burton Sellick

A Dissertation Submitted to the Faculty of the
DEPARTMENT OF COUNSELING AND GUIDANCE
In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY
In the Graduate College
THE UNIVERSITY OF ARIZONA

1979

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I hereby recommend that this dissertation prepared under my direction by Sydney Burton Sellick entitled Effects of Three Modalities for Adlerian Parent Study Groups Upon Mothers' Attitudes be accepted as fulfilling the dissertation requirement for the Degree of DOCTOR OF PHILOSOPHY.

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ABSTRACT

The purpose of this research was to determine the effectiveness of three modalities of teaching Adlerian parenting principles upon mothers' attitudes towards their target child's behavior.

The subjects in this eight-week program were sixty-four volunteer mothers of children attending elementary schools in Tucson, Arizona. Mothers were randomly assigned to one of four experimental groups. Group 1 participated in a one-hour Parent Study Group plus a one-hour Consultation Group plus Bibliotherapy; Group 2 in a one-hour Parent Study Group with Group 1, plus Bibliotherapy; and Group 3 in Bibliotherapy. Group 4 was the Control.

During the Parent Study Group, Adlerian child-rearing principles were presented and discussed. During the Consultation Group, the focus was on problem-solving. The Bibliotherapy was self-educational with mothers following recommended readings and responding to questions in assignments mailed every two weeks. The mothers in Group 1, 2, and 3 received training from the Systematic Training for Effective Parenting kit (STEP).

The research design was the Pretest-Posttest Control Group design. The independent variables were the three methods of instruction. The dependent variable was each
mother's perception of her target child's behavior as measured by the Adlerian Parental Assessment of Child Behavior Scale (APACBS). The pre-test was administered during session one and the post-test session eight. A repeated measure, one-factor analysis of variance tested the six hypotheses at the .05 level.

Each comparison of Groups 1, 2, and 3 with the Control Group showed a significant interaction ($p < .001$) of the trials with group affiliation and a significant ($p < .0001$) trials (pre-test, post-test) effect. The group effect was non-significant for each comparison. The three hypotheses that each treatment would outperform the Control Group were accepted.

To determine if treatment groups outperformed one another, the following comparisons were made: Groups 1 and 2; Groups 1 and 3; and Groups 2 and 3. A comparison of Groups 1 and 2 showed a significant trials effect ($p < .05$) indicating that treatment was effective. There was also a significant group by trials interaction. Thus, the hypothesis that mothers in Group 1 would perceive their target child's behavior as significantly more positive than mothers in Group 2 was accepted.

A comparison of Groups 1 and 3 showed a significant trials effect ($p < .05$) and a significant group by trials interaction indicating that the hypothesis that mothers in
Group 1 would perceive their target child's behavior as significantly more positive than mothers in Group 3 was accepted.

A comparison of Groups 2 and 3 showed a significant effect of treatment ($p < .05$). There was no significant group by trials interaction. This result, coupled with the fact that group affiliation or group effects was non-significant, indicates that there was no difference in performance between Groups 2 and 3. Thus, the hypothesis that mothers in Group 2 would perceive their target child's behavior as significantly more positive than mothers in Group 3 was rejected.

The results indicate that a STEP program does affect positively perceptions of mothers towards their target child's behavior, and that a two-hour STEP program is more effective than either a one-hour parent study group or a Bibliotherapy program.

The single hypothesis rejected resulted from equal improvement in mothers' attitudes toward their target child's behavior by Groups 2 and 3. The implications of this finding, coupled with the results that Bibliotherapy was an effective means of teaching parenting skills and of changing mothers' attitudes, ought to generate serious interest among parent educators.
CHAPTER 1

RATIONALE FOR THE STUDY

Introduction

The North American family is in trouble. Its fractured and eroded characteristics are of grave concern to parents, educators, social scientists, health care personnel and governments. It is essential not only that we maximize the utilization of our talents, resources, finances, and time to educate families most effectively, but also that we seek solutions that are focused on preventive as well as remedial techniques.

Coleman (1966) found that not only was the home environment the most important element in determining the academic success of children, but also that family background affects both intellectual development and mental health. Dreikurs, Corsini, Lowe and Sonstegard (1959) suggest that whereas most cultures follow a definite pattern of child-rearing, our present generation of parents is confronted with rapidly-changing societal climates in which parents have lost their power over children and children view themselves as being equal with their parents. As a result, there is a growing awareness by parents that their present child-rearing techniques are not as practical and productive as
they desire. The result is a marked growth in parent education as mothers and fathers seek effective models, tactics, or styles to utilize in order to make their home atmospheres and daily living more pleasant than the perpetual turmoil in which they presently exist.

Historically, societal concerns for children have had some specific landmarks such as the formation in 1888 of the Society for the Study of Child Nature, now known as the Child Study Association of America (Schulman, 1957); the birth in 1897 of the National Congress of Mothers, now known as the Parent Teachers' Association (Schlossman, 1976) and the United States Children's Bureau who established a distribution center for information on the care and training of children (Abbott, 1938).

Today, parent training courses are mushrooming across the country in a myriad of settings. There are four major programs, namely, Parent Effectiveness Training (P.E.T.) in Solana Beach, California; Parent Involvement Program (P.I.P) in Los Angeles, California; Responsive Parent Training Program, Kansas City, Kansas; and Adlerian Parent Study Groups which began in Chicago, the home of The Alfred Adler Institute. This research focuses on the Adlerian Parent Study Groups, whose beginnings, growth, and current status will be discussed later on in this study.

Christensen (1969) views the counselor's task in working with parents as essentially an educational task which
assumes that the lack of knowledge, information, or experience is the basis of maladaptive behavior, rather than illness. The assumption is made that when people are provided with new information, they are capable of applying the new information and of making corrections necessary to bring about change.

Research on parent education effectiveness has been inadequate; there is a need for continued improvement both in quality and quantity of parent education research in which there is an emphasis on the specific content of the program (Croake and Glover, 1977). This study addresses itself to that need through the examination of three modalities of teaching parenting and family living skills to mothers of elementary school children over a period of eight weeks. The purpose of this study therefore, will be to measure the effectiveness of three parent education delivery systems as perceived by mothers using selected objectives as well as their attitudes towards their target child's behavior.

Theoretical Rationale

This research was based on the Individual Psychology of Alfred Adler who was born in Penzing, a suburb of Vienna in 1870 and who died in Aberdeen, Scotland in 1937 while on a lecture tour. Adler stressed the priorities of both the family unit and the relationships within that unit as being of critical importance in the formation of a child's
personality and character. The role of the parents was to develop within their children, a sense of movement, not only within their own lives but also towards other human beings. This movement would express itself in cooperation and self-confidence, characteristics which they in turn would pass on to others (Adler, 1930).

Since Adlerian psychology is founded on a growth model of personality, it is viewed as an educational process for families and for individuals. Parent education, using an Adlerian model is therefore a method whereby parents learn democratic techniques and approaches to child-rearing, develop skills to relate to their children based on cooperation and mutual self-respect, and experience the encouraging support of other parents and the group leader. Such training is essential in a society in which the family structure is eroding, parenting roles are being assumed by single parents, women are entering the labor force in increasing numbers, and children are viewing themselves as equal to and in competition with their parents, teachers, and adult supervisors.

Historically, parent study groups have their genesis as early as 1919 when Adler established a child-guidance center in Vienna. By 1927, there were twenty-two centers in Vienna plus twenty in other parts of Europe (Ansbacher and Ansbacher, 1978). In 1931, the Individual Psychological Experimental School was founded for boys aged ten to fourteen
where Adler's psychological and educational principles could be comprehensively applied (Terner and Pew, 1978). In 1934, the school and the centers in Vienna which then numbered over thirty, were closed by the Austrian fascists. The centers in Germany had already been closed by the Nazis a year earlier when Hitler came to power (Ansbacher and Ansbacher, 1978). Thus Adler decided to move to the United States to promote his Individual Psychology. However, the individual largely responsible for the growth of the Adlerian movement in the United States is Rudolf Dreikurs, one of Adler's students and colleagues who worked with him in the child guidance centers in Vienna. Dreikurs' influence on family child-rearing and to Individual Psychology has been stated by Paul Rom, an eminent Adlerian (Rom, 1976, p. 11).

Among the most important developments in Adlerian Psychology has been the establishment of family counseling centers and family education study groups, dedicated to helping families develop a democratic life style guided by the principles of social equality and social interest. Much of the inspiration for this movement came from the writings and personal enthusiasm of Rudolf Dreikurs.

In 1939, Dreikurs established a parent counseling center at the Abraham Lincoln Center in Chicago. During the initial years, Dreikurs encountered strong resistance to his teachings, including active opposition from the psychoanalytic community (Terner and Pew, 1978). In 1957, Dreikurs was invited by Dr. Raymond N. Lowe to teach a summer session in the College of Education at the University of Oregon. It
was there that many of his active followers had their first exposure to the Adlerian model (Christensen and Thomas, in press). In 1958, Dr. Raymond N. Lowe founded at the University of Oregon in Eugene, Oregon, the Community Parent-Teacher Education Center which has remained in operation to the present time (Lowe, 1974). Parent study groups were an important function of the center as a supplement to weekly counseling sessions and thus provided systematic instruction through discussion, in how to approach harmonious relationships with children (Lowe and Christensen, 1966). Dreikurs and his colleagues in Oregon (Christensen, 1972; Hillman, 1968 and 1972; and Lowe and Christensen, 1966) were influential in developing the Adlerian educational model in the past two decades. Adlerian Family Counseling: A Manuel for Counseling Centers which was published in 1959, has been made the basic format in the development of centers across the country (Dreikurs et al., 1959).

The Adlerian model of parent education has two components, one being the parent study group movement which is based on parent leadership, study, and group discussion of Adlerian concepts of child-rearing, and the other being the Parent-Teacher Education Center movement which is based on a model for counseling parents, children, and teachers (Christensen and Thomas, in press). West (1978) views the goal of parent education centers being the development of attitudinal changes by parents in relation to living with
children. He further states that when changes do occur, parent effectiveness increases in dealing positively with their children's behaviors.

Dreikurs et al. (1959) suggested an educational model through which parents could learn specific democratic skills, based on cooperation and mutual self-respect and which could make family living more enjoyable. Dreikurs (1968) states the principles of Adlerian Psychology very clearly: they are based on the philosophy of democracy with its implied principles of human equality, and on the socio-teleological approach of the psychology of Alfred Adler. In this frame of reference, man is recognized as a social being, his actions purposive and directed towards a goal, and his personality a unique and indivisible entity.

Since education is the primary purpose of parent study groups, the parent educator's sphere of influence extends well beyond the actual group since the parent study groups influence the participants, spouses, children, and children's teachers. Christensen (1972, p. 121) states "The assumption that undergirds parent and family counseling in the school setting is that counseling is an educational endeavor rather than a medical pursuit". He further states:

Whereas the curing of illness is the exclusive domain of medicine, there is no question but that the eradication of ignorance is justifiably the domain of education. If one accepts this premise, then any means of instruction which permits learning to take place can justifiably be called counseling. If providing new
information is the key to family counseling, then the quality and appropriateness of the information becomes paramount (Christensen, 1972, p. 121).

Today, parent discussion groups are flourishing throughout the United States and Canada using a variety of educational materials. Among the materials are *Children the Challenge*, by Dreikurs and Soltz (1964) which has been widely used by Adlerian parent study groups; *Raising a Responsible Child*, by Dinkmeyer and McKay (1973) which has become increasingly popular since its publication; *The Practical Parent*, by Corsini and Painter (1975) and *Teenagers: The Continuing Challenge*, by Gould (1977). More recently, *Systematic Training for Effective Parenting* (STEP) by Dinkmeyer and McKay (1976) has been developed for parent study groups. The STEP program utilizes a parent's handbook, taped mini-lectures, large discussion charts and a leader's manual, and can be used by a professional or by a suitably-trained lay person. The STEP kit was the vehicle for instruction in this research project.

Parent study or discussion groups are founded on the following psychological principles (McKelvie, Elliston, Dodson, Gillow and Grafton, 1977, p. 30-31).

1. Democratic relations between parents and children are based on mutual respect with an attitude of kindness and firmness. Kindness is expressed respect for the child; firmness is reflected in respect for one's self.
2. The ability to identify the child's mistaken immediate goals and the understanding of the social consequences of these behaviors enables parents to gain psychological understanding of children.

3. Since reward and punishment have no place in a truly democratic society where all are social equals, natural and logical consequences replace the authority of a person with the authority of reality and the social needs of the situation.

4. Encouragement that communicates respect, love, support, and valuing of the child as a person becomes the major tool for helping the child to feel a more positive sense of self-worth. Misbehavior is viewed as indicative of discouragement. Through building on a child's strengths and through parental warmth, acceptance and love, a cooperative relationship is established. From this friendly relationship, the parent is able to influence the child to more constructive and socially useful attitudes and behaviors. Adlerian parent education groups then, would differ from the behavioral model on this point: the purpose of their child-rearing methods is not simply to modify a child's behavior, but more importantly to modify his motivation. Changing behavior is of
secondary importance for the building of self-esteem, self-sufficiency, responsibility, cooperation and social interest are the major goals (McKelvie et al., 1977, p. 30-31).

The Adlerian family education model focuses on the family as an integrated social system, including opportunities for each family member to examine their interactions with the other members of the family (Buckland, 1972).

Bibliotherapy within the family education model was included because large numbers of parents utilize in varying degrees, this method of learning through the purchase and reading of child-rearing books from their local bookstores.

Bibliotherapy is a term recorded at McLean Hospital in Waverly, Massachusetts in 1904 (DeBoer, 1950). Initially, bibliotherapy had its roots in clinical approaches to psychology but recently, bibliotherapy has shed its traditional clinical image and emerged as an educational device (Muro and Dinkmeyer, 1977). Bibliotherapy is defined as the direct application of reading in order to effect changes in character and behavior (Smith, 1948); and as help through books (Malkiewicz, 1970). Although there are many books and articles which are applicable to bibliotherapy with children, there is a dearth of research related to the utilization of bibliotherapy by counselors to reach their objectives (Muro and Dinkmeyer, 1977). This study attempts to meet the need
for research in one specific area, that of bibliotherapy in parent education. For the purpose of this study, bibliotherapy was a process whereby a self-educational group studied Adlerian child-rearing principles, philosophy, and practices through assigned readings and homework.

Consultation with parents is becoming increasingly important. For the purpose of this study, the Consultation Group was a one-hour session when group members presented their specific concerns for problem-solving by the group. The Consultation Group offered an opportunity, with the assistance of the leader, for mothers to be honest about their parenting concerns in a learning atmosphere. Dinkmeyer and Carlson (1973) have developed C-groups for working with teachers. The goals of these consulting groups are as follows: (1) developing and understanding of self, (2) developing and understanding of the practical application of the dynamics of human behavior and (3) developing an acquaintance with new concepts. C-groups involve collaboration, communication, concern and commitment and have been useful in helping teachers to clarify their thinking about specific children and about the relationship between teachers' beliefs and attitudes and the ensuing student beliefs and activities (Carlson, 1972).

The above concepts are equally applicable when working with parents and assisting them to understand their children's behavior and to develop practical and effective
parent skills. A positive aspect of consultation groups is that parents are mutually supportive of one another when they come to the realization that their problems are often identical to other parents within the group.

Dinkmeyer and Caldwell (1970) state that consultation has a strategy which encompasses both formal and informal contacts and that the strategy of such consultation calls for parent education through formal presentations as well as group discussion. Hudgins and Shoudt (1977) focused on primary prevention in their parent education program with single parents and concluded that there was a need for counselors to devote their professional skills to a developmental-preventive model as opposed to a diagnostic-remedial model. Parent study groups and consultation groups are methods of meeting that need.

In the past, most school districts assumed little responsibility in parent education. There have been limited opportunities for parents to meet with one another to obtain guidance for their problems related to child-rearing (Hill and Luckey, 1969).

Fullmer (1972) has developed Family Group Consultation which has as its premise that a counselor needs to intervene in the family interaction process. The theory basic to the FGC method states simply that "behavior comes out of the relationship. FGC works because the forces
operating in the consultation session are the same forces operating in the family group when they are away from the session" (Fullmer, 1972, p. 130). The goal of family group consultation is to help the family to achieve knowledge and skills necessary for them to use the process on their own without external supervision (Bernard and Fullmer, 1977).

Individual Psychology is socio-telelogical and views man holistically as a creative, responsible, becoming individual moving towards fictional goals within his phenomenal field (Mosak and Dreikurs, 1973). The philosophy of Individual Psychology developed out of the effort to understand the mysterious creative power of life which expresses itself in the desire to develop, to strive, to achieve, and even to compensate for defeats in one direction by striving in another (Ansbacher and Ansbacher, 1964).

A basic premise of Adlerian Psychology is that man is primarily a social being, that man is born into a society in which he must engage in reciprocal relationships; man cannot be studied in isolation (Adler, 1929). The doctrine of the unity of the personality gave Individual Psychology its name. This name, which is so often misunderstood, is derived from the Latin word "individuum" which means undivided or indivisible (Dreikurs, 1953).

Individual Psychology is an interpersonal psychology in which the goal of belonging is critical to an individual's
feeling of worth and mental well-being, for when individuals sense that their goals of belonging are being unfulfilled, they develop a feeling of inferiority which leads to discouragement and ultimately, if left unnoticed, eventually leads to total discouragement, negative anti-social behavior, or withdrawal from society.

Adler (1930) believed that the key to understanding an individual is through an understanding of the individual's life style which encompasses a person's perception of life that assists him/her to understand, to predict, and to control life. A life style is neither right nor wrong, normal nor abnormal, but merely, "spectacles" through which a person views himself in relation to the way in which he perceives life. Adler (1958, p. 72) wrote that "We must be able to see with his eyes and to listen with his ears." Although life styles remain relatively constant throughout life, the person's convictions can be changed through the intervention of psychotherapy or as a result of the therapeutic effect of life itself.

Adlerians view the birth order of children within a family as having considerable importance. Hillman (1972, p. 20) noted that knowledge of a child's family constellation "may be a clue to understanding the child and helping him to become a more adequate person." He also states that it is the child's individual perception of his place in the social order that affects his behavior.
Another basic concept of Adlerians is that emotions are purposive, as are other aspects of human endeavor (Adler, 1954). All human behavior has a purpose and that unexplainable or abnormal behavior may be understood when the goal is known; children initially seek goals through positive behavior but if they are unsuccessful in attaining these goals, they become discouraged and resort to negative, irresponsible, and uncooperative behavior. Dreikurs and Soltz (1964) believe that the goal-directed characteristics of children can be stated in terms of the goals of a child's misbehavior which they label as attention-getting, power, revenge, and a display of inadequacy. Today, a number of writers such as Bullard (1974), Dinkmeyer and McKay (1976), and Hillman (in press) are focusing on the encouragement of children towards goals of positive behavior. These goals have been characterized by Hillman as contribution to self and to society, autonomy, intimacy, and engagement with life. In a similar vein, McKay and Christensen (1978) suggest that adults can change their disjunctive or negative emotional responses to children's behaviors to positive or conjunctive purposes and beliefs through one or a combination of the following: avoiding the first impulse, careful attention to tones, using diversionary tactics, disputing disjunctive beliefs, and using reminders and signals.
Adlerians believe that life presents challenges in the form of life tasks, namely society, work, and sex (Dreikurs and Mosak, 1966). A fourth task for man is spiritual (Dreikurs and Mosak, 1967). The fifth life task postulated is that of man coping with self (Mosak and Dreikurs, 1967). Dinkmeyer, Pew and Dinkmeyer (1979) when working with adolescents, have expanded the life tasks as follows: areas of work, friendship, love, getting along with oneself, search for meaning, leisure and recreation, and parenting.

The preceding Adlerian theoretical constructs and assumptions are bases both for the content and for the process of the treatment of this research.

Review of the Literature

The review concerned itself specifically with research which investigated the utilization of Adlerian principles in parent education and with Adlerian philosophy and practices. It was not a total review of all parent education research.

Brim (1965) reported that prior to 1959, less than twenty-four studies qualified as substantive research in measuring the effects of parent education programs. The results of these studies were of limited value.

During the past few years, similar research has continued to be somewhat limited. A survey of Educational Resources Information Center (ERIC) and Psychological Abstracts
for the years 1966 to 1976 yielded twenty-three studies which conformed to the following guidelines: the parent education program was designed for group participation; the study did not include parents of children who evidenced serious behavioral problems; and the study had a research component (Sutton and Adams, 1977). Factors which might account for the scarcity of research in parent education are the demands of the scientific method such as the control of variables, subject uniformity, and standardization of experimental variable (Hereford, 1963). The most frequently-used experimental design is the pre-test post-test procedure utilizing some type of parental attitude measure to determine changes. Groups are formed by randomly assigning the volunteer parents to various experimental groups including the control group. McKay (1976, p. 19) states that some studies have used non-equivalent control groups. Examples of such studies are Platt (1971); Downing (1972); Orr (1974); Runyan (1973); and Frazier and Matthes (1975). A number of the experimental studies used neither a control group nor a comparison group. Examples are Swenson (1970) and Laine (1974).

A number of studies have resulted in negative findings. Kamali (1968) evaluated the effects of a course in Adlerian principles on the attitudes of parents taking the course. He found that both married women without children
and single women were more receptive to new ideas about child-rearing than were mothers with children. This finding was partially supported by Kuhns (1978) who found that family counselors who were not parents were more successful in family counseling than counselors who were parents. Both Swenson (1970) and Steed (1971) reported no significant changes in parental attitudes after parents participated in a course in Adlerian principles. Steed's study was replicated by Essig (1971) with a correction factor for sibling behavioral reversal which demonstrated significant behavior change in predicted directions. Laine (1974) in his study to determine the impact of Adlerian parent study group method on parental attitudes toward, and behavioral interactions with the school, found no evidence to support parent study groups as being effective in altering parents' attitudes towards the children's schools. Goula (1976) studied the effect of Adlerian parent study groups with and without communication training on the behavior of parents and children, using a traditional approach with Children the Challenge as the materials. The measuring device was the Adlerian Parental Assessment of Child Behavior Scale (McKay, 1976) and a Mother-Child Interaction exercise. There were no significant results found between the two groups on either of the two instruments.

Other investigations have resulted in both negative and positive outcomes. McKay (1976) found significant
changes in mothers' perception of their target child's behavior as a result of participation in a STEP study group, but no significant changes in mothers' verbal behavior. Based on his results, he determined that the Adlerian-based parent study program STEP by Dinkmeyer and McKay (1976) was a valid program which could contribute to assisting parents to relate more positively with their children. The study also validated the use of the new research instrument, the Adlerian Parental Assessment of Child Behavior Scale (APACBS).

McDonough (1976) assessed the family structure in a six-month research project which focused on the approaches to Adlerian family education research. The results indicated that there was a significant change towards a more democratic pattern of interaction. He also found that although the children's misbehavior did decrease initially, that the improvement was not maintained over a period of time.

Parent study effectiveness after four and six weeks was researched by Croake and Burness (1976). They found no statistically significant difference between the experimental and control groups in parent's perception of their child's disturbing behavior. They did find that parents' child-rearing attitudes changed after four sessions in the Adlerian parent study group. Berrett (1973) found that parents who were involved in parent study groups reported fewer incidents of children's irritating behavior than parents in the control groups.
Noble (1977) found that a Dreikurs' program was effective in changing parents' expressed attitudes towards the use of controlling techniques. Thirty-three volunteer parents were randomly assigned to an Adlerian parent study group, a Parent Effectiveness Training group, and a control group. The two treatment groups met for two hours once a week for six weeks. Parents were given a pre and a post-test. The results showed no difference between the two experimental treatments. However, parents in both treatments changed significantly in their expressed attitudes towards the use of controlling techniques with their children.

A number of encouraging research findings have been reported in the literature in the past ten years. Prior to 1969, Schaus (1932) investigated methods in parent education and reported no significant improvements in parental knowledge. Jack (1932) found that following parent education, mothers' approach to child-rearing were more appropriate.

A major experimental four-year study by Hereford (1963) to determine the effects of parent education discussion groups on both attitudinal and behavioral changes involved seven hundred and seventy-five families in a four-group, pre and post-test randomized design study. The parents completed a parent attitude survey and were interviewed by the researcher. There was a sociometric rating of the children by their peers as well as a classroom adjustment rating of the children by their teachers. Hereford reported
that parents in the experimental groups showed significantly
greater change in both behavior and attitude. Children of
parents who attended the discussion groups received a sig­
nificantly higher sociometric rating from their peers than
children of parents who were in the control group. He con­
cluded that group discussion was an effective way in which to
develop positive changes in parent behaviors and attitudes.

Wittes and Radin (1969) compared two delivery systems
for parent education, one being a behavior-activity oriented
program and the other being a lecture-discussion program.
Both systems showed significant positive results in terms of
parent attitudes. The behavior-activity oriented program
was preferred to the lecture-discussion program by parents
from a low socio-economic background.

DeGrado (1970) compared the effects of participation
in parent study groups on selected attitudes of parents or
pre-adolescents and parents of adolescents. He found that
parents of pre-adolescents had significantly more attitudinal
changes than parents of adolescents.

Downing (1972), Berrett (1973), and Orr (1974), in
their studies of evaluations and effects of Adlerian parent
study groups, found significant positive changes in parental
attitudes and behavior and an increased knowledge of Adlerian
child-rearing principles. Downing (1972) developed a program
for parents based on a combination of Adlerian, Rogerian, and
behavioral principles. Parents who participated in the program showed a significant increase in the expression of trust and respect for their children as well as an increased confidence in their child-rearing practices and to less controlling techniques in child-rearing.

Berkowitz and Graziano (1972) reviewed thirty-four studies which focused on the training of parents as behavior therapists. Their conclusion was that such training was effective as a positive mental health preventive, which is interpreted to mean that mental health was influenced positively.

In a study in parent education with families of children with extreme reading problems, Runyan (1973) found that parents who participated had positive attitudinal changes and became less controlling or restrictive in their child-rearing practices.

Thorn (1974) investigated the long-term effects on parents of the child-rearing principles presented in Adlerian parent study groups. His conclusions, based on a forty percent return of the questionnaires were that after two years, eighty percent of the participants were still using methods learned in the study group, ninety-four percent reported that the study group had helped them to resolve problems with their children, and seventy-six percent were able to list specifically the methods they were still using. This study
points out the need to further evaluate the continuing influence that Adlerian parent education may have on parents and on children.

Changes in parent attitudes related to a parent effectiveness training and family enrichment program were studied by Hanley (1974). He found that parents develop more understanding and a greater degree of acceptance towards their children after having participated in a family enrichment program.

Mahoney (1975) compared four groups of parents using three different delivery systems in order to determine which system was the most effective in changing parental attitudes and developing within parents the ability to recognize the goals of children's behavior. Sixty-two parents from a school system in Calgary, Alberta, Canada, were randomly assigned to the control group and to one of the three treatment groups. The treatment groups were structured in the following manner: a group of parents who read about Adlerian principles but who did not meet as a group; a second group of parents who were in a study group; and a third group of parents who met as a counseling group. The researcher found a significant increase in parents' skills in the recognition and the correction of the mistaken goals of children by the parents who were in the study group and in the counseling group. However, there was no significant change in any of the groups in parental attitudes towards discipline or
towards over-protectiveness of their children. The researcher recommended that other measures more sensitive to the Adlerian philosophy be attempted.

Freeman (1975) studied the effects of Adlerian mother-study groups on attitude and behavior. He compared an Adlerian mother-study group using Children the Challenge (Dreikurs and Soltz, 1964), with a traditional mother-study group where no particular theoretical principles were stressed. There was also a control group. He found that mothers from the Adlerian group used less confinement and withdrawal of privileges to control their children than mothers from either the control group or the traditional mother-study group. He also found that mothers from the Adlerian group were significantly less authoritarian and controlling than the control group of mothers. These findings parallel those of Runyan (1973).

A comparison of Adlerian and behavioral approaches in parent education by Frazier and Matthes (1975) showed that parents who were members of the Adlerian study groups became less restrictive in their attitudes towards their children's freedom than parents who were members of the behavioral study group or in the control group.

Fears (1976) investigated the effectiveness of six Adlerian parent study groups. He found that parents' attitudes and behavior were effectively changed after four Adlerian study group sessions; that parents perceived changes
in their children's behavior as a result of implementing Adlerian methods in the home; and that parents reported that they experienced less agreement with their spouses regarding child-rearing techniques following study group participation.

Croake and Glover (1977) in their evaluation of parent education noted that parents who had attended as few as four Adlerian parent study groups made significant changes in their attitudes and behavior towards their children.

In a study by Bauer (1978), STEP was found to be effective in changing parents' perceptions of their interactions with their children but that it is not generally effective in changing parental self-concepts. In this study's comparison between the STEP and the Dreikurs' parent education program, it was found that STEP and Dreikurs' programs are equally effective. The seventy-five parents involved in the study were randomly assigned and were pre and post-tested on the Fitt's Tennessee Self-Concept Scale and McKay's Adlerian Parental Assessment of Child Behavior Scale.

Recently a study (McKay and Hillman, in press) evaluating the effects of an Adlerian multi-media approach to parent education, found that it can be effective in producing positive changes in mothers' perceptions of their target children's behaviors.

A study by Solem (1978) indicated that parental participation in Adlerian-Dreikurs' training significantly
improved the behavior of the children, as perceived by their mothers and that the proportion of behaviors bothersome to the mothers was significantly reduced after Adlerian-Dreikurs' training. Other results were an improved behavior of the children as perceived by the teachers of the children and an improvement of parental behavior as perceived by themselves and their observers.

Carlson (1972) initiated a parent consultation group for mothers of children in grades five and six with the objective to improve relationships between mothers and children. The volunteer mothers who met for six weeks, one hour per week, discussed normal concerns which they had with their children and received some Adlerian principles for child-rearing. The results were that a core group was established, possible parent education leaders were trained, and the counselor demonstrated the consultant role and the effective use of professional time.

Research studies of parent learning through readings is very limited. Since this is the means by which large numbers of parents seek to learn parenting skills through their selection of materials in book stores, it is important that the effectiveness of this method be evaluated. This research study sought to provide some insight into this bibliotherapy method.
Summary of the Literature

The review of the literature concerned itself specifically with research which investigated the utilization of Adlerian principles in parent education and did not claim to be a review of all parent education research. The outcomes indicated that although there are a number of positive results, the Adlerian study group research has produced rather encouraging but mixed findings (Christensen and Thomas, in press). Some of the highlights of the review of the literature are as follows:

1. Prior to 1959, there were fewer than twenty-four studies, the results of which were of limited value.

2. Between 1966 and 1976 there were twenty-three studies in parent education which conformed to research requirements.

3. Some studies reported no significant changes in parental attitudes following participation in a parent study group.

4. Systematic Training for Effective Parenting (STEP) is a valid program to assist parents to relate positively with their children.

5. STEP and Dreikurs' parent education programs are equally effective.

6. Parents involved in Adlerian parent study groups develop new and positive attitudes towards their children and towards child-rearing attitudes.
7. Adlerian principles learned by parents are maintained over time.

8. Adlerian parent study groups develop a democratic pattern of interaction within the family and changed attitudes of parents towards the use of controlling techniques with their children.

9. Following participation in an Adlerian parent study group, the parents of pre-adolescents have significantly more attitudinal changes towards their children than do parents of adolescents.

10. A parent study group utilizing a combination of Adlerian, Rogerian, and behavioral philosophy and principles, developed a significant increase in the improvement of trust and respect by parents for their children along with an increased confidence in their child-rearing practices.

11. Mothers who participate in an Adlerian parent study group use less confinement and withdrawal of privileges and become less authoritarian and controlling of their children.

12. Following participation in an Adlerian parent study group, parents express less agreement with their spouses regarding child-rearing techniques.

13. The Adlerian multi-media approach to parent education can be effective in producing positive changes in mothers' perceptions of their target child's behavior.
There is an abundance of descriptive literature but a dearth of research literature, especially longitudinal studies.

**Statement of the Problem**

Research to date gives both positive and negative indications that Adlerian parent study groups are beneficial to participants. Although rarely used in isolation, it would appear that three distinct methods for improving parent education have been developed.

1. The Parent Study Group in which Adlerian principles of child-rearing are presented and discussed in a general format.
2. The Consultation Group which is led by a professional counselor and which focuses on problem-solving.
3. The Bibliotherapy which is self-educational and which may follow a recommended syllabus or course outline.

The unknown facing parent educators is which parent education method or combination of methods is most appropriate for maximum learning of child-rearing skills?

The question which this study addressed was: Will mothers who participate in all three methods for improving family living skills develop a greater positive attitudinal change towards their target child's behavior than (1) mothers
who participate in the one-hour Parent Study Group plus the Bibliotherapy or (2) mothers who participate in the Bibliotherapy only?

Research Hypotheses

The following hypotheses were tested at the .05 level of significance:

Hypothesis 1--Mothers who participate in a Parent Study group plus a Consultation Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers who participate only in a Parent Study Group plus Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 2--Mothers who participate in a Parent Study Group plus a Consultation Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers who participate only in Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 3--Mothers who participate in a Parent Study Group plus a Consultation Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.
Hypothesis 4--Mothers who participate in a Parent Study Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers who participate only in Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 5--Mothers who participate in a Parent Study Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 6--Mothers who participate in Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Definition of Terms

The following definition of terms are presented below:

Parent Study Group--A one-hour teaching session of Adlerian child-rearing principles, philosophy, and practices.

Consultation Group--A one-hour session when group members present their specific concerns for problem-solving by the group.
Bibliotherapy--A self-educational group which studies Adlerian child-rearing principles, philosophy, and practices through assigned readings in the Parent's Handbook used by the mothers in the Parent Study Group and the Consultation Group.

Target Child--An elementary school-aged child identified by the mother as the child with whom she would like to improve her relations.
CHAPTER 2
PROCEDURES

This chapter outlines the specific procedures which were used in the research, namely subject selection and sampling procedures, treatment, description of the instrument, research design and variables, testing procedures, analysis of data, and limitations of the study.

Subject Selection and Sampling Procedures

This research project was made possible through the joint cooperation of the Pima County Developmental Career Guidance Project; the Department of Counseling and Guidance, The University of Arizona; and the Tucson Unified School District One. The researcher, along with the two Parent Involvement Coordinators from the Pima Project, met with the principals of the eight elementary schools which had been selected as sources of volunteer mothers for the research in order to discuss the proposed research and the school's involvement.

Letters of invitation (Appendix A) to become a member of the Parent Education research were distributed to the mothers of children attending eight elementary schools which had been identified as having a suitable cross-section of socio-economic levels and ethnic groups. The letter of
invitation was signed by the dissertation director, the two
Parent Involvement Coordinators, and the researcher. Mothers
who responded to the invitation by returning the application
to the school, were contacted by phone for a further explana-
tion of the study. The mothers had to meet the following
criteria in order to be included in the research population:
(1) have at least one child with whom she wanted to improve
her interpersonal relationships and who attended an elemen-
tary school; this child was her target child; (2) never had
been involved in a previous parent education program; and
(3) would attend at least six of the eight sessions.

Sixty-four mothers who met the selection criteria
were randomly assigned to the four experimental groups. Ex-
perimental Group 1 participated in a one-hour Parent Study
Group (PS), plus a one-hour Consultation Group (C), plus a
Bibliotherapy (B). Experimental Group 2 participated in a
one-hour Parent Study Group with Group 1, plus a Bibliother-
apy. Experimental Group 3 participated in a Bibliotherapy.
Experimental Group 4 received no treatment and was the Con-
trol Group (O).

The leader was selected from a pool of trained parent
study leaders at the Pima County Developmental Career Guid-
ance Project and met the following criteria: (1) was com-
mitted to the philosophy of Adlerian Parent Study Groups
and (2) had participated in the Parent Study Group Leadership Training program of the Pima County Developmental Career Guidance Project.

**Treatment**

There were four experimental groups of sixteen mothers per group. These four groups received treatment as follows:

- **Group 1**—Parent Study Group plus Consultation Group plus Bibliotherapy.
- **Group 2**—Parent Study Group plus Bibliotherapy.
- **Group 3**—Bibliotherapy.
- **Group 4**—No treatment. This was the Control or Comparison Group.

During the one-hour Parent Study Group, Adlerian child-rearing principles, philosophy, and practices were presented by the leader and discussed in general format. During the one-hour Consultation Group, the focus was on problem-solving specific concerns of the mothers. The Bibliotherapy was self-educational and the mothers followed recommended readings and assignments from the Parent's Handbook which was used by the mothers in Groups 1 and 2.

Groups 1, 2, 3, and 4 met together as a group for the first portion of session 1 to complete the Mother's Consent Form, the Adlerian Parental Assessment of Child Behavior
Scale (APACBS) (Appendix B), and to be notified of their assignment to one of the four groups.

Group 1 met for two hours weekly for eight weeks (one-hour Parent Study Group plus one-hour Consultation Group). Group 2 met with Group 1 for the one-hour Parent Study Group after which Group 2 left. Group 3, during the first portion of session 1, were given Parent's Handbooks and their assigned readings and questions for weeks 1 and 2. Group 3 received by mail during the latter part of weeks 2, 4 and 6, their reading assignments for weeks 3 and 4, 5 and 6, and 7 and 8 respectively (Appendix C). Group 4, the Control Group, during the first portion of session 1, completed the Mother's Consent Form and the APACBS, received instructions concerning their role in the research, and left (Appendix D).

Groups 1, 2, 3, and 4, during the latter portion of session 8 completed the APACBS. The mothers in Groups 2, 3, and 4 were informed that a regular two-hour parenting program was available for them beginning the following week and would include both the one-hour Parent Study Group and the one-hour Consultation Group. The mothers received training in child-rearing practices based on the Parent's Handbook from Systematic Training for Effective Parenting (Dinkmeyer and McKay, 1976). The outline of the eight sessions follow.

Session 1—Understanding children's behavior

Social equality and purposive behavior
Session 2—Goals of misbehavior and goals of positive behavior
Children's uses of emotions to involve parents
Family constellation and the good parent

Session 3—Encouragement

Session 4—Communication: how to listen effectively to a child; exploring alternatives; and I-messages and their uses

Session 5—Developing responsibility through natural and logical consequences; difference between punishment and logical consequences

Session 6—The family meeting or council

Session 7—Developing confidence and using one's potential

Session 8—Review of Adlerian principles and parental goal-setting

Data was collected through a pre and a post-test which was administered during sessions 1 and 8 respectively.

At the conclusion of the eight week program, each mother received a certificate of appreciation from the researcher (Appendix E).

Description of the Instrument

The instrument used as a criterion measure was the Adlerian Parental Assessment of Child Behavior Scale (APACBS) (McKay, 1976). It is a seven point, 32 item Likert-type summated rating scale. The scale was developed to assess
parents' perceptions of typical child behaviors dealt with in Adlerian-based programs. Parents were asked to rate their children's behavior on a continuum from "Always" to "Never". Both responsible and irresponsible child behaviors were represented in the items.

The APACBS was judged for content validity by three judges familiar with Adlerian-based programs. A reliability test of the instrument was conducted in a pilot study with the results as follows: the Cronbach's alpha test for internal consistency ranged from .90 to .91 (Cronbach, 1951). The Pearson r test for stability over time yielded a coefficient of .97.

**Research Design and Variables**

The research design was the Pretest-Posttest Control Group Design (Campbell and Stanley, 1963). This design controls for most internal sources of variance and is one of the three basic designs recommended in the methodological literature. The independent variables were the three methods of instruction, namely: Group 1 (Parent Study Group plus Consultation Group plus Bibliotherapy); Group 2 (Parent Study Group plus Bibliotherapy); and Group 3 (Bibliotherapy). The dependent variable was each mother's perception of her target child's behavior as measured by the Adlerian Parental Assessment of Child Behavior Scale.
Testing Procedures

The mothers in all four experimental groups were pre-tested during the first portion of session 1 on the dependent variable, the APACBS. During the latter portion of session 8, the mothers in all four groups completed the post-test using the same instrument.

Analysis of Data

A repeated measure, one-factor analysis of variance was utilized to test the research hypotheses 1-6. It controls for pre and post-test sensitization on the dependent variable. This procedure is outlined in Guilford and Fruchter (1978).

Limitations of the Study

The following were the recognized limitations of this study:

1. The study confined itself to the mother's measure of her target child and therefore did not include any assessment of other siblings in the family.

2. Since the study was restricted to mothers only, no conclusions could be drawn with respect to fathers.

3. The mothers were volunteer subjects and could have characteristics which may differ markedly from a non-volunteer group.
4. The study was restricted to a relatively small number of mothers (64) due to the availability of the population.

5. The results cannot be generalized beyond the population from which the sample was chosen.
CHAPTER 3

RESULTS, DISCUSSION, IMPLICATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH, AND CONCLUSIONS

The purpose of this study was to determine if mothers who participated in three distinct modalities or methods for learning family living skills, namely a one-hour Parent Study Group plus a one-hour Consultation Group plus a Bibliotherapy, would develop a greater positive attitudinal change towards their target child's behavior than mothers who participated either in the one-hour Parent Study Group plus Bibliotherapy or in the Bibliotherapy only, as measured by the Adlerian Parental Assessment of Child Behavior Scale (APACBS).

Results

The research hypotheses are restated as follows:

Hypothesis 1--Mothers who participate in a Parent Study Group plus a Consultation Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers who participate only in a Parent Study Group plus Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 2--Mothers who participate in a Parent Study Group plus a Consultation Group plus Bibliotherapy will
perceive their target child's behavior as significantly more positive than mothers who participate only in Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 3--Mothers who participate in a Parent Study Group plus a Consultation Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 4--Mothers who participate in a Parent Study Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers who participate only in Bibliotherapy as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 5--Mothers who participate in a Parent Study Group plus Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 6--Mothers who participate in Bibliotherapy will perceive their target child's behavior as significantly more positive than mothers of the no-treatment Control Group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.
The Pearson Correlation Coefficient for the Control Group \((r = .94)\) showed that the instrument is reliable over time. The Cronbach's alpha test for internal consistency ranged from .89 on the pre-test to .93 on the post-test (Cronbach, 1951). These data replicate the findings of McKay (1976). Each participant's score was determined by summing the ratings for each of the 32 items in the APACBS.

There were four treatment groups in this research which yielded six comparisons. The four groups were: Group 1 (Parent Study Group plus Consultation Group plus Bibliotherapy); Group 2 (Parent Study Group plus Bibliotherapy); Group 3 (Bibliotherapy); and Group 4 (Control Group). Therefore a one-way repeated measure analysis of variance was done for each of the six comparisons, namely Group 1 and Group 2; Group 1 and Group 3; Group 1 and Group 4; Group 2 and Group 3; Group 2 and Group 4; and Group 3 and Group 4.

For the initial analysis, Groups 1, 2, and 3 were compared to Group 4 to determine if there were any significant effects of treatment. Table 1 presents the pre-test and the post-test means and standard deviations for Groups 1, 2, 3, and 4. The mean scores on the pre-test and the post-test for Groups 1, 2, 3, and 4 are graphed in Figure 1.

Table 2 summarizes the group by trials interaction (differential performance between groups on the pre-test and post-test measures), derived from each of the six repeated measures analyses performed.
Table 1. Pre and Post-Test Means and Standard Deviations (N = 64) of Scores on the APACBS

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>$\overline{X}$ 130.4</td>
<td>$\overline{X}$ 168.2</td>
</tr>
<tr>
<td></td>
<td>SD 25.1</td>
<td>SD 27.7</td>
</tr>
<tr>
<td>Group 2</td>
<td>$\overline{X}$ 129.0</td>
<td>$\overline{X}$ 154.9</td>
</tr>
<tr>
<td></td>
<td>SD 17.1</td>
<td>SD 15.9</td>
</tr>
<tr>
<td>Group 3</td>
<td>$\overline{X}$ 128.0</td>
<td>$\overline{X}$ 154.1</td>
</tr>
<tr>
<td></td>
<td>SD 27.2</td>
<td>SD 18.5</td>
</tr>
<tr>
<td>Group 4</td>
<td>$\overline{X}$ 137.7</td>
<td>$\overline{X}$ 141.8</td>
</tr>
<tr>
<td></td>
<td>SD 19.5</td>
<td>SD 22.8</td>
</tr>
</tbody>
</table>

Group 1 Parent Study Group plus Consultation Group plus Bibliotherapy
Group 2 Parent Study Group plus Consultation Group
Group 3 Bibliotherapy
Group 4 Control Group
Figure 1. Adlerian Parental Assessment of Child Behavior Scale Change Scores for the Means from the Pre-Test to Post-Test

- --- Group 1 Parent Study Group plus Consultation Group plus Bibliotherapy
- --- Group 2 Parent Study Group plus Bibliotherapy
- ----- Group 3 Bibliotherapy
- ---- Group 4 Control Group
Table 2. Group by Trials Results for the Six Group Interactions

<table>
<thead>
<tr>
<th>Interactions</th>
<th>Post-test differences in the Means</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 and Group 2</td>
<td>13.250</td>
<td>5.138</td>
<td>.0290</td>
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<tr>
<td>Group 1 and Group 3</td>
<td>14.125</td>
<td>4.493</td>
<td>.0401</td>
</tr>
<tr>
<td>Group 1 and Group 4</td>
<td>26.375</td>
<td>69.833</td>
<td>.0001</td>
</tr>
<tr>
<td>Group 2 and Group 3</td>
<td>0.875</td>
<td>.000</td>
<td>.9808</td>
</tr>
<tr>
<td>Group 2 and Group 4</td>
<td>13.125</td>
<td>24.809</td>
<td>.0001</td>
</tr>
<tr>
<td>Group 3 and Group 4</td>
<td>12.250</td>
<td>21.426</td>
<td>.0002</td>
</tr>
</tbody>
</table>

Group 1 Parent Study Group plus Consultation Group plus Bibliotherapy
Group 2 Parent Study Group plus Bibliotherapy
Group 3 Bibliotherapy
Group 4 Control Group

Each comparison of Groups 1, 2, and 3 with Group 4 showed a significant interaction (p < .001) of the trials with group affiliation. In addition, each comparison showed a significant (p < .0001) trials effect (difference between the trial means collapsed across groups). However, group effect (difference between the group means collapsed across pre-test and post-test) was non-significant.

A significant trials effect would indicate that there was an effect of treatment, i.e., post-test scores were significantly greater than pre-test scores. A significant
interaction effect, coupled with the non-significant group effect indicates that for each comparison made, the treatment group outperformed the Control Group on the post-test measure (Figure 1). Thus hypotheses 3, 5, and 6 are accepted ($p < .001$). Source tables for the repeated measure, two-factor analysis of variance of Groups 1 and 4; Groups 2 and 4; and Groups 3 and 4 are found in Appendix F.

To determine if any treatment group outperformed any other treatment group, i.e., hypotheses 1, 2, and 4, the following comparisons were made: Group 1 and Group 2; Group 1 and Group 3; and Group 2 and Group 3.

A comparison of Group 1 and Group 2 showed a significant trials effect ($p < .05$) indicating that treatment was effective. However, group affiliation or group effect was shown to be non-significant. In addition, there was a significant group by trials interaction with Group 1 outperforming Group 2 on the post-test. Figure 2 illustrates this. Thus, hypothesis 1 is accepted.

A comparison of Group 1 with Group 3 showed a significant trials effect ($p < .05$) indicating that treatment was effective. However, group affiliation or group effect was shown to be non-significant. In addition, there was a significant group by trials interaction. This would indicate that there was a differential effect between Group 1 and Group 3 with Group 1 outperforming Group 3 on the post-test. This is illustrated in Figure 3. Thus, hypotheses 2 is accepted.
Figure 2. Adlerian Parental Assessment of Child Behavior Scale Change Scores for the Means from the Pre-Test to the Post-Test for Group 1 and Group 2

--- Group 1 Parent Study Group plus Consultation Group plus Bibliotherapy

--- Group 2 Parent Study Group plus Bibliotherapy
Figure 3. Adlerian Parental Assessment of Child Behavior Scale Change Scores for the Means from the Pre-Test to the Post-Test for Group 1 and Group 3

- - - - - Group 1 Parent Study Group plus Consultation
        Group plus Bibliotherapy

............ Group 3 Bibliotherapy

A comparison of Group 2 with Group 3 showed a significant effect of treatment (p < .05). However, there was no significant group by trials interaction. This result, coupled with the fact that group affiliation or group effects was shown to be non-significant, indicates that there was no difference in performance between Group 2 and Group 3. This is illustrated in Figure 4. Thus hypothesis 4 is rejected. The analyses of variance source tables for Group 1 and Group 2; Group 1 and Group 3; and Group 2 and Group 3 are found in Appendix G.
This study investigated the effects which three distinct modalities of teaching Adlerian parenting skills to mothers of elementary school children had upon the attitudinal changes which the mothers experienced towards their target child. The results indicate that participation in a STEP program does affect positively the perceptions which mothers have towards their target child.

Group 1 which received the one-hour Parent Study Group plus the one-hour Consultation Group plus the
Bibliotherapy, showed a gain in the mean score of 37.8 points while the mothers in Group 2 who received the one-hour Parent Study Group plus the Bibliotherapy showed a gain of 25.9 points on the mean score from the pre to the post-test which indicates that there is considerable advantage for mothers to experience the group sharing of mutual parenting concerns that take place during the one-hour Consultation Group immediately following the one-hour Parent Study Group. During the eight-week program, the mothers in Group 2 often indicated to the leader that they felt somewhat "cheated" in not being able to remain for the second hour of the evening.

Group 3 which experienced only Bibliotherapy, received all of their knowledge and understanding of Adlerian principles, philosophy, and practices through reading and homework assignments. This group had a mean gain on the mean score from pre to the post-test of 26.1, indicating that their attitudes towards their target children changed slightly more than the mothers in Group 2 who attended the one-hour Parent Study Group for eight weeks. This is of particular importance since it suggests that in the research sample the learning of parenting skills and changes in mothers' attitudes towards their children can be achieved as effectively through home reading and mailed assignments as through a weekly one-hour Parent Study Group.
Table 1 shows that both Groups 2 and 3 had almost identical pre-test and post-test scores, thus, there is no group by trial interaction between Group 2 and Group 3.

Group 4, the Control Group, had the highest mean of all four groups on the pre-test while Groups 1, 2, and 3 were within a range of 2.4 points of one another. Group 4 had a pre-test mean 7.3 points above the nearest group which was Group 1. This difference cannot be accounted for by the researcher since randomization was used and all mothers met the criteria for involvement in the research.

This study is in sharp contrast to the results of studies by Swenson (1970), Steed (1971), Essig (1971), and Goula (1976) who reported no significant changes in parental attitudes following participation in an Adlerian parenting program. The significance ($p < .001$) between the pre-test and the post-test as determined by the repeated measures one-factor analysis of variance for the four groups, indicates that mother's perception of the behavior of her target child with whom she wanted to improve her relations, had improved markedly during the eight-week program. These positive findings support previous studies by McKay (1976) who found significant changes in mothers' perception of their target child's behavior; Croake and Burness (1976) who determined that parents' child-rearing attitudes changed after four sessions in an Adlerian program for parents; Noble (1977) who found that a Dreikurs' program was effective in changing
parents' expressed attitudes towards the use of controlling techniques; Fears (1976) who stated that parents' attitudes and behavior were effectively changed after four sessions, a finding supported by Croake and Glover (1977); Hillman and Perry (1975); and McKay and Hillman (in press) who noted that an Adlerian multi-media approach to parent education is effective in producing positive changes in mothers' perception of their target child's behavior.

The study by Mahoney (1975) utilized a bibliotherapy or reading group as one of the three delivery systems but found no change in parents' disciplining attitudes or in the amount of parents' overprotectiveness. In contrast, this study indicated that bibliotherapy or the reading of Adlerian principles, philosophy, and practices in the home setting with no instruction from a professional and with no contact with other mothers who were studying the same materials was very effective in altering mothers' perception and attitudes positively towards their target child's behavior. This could be due in part to the enthusiasm of the mothers in the Bibliotherapy group and to the bi-weekly mailings and telephone calls which the sixteen mothers received from the investigator. The mailings were characterized with both a personal and a humorous flavor, both of which were intended to encourage the mothers. During the period of the research, each mother in the Bibliotherapy received three mailings and three telephone calls, each at two-week intervals.
Table 2 on page 46 illustrates that significance ($p < .05$) as stated in the hypotheses, was found in five of the six group by trials interactions. All three experimental treatments or methods of teaching parenting skills to mothers of elementary school children were very effective as evidenced by the following levels of significance: Group 1 and Group 4 ($p < .0001$); Group 2 and Group 4 ($p < .0001$); and Group 3 and Group 4 ($p < .0002$). A comparison to determine which treatment group was most effective in changing mothers' attitudes towards their target child's behavior showed that Group 1 (Parent Study Group plus Consultation Group plus Bibliotherapy) was more effective than Group 2 (Parent Study Group plus Bibliotherapy) or Group 3 (Bibliotherapy). However, since there was no significant group by trials interaction between Group 2 and Group 3, the conclusion is that both Group 2 and Group 3 were equally effective as learning experiences for the mothers. Therefore, from an educational aspect, it would appear that the use of bibliotherapy as an effective teaching aid for parents has been grossly underestimated by counselor educators and parent educators.

**Implications and Suggestions for Further Research**

Parent education is becoming an integral portion of the educational responsibility to the community. In the city of Tucson, Arizona, parent study groups have been flourishing for a number of years with considerable positive verbal
support but limited research as to the effectiveness of the programs. Because of a twelve-year history of parent study groups in Tucson, there was concern that the researcher would experience difficulty in obtaining sufficient mothers to become involved in the study; such was not the case as over ninety mothers returned the letter of invitation to become involved in this research to study the effects of three modalities for Adlerian parent study groups upon mothers' attitudes during an eight-week period. The mothers who were not randomly assigned to one of the four groups in the research became a part of a regular parent study group and were not involved in the research in any way. The above response is a strong indication of parental desires to become both informed about and skilled in positive parenting practices.

The findings of this study indicate that parent education has a high priority in the lives of many parents, that the STEP program is effective in assisting parents to improve their attitudes towards their children, that an organized home-study parenting program for parents is effective in promoting positive attitudinal changes in mothers' perceptions of their target child's behavior, and that a home-study program or bibliotherapy is as effective as a weekly one-hour Parent Study Group to mothers concerning Adlerian parenting principles and practices.

The key issue and perhaps the surprise of this research was the success of the Bibliotherapy when compared to
the one-hour Parent Study Group. Further research is required to determine the factors involved in this result.

There are several variables which could be investigated in further research. The STEP program could be tested with fathers only, with couples only, with single-parent families, with parents of different ages, education, and socio-economic background, and with handicapped parents. Research in the area of educating parents and their children simultaneously in the school setting would necessitate the development of a new instrument for children to complete. Another area to be investigated might be the effects of teaching parenting skills to teens as a regular part of their high school curriculum.

Since the Bibliotherapy experienced considerable improvement, a replication of the study would be in order to verify the findings.

The leader of the STEP group was a qualified counselor with a master's degree. Research to evaluate the effectiveness of a program with leaders having no professional training could be investigated.

The effects of a parenting program on a family over a period of time could be beneficial to the research literature as well as the effects on school achievement by the child designated as the target child.

An investigation of a parent study group for one hour compared with a one-hour parent study group plus the one-hour
consultation group held at a different time with the same leader would eliminate the "cheated" feeling which mothers in the Consultation Group experienced.

**Conclusion**

The design of this research sought to investigate the effects of three modalities for Adlerian parent study groups upon mothers' attitudes towards their target child's behavior during an eight-week period. Five of the six hypotheses to be tested were accepted. Thus, Adlerian parent education using the STEP program is effective in changing mothers' attitudes towards their target child's behavior.

The single hypotheses to be rejected was due to the equal improvement in mothers' attitudes towards their target child's behavior by Group 2 (Parent Study Group plus Bibliotherapy) and Group 3 (Bibliotherapy). The implications of this single fact ought to generate serious interest among parent educators. Correspondence courses designed on a highly personal, attractive, and encouraging format to teach effective parenting skills to parents should be initiated throughout the country. When one envisions the thousands of small communities in Canada and the United States with no facilities or trained personnel to teach parenting skills, the possibilities of correspondence courses for parents in such communities becomes an exciting and viable possibility.
APPENDIX A

LETTER OF INVITATION TO MOTHERS
Dear Mother:

Can we interest you in an eight-week evening Parent Discussion Group Project for mothers which is beginning in three weeks on Wednesday, January 24th from 7:30 to 9:15 p.m. at Bloom Elementary School, 8310 E. Pima St. between Pantano Road and Camino Seco? The groups finish on Wed. March 14.

The purpose of Parent Discussion Groups is to teach parents effective ways to improve their relationships with their children and thus to make family living more enjoyable.

From our experience of over sixty parent discussion groups last year, we have found that positive changes do take place in homes where parents learn some encouragement and communication skills, and develop an understanding of the reasons why their children behave as they do.

From time to time, Parent Discussion Groups have assisted educators by being part of educational research being conducted by doctoral students within the Department of Counseling and Guidance, College of Education, The University of Arizona. Dr. Oscar C. Christensen, professor, Department of Counseling and Guidance, and an internationally-known and highly-respected family counselor and educator, is presently supervising a research project developed by Burt Sellick, a doctoral candidate from Canada.

If you indicate an interest in becoming part of these Parent Discussion Groups, you will be randomly assigned to one of the four groups below:

GROUP 1 Will meet from 7:30 to 9:15 p.m. for eight weeks

GROUP 2 Will meet from 7:30 to 8:30 p.m. for eight weeks

GROUP 3 Will meet on January 24 and March 14 at 7:30 p.m. and during the interval, will be assigned readings and "homework"

GROUP 4 Will meet on January 24 and on March 14 at 7:30 p.m.

IMPORTANT If you are assigned to GROUP 3 or to GROUP 4, you need not feel "left out"!! If you wish, you can be enrolled in a regular eight-week Parent Discussion Group later on in the Spring.

This research project is made possible through the joint cooperation of the Pima County Developmental Career Guidance Project; the Department of Counseling and Guidance, The University of Arizona; and the Tucson Unified School District One. It has the approval of the Research and Evaluation Department of Tucson District One through its director, Dr. Barbara S. Prentice. The invitations to parents to attend the Parent Discussion Groups are being distributed to the parents of children in a number of elementary schools in Tucson.
The leader for the Parent Study Group is Lee Schnebly, M.Ed., who is in private practice with the Adlerian Psychological Institute in Tucson as a family, marriage, and personal counselor. A former first grade teacher in Tucson and the mother of four children, Lee brings years of experience as a responsible parent.

This is a unique opportunity for you to become involved in an exciting eight week program which has as its aim, the enrichment of your family life. In addition, you will be helping professional educators to study the methods which they are using to teach parenting skills.

We invite you to become a member of a Parent Study Group.

If you have any questions, they can be directed either to Barb Barkenbush or to Jody Burns, Parent Involvement Coordinators, Pima County Developmental Career Guidance Project at 296-2341.

If you would like to participate in the Parent Discussion Group, kindly complete the application form below and have your child return it to the school. Thank you very much. I am looking forward to meeting you on Wednesday evening, January 24 at 7:30 p.m. in the library at Bloom Elementary School, 8310 East Pima Street.

Yours sincerely,

Oscar Christensen

Barb Barkenbush  Jody Burns  Burst Sellick

DADS!!! There are other Parent Study Groups open to you. Interested!!!
Call Barb or Jody at 296-2341

APPLICATION FOR PARENT DISCUSSION GROUP

Wednesday, January 24 to Wednesday, March 14  Bloom Elementary School

NAME____________________________________ PHONE_____________________

ADDRESS_________________________________ ZIP CODE_________________

My signature indicates my desire to attend_________________________________

NOTE: There will be no charge for the Parent Study Group.
All materials will be supplied.

KINDLY RETURN THE APPLICATION FORM TO THE SCHOOL AS SOON AS POSSIBLE.
THANKS.
APPENDIX B

ADLERIAN PARENTAL ASSESSMENT OF CHILD BEHAVIOR SCALE*

AND SESSION ONE PROGRAM

ABLERIAN PARENTAL ASSESSMENT OF CHILD BEHAVIOR SCALE (APACBS)

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

NAME ____________________________ DATE ____________________________

IDENTIFIED CHILD_________________ AGE SEX ____________________________

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

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

Your Sex: (Male, (Female


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

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

<table>
<thead>
<tr>
<th>Your identified child:</th>
<th>ALWAYS</th>
<th>VERY OFTEN</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>Seldom</th>
<th>VERY Seldom</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has to be called more than once to get out of bed in the morning.</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
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<td>2. Gets dressed for school without being reminded.</td>
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<td>1 2 3 4 5 6 7</td>
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<td>3. Remembers to take lunch money, books, etc. to school.</td>
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<td>1 2 3 4 5 6 7</td>
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<td>4. Leaves for school without being reminded.</td>
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<td>5. Makes helpful suggestions during family discussions.</td>
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<td>1 2 3 4 5 6 7</td>
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<tr>
<td>6. Involves you in resolving verbal arguments with other children (for example: brothers or sisters, or children in the neighborhood.)</td>
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<td>1 2 3 4 5 6 7</td>
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<tr>
<td>7. Involves you in resolving physical fights with other children (for example: brothers or sisters, or children in the neighborhood.)</td>
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<td>1 2 3 4 5 6 7</td>
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<td>8. Does chores without being reminded.</td>
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<td>1 2 3 4 5 6 7</td>
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<td>9. Figures out solutions to his/her own problems.</td>
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<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Your identified child:</td>
<td>ALWAYS</td>
<td>VERY OFTEN</td>
<td>OFTEN</td>
<td>SOMETIMES</td>
<td>Seldom</td>
<td>VERY Seldom</td>
<td>NEVER</td>
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<td>10. Changes behavior when told that it bothers you.</td>
<td>1 2 3 4 5 6 7</td>
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<td>11. Puts dirty clothes in hamper without being reminded.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>12. Argues with you.</td>
<td>1 2 3 4 5 6 7</td>
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<td>13. Leaves belongings scattered around the house.</td>
<td>1 2 3 4 5 6 7</td>
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<td>14. Interrupts you at inappropriate times.</td>
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<td>15. Is on time for meals.</td>
<td>1 2 3 4 5 6 7</td>
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<td>16. Eats most foods offered without being coaxed.</td>
<td>1 2 3 4 5 6 7</td>
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<td>17. Has table manners which are acceptable to you.</td>
<td>1 2 3 4 5 6 7</td>
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<td>18. Tattles on other children (for example: brothers or sisters, or children in the neighborhood.)</td>
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<td>19. Throws temper tantrums.</td>
<td>1 2 3 4 5 6 7</td>
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<td>20. Shares problems (s)he is facing with you.</td>
<td>1 2 3 4 5 6 7</td>
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<td>21. Is considerate of your feelings.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>22. Requests help on tasks (s)he can do independently.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>23. Cleans up after snacking without being reminded.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>24. Behaves in such a way that you find yourself feeling hurt.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>25. Behaves in such a way that you find yourself feeling annoyed.</td>
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<td>26. Behaves in such a way that you find yourself feeling discouraged, believing that the child cannot improve.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>27. Behaves in such a way that you find yourself feeling angry.</td>
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<td>28. Stays with difficult tasks until they are completed.</td>
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<td>29. Disturbs you when you are driving.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>30. Remembers where (s)he puts belongings.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>31. Has to be told more than once to go to bed.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>32. Is quiet after going to bed.</td>
<td>1 2 3 4 5 6 7</td>
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P A R E N T  D I S C U S S I O N  G R O U P S

Wednesdays, January 24th to March 14th, 1979
Bloom Elementary School

7:30 P.M.

A G E N D A  January 24th

1. WELCOME TO THE MOTHERS ......................... Burt Sellick (Researcher)

2. INTRODUCTIONS
   Barbara Barkenbush & Jody Burns .......... Parent Involvement Coordinators
   Lee Schnably ............................ Parent Discussion Leader
   Dr. Oscar C. Christensen .............. The University of Arizona

3. DISTRIBUTION OF THE MOTHERS' CONSENT FORMS

4. COMPLETION OF THE RESEARCH INSTRUMENT BY THE MOTHERS

5. ALLOCATION OF MOTHERS TO THE GROUPS & DISTRIBUTION OF PARENTS' HANDBOOKS
   GROUPS 1 and 2 with Lee Schnably
   Instructions to GROUP 4, the Control Group
   Instructions to GROUP 3, the Bibliotherapy Group
   Instructions to GROUP 5
APPENDIX C

INSTRUCTIONS, LETTERS, AND HOME ASSIGNMENTS

TO MOTHERS IN THE BIBLIOTHERAPY
MOTHERS!!!

WELCOME TO OUR BIBLIOTHERAPY GROUP, AN ELITE GROUP OF MOMS WHO WILL LEARN EFFECTIVE PARENTING SKILLS THROUGH READING AND THROUGH STUDYING IN THE "PARENTS' HANDBOOK".

YOU ARE A VERY IMPORTANT PART OF THIS EIGHT-WEEK STUDY.

THANK YOU FOR VOLUNTEERING.

WHAT DO I DO AS A MEMBER OF THE BIBLIOTHERAPY GROUP ????

I am to read the assignments as indicated on the sheets which will be distributed to me as follows:

<table>
<thead>
<tr>
<th>LESSONS</th>
<th>WEEKS OF</th>
</tr>
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<tbody>
<tr>
<td>1 and 2</td>
<td>Wed. Jan. 24th) Given to me on Wed. Jan. 24th</td>
</tr>
<tr>
<td>3 and 4</td>
<td>Wed. Feb. 7th) Mailed to me on Monday, Feb. 5th</td>
</tr>
<tr>
<td>5 and 6</td>
<td>Wed. Feb. 21st) Mailed to me on Monday, Feb. 19th</td>
</tr>
<tr>
<td>7 and 8</td>
<td>Wed. March 7th) Mailed to me on Monday, March 5th</td>
</tr>
</tbody>
</table>

I know that you will be terrific students. Think what an encouragement you will be to your children as they see you doing your "homework"!!!

Watch the mails for your assignments and if you do not receive them as expected, kindly call me at our home phone which is 327 - 3673. Thanks.

Burt Sellick

P.S. I shall call you from time to time and see you on Wed., March 14th.
BIBLIOTHERAPY GROUP ASSIGNMENTS FOR WEEKS ONE AND TWO

** FOR MOST EFFECTIVE LEARNING, DO A BIT EACH DAY
** KEEP A PERSONAL NOTEBOOK FOR ALL YOUR ANSWERS
** BE SURE TO CHECK OFF EACH ANSWER AS IT IS COMPLETED WITH A ✓

ASSIGNMENT - WEEK ONE  Beginning Wednesday, January 24th

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>1.</strong> Read Chapter 1 on pages 5 to 13</td>
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<tr>
<td><strong>2.</strong> Questions on page 12:</td>
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<tr>
<td>Question 1</td>
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<td>4</td>
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<tr>
<td><strong>3.</strong> Study Chart 1A on page 14, &quot;The Goals of Misbehavior&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Note Questions on page 12:</td>
<td></td>
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<tr>
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<tr>
<td>8</td>
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<tr>
<td><strong>5.</strong> Study Chart 18 on page 15, &quot;The Goals of Positive Behavior&quot;</td>
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<tr>
<td><strong>6.</strong> Study the &quot;Problem Situation&quot; on page 13. Answer question 1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td><strong>7.</strong> Focus your attention on your &quot;target child&quot; in your family. Think of a situation in which your child misbehaved. Answer the questions under &quot;Activity for the Week&quot; on page 13.</td>
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<td>4</td>
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<tr>
<td><strong>8.</strong> Study &quot;Points to Ponder&quot; on page 17. Make a note of a few that are of particular importance to you.</td>
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<tr>
<td><strong>9.</strong> Let's assess &quot;My Plan for Improving Relationships&quot;. Turn to page 19. If you have purchased your own &quot;Parent's Handbook&quot;, check off the answers in the book. Otherwise, kindly do your answers in your notebook. Thanks.</td>
<td></td>
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10. Now that I have learned this much, I feel:

---

 ngàn sách

 ngàn sách

 ngàn sách
WEEK TWO ASSIGNMENT  Beginning on Wednesday, January 31st

UNDERSTANDING MORE ABOUT YOUR CHILD AND ABOUT YOURSELF AS A PARENT

1. Read Chapter 2 on pages 21 to 26 .....................................................

2. Study Chart 2 on page 28 .................................................................

   Make a few note in your notebook about the important differences ...

3. Questions on page 26: Question 1 ..................................................

   " 2 .................................................................
   " 3 .................................................................
   " 4 .................................................................
   " 5 .................................................................

   or milk

   IMPORTANT! Take a tea or coffee break, ____ and phone a friend. ____

4. Continue on with questions on page 26, now that you have had your break.

   Question 5 .................................................................
   " 7 .................................................................
   " 8 .................................................................
   " 9 .................................................................
   " 10 .................................................................

5. Look over "Points to Ponder" on page 29. .................................

   Write in your notebook five points which are important for you. ...

6. Study the "Problem Situation" on page 27. Answer the questions.

   Question 1 .................................................................
   " 2 .................................................................
   " 3 .................................................................
   " 4 .................................................................
   " 5 .................................................................

7. Under "The Activity of the Week", answer question 1 or 2 ..........

8. Complete "My Plan for Improving Relationships on page 31 in the same
   manner as you did for question 9 in Week one. ..........................

NOTE: Finished?? Read on ahead if you wish into the other parts of the
   Talk things over with family members to get their reactions.
GOOD MORNING TO THE MEMBERS OF THE BIBLIOTHERAPY GROUP, that elite group of Moms who are learning effective parenting skills through reading and studying in the Parent's Handbook.

Last Thursday, I phoned each Mom in the group and was tremendously encouraged by every single mother. Here are some of your comments:

"It's super-interesting."
"It's great but I sure wish I had someone to discuss the ideas!"
"I'm glad I'm taking the course...I've got more confidence already!"
"The person who wrote the book must have been a mouse in my house!"
"I just sat down with the book and you called!"

I reminded the Mom who made the last comment of Dr. Christensen's statement on our opening night: "If Burt bothers you, just say, 'Go away, Burt!'".

"I'm keeping my nose to the grindstone!"
"I love the book."
"I started it the next day and saw results right away!"

My personal thanks to each Mom for being so open and encouraging to me and to one another through the above comments. It is great to have you on the "team".

I have attached to this letter your assignments for Weeks 3 and 4. Kindly remember the suggestions which I made on your first assignment: do a bit each day; keep a personal notebook; and check off your assignments as they are completed.

Finally, remember that you can purchase the Parent's Handbook for $4.00 when we meet again on Wednesday, March 14th or, if you wish, you can return the book at that time. If you have any questions, kindly give me a call at our home which is 327-3673. Thank you.

Your friend from Canada,

Burt Sellick
WEEK THREE ASSIGNMENT  Beginning on Wednesday, February 7th, 1979

ENCOURAGEMENT: BUILDING YOUR CHILD'S CONFIDENCE AND FEELINGS OF WORTH

1. Read Chapter 3 on pages 33 to 39

2. Re-read on page 37, the section "Encourage Rather Than Praise"

3. Study Chart 3 on page 40 "Differences Between Praise and Encouragement"

4. Phone a friend with the intent of making at least one encouraging comment during the conversation. Follow the rules of encouragement.

5. Questions on page 39: Question 1   Question 3
   "   2   "   4

6. Check over "Points to Remember" on page 41

7. Questions on page 39: Question 5
   "   6
   "   7
   "   8

8. Write in your notebook the encouraging comment or comments which you make to your "target child" when next you meet.

9. Time for a break. Do whatever turns you on!

    "   10
    "   11
    "   12
    "   13

11. Turn to the heading "Exercise" on page 39. Answer any three.

12. Study the "Problem Situation" on page 39. Question 1
    "   2

13. Indicate in your notebook, 5 ways in which you have encouraged anyone in your family. To assist you, make a simple chart with headings below:

   MY ENCOURAGING COMMENT  PERSON'S RESPONSE  MY FEELING


15. Write a brief note to anyone in the world during the period Wednesday, February 7th to Wednesday, February 21 which will be encouraging to that individual. Someone special needs your encouragement.

16. Learning so much I feel:  super    elated    neat
    confident    encouraged    like a new person
WEEK FOUR ASSIGNMENT  Beginning on Wednesday, February 14th, 1979

COMMUNICATION: HOW TO LISTEN TO YOUR CHILD

1. Read Chapter 4 on pages 45 to 51 ...........................................  

2. Study Chart 4 on page 52  "EFFECTIVE LISTENING"  ..................  

3. In your notebook, answer questions 1 to 4 on page 52 ..................  

4. Questions on page 51: Question 1____ Question 4____  
   " 2 ____  " 5 ____  
   " 3 ____  " 6 ____  

5. Study "POINTS TO REMEMBER IN COMMUNICATION: LISTENING" on page 53.  
   Make a list of a few which you consider important.  .....................  

6. Phone a neighbour or friend and invite them over for tea or coffee or  
   postum or whatever, the purpose being to share some of your new ideas.  

7. Questions of page 51: Question 7____ Question 10____  
   " 8 ____  " 11 ____  
   " 9 ____  

8. Study the "PROBLEM SITUATION" on page 51. Answer questions 1 to 4.  

9. Write three examples of "reflective listening" with your child.  

10. Complete "MY PLAN FOR IMPROVING RELATIONSHIPS" on page 55.  

COMMUNICATION: EXPLORING ALTERNATIVES & EXPRESSING YOUR IDEAS AND FEELINGS  
TO CHILDREN

1. Read Chapter 5 on pages 57 to 61 ...........................................  

2. Study Chart 5 on page 64  "DECISIONS FOR EFFECTIVE COMMUNICATION"  

3. Questions on page 51: Question 1____ Question 5____ Question 9____  
   " 2 ____  " 6 ____  " 10 ____  
   " 3 ____  " 7 ____  " 11 ____  
   " 4 ____  " 8 ____  

4. Study "POINTS TO REMEMBER" on page 65.  .........................  

5. Exercise 1 on page 62. Answer "WHO OWNS THE PROBLEM?" 1 to 10  

6. Exercise 2, read. In "PRACTICE SITUATIONS" answer any 2 of 1 to 5  

7. PROBLEM SITUATION. Answer questions 1, 2, and 3.  

8. Complete "MY PLAN FOR IMPROVING RELATIONSHIPS".  

************
Dear [Name],

It is obvious after talking to each one of you on Valentine’s Day that:

(1) You are working diligently with your "homework assignments".

(2) You are anxious to become involved in a regular parent study group in order to be able to discuss the new ideas with other Moms.

(3) You are very "human" in that you are having to work hard to "fit in" this parent study bibliotherapy into your busy life.

Some of your comments from February 14th were:

"The hardest thing for me is to re-think...I do see results."
"I talk things over with my husband...it's very interesting."
"I don't go up the wall so quickly...I see changes in myself."
"I've tried a few things and the children seem to respond."
"I'm sure looking forward to a discussion group when study is over."
"It helps a lot to write things down in my notebook."
"I'm enjoying it so much...I want to read ahead...it's so interesting."
"I take the book to work...I need feedback from a group."
"My husband and I are looking forward to the full course."
"Woudn't miss March 14th for anything!!"

Speaking of the 14th, that is Wednesday, March 14th at 8:30 P.M. At that time, the Moms in all four groups will complete the instrument or questionnaire as you did on the first night, January 24th. Note that the time is 8:30. The Control Moms will come at the same time. The place??? Bloom Elementary School on East Pima Street.

We shall "wind up" the eight weeks of study with some "Canadian tea", "American coffee", and some homemade goodies, thanks to the Moms in groups 1 and 2.

Thanks again for your encouragement and support. You're a super crew!!

Your friend from Canada,

Burt Sellick

P.S. Your personal notes are for your own personal use...not for mail
WEEKS FIVE AND SIX ASSIGNMENT  Beginning on Wednesday, February 28th, 1979

NATURAL AND LOGICAL CONSEQUENCES: A METHOD OF DISCIPLINE THAT DEVELOPS RESPONSIBILITY

1. Read Chapter 6 on pages 71 to 79

2. Study Chart 6 on page 82

3. There are 12 Basic Principles to guide parents in the use of natural and logical consequences. Write the 12 principles in your notebook, followed by one or two sentences of explanation.

4. On page 77, you will note the three basic steps in applying consequences. Write these three steps in your notebook along with some thoughts in point form which you think are important.

5. Study "POINTS TO REMEMBER" on page 83. Write down a few which you feel are of particular importance for you.

6. On pages 79 and 80, there are three problems presented. Study briefly.

7. Questions on page 80 and 81. Do questions 3, 5, 9, 12.

8. Do one of the Practice Situations on page 81.

9. Share the Problem Situation on page 81 with a friend and discuss what you would consider an appropriate logical consequence which the parents might use.

10. Practise applying natural and logical consequences to a problem which you have with your "target child".


APPLYING NATURAL AND LOGICAL CONSEQUENCES TO OTHER CONCERNS

12. Read Chapter 7 on pages 87 to 90.

13. In Exercise 1 on page 91, write in your notebook how you would "act" instead of "react"?

14. Follow the instructions under "Activity for the Week" on page 91.

15. Study Chart 7 on page 92 "Selecting an Appropriate Response".

16. Study "POINTS TO REMEMBER" on page 93.

THE FAMILY MEETING

18. Read Chapter 8 on pages 97 to 102. ..............................................

19. Study Chart 8 on page 104 "ESSENTIALS OF FAMILY MEETINGS" ..............

20. In your notebook, list in point form the "11" "Guidelines for
Family meetings. ..............................................................

21. Discuss the topic "Family Meetings" or "Family Council" at an
appropriate time with the entire family. ...................................

FAMILY SHARING

22. Study "Points to Remember" on page 105. ............................................
Make a brief list of the points which you consider important. ..........

23. Questions on page 103. Question 1 ___, 2 ___, and any other three
_________ _______ __________

24. Hold a "FAMILY MEETING" during the week. ..............................................

25. Phone a friend and share some of your new understandings. ........

26. I've just realized that there was no "tea break" in this entire
assignment!!! It's time to treat myself to a well-deserved rest........

27. As a result of my new understandings, I am singing a new "tune"
in my child-rearing practices. Yes ___, Perhaps ___, No ___. ............
Dear [Name],

A FINAL GOOD MORNING TO THE MEMBERS OF THE BIBLIOThERAPY GROUP, that enthusiastic group of Moms who have been learning new parenting skills at home through reading and homework assignments. My telephone calls to you this week have indicated to me that you are continuing to work hard and that you are extremely anxious to be a part of a Parent Discussion Group in order to become involved with other mothers.

This letter comes as a reminder that you are to meet with the mothers from the other three groups on WEDNESDAY, MARCH 14th at 8130 P.M., in the cafeteria at BLOOM ELEMENTARY SCHOOL, 8310 East Pima Street, between Pantano and Camino Seco. Note the time of 8130 P.M. At that time, the mothers from the four groups will complete the research instrument, after which we shall "wind up" our evening with "Canadian tea", "American coffee" and some homemade "goodies", thanks to the Moms in Groups 1 and 2.

You will recall from our original letter of invitation, dated January 3rd, that we promised you a regular two-hour Parent Discussion Group later on in the Spring. Well, "A promise made is a debt unpaid" wrote Robert Service in "The Cremation of Sam Magee", and thanks to Barbara Barkenbush and Jody Burns, Parent Involvement Coordinators at the Pima County Developmental Career Guidance Project, that debt will be paid. The "good news" is that a Parent Discussion Group for MOMS AND DADS will begin on Wednesday, March 21st at Bloom Elementary School, Room 17 from 7:30 to 9:30 P.M., and will conclude on Wednesday, May 16th. That a super way to usher in the Spring season in Tucson. If interested, please complete the application form and bring it with you on March 14th.

Attached are your assignments for weeks 7 and 8. Thanks again for your tremendous enthusiasm and encouragement. It has been exciting for me to work with such "Super-Moms". I am looking forward to meeting you again on Wednesday evening, March 14th at Bloom Elementary School.

Your friend from Canada,

Burt Sellick

I wish to enroll in the Parent Discussion Group for Moms, Dads, or Moms and Dads together, on Wednesdays, March 21st to May 16th, 7:30-9:30 PM.

NAME ________________________________ PHONE ____________

ADDRESS ___________________________________ ZIP CODE ________
WEEKS SEVEN AND EIGHT ASSIGNMENT  Beginning on Saturday, March 3rd, 1979

DEVELOPING CONFIDENCE AND USING YOUR POTENTIAL

1. Read Chapter 9 on pages 109 to 112  ........................................

2. Study Chart 9 on page 114 (Democratic and Positive Parenting) ............

3. Questions on page 112. Do questions 1 ___ 3 ___ and 5 ___ ....................
   Answer the other questions in your head ......................................

4. PROBLEM SITUATION on page 113. Answer 1 ___ 2 ___ 3 ___ ................

5. Study "POINTS TO REMEMBER" on page 115  ..................................
   Write down a few which you feel are important for you ....................

6. Complete "MY PLAN FOR IMPROVING RELATIONSHIPS" on page 117.

REVIEW SESSION

1. Review Chart 1A "THE GOALS OF MISBEHAVIOR" (p 14)  .....................

2. Study Chart 1A "THE GOALS OF POSITIVE BEHAVIOR" (p 15) ..............

3. Take a break for a  and a telephone call to a friend  ......................

4. Clarify in your mind the difference between the "good" parent and the
   Responsible parent by checking Chart 2 on page 28  ......................

5. Have you distinguished between Praise and Encouragement???
   Refresh your memory with chart 3 on page 40  ..............................

6. Make a conscious effort to encourage the next person you encounter  .......

7. In your notebook, complete the following sentence: "I communicate very
   effectively with my children, husband, and friends because I ................

8. Natural and Logical Consequences is an interesting concept for living.
   Take a quick peak at Chart 6 on page 82 to be certain you've got "it". ...

9. The FAMILY MEETING can revolutionize family living. Set up such a
   meeting, be it ever so short, BEFORE the final meeting on March 14th ...

10. I'm a wiser Mom than I was on January 24th, 1979. Yes ___(check one!)____

11. I have finished the eight-week course. I have "arrived"!!  ..................
APPENDIX D

INSTRUCTIONS AND LETTERS TO MOTHERS

IN THE CONTROL GROUP
Instructions for the Control Group

Believe it or not, you have been randomly selected to be a member of the CONTROL OR COMPARISON GROUP!! One person in four had to fall into this group.

I can well imagine some of your feelings.... "I volunteered to join a Parent Discussion Group for eight nights and when I come, they ask me to do nothing!! In fact, they send me home at the end of the evening with the instructions to go about my daily living at home and to return in 7 weeks on March 14th!!

Your feelings are very natural and fully understood but I want to remind you that the entire research project in Parent Education would be useless were it not for the CONTROL or COMPARISON GROUP. Thus, you are playing a very critical role, for although we may appear to be asking you to do nothing, we are, in effect, asking you to do something upon which the success of the research depends.

You will recall in my letter which your young daughter or son brought home to you on Wednesday, January 3rd, the following statement appeared on page one:

*** IMPORTANT If you are assigned to GROUP 3 or to GROUP 4, you need not feel "left out"!! If you wish, you can be enrolled in a regular eight-week Parent Discussion Group later on in the Spring.

This statement is still true; we will honour your request and will contact you in the early part of March to determine your wishes. Thanks for being such a good "sport" about being left out temporarily. I shall look forward to meeting you again on Wednesday, March 14th at Bloom Elementary School.

Burt Sellick

Home phone: 327-3673
Dear

Good morning to you from your Canadian friend who is grateful for your patience and understanding since being "assigned" to the Control Group for the research with mothers learning new child-rearing practices.

This letter comes as a reminder that you are to meet with the mothers from the other three groups on WEDNESDAY, MARCH 14th at 8:30 P.M., in the cafeteria at BLOOM ELEMENTARY SCHOOL, 8310 East Pima Street, between Pantano and Camino Seco. Note the time of 8:30 P.M. At that time, the mothers from the four groups will complete the research instrument, after which we shall "wind up" our evening with some "Canadian tea", some "American coffee" and some homemade "goodies", thanks to the Moms in Groups 1 and 2.

You will recall from our letter of instructions which you received on the night of January 24th, that we promised you a regular two-hour Parent Discussion Group later on in the Spring. Well, "A promise made is a debt unpaid", wrote Robert Service in "The Cremation of Sam Magee". Thanks to Barbara Baskanbush and Jody Greene, Parent Involvement Coordinators at the Pima County Developmental Career Guidance Project, that debt will be paid. The good news is that a Parent Discussion Group for MOTHERS AND DADS will begin on Wednesday, March 21st at Bloom Elementary School in Room 17 from 7:30 to 9:30 P.M., and will conclude on Wednesday, May 16th. What a super way to usher in the Spring season in Tucson, Arizona! If you are interested, kindly complete the application form and bring it with you on Wednesday evening, March 14th.

Thanks again for your encouragement and support. You are playing a critical role. I am looking forward to seeing you at 8:30 P.M. on Wednesday, March 14th, at Bloom Elementary School.

Your friend from Canada,

Burt Sellick March 1st, 1979

GOOD NEWS

00 Wednesdays

What a super way to usher in the Spring season in Tucson, Arizona! If you are interested, kindly complete the application form and bring it with you on Wednesday evening, March 14th.

Thanks again for your encouragement and support. You are playing a critical role. I am looking forward to seeing you at 8:30 P.M. on Wednesday, March 14th, at Bloom Elementary School.

Your friend from Canada,

Burt Sellick March 1st, 1979

I/we wish to enrol in the Parent Discussion Group for Moms, Dads, or Moms and Dads together on Wednesdays, March 21 to May 16th, 7:30-9:30 P.M.

NAME __________________________________________ PHONE __________

ADDRESS ______________________________________ ZIP CODE ________
APPENDIX E

CERTIFICATE OF APPRECIATION TO MOTHERS
THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

COLLEGE OF EDUCATION    DEPARTMENT OF COUNSELING AND GUIDANCE

Appreciation

In

for participation in educational research

"Mother's Adlerian Parenting Groups"

Burt Selick
Researcher
Thunder Bay, Ontario 1979

Dissertation Director
University of Arizona
APPENDIX F

SOURCE TABLES FOR THE REPEATED MEASURE, ONE-FACTOR 
ANALYSES OF VARIANCE OF GROUP 1 AND GROUP 4, 
GROUP 2 AND GROUP 4, AND GROUP 3 AND GROUP 4
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APPENDIX G

SOURCE TABLES FOR THE REPEATED MEASURE, ONE-FACTOR ANALYSES OF VARIANCE OF GROUP 1 AND GROUP 2, GROUP 1 AND GROUP 3, AND GROUP 2 AND GROUP 3
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### Group 1 and Group 3

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### Group 2 and Group 3

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REFERENCES


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Up the wall and down again: Responsibility in the classroom. Springfield, Ill.: Charles C. Thomas, in press.


Orr, D. The effects of Adlerian parent study groups and the knowledge of Adlerian principles on the frequency of common family conflicts. Unpublished manuscript, Bowie State College, 1974.


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