THE EFFECTS OF CONCURRENTLY TEACHING PARENTS AND THEIR CHILDREN WITH LEARNING ADJUSTMENT PROBLEMS THE PRINCIPLES OF PARENT EFFECTIVENESS TRAINING

by

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ABSTRACT

The Effects of Concurrently Teaching Parents and Their Children with Learning Adjustment Problems The Principles of Parent Effectiveness Training

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Utah State University, 1975

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This study attempts to determine if concurrently teaching Parent Effectiveness Training principles to parents and their children results in greater effectiveness than teaching the parents only.

The study was performed in the context of the Learning Adjustment School Program sponsored by the Eastern Idaho Community Mental Health Center in Idaho Falls, Idaho.

The subjects were 35 students in this program who had learning disabilities and/or emotional disturbances. Fifty-two of their parents were also subjects. An experimental group of parents, a control group of parents, an experimental group of children, and a control group of children were selected. The students in the experimental group of children were the children of the parents in the experimental group of parents. The same relationship existed for the control groups.

Both groups of parents received a course in Parent Effectiveness Training. The experimental group of children received a modified
version of Parent Effectiveness Training. The control group of children did not receive instruction in the principles of Parent Effectiveness Training.

All parents were pretested and post-tested on the Parent Attitude Survey, the Parent Problem Check List, and the Self-Concept Inventory--Parent. All children were pretested and post-tested on the Children's Reports of Parental Behavior Inventory and the Self-Concept Inventory--Child.

The experimental group of parents showed a significantly greater increase in confidence in themselves as parents, in trusting their children, in overall attitude improvement, and in more positive self-ratings of their own problems. These results were consistent with the predicted outcome.

The control group of children rated their parents as showing a significantly greater decrease in hostile detachment than the experimental group of children. The control group also rated themselves as showing a significantly greater increase in positive work habits and happy qualities than did the children in the experimental group. These results were inconsistent with the predicted outcome.

The results of this study seem to indicate that teaching children Parent Effectiveness Training principles is desirable from the point of view of parents but undesirable from the point of view of children.
CHAPTER I

Introduction

Learning Adjustment School Program

The Eastern Idaho Community Mental Health Center in Idaho Falls, Idaho, sponsors a Learning Adjustment School Program staffed by three psychologists and nine special class teachers. The psychologists spend approximately 50 percent of their time in the program. Their function is to act in a consulting role to the special class teachers. This involves evaluating, diagnosing, planning programs, and often conducting individual and group therapy with the students. In addition, they participate in parent conferences and teach parent education classes to the parents of students enrolled in the learning adjustment classes.

The special class teachers are located at various schools in the Idaho Falls area. They function in their schools as regular faculty members although they are employed by the Mental Health Center. All of the teachers have master's degrees or equivalent training in the field of special education with emphasis in teaching learning disabled and emotionally disturbed children.

The learning adjustment classes are run on a resource room model rather than self-contained classrooms. This allows the teacher to function more effectively as a consultant to the other teachers in the building. The students in these classes are referred by the regular class teachers and are admitted to the program upon the recommendation of an admissions and discharge committee which is comprised of the
regular classroom teacher, the learning adjustment teacher, the school principal, a school district psychologist, the school counselor, and a psychologist from the Mental Health Center.

The students placed in the learning adjustment classes exhibit one or more of the following characteristics: They have average or above intellectual ability. They are working below grade level or are doing less than the assigned classroom work. They are demonstrating behavior disruptive to the classroom setting. They are exhibiting behavior indicative of social maladjustment or emotional disturbance.

The learning adjustment classes operate as a cooperative program through contractual agreements between the Eastern Idaho Community Mental Health Center and School Districts 91 and 93 in Idaho Falls (Eastern Idaho Community Mental Health Center, 1973). The emphasis of the program is in the elementary grades. Its purpose is to prevent more serious problems by working with the home, the school, and the student to promote harmony, understanding, self-confidence, and constructive independence which hopefully will carry over into adult life.

An integral part of this program is parent education. Parents of students in the program are encouraged to attend evening classes taught by the three psychologists. Several approaches and theories have been used previously: Modifying Children's Behavior: A Guide for Parents and Professionals (Valett, 1969); Children: The Challenge (Dreikurs, 1964); and most recently Parent Effectiveness Training (Gordon, 1970). It is the opinion of the program administrators
that Parent Effectiveness Training (PET) is the most effective and well received of the approaches. This opinion is based on informal responses from the parents, the learning adjustment teachers, and the experiences of the psychologists in teaching PET. For these reasons the Mental Health Center is continuing to use PET in its school program.

Parent Effectiveness Training

Parent Effectiveness Training is a program designed to modify the child rearing practices of parents (Gordon, 1970). It was originally developed in 1962 by Thomas Gordon, a clinical psychologist in Pasadena, California. PET has now expanded to hundreds of communities where it is taught by licensed instructors who are specially trained to teach the course.

Parent Effectiveness Training is designed to implement the following basic ideas:

1. Parents can do a better job of being therapeutic agents with their children than professional therapists because they have infinitely more interaction with them; however, they must learn certain skills utilized by professional therapists. The most important of these is what Gordon calls active listening. Active listening is the ability to listen in a nonjudgmental, accepting manner when another person has a problem in his life.

2. Parents have the right to enjoy life at home and to have their own needs met in the parent-child relationship. This requires modifying unacceptable behavior of the child with "I" messages. Parents can do this without using power and without damaging the
self-esteem of their children if they learn certain skills. These skills include sending honest messages true to their feelings, leveling without blaming, and utilizing nonpower methods of modifying the child's physical environment.

3. Most problems due to conflicts between the needs of parents and children can be resolved without either of them winning at the expense of the other losing. This is possible if parents can learn and teach a nonpower, "no-lose" method of conflict resolution that brings about a mutually acceptable solution.

4. Many conflicts and disagreements in the parent-child relationship can be avoided in the first place if parents can learn to respect and accept values of the child that may differ from their own. This is especially true if the values of the child do not concretely interfere with the needs of the parents.

The course consists of eight 3-hour sessions usually held weekly. It utilizes a variety of instructional modalities to teach the attitudes and skills involved. Among these are a textbook entitled Parent Effectiveness Training and an accompanying workbook with practice exercises to be used at home between class sessions. Also used are tape recordings, brief lectures, classroom role-playing exercises, discussions, modeling of active listening, "I" messages and problem solving by the instructor, and class exercises applying the skills to family interactions.

Parent Effectiveness Training is intended to be preventive education rather than therapy; however, therapeutic incidents almost always occur in the sessions and many existing problems are often
solved. The emphasis is in teaching skills which facilitate better "parenting" as well as presenting theoretical and logical explanations of their psychological merits. The course is designed for maximum participant involvement and relies heavily on the experimental component of learning.

The Problem

The principles and format of the formal PET course have been adapted to relationships other than the parent-child relationship. Among these are Teacher Effectiveness Training (TET) for the teacher-student relationship; Leader Effectiveness Training (LET) for the employer-employee relationship; and Human Effectiveness Training (HET) for groups of people, particularly co-workers, who wish to improve their interpersonal skills.

In the courses directed at improving adult-child relationships (PET and TET) only the adults receive training in the skills. To the best of the author's knowledge, there have been no studies performed in which children have received instruction in the principles of Effectiveness Training as well as their parents. The situation referred to is one in which parents and their children both receive training in the principles and skills of PET during the same eight week period but in different physical locations. The expectation of such an arrangement is additional mutual satisfaction in the parent-child relationship.

The problem with which this study was concerned is the complete lack of research findings with respect to children receiving the principles of PET concurrently with their parents. The Learning
Adjustment School Program at the Eastern Idaho Community Mental Health Center presents an excellent framework in which to explore the merits of such an arrangement.
CHAPTER II

Review of Literature

In reviewing the literature the author found extremely little on Parent Effectiveness Training research. The publication of the book, *Parent Effectiveness Training*, in 1970 and the Instructor Modules in 1972 is recent enough that what little research performed has not yet appeared in the literature. Summaries of one published study and several unpublished studies, most of them advanced degree theses, will be presented.

**Results of Parent Effectiveness Training**

Roland Larson of the Youth Research Center in Minneapolis, Minnesota, performed a study in which three parent class approaches were compared and evaluated (Larson, 1972). The three approaches were the Achievement Motivation Program, a discussion-encounter group, and Parent Effectiveness Training. Larson's overall evaluation indicated PET as being superior to the other two approaches in achieving improved parent-child relationships. The discussion-encounter group was the least effective.

Specific findings relating to PET are as follow:

1. Children designated as underachievers whose parents took PET gained a full grade point in school from the first to the third quarter.

2. Children of the PET graduates improved in school performance from the first to the third quarter as compared with control group children.
3. The PET group of parents showed the greatest overall gains especially in confidence as parents, insight into the behavior of their children, and trust of their children.

4. The PET group of parents showed the greatest reduction in problems with their children.

5. PET graduates showed larger improvements in their own self-concept than did parents in a no-training control group.

6. PET graduates showed fewer concerns or problems after training than before.

The instruments used in the study were:

1. An adaptation of Sears' Self-Concept Inventory.
2. Kiresuk and Sherman's adaptation of the Parent Concern Survey.
3. Hereford's Parent Attitude Scale.
4. Check list of Problems.
5. PET Final Evaluation Form.
7. Changes in grade point average among children.

Marshall Stearn performed a study for a doctoral thesis in which he studied the relationship between PET and parent attitudes, parent behavior, and self-esteem of the child (Stearn, 1971). The instruments used in his study were the Levinson-Huffman Traditional Family Ideology Scale, Coopersmith's Self-Esteem Inventory, and the Barrett-Lennard Relationship Inventory. The data were analyzed with analysis of variance. The findings from Stearn's study are summarized as follow:
1. PET graduates were found to be significantly more democratic in their attitudes toward their families 14 weeks after beginning the PET course as compared with two no-training control groups.

2. The children of the PET graduates increased significantly in self-esteem from pre-PET to 14 weeks after beginning the PET course as compared with two no-training control groups.

3. No significant differences were found between PET graduates and two no-training control groups in children's ratings of their parents' empathy, congruence, acceptance, and positive regard.

Michael Lillibridge investigated the relationship among PET, change in parents' self-assessed attitudes, and children's perceptions of their parents' behavior (Lillibridge, 1971). Analysis of variance was used to analyze the data which were obtained from Hereford's Parent Attitude Survey and Schaefer's Children's Reports of Parental Behavior Inventory. Lillibridge's findings are summarized as follow:

1. PET graduates improved significantly from before the course to immediately after the course in the following ways: a) more confidence in themselves as parents, b) more accepting of their children, and c) more trusting of their children.

2. No significant changes were found in understanding the cause of a child's problems or in understanding of the child.

3. The children of PET graduates showed significant changes in the following: a) perceiving their parents as more accepting of them generally and particularly more accepting of them as individuals, and b) perceiving their parents as less rejecting.

Julian Garcia demonstrated the value of PET as a model for preventive parent education programs (Garcia, 1971). The data were
obtained from Hereford's Parent Attitude Survey Scales and were analyzed with McNemar's test for the significance of changes. PET graduates from two classes showed significant changes from pre-course to immediately after-course on the following dimensions:

1. Greater confidence in their parental role.
2. Increased mutual understanding between parent and child.
3. Increased mutual trust between parent and child.

In a study entitled, "Parent Effectiveness Training and Change in Parental Attitudes," Barbara Peterson obtained the following results (Peterson, 1971):

1. Class participants scored significantly lower on Authoritarian Control and higher on Mutual Problem Solving, Acceptance of Conflict, and Attitude Toward Listening after completion of a PET course. This was measured with the Parent Attitude Research Instrument of Schaefer and Bell and tested with McNemar's test for the significance of changes.

2. Adolescent children rated their parents significantly higher on Acceptance, Acceptance of Individuation, and Positive Involvement following their parents' participation in the training course. They also rated their parents lower on Extreme Autonomy (excessive permissiveness) and lower on Hostile Detachment. This was measured with Schaefer's Children's Reports of Parent Behavior Inventory and tested with McNemar's test for the significance of changes.

Sheila Haynes compared PET with a lecture-discussion course on Adolescent Psychology to assess changes in parental attitudes toward child rearing practices (Haynes, 1972). She used two experimental groups of 20 mothers each. One group received the eight week PET course and the second group received a six week lecture-discussion
course. Two groups of 20 mothers each were used as controls. All participants were pretested and post-tested with a modified version of Hereford's Parent Attitude Survey.

Using analysis of covariance, Haynes found that the PET group was significantly different in a positive direction from the other three groups which were not significantly different from each other. It was concluded that Parent Effectiveness Training is a successful method of improving parental attitudes toward the rearing of children.

An underlying assumption of these and other PET studies is the relationship between parental attitudes and child behavior. It is assumed, for example, that if parents are accepting, understanding, and trusting of their children, their children will develop healthy emotional attitudes and exhibit minimal problem behaviors. In an extensive review of the literature on this topic, Haynes concluded that this assumption seems to be supported by representatives of many academic disciplines (Haynes, 1972).

The conclusion reached from the studies quoted above is that parent education is an effective way of altering parental attitudes and that Parent Effectiveness Training has been demonstrated to be an effective method of parent education.

Effects of Working with Parents and Children

As indicated earlier, the concern of this research was a study within the Parent Effectiveness Training Program itself, rather than a comparison of PET with other approaches to parent education. The expectation was to demonstrate a way of enhancing the overall
effectiveness of PET in the on-going Learning Adjustment School Program of the Eastern Idaho Community Mental Health Center.

A somewhat related study was performed by George Dee at the Jane Wayland Child Guidance Center for school adjustment problems (Dee, 1970). The purpose of his study was to determine the measurable effects of group counseling on children with school adjustment problems when parents only, child only, or parent and child both were counseled in group settings. Who was treated was the main concern, not how they were treated. Child-Centered Parent Group Counseling was used to treat the parents and Activity Group Therapy was used to treat the children. Each group met for 90 minutes once a week over a six month period.

The results indicated that including both the parent and the child in group counseling increases the effectiveness of treatment.

In summary, the review of literature has shown that Parent Effectiveness Training has been demonstrated to be an effective method of altering parental attitudes toward the rearing of children. Parent Effectiveness Training has also enhanced the parent-child relationship on dimensions such as self-concept of the parent and the child, children's perception of parental behavior, and others.
CHAPTER III

Methodology

As previously stated the objective of this study was to determine the desirability of concurrently teaching the principles and skills of PET to the children of parents enrolled in PET courses. The study was performed in the context of the Learning Adjustment School Program sponsored and administered by the Eastern Idaho Community Mental Health Center in conjunction with School Districts 91 and 93 in Idaho Falls, Idaho. It was expected that including children according to the manner stated below would bring about more positive changes than instructing the parents only.

This was accomplished by comparing data obtained from experimental groups and control groups. In the experimental group the parents received instruction in PET at evening classes over an eight week period. Their children also received instruction in the principles and skills of PET. This occurred during the same eight week period at school.

In the control group the parents received instruction in PET over the eight week period, but their children did not. Further details of the procedure are presented in the section on procedures.

There were several dimensions on which change was measured. Each dimension was accompanied by a set of hypotheses which followed directly from the instruments used in assessing change. The areas in which change was assessed are:
1. Parental attitude change in five areas of the parent-child relationship was measured by the Parent Attitude Survey (Hereford, 1963).

2. Changes in child behavior as reported by the child's parents and changes parents report in their own behavior. This was measured by the Parent Problem Check List (Allen, 1974).

3. Changes in the self-concept of parents in six areas of concern as measured by the Self-Concept Inventory--Parent (Larson, 1972).

4. Children's perception of parental behavior change in four areas of the parent-child relationship as measured by the Children's Reports of Parental Behavior Inventory (Schaefer, 1965).

5. Changes in the self-concept of children in 10 areas of concern as measured by the Self-Concept Inventory--Child (Larson, 1972).

Hypotheses

The first six hypotheses are concerned with parent attitudes as measured by the Parent Attitude Survey.

1. Parents in the experimental group will show a significantly greater increase in their confidence as parents than will parents in the control group (.05 level).

2. Parents in the experimental group will show a significantly greater increase in their insight into the causation of their children's behavior than will parents in the control group (.05 level).
3. Parents in the experimental group will show a significantly greater increase in their acceptance of their children's behavior and feelings than will parents in the control group (.05 level).

4. Parents in the experimental group will show a significantly greater increase in their understanding of their children than will parents in the control group (.05 level).

5. Parents in the experimental group will show a significantly greater increase in their trust of their children than will parents in the control group (.05 level).

6. Parents in the experimental group will show a significantly greater increase in overall attitude change in a positive direction than will parents in the control group (.05 level).

The next two hypotheses (7 and 8) are concerned with how parents rate the problem behaviors of their children and also the problems they, themselves, frequently have as measured by the Parent Problem Check List.

7. Parents in the experimental group will rate their children as showing a significantly greater decrease in problem behaviors than will parents in the control group (.05 level).

8. Parents in the experimental group will rate themselves as showing a significantly greater decrease in their own problems than will parents in the control group (.05 level).

The next seven hypotheses (9 through 15) are concerned with how a parent feels about himself as measured by the Self-Concept Inventory--Parent.
9. Parents in the experimental group will rate themselves as showing a significantly greater increase in **physical ability and appearance** than will parents in the control group (.05 level).

10. Parents in the experimental group will rate themselves as showing a significantly greater increase in **mental ability** than will parents in the control group (.05 level).

11. Parents in the experimental group will rate themselves as showing a significantly greater increase in **social relations skills** than will parents in the control group (.05 level).

12. Parents in the experimental group will rate themselves as showing a significantly greater increase in positive **work habits** than will parents in the control group (.05 level).

13. Parents in the experimental group will rate themselves as showing a significantly greater increase in desirable **social virtues** than will parents in the control group (.05 level).

14. Parents in the experimental group will rate themselves as showing a significantly greater increase in **happy qualities** than will parents in the control group (.05 level).

15. Parents in the experimental group will rate themselves as showing a significantly greater increase in **total self-concept** than will parents in the control group (.05 level).

The next four hypotheses (16 through 19) are concerned with children's perception of parental behavior changes as measured by the Children's Reports of Parental Behavior Inventory.

16. Children in the experimental group will perceive their parents as showing a significantly greater increase in their level
of acceptance of them as individuals than will children in the control group (.05 level).

17. Children in the experimental group will perceive their parents as showing a significantly greater decrease in their level of rejection than will children in the control group (.05 level).

18. Children in the experimental group will perceive their parents as showing a significantly greater increase in their level of acceptance than will children in the control group (.05 level).

19. Children in the experimental group will perceive their parents as showing a significantly greater decrease in hostile detachment than will children in the control group (.05 level).

The next 11 hypotheses (20 through 30) are concerned with how a child feels about himself as measured by the Self-Concept Inventory--Child.

20. Children in the experimental group will rate themselves as showing a significantly greater increase in physical ability than will children in the control group (.05 level).

21. Children in the experimental group will rate themselves as showing a significantly greater increase in mental ability than will children in the control group (.05 level).

22. Children in the experimental group will rate themselves as showing a significantly greater increase in social relations skills (same sex) than will children in the control group (.05 level).

23. Children in the experimental group will rate themselves as showing a significantly greater increase in social relations skills (opposite sex) than will children in the control group (.05 level).
24. Children in the experimental group will rate themselves as showing a significantly greater increase in **attractive physical appearance** than will children in the control group (.05 level).

25. Children in the experimental group will rate themselves as showing a significantly greater increase in **social relations skills (teacher)** than will children in the control group (.05 level).

26. Children in the experimental group will rate themselves as showing a significantly greater increase in **positive work habits** than will children in the control group (.05 level).

27. Children in the experimental group will rate themselves as showing a significantly greater increase in **desirable social virtues** than will children in the control group (.05 level).

28. Children in the experimental group will rate themselves as showing a significantly greater increase in **happy qualities** than will children in the control group (.05 level).

29. Children in the experimental group will rate themselves as showing a significantly greater increase with respect to **school subjects** than will children in the control group (.05 level).

30. Children in the experimental group will rate themselves as showing a significantly greater increase in **total self-concept** than will children in the control group (.05 level).

**Subjects**

The population from which the sample was selected were the elementary grade students and their parents in six learning adjustment classes sponsored by the Eastern Idaho Community Mental Health
Center. The subjects actually used in the study were those parents (and their children) who willingly participated in the Parent Effectiveness Training classes. Inasmuch as the parent classes were recommended, but not made mandatory, the number of subjects was restricted.

Four groups were formed from the subjects who participated: an experimental group and a control group of parents and an experimental and a control group of children. The students in the experimental group were the children of the parents in the experimental group. The same relationship existed for the control groups.

Sixty-one parents began the classes with nine dropping out for various reasons. Ultimately, 33 parents participated in the experimental group, 20 of which attended with their spouses. There were 19 parents in the control group, 10 of which attended with their spouses. A total of 52 parents were included in the statistical analysis.

Fifty-seven children were included at the beginning of the study with 22 dropping out for various reasons. The primary reason was parents who indicated they would attend the PET classes but actually did not. Their children, however, were included initially. There were 22 children in the experimental group and 13 children in the control group, making a total of 35 children who were included in the analysis of the data.

The grade composition of the groups of children is presented in Table 1.

The mean grade level for the experimental group was 3.0 with 90.9 percent of them being males. The mean grade level for the control group was 3.33 with 100 percent of them being males. The
TABLE 1

Grade Composition of Children in The
Experimental and Control Groups

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<thead>
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<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
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<tr>
<td>Grade</td>
<td>%</td>
<td>Grade</td>
</tr>
<tr>
<td>1</td>
<td>13.64</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>31.82</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>18.18</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>13.64</td>
<td>4</td>
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<tr>
<td>5</td>
<td>22.73</td>
<td>5</td>
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total mean grade level was 3.1. Of the total number of children 94.3 percent were male.

As mentioned earlier these children were designated as having learning disabilities and/or emotional disturbances which prevented them from functioning adequately in the regular school classrooms. They were all average or above in intellectual ability.

Approximately equal numbers of rural and urban subjects made up the experimental and control groups. Urban is defined as inside the city limits and rural as outside the city limits. Relatively speaking, however, the Idaho Falls area itself could probably be considered a rural community.

Procedures

Parents. There were six schools from which an experimental and a control group were selected. This was done by placing the names of the four rural schools in one hat and the names of the two urban schools in another and drawing randomly. The first two rural schools and the first urban school selected formed the experimental group. The remaining schools formed the control group.

All of the parents regardless of group received a course in Parent Effectiveness Training. These classes were taught by the Mental Health Center psychologists who are all licensed PET instructors. In several cases the parents from two schools formed one PET class. The classes were held at several elementary schools one evening each week for eight sessions. Each session lasted approximately three hours. The classes began in October of 1973 and were completed in December of 1973.
The three psychologists and the six learning adjustment teachers were given a copy of a brief set of procedures and instructions. It was assumed that the PET instructor training plus the added procedures and instructions would assure reasonable uniformity in the treatment received by the subjects. Appendix B contains a copy of the procedures and instructions.

At the first class session the parents were told they were participating in a research project and the following statement was read aloud by the instructor:

As part of a research project we are asking you to complete three questionnaires. The individual instructions for the questionnaires are found on the first page of each. Put your name and the date on the first page of each questionnaire. In responding to the items, answer according to your first impression rather than spending a lot of time trying to decide. Work as quickly as you can. This information will be treated as confidential.

The questionnaires were administered in the following order: Parent Attitude Survey, Parent Problem Check List, and Self-Concept Inventory--Parent. At the last class session the parents again completed the three questionnaires in the same order.

Although no further attempt was made to control for instructor variability, the presentation of a PET course by any instructor follows a very detailed and specific outline. The material presented, the examples used, and the classroom exercises are the same regardless of instructor. Therefore, all parents in this study received very similar treatment.

No effort was made either to reveal or to conceal the fact that the experimental group of children was receiving special training in PET principles at school.
Children. At the beginning of the experimental period the children in the experimental group were pretested on two instruments: Children's Reports of Parental Behavior Inventory and Self-Concept Inventory--Child. The tests were administered in the order stated above. In some cases it was necessary for the learning adjustment teacher to read the items orally to the children and to help them record their responses.

During the experimental period (October-December, 1973) the children in the experimental group were instructed in the principles of Parent Effectiveness Training. The Mental Health Center psychologists conducted the classes according to the regular pattern of PET courses. The Instructor Modules were rewritten by the author to be more appropriate for use with young children. An effort was made to follow the same format and design but with simpler language and more appropriate examples. No additional exercises or methods were included in the revised modules. It was necessary, however, to impose more structure and to limit the sessions to about 45 minutes. Thus the total time for instructing the experimental group of children was approximately eight hours as compared to 24 hours of instruction for the parents. The classes were held once a week during the school day as part of the learning adjustment class activities. The children were seated in chairs or desks in a semicircle facing the instructor. They were told that the purpose of the class was to learn how to get along better at home and at school. The sessions were conducted according to the revised Instructor Modules (see Appendix A) with great effort being made to approximate an adult PET class.
At the beginning of the experimental period, the children in the control group were pretested in the same manner as the experimental group. During the experimental period the control group was given no attention beyond that normally associated with the learning adjustment program.

At the conclusion of the experimental period, all of the children in both the experimental and the control groups were post-tested in the same manner described for pretesting.

**Experimental Design**

The experimental design used in this study is what Kerlinger has labeled the Before and After Control Group Design (Pretest--Post-test) (Kerlinger, 1964, p. 309). It is graphically represented as follows:

\[
\begin{array}{c}
R \quad y_b \quad X \quad y_a \\
\quad y_b \quad (\sim X) \quad y_a
\end{array}
\]

(Experimental) (Control)

X represents the experimental manipulation of the independent variable—the experimental group of children receiving instruction in the principles of Parent Effectiveness Training.

(\sim X) represents no experimental manipulation.

\(y_b\) represents a measure of the dependent variable before experimental manipulation (pretests).

\(y_a\) represents a measure of the dependent variable after experimental manipulation (post-tests).

R represents random assignment of subjects to groups.

Kerlinger suggests obtaining the difference between pretests and post-tests, and then using a t test to test the significance

...
between these difference scores of the experimental and control groups (Kerlinger, 1964, p. 309). The formula used for computing the t ratio was

\[ t = \frac{\bar{X}_{\text{exp}} - \bar{X}_{\text{cont}}}{\sqrt{\frac{s^2}{N_{\text{exp}}} + \frac{s^2}{N_{\text{cont}}}}} \]

where \( s^2 \) = the unbiased pooled estimate of the population variance and

\[ \sqrt{\frac{s^2}{N_{\text{exp}}} + \frac{s^2}{N_{\text{cont}}}} \]

equals the estimate of the standard error of the difference between two means. This t ratio has \( N_{\text{exp}} + N_{\text{cont}} - 2 \) degrees of freedom (Ferguson, 1966, p. 167).

A problem with this design is the possible sensitizing effect of the pretests. This effect may decrease external validity. The question is: Can the results be generalized to anyone who has not taken a pretest?

Another problem in using this design is the requirement of random assignment of subjects to groups. Complete randomization was limited for several reasons. First, the study was performed in an on-going, real world program rather than a laboratory or contrived situation. Working within this framework imposed structure which precluded strict randomization. For example, entire learning adjustment classes were randomly assigned to the experimental or control groups rather than assigning students (and thus parents) individually. Also, the psychologists were previously assigned by the Mental Health Center to work with a particular school. A second restriction on
randomization was the fact that only willing participants were studied; namely, those parents (and their children) who enrolled in the Parent Effectiveness Training classes.

In spite of these limitations this design seemed to be appropriate and practical for this study.

**Instruments**

**Parent Attitude Survey.** The Parent Attitude Survey (PAS) was developed by Carl Hereford as part of a research project on parent education (Hereford, 1963). The PAS measures parent attitudes toward their children in five areas of the parent-child relationship.

The first scale measures **confidence** in the parental role. Parents at the low end of the scale feel they have more problems than most parents. They feel uncertain and unsure of themselves in dealing with these problems. Parents at the high end of the scale feel sure of themselves and adequate in meeting the demands of parenthood.

Causation, the second scale, refers to the interpretation a parent makes of his child's behavior and the extent to which he sees himself as a causative factor. The lower end of the scale emphasizes the impossibility of changing the child from the way he is "naturally." It emphasizes the concept that the child's behavior and personality are predetermined. At the other end of the scale, the parent believes that the parent-child interaction, the parent's attitude, and the parent's behavior are the main determinants of the child's behavior.

The third scale, **acceptance**, measures the parent's acceptance or rejection of the child's behavior and feelings, his need for affection, aggression, and self-expression. Parents at the high end of the
scale are accepting while those at the low end are rejecting of the child's needs.

The fourth scale, understanding, deals with how parents communicate with their children. Items include the freedom of expression parents allow their children, the talking out of problems, and the joint participation in decision making. Hereford states, "The parent at the upper end of this scale believes in the importance of sharing and communicating attitudes, feelings, and problems, while the parent at the lower end believes that 'children should be seen and not heard'" (Hereford, 1963, p. 49).

The fifth scale, trust, measures the degree to which the parent accepts or rejects the individuality of the child. Parents at the low end of the scale see their children as extensions of themselves. They feel, also, that children cannot be trusted and have to be watched closely. Parents at the high end of the scale respect their children's individuality and feel that their children can be trusted.

The PAS contains 77 statements in which the respondents are asked to mark one of five possible choices:

- Strongly Agree ......... S.A. (-2)
- Agree ................. A. (-1)
- Undecided ............ U. (0)
- Disagree ............. D. (+1)
- Strongly Disagree .... S.D. (+2)

Seventy-five of the items are scored, 15 in each of the five categories. Statements one and two are used as "set breakers" and are not scored. The algebraic sum of the item scores (as indicated above)
in each area yields the parent's score for the attitude area. The range of scores on the scales is from -30 to +30 with plus scores indicating a psychologically healthy direction. Each parent received six separate scores, one for each scale as well as an over all mean score for the total test.

The reliability of the five scales was computed by means of the split-half method. The five scales ranged from .68 to .86 with a mean reliability of .80. Using an interscale correlation matrix, Hereford was able to state that the correlation coefficients were high enough to indicate that all scales were measuring related parent attitudes but not so high as to suggest duplication. The intercorrelations were all positive and ranged from .33 to .63 with a mean of .46.

**Parent Problem Check List.** The Parent Problem Check List was designed by Lorene Allen to assess attitude and behavioral change as a result of participation in parent training groups (Allen, 1974). It measures both the number and the type of problems parents see in their children and also in themselves as they interact with their children.

The items were obtained from an analysis of Gordon's book, *Parent Effectiveness Training*, Dreikers' book, *Children: The Challenge*, recommendations of parents in previous parent group classes, and other parents who were asked to read the check lists and respond.

The Parent Problem Check List contains two scales. The first scale, Child Problems, deals with problems parents often have with their children. The second scale, Parent Problems, focuses on problems parents, themselves, frequently have in dealing with their children. The parent responds to the test items by indicating the frequency with
which particular problems or behaviors occur. There are five choices for each test item:

- Very Often (VO) (-2)
- Often (O) (-1)
- Occasionally (OC) (0)
- Seldom (S) (+1)
- Never (N) (+2)

The algebraic sum of item scores (as indicated above) yields the parent's score for the scales. The Child Problems scale contains 62 items which gives a range of -124 to +124. The Parents Problems scale contains 68 items which gives a range of -136 to +136. Plus scores are desirable and indicate infrequent occurrence of problem behaviors.

The author conducted a small informal study of reliability on the Parent Problem Check List. Two groups of parents completed the forms. Group one (n=8) took the test again one week later. Group two (n=5) took the test two weeks later. The test-retest reliability for the Child Problems scale was .80 for group one and .95 for group two. The test-retest reliability for the Parent Problems scale was .94 for group one and .98 for group two. This seems to be a gross indication of reliability of the scales.

There is no other reliability and validity data available for the Parent Problem Check List.

Self-Concept Inventory--Parent. The Self-Concept Inventory--Parent is an adaption of the Sears Self-Concept Inventory for Children (Larson, 1972). The original Sears Self-Concept Inventory was designed by Pauline Sears to measure a child's feelings about himself along 10
dimensions. In order to measure a parent's feelings about himself, Larson slightly modified the items and reduced and combined the scales to be appropriate for adult respondents.

The resulting form for parents consists of 60 items, with 10 items each on the following six scales: (1) physical ability and appearance, (2) mental ability, (3) social relations, (4) work habits, (5) social virtues, and (6) happy qualities. A total self-concept score is also obtained. On each item there were five possible responses. The responses and their accompanying numerical quantities are listed below:

- Not very good .................. (-2)
- Only so-so ........................ (-1)
- About average ................... (0)
- Better than most ................ (1)
- One of the best .................. (2)

On each scale the range of scores was from -20 to +20 with plus scores being in a psychologically healthy direction. There are no validity and reliability data available.

Children's Reports of Parental Behavior Inventory. The Children's Reports of Parental Behavior Inventory (CRPBI) was developed by Earl S. Schaefer to test children's perception of their parents' behavior (Schaefer, 1965). The emphasis is on the child's perception rather than the actual behavior of the parent. The short form of the CRPBI which was used in this study deals with four concept areas. Each area has 16 items describing specific observable behavior. The four areas are as follow: (1) acceptance of individuation, (2) rejection, (3) acceptance, and (4) hostile detachment.
The acceptance of individuation scale measures the degree the child perceives his parents to be accepting of him as an individual in his own right. The child who rates his parents high on this scale feels he is accepted as an individual in the home. He also feels his ideas are important. He perceives his parents as being empathetic to him and to his needs. The child who scores at the low end of the scale perceives his parents as rejecting of him as an individual; he perceives his parents as being nonempathetic and nonunderstanding of him.

The rejection scale measures the child's perception of his parent's rejection of him and his needs. The child perceives his parents as ignoring him and uninterested in him as a person. The child who rates his parents high on this scale feels rejected by his parents and feels they criticize him. The child who scores low on this scale feels these things are not true of his parents.

The acceptance scale measures the degree to which the child perceives his parents as accepting of him, showing an interest in his concerns, and spending time with him. The child who rates his parents high on this scale feels the parents spend time with him, are interested in him, enjoy being with him, and comfort him when he is upset. The child who rates his parents low on this scale feels his parents are not interested in him or in spending time with him. He also feels his parents do not understand him when he is upset.

The hostile detachment scale is a measure of the child's perception of his parents being indifferent or neglectful of his needs. The child who rates his parents high on this scale feels ignored and neglected.
The child who rates his parents low on this scale feels he is not ignored, neglected, or unduly criticized by his parents.

The selection of the parent behavior concepts was developed from a conceptual model that had been developed from factor analysis of psychologists' ratings of parental behavior. The factor analysis revealed two dimensions: love versus hostility and autonomy versus control. From these two dimensions the scale was formed.

Schaefer computed the internal consistency reliabilities with Kuder-Richardson Formula 20 for the scales for normal boys (n=85), normal girls (n=80), and delinquent boys (n=81). The median reliabilities of the four groups—love, hostility, autonomy, and control—were computed. The median reliabilities were as follow: love .84, hostility .78, autonomy .69, and control .66.

He also measured scale validity by ascertaining the effectiveness with which the scale would discriminate between the normal boys and the delinquent boys who were first administered the test. He used the Mann-Whitney test to test the significance of the differences between distributions of total scores from both delinquent and normal boys. Of the possible differences scored for both groups for both parents, 75 percent were significant beyond the .05 level of confidence.

Based on his work with delinquent versus nondelinquent children, Schaefer makes the following statement regarding the instrument:

These analyses of differences between groups justifies the analysis of specific components of parental behavior and the differentiation of maternal and paternal behavior and demonstrate the discriminative power of these scales. Both the reliability data and the analysis of group differences suggest that this inventory provides a sensitive method for investigating children's perceptions of parental behavior (Schaefer, 1965, p. 420).
The test takes between 30 and 40 minutes to administer. It is composed of 64 separate items that the child marks with one of three choices:

- Like my parent ................. L (+1)
- Somewhat like my parent ............ SL (0)
- Not like my parent ............... NL (-1)

Each response is given the numerical rating indicated above. The sum gives the child's score for each scale which ranged from a -16 to a +16. On scale one, acceptance of individuation, the ideal score would be +16; on scale two, rejection, the ideal score would be -16; on scale three, acceptance, the ideal score would be +16; and on scale four, hostile detachment, the ideal score would be -16. For purposes of analysis and comparison all scores were presented with plus numbers representing the ideal or desirable condition. For example, a score of -9 on scale two, rejection, would be transposed and listed as +9 in the statistical analysis.

**Self-Concept Inventory--Child.** The Sears Self-Concept Inventory--Child was designed to measure a child's feelings about himself along 10 dimensions (Larson, 1972). The 10 dimensions are as follow: (1) physical ability, (2) mental ability, (3) social relations (same sex), (4) social relations (opposite sex), (5) physical appearance, (6) social relations (teacher), (7) work habits, (8) social virtues, (9) happy qualities, and (10) school subjects. A total self-concept score is also obtained. Each of the subscales has 10 items making a total of 100 items for the total test. On each item there were five possible responses. The responses and their accompanying numerical quantities are:
Not very good ......................... (-2)
Only so-so ............................ (-1)
About average ........................ (0)
Better than average .................. (+1)
One of the best ....................... (+2)

On each scale the range of scores is from -20 to +20 with plus scores being in a psychologically desirable direction.

There are no validity and reliability data available.
CHAPTER IV

Results

Analysis of Data

The results are presented in tabular form and follow the same order used in the presentation of the hypotheses in Chapter III. Each table will list the results obtained from the several instruments used in the study.

Table 2 presents the results obtained from the Parent Attitude Survey.

From Table 2 it can be seen that the experimental group of parents saw themselves as showing a significantly greater increase in confidence in themselves as parents than did parents in the control group. The parents in the experimental group perceived themselves as showing a significantly greater increase in their trust of their children than did parents in the control group. The experimental group of parents also showed a significantly greater increase in over all parental attitude change in a positive direction than did parents in the control group.

The differences between the increases of the experimental and control groups were not statistically significant on the scales of causation, acceptance, and understanding; however, the differences were in the expected direction on acceptance and understanding.

Table 3 presents the results obtained from the Parent Problem Check List.
TABLE 2

Means and Standard Deviations for the Difference Scores on the Parent Attitude Survey

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.D.</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confidence</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Experimental</td>
<td>2.94</td>
<td>4.58</td>
<td>2.99**</td>
</tr>
<tr>
<td>Control</td>
<td>-.79</td>
<td>7.21</td>
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</tr>
<tr>
<td><strong>Causation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
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<td>3.41</td>
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<td>Control</td>
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<td></td>
</tr>
<tr>
<td><strong>Acceptance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>1.70</td>
<td>4.30</td>
<td>.97</td>
</tr>
<tr>
<td>Control</td>
<td>.32</td>
<td>5.87</td>
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<tr>
<td><strong>Understanding</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Experimental</td>
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<td>5.17</td>
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<tr>
<td><strong>Trust</strong></td>
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<tr>
<td>Experimental</td>
<td>5.42</td>
<td>3.64</td>
<td>2.40***</td>
</tr>
<tr>
<td>Control</td>
<td>2.47</td>
<td>5.21</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Experimental</td>
<td>14.55</td>
<td>14.01</td>
<td>1.76*</td>
</tr>
<tr>
<td>Control</td>
<td>5.26</td>
<td>24.14</td>
<td></td>
</tr>
</tbody>
</table>

* t significant at the .05 level.  
** t significant at the .025 level.  
*** t significant at the .01 level.
TABLE 3

Means and Standard Deviations for the Difference Scores on the Parent Problem Check List

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.D.</th>
<th>t  test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Problems</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>9.03</td>
<td>21.39</td>
<td>.46</td>
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<tr>
<td>Control</td>
<td>6.05</td>
<td>24.82</td>
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</tr>
<tr>
<td><strong>Parent Problems</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>16.39</td>
<td>20.54</td>
<td>2.13*</td>
</tr>
<tr>
<td>Control</td>
<td>2.89</td>
<td>24.26</td>
<td></td>
</tr>
</tbody>
</table>

* t significant at the .025 level.
From Table 3 it may be seen that the parents in the experimental group rated their children as showing greater improvement in problem behaviors than did the parents in the control group. The difference was not statistically significant, although it was in the predicted direction. The parents in the experimental group rated themselves as showing significantly greater improvement on their own problems than did the parents in the control group.

Table 4 presents the results obtained from the Self-Concept Inventory--Parent.

From Table 4 it may be seen that there were no significant increases on the scales of the Self-Concept Inventory--Parent. However, on all but physical ability and appearance and mental ability the Difference Score means were in the expected direction. On work habits the control group showed a decrease from pretesting to post-testing.

Table 5 presents the results obtained from the Children's Reports of Parental Behavior Inventory.

From Table 5 it may be seen that the results obtained from the scales of the Children's Reports of Parental Behavior Inventory were not in the predicted direction. The ratings of the control group showed more improvement than the ratings of the experimental group. On hostile detachment the difference was significant in the opposite direction. At post-testing the experimental group rated their parents' behavior as less desirable on all of the scales. The control group did so only on the acceptance scale. On the other scales, the control group rated their parents' behavior as having improved.

Table 6 presents the results obtained from the Self-Concept Inventory--Child.
<table>
<thead>
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</thead>
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<tr>
<td>Physical Ability and Appearance</td>
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<td></td>
<td></td>
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<tr>
<td>Experimental</td>
<td>.41</td>
<td>2.27</td>
<td>-1.18</td>
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<tr>
<td>Control</td>
<td>1.37</td>
<td>3.54</td>
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<tr>
<td>Mental Ability</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Experimental</td>
<td>.34</td>
<td>2.73</td>
<td>-.25</td>
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<td>Control</td>
<td>.53</td>
<td>2.19</td>
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<tr>
<td>Social Relations</td>
<td></td>
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<td></td>
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<tr>
<td>Experimental</td>
<td>1.97</td>
<td>2.73</td>
<td>.20</td>
</tr>
<tr>
<td>Control</td>
<td>1.79</td>
<td>3.54</td>
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</tr>
<tr>
<td>Work Habits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>.41</td>
<td>2.65</td>
<td>.66</td>
</tr>
<tr>
<td>Control</td>
<td>-.16</td>
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<td>Social Virtues</td>
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<tr>
<td>Experimental</td>
<td>1.00</td>
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<td>.82</td>
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<td>Control</td>
<td>.32</td>
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<td>Happy Qualities</td>
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<tr>
<td>Control</td>
<td>3.89</td>
<td>16.81</td>
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### TABLE 5

Means and Standard Deviations for the Difference Scores on The Children's Reports of Parental Behavior Inventory

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<th></th>
<th>Mean</th>
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<td>4.65</td>
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<tr>
<td>Control</td>
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<td><strong>Acceptance</strong></td>
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<td>Control</td>
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<tr>
<td><strong>Hostile Detachment</strong></td>
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<tr>
<td>Experimental</td>
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<tr>
<td>Control</td>
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*t significant at the .025 level.
<table>
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<th></th>
<th>Mean</th>
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<tr>
<td><strong>Social Relations (same sex)</strong></td>
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<tr>
<td>Experimental</td>
<td>3.52</td>
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<td><strong>Happy Qualities</strong></td>
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TABLE 6 (continued)

Means and Standard Deviations for the Difference Scores on the Self-Concept Inventory--Child

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<th>Mean</th>
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<th>t test</th>
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<tr>
<td>Total</td>
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<tr>
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<td>24.46</td>
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*t significant at the .05 level.
**t significant at the .025 level.
It may be seen from Table 6 that the results obtained from the Self-Concept Inventory--Child generally were not in the predicted direction. On seven of the scales both groups showed an increase, but the control group showed the greater increase. These scales were physical ability, mental ability, social relations (same sex), physical appearance, work habits, happy qualities, and total. On work habits and happy qualities the control group showed a significantly greater increase.

On the scales of social relations (opposite sex) and social relations (teacher), both groups showed a decrease. On social relations (opposite sex) the experimental group showed a slightly smaller decrease and on social relations (teacher) the control group showed a smaller decrease.

On social virtues and school subjects both groups showed an increase. The experimental group showed the greater increase although not at a significant level.
CHAPTER V

Discussion

It was the purpose of this study to determine the desirability of concurrently teaching the principles of Parent Effectiveness Training to parents and to their children with learning adjustment problems. It was expected that including instruction for the children would result in more positive changes than instructing the parents only.

The data yielded mixed results. On some of the instruments the results were as predicted. On others, however, the results were opposite from expectation. Each instrument will be discussed separately and possible explanations offered for unexpected results.

The data obtained from the Parent Attitude Survey indicate that parents whose children received instruction in the principles of Parent Effectiveness Training showed a greater increase in desirable attitudes than did parents whose children did not. The differences were significant on the confidence and trust scales as well as the total test. It appears that the experimental treatment was effective on these three scales in producing the predicted results. No explanation is offered for the nonsignificant results on the causation, acceptance, and understanding scales. In the studies reported in the review of literature which used the Parent Attitude Survey, significant results were also obtained on the confidence and trust scales.

The data obtained from the Parent Problem Check List were partially consistent with expectation. Parents in the experimental group did
show a greater improvement in their ratings of the problem behaviors of their children, but the increase was not significant. A possible explanation may be that enough time had not elapsed at post-testing for both parents and children to implement their newly learned skills. It follows that a certain amount of time would be involved for change to occur in child behavior. If this assumption is correct, the difference should have been significant if post-testing had occurred at a later time. This, of course, is a question for further research.

On the scale measuring parent problems the experimental group showed significantly greater improvement. This indicates that the experimental treatment was effective in helping parents to correct their own behavior problems. However, it provokes the question of why the experimental group of children did not achieve a significant improvement in behavior. Two explanations seem plausible. First, the greater improvement in parent problems in the experimental group of parents may support the notion that a longer time before post-testing might have resulted in a significant improvement in the children's problems. The second explanation is that the improvement in parent problems was an artifact.

The results of the Self-Concept Inventory--Parent indicate that the experimental treatment did not have a significant effect. The Difference Scores between groups were so small that it is difficult to make any generalizations even in terms of trends.

These results seem to be inconsistent with those of the "Parent Problems" scale of the Parent Problem Check List inasmuch as both attempt to measure similar things. The apparent inconsistency may
be related to the different type of ratings required by the two tests. The Parent Problem Check List requires respondents to indicate how often a particular problem behavior occurs. The Self-Concept Inventory--Parent requires the respondents to rate themselves in comparison to other people, which may decrease validity. This potential problem with the Self-Concept Inventory--Parent is a question which also requires further investigation.

The results of the Children's Reports of Parental Behavior Inventory were the most unexpected of the study. On all of the scales the ratings of the control group showed more improvement than those of the experimental group. The difference was significant on hostile detachment. This is exactly opposite from what was predicted.

The scale of hostile detachment measures the child's perception of his parents' tendency to ignore and/or neglect the child's needs. It appears that the children in the experimental group may have become especially sensitive to the desirable things their parents were not doing. This scale is a passive measure whereas the other scales of the CRPBI deal with more overt behaviors. A possible explanation for these results, then, is that omitted parent behaviors came to their awareness as a result of PET instruction, whereas the overt behaviors were already more evident. This is only a tentative explanation and requires further research.

In teaching these children it was evident that most of them gained some degree of understanding of the PET concepts. They were able to talk about the concepts in the appropriate context and to differentiate between PET skills (active listening, "I" messages) and ineffective responses. Several classroom teachers reported that
some of these students very bluntly told them when they were using "you" messages or the "roadblocks."

Another possible, but unlikely, explanation is that the parents in the experimental group may actually have become less effective as a result of their children receiving PET instruction.

The results of the Self-Concept Inventory--Child were also unexpected. On the majority of the scales, the control group showed more improvement than the experimental group. On two scales, work habits and happy qualities, the difference was significant. The explanations given above for the results of the CRPBI may also apply here, i.e., increased sensitization. One of the common effects of a PET course is increased self-awareness. It may be that the experimental group of children became aware of their inadequacies as a result of being exposed to PET principles.

There seems to be no logical explanation for obtaining significant results in the opposite direction on two particular scales, work habits and happy qualities, and not the others. This is a question for future research.

It must be acknowledged that the PET training may have been detrimental to the self-concepts of the children.

In looking at the combined results of all the instruments, the author noted a general trend or tendency seems to have emerged. It appears that providing concurrent PET instruction for children as well as their parents was desirable from the point of the parents but undesirable from the point of the children. This raises a serious question about the advisability of instructing children in PET
principles and urgently requires further investigation before adopting such a program.

Several comments will now be made concerning the actual teaching of PET concepts to elementary grade children.

Generally speaking, it was a difficult task. This may have been related to the type of children who participated since most, if not all, of them had a difficult time functioning in school. The children had short attention spans and it was hard to keep them on task. It was extremely difficult to disengage from the authoritarian approach in conducting the sessions.

The content did not appear to be very interesting to the students and the lecture presentations seemed virtually worthless. The prepared PET tapes worked well, but role-playing was hard for them to understand and to do. Although most of the children seemed to grasp the meaning of the concepts, they had great difficulty applying them both in practice or in real life situations.

Limitations

There are several limitations to the study which need to be considered.

Three of the five test instruments are highly suspect in terms of validity and reliability. This is true of the Self-Concept Inventory--Parent, the Self-Concept Inventory--Child, and the Parent Problem Check List. There are no data in the literature which provide any indication that these instruments are valid and reliable. This lack of data may be related to the newness of the instruments and the fact that little information would be available even if they
were highly reliable and valid instruments. Therefore, the results from these instruments require caution with respect to interpretations and conclusions.

Another limitation with the instruments in general is the relative lack of objective behavioral measurements. Traditionally, self-ratings and attitude assessments are considered less valid and reliable than purely objective measurements of behavior.

Another major limitation has to do with the way in which the sample was drawn and the groups chosen. The ideal method of selection would have been to assign each student (and in turn his parents) individually to the experimental or control group. This was not possible because of the nature of the Learning Adjustment Program. It would not have been feasible to transport the children to and from different schools during the day. Thus, it was necessary to assign entire classes rather than single individuals to a group. This detracts from the randomness of sampling which is one of the assumptions of the t test. Another assumption of the t test is that the sample be drawn from a statistically normal population. Whether this assumption was satisfied is also suspect inasmuch as the population was defined as a group of children with problems.

It was not possible to control for instructor personality effects because the psychologists were previously assigned to work with particular learning adjustment classes.

Another limitation of the study is the lack of knowing objectively whether the experimental group of children actually understood the principles of Parent Effectiveness Training. Subjectively, it seemed that they were able to grasp the concepts, but no objective evaluation
was made. The purpose of the pretesting and the post-testing was not to evaluate whether comprehension of the subject matter itself had occurred but to measure differences between groups.

**Recommendations for Further Research**

In addition to correcting the limitations listed previously, several other recommendations are made for further research.

Based on intuitive hunches and personal experiences in working with the children, the author makes the following recommendations as possible improvements for youth PET instruction itself:

1. The program should be a total exposure experience for a week or two with regular follow-up over a period of six to nine months.

2. The sessions should be totally experiential with little or no lecture.

3. The training should include additional exercises in self-awareness and sensitivity to the needs of others. Examples are games like "Body Talk," "Feel Wheel," etc.

4. The sessions should provide for physical recreation and exercise.

5. More than one adult should conduct the sessions. A possible arrangement is one instructor with several aids.

6. There should be some emphasis on conjoint as well as concurrent instruction and activities for children and their parents.

In order to assess more accurately the value of teaching PET principles to children, it would be important to determine the effect of teaching the children only and not their parents.
terms of experimental design there might be four groups: one in which children and parents both receive training, one in which children only receive training, one in which parents only receive training, and one in which neither children nor parents receive training. In this study there were not enough subjects available.

Subjectively, it seemed that younger parents and parents attending with a spouse were more receptive and willing to implement the new ideas. Research is needed to determine if this is actually the case. If it is so, these two factors should be controlled for in analyzing data.

This study did not provide for an informal interview with the subjects following post-testing. It would be beneficial in further research to give the subjects an opportunity to express their feelings verbally in an interview. This would increase and supplement the amount of information obtained from the test instruments.
CHAPTER VI

Summary

Dr. Thomas Gordon's Parent Effectiveness Training has previously been demonstrated to be effective in improving parent-child relationships. The purpose of this study was to determine if concurrently teaching PET principles to parents and their children would produce greater effectiveness than teaching the parents only. The study was performed in the context of the Learning Adjustment School Program sponsored by the Eastern Idaho Community Mental Health Center in Idaho Falls, Idaho.

A total of 52 parents participated in the study and were divided into an experimental and a control group. A total of 35 children participated in the study and were also divided into an experimental and a control group. The children were elementary grade students who had been previously designated as having "learning adjustment problems." This designation refers to children of average or above average intelligence who exhibit learning disabilities and/or emotional disturbances. The experimental group of students were the children of the experimental group of parents. The control group of students were the children of the control group of parents.

The study was performed between October and December of 1973. All subjects were pretested on the appropriate instruments at or shortly after the first session of PET and were post-tested at or shortly after the last session.
Both groups of parents received an eight week course of Parent Effectiveness Training. The experimental group of children received a modified version of Parent Effectiveness Training as part of their activities in the learning adjustment class. The control group of children did not. All of the PET instruction was taught by Mental Health Center psychologists who are also licensed PET instructors.

The instruments used to assess change in the parents were the Parent Attitude Survey, the Parent Problem Check List, and the Self-Concept Inventory--Parent. The instruments used to assess change in the children were the Children's Reports of Parental Behavior Inventory and the Self-Concept Inventory--Child. The significance of the difference between the Difference Scores (pretest to post-test) of the experimental and control groups was tested with t tests.

The experimental group of parents showed a significantly greater increase in confidence as parents, in trust of their children, and on total attitude improvement as measured by the Parent Attitude Survey.

The experimental group of parents showed a significantly greater improvement in their own problems as measured by the Parent Problem Check List.

The experimental group of parents did not show significantly greater improvement in self-concept as measured by the Self-Concept Inventory--Parent.

The experimental group of children did not rate their parents' behavior on the scales of the Children's Reports of Parental Behavior Inventory as being more desirable at post-testing than at pretesting;
in fact, on the hostile detachment scale the control group showed
significantly greater improvement than the experimental group. The
results for the Children's Reports of Parental Behavior Inventory
were also opposite from expectation.

The experimental group of children did not show more improvement
from pretesting to post-testing on the scales of the Self-Concept
Inventory--Child. On the work habits and happy qualities scales, the
control group showed significantly greater improvement than
the experimental group. Thus, the results from the Self-Concept
Inventory--Child were opposite from expectation.

A possible explanation for the unexpected results obtained from
the experimental group of children may be the sensitizing effect of
their PET instruction. They may have become more aware of the
"wrong" things being done by their parents and thus rated their
behavior as less desirable at post-testing on the Children's Reports
of Parental Behavior Inventory. Inasmuch as PET usually fosters
increased self-awareness, they also may have become more acutely
aware of their own inadequacies as measured by the Self-Concept
Inventory--Child. This phenomenon raises further questions for
future research.

The results of this study seem to indicate that teaching PET
principles is desirable from the point of view of parents but undesir­
able from the point of view of children. More research is needed
to verify and explore this unexpected finding.


Larson, R. S. Can parent classes affect family communications? The School Counselor, 1972, March, 261-270.


APPENDIXES
Appendix A

THE MODIFIED BASIC MODULES

of the

INSTRUCTOR OUTLINE

for

TEACHING CHILDREN IN THE ELEMENTARY GRADES

THE PRINCIPLES OF EFFECTIVENESS TRAINING

Sterling Andelin

Eastern Idaho Community Mental Health Center

October, 1973
Basic Module A:

ACCEPTANCE OR UNACCEPTANCE

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I. CLASSROOM EXERCISE: FILLING IN THE RECTANGLE
II. CLASSROOM EXERCISE: BEHAVIOR INDICATING THE OTHER HAS A PROBLEM
1. CLASSROOM EXERCISE: FILLING IN THE RECTANGLE
(Explain the meaning of the word "behavior.")

DIRECTIONS TO CLASS: All of the people we know act in two kinds of ways: they do things we like (and accept) or they do things we don't like (and don't accept). To show you what I mean, let's do an exercise.

Each of you take a sheet of paper and fold it like this (demonstrate).

Now, think of a person you know. This can be your friend, your sister or brother, your mom or dad, or even a teacher. In the top half of your paper write down five things this person does that you like. (Give example; wait for class to complete.)

Now, think of five things this same person does that you don't like. (Give example; wait for class to complete. Help them focus on specific acts rather than traits.)

INSTRUCTOR:

1. Ask some of the class to read aloud behaviors above the line, then behaviors below the line.

2. Ask participants to hand in their folded sheets.

3. Explain that, "For right now, we'll only talk about behavior in the top half."

4. Draw rectangle and label.

   Area of Acceptance

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   Area of Nonacceptance

5. Explain that, "Some people are more accepting than others." (Give example and show different rectangles.)
6. At some times we like people better than at other times. There are three things that cause this:

(a) how the other person is feeling—what has happened to him

(b) how we are feeling—what has happened to us

(c) the place where something happens

Examples of each of the above:

(a) One day your friend is happy because he hit a home run, but another day he's unhappy because his dad gave him a spanking.

(b) One day you're happy because your grandma sent you a birthday present, but another day you're sad because you couldn't watch your favorite T.V. show.

(c) One day your friend throws a mud pie at a fence (and you think it's funny), but another day he throws a mud pie on your new bike.

7. Conclusion: We like people better at certain times than we do at other times.

II. CLASSROOM EXERCISE: BEHAVIOR THAT INDICATES THE OTHER PERSON HAS A PROBLEM

INSTRUCTOR:

1. When other people are not feeling happy or when they are having problems, they act in certain ways—they do and say things that let us know they are having a problem.
2. Ask class, "What are some things people do and say that let us know they are having a problem?"

Examples: (Write these and others on board.)
They say, "I have a problem."
They say, "I'm mad."
They cry.
They kick the table.
They bite their fingernails.
They pout and sulk.
They run away and hide.
They swear.

3. Draw rectangle and point out where it goes.

Area of Acceptance

No Problem

Area of Nonacceptance

(a) Explain what "No Problem" area is.

(b) Then label rectangle but don't mention "I Own Problem" yet.

Area of Acceptance

Other Owns Problem

No Problem

Area of Nonacceptance

(c) For the first while we will talk about what to do and say when other people have problems.
Basic Module B:

HOW TO BE AN EFFECTIVE HELPING AGENT FOR OTHERS (WHEN THEY OWN THE PROBLEM)

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I. **CLASSROOM DEMONSTRATION: TYPICAL WAYS OF RESPONDING TO PROBLEMS OF OTHERS**

**DIRECTIONS TO CLASS:** When other people are unhappy or have a problem, we say certain kinds of things to them. Let's do an exercise to show you what I mean. We want to find out what we usually tell people when they have a problem.

I will play the part of some people who will have problems. When I'm finished with each part, I will ask you what you would say to me.

**THE SITUATIONS:** (Ask several class members after each situation.)

1. *(I am your little brother who just started first grade.)*
   "I hate school and I hate my teacher. She's ugly and creepy and I'm never going back to her class."

2. *(I am your best friend.)*
   "I don't think my mom and dad like me very much. They always say I'm just stupid."

3. *(I am a good friend of yours.)*
   "I sure must be dumb because all the kids on my block won't ever play with me. They always ignore me."

4. *(I am your big sister who is in high school.)*
   "I can't understand why I got kicked off the drill team. I went to every practice and tried real hard. I've never felt so awful in my life."

**INSTRUCTOR:**

1. Present the 12 roadblocks on the board.

2. Read each one and give an example.

**12 ROADBLOCKS:**

1. **ORDERING, DIRECTING, COMMANDING**
   "Get out of my room."

2. **WARNING, THREATENING, PROMISING**
   "If you don't stop bugging me, I'm going to tell dad on you."

3. **PREACHING**
   "You're not supposed to feel that way."
4. **ADVISING, GIVING SOLUTIONS**
   "Well, why don't you just stop playing with those kids if they bother you?"

5. **TEACHING, LECTURING**
   "You must learn to get along with your brothers and sisters."

6. **JUDGING, CRITICIZING**
   "You really messed that up."

7. **PRAISING, AGREEING**
   "Well, I don't care about what they say, I think you're pretty."

8. **NAME-CALLING**
   "Okay, little baby."
   "You spoiled brat."

9. **ANALYZING**
   "You're just saying that to bug me."

10. **SYMPATHIZING**
    "You usually get along with other kids very well."

11. **QUESTIONING**
    "Why do you feel that way?"

12. **SARCASM**
    "Well, if you don't like school, why don't you burn the building down?"

There are some other things we can do and say to people that will help them when they have a problem. (Write on board and give examples.)

1. **SILENCE--just listening without butting in**

2. **ACKNOWLEDGMENT**
   "I see." "Really." "No kidding."
3. **DOOR-OPENERS**

"Tell me about it."

4. **ACTIVE LISTENING**—restating what the other person said to see if we understood what he meant

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**II. INSTRUCTOR PRESENTATION: EFFECTS OF THE TWELVE ROADBLOCKS**

1. Stop other person from talking.
2. Most make other person feel like he isn't smart enough to solve his own problems.
3. Some make the other person feel bad or angry.

---

**III. INSTRUCTOR PRESENTATION: ACTIVE LISTENING**

The best way to talk to a person when he has a problem is to use active listening.

**INSTRUCTOR:** (Use blackboard and this situation to explain communication process.)

Suppose you are at the park with your little sister and a big dog walks by. Your sister is afraid inside so she uses words to let you know and she says something like this: "Will the doggy bite?"

---

![Diagram showing active listening process](image-url)
If you know what your sister is feeling inside, then our diagram will look like this:

![Diagram showing the interaction between sister and you, with "Will the doggy bite?" and "You're afraid of the dog." cerebral connection.] 

Then, to let her know you understand that she is afraid you would say something like this, "You're afraid of the dog."

**INSTRUCTOR:** Go back to each situation you used in the Classroom Demonstration and send them, one at a time, asking a participant to use active listening. Coach and correct.

**KEY POINTS:**
1. Emphasize the difference between words and feelings.
2. Emphasize difference between active listening and roadblocks (sending your own message).
3. Emphasize active listening should be in *receiver's* own words.

**IV. CLASSROOM DEMONSTRATION: PLAYBACK OF TAPED COUNSELING EXCERPT**
("Ventilating" tape)

1. Focus on method.
2. Point out difference between active listening and roadblocks.
V. CLASSROOM EXERCISE: CHILD ON SCHOOL BUS
(Use format of "Man in Seat 12A" exercise.)

ROLE FOR INSTRUCTOR: (Do not read to class.)

You are riding the bus to school and are feeling pretty upset. You have an urge to get some feelings off your chest. Here are some facts about you:

All year long you have been planning to go to Disneyland during summer vacation with your best friend (John, Jane) and his (her) family. They invited you.

You have been saving all your money for the trip.

You stayed home from a trip with your family just so you could go to Disneyland.

You have told everybody about going on this trip.

You are very anxious and excited about the trip.

Yesterday your friend called and said the trip had been cancelled.

You feel depressed and disappointed.

This morning you learn that your friend is still going to Disneyland, but he (she) asked somebody else.

You're really feeling angry now.

You feel hurt that your friend lied to you.

You want to get revenge.

You decide that maybe it wouldn't have been very much fun anyway. Your friend's dad is real mean.

Besides, you don't want a friend like that anyway.

You decide that maybe you'll spend the money you had saved on a minibike.

You begin to get excited about getting a minibike.

DIRECTIONS TO CLASS:

"You are sitting on the school bus and I am sitting next to you. I look real upset and you decide that I must have a problem. So, you decide to try to use active listening to help me. I will start here and go around the room. When I signal to you, you use active listening."
SCRIPT FOR INSTRUCTOR: (Use your own words.)

1. Wish you were any place but on the bus
2. Disappointed at not being able to go to Disneyland
3. Let down because of waiting so long and working so hard to save money
4. Regret staying home from your own family's vacation
5. Embarrassed because of telling all your friends about the trip
6. Feel like a fool for getting so excited and bragging so much
7. Angry at friend for lying to you
8. Very angry upon finding he asked someone to go in your place
9. Hurt that he would do such a thing to you
10. Feel like really getting even with him
11. Want him to know how disappointed you feel
12. Decide trip wouldn't have been much fun anyway
13. Friend's father is very mean
14. Relieved that you found out about friend before going
15. Always thought he was sort of weird anyway
16. Don't want a friend like him
17. Feel things may not be as bad as you thought
18. Glad you didn't spend money at Disneyland
19. Decide to use this money to buy a minibike
20. Have always wanted minibike and this is a good chance to get one
21. Excited at prospects of owning one
22. Surprised at how much better you feel
23. Grateful your seat-mate listened to you; it really helped.
CLASSROOM DISCUSSION:
1. Ask class what it was like for them to active listen.
2. Model active listening.

VI. INSTRUCTOR PRESENTATION: WHY ACTIVE LISTEN? WHAT ARE ITS EFFECTS AND BENEFITS?
1. Shows the other you are interested in him.
2. Proves to other person that you understand him.
3. Gives the other person the change to "get it off his chest."
4. Helps other person solve his own problems.
5. Helps the other person feel that you like him and accept him.
6. Helps the other learn to deal with his feelings, not just facts.

<table>
<thead>
<tr>
<th>Message</th>
<th>Facts</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dad is going on a business trip.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>I am sad; I'll miss him.</td>
<td>Feeling</td>
<td></td>
</tr>
<tr>
<td>My dad is going on a business trip.</td>
<td>Fact</td>
<td></td>
</tr>
<tr>
<td>What a relief! He always bugs me.</td>
<td>Feeling</td>
<td></td>
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</tbody>
</table>

Most messages contain both.

Example:

7. Helps you and the other person become better friends.
8. Helps you learn more things about the other person.

VII. CLASSROOM DEMONSTRATION: THE RELUCTANT PLAYER

INSTRUCTOR: You will play the role of a child, Jane; ask for a class member to play the role of Jane's friend. Place two chairs close together at the front of the class. Record, if
desired. When you have a volunteer, (1) read the friend's role to him in front of the class and send him out of the room. (2) Then read your role, that of Jane, to the class. Bring class volunteer back and instruct him (1) to stay in the role all the time and (2) to act appropriately to the feelings he gets from you.

FRIEND'S ROLE:
(Read to volunteer; then send him out of room.)

I will play like I am Jane, one of your friends. Jane says to you one day, "I've been staying in the classroom during recess instead of going out on the stupid playground." From this you think that Jane must have a problem and decide to talk to her about it.

JANE'S ROLE: Played by Instructor
(Read to class after sending volunteer out.)

I am nine years old and in the 3rd grade. Lately, I have been staying in the schoolroom during recess, doing things for the teacher, rather than going out to the playground with the other kids.

I don't want to play with the other kids because I don't think I am a good enough baseball player. Lately, all the other girls have been playing nothing but baseball.

When they choose up sides, usually I am the one chosen last so I know they don't think I am very good either. For a while I tried to get some of the girls to play hop-scotch with me, but recently they have played baseball instead.

I found myself standing around alone on the playground every recess. This embarrassed me, so I decided to stay in to help the teacher. I really would like to play baseball, but I feel I am not good enough.

I always have been shy about trying anything new or entering into activities unfamiliar to me. I am usually successful in influencing my closest friends to play the things I am best at, but as soon as they go to play something else I get moody and back out of their games. I feel my father expects me to be good at things, like my brother.

One day I say to you, "I have been staying in the classroom during recess because I would rather help the teacher than go out with the kids on the playground."

INSTRUCTOR: It is important that you play Jane's role through a progression of steps:
1. If the volunteer uses active listening, proceed to sharing your feelings in this order:
   a. You hate recess.
   b. You didn't used to hate it.
   c. You liked recess when your two friends played your games.
   d. Lately, they have left you to play baseball.
   e. You hate baseball.
   f. You're lousy at baseball.
   g. You don't want to look bad in front of the other girls.
   h. You hate to do anything you're bad at doing--practicing the piano, etc.--in front of others.
   i. You feel you have to be good at anything you do. This comes from your father who pushes you to be good: "Practice makes perfect." "If a thing is worth doing, it's worth doing well."
   j. You are sure he won't like you unless you are good at things.
   k. He likes your brother better because he is always good at sports and so on.
   l. You wish your father would let you be "just you."
   m. You begin to feel you are hurting yourself by refusing to do new things because you're not good at them. This attitude will keep you from doing things you might want to do.
   n. You decide maybe you'll play baseball and ignore the teasing of the other girls. You didn't like staying in the classroom anyway.

2. Don't let the class volunteer do such a poor job he is embarrassed. Coach during the role-playing, then start it again to give the class volunteer a chance to do a good job.

VIII. CLASSROOM EXERCISE: PAIRING FOR ACTIVE LISTENING PRACTICE

DIRECTIONS TO CLASS:

To give you more practice in active listening, I want us to do a new kind of exercise. I will break you up into pairs. Each
pair will go off into a corner of the room. One of you starts out by talking about something that bugs you or is a problem for you. Your partner will active listen for 5-10 minutes. Then you will switch and the other person will talk about a problem for 5-10 minutes. I will help you if you need me to do so.

INSTRUCTOR:

1. Float around helping each pair briefly.

2. After the exercise, help the class members talk about how it felt (a) to active listen, and (b) to be active listened to.

IX. CLASSROOM EXERCISE: AROUND THE ROOM PRACTICE ON INSTRUCTOR'S PROBLEM

INSTRUCTOR:

This is identical to "Child on the School Bus" except that you present a real problem of your own. You may wish to call on participants at random.

X. INSTRUCTOR PRESENTATION: APPROPRIATE CONDITIONS FOR AND COMMON ERRORS IN USING ACTIVE LISTENING

APPROPRIATE CONDITIONS:

Sometimes active listening can make the other person mad if it is used at the wrong time.

For positive results, the following conditions must be present:

1. In the Sender:
   a. The other person must be truly having a problem and giving you clues--pouting, crying, or saying, "I've got a problem."

2. In You, the Listener: You must
   a. feel accepting of the other person
   b. want to help
   c. have the time
   d. feel that the other person can solve his problem
COMMON ERRORS:

1. a. Overshooting—exaggerating feeling (give example)
   b. Undershooting—minimizing feeling (give example)
   c. Parroting—not hearing message (give example)
   d. Analyzing—trying to figure out why the other person feels as he does ("...because you're...")

2. Using active listening when you're trying to get the other person to change (give example)

3. Using active listening when the other person really needs to know something ("Where's the bathroom?")

XI. CLASSROOM EXERCISE: RESPONDING TO NONVERBAL MESSAGES

INSTRUCTOR:

1. Introduce concept of: There is no such thing as "no communication." We are always communicating in a relationship—even with silence.

2. How we communicate nonverbally:
   a. Facial expression (illustration)
   b. Bodily posture (illustration)
   c. Arms and hands (illustration)
   d. Grunts and groans (illustration)
   e. Movement toward and away (illustration)

EXERCISE: "AROUND THE ROOM WITH NONVERBAL MESSAGES"

1. Use same procedure as in "Child on School Bus."

2. Either go around the room systematically or randomly pick people, using hand signals or facing intended responder.

3. Select from the following list of nonverbal messages or add your own. Act them out in front of class, if possible. If not, read situation to class. Responder is to actively listen your nonverbal behavior.

   Child showing his drawing with proud smile on face
   Child showing his drawing with very dissatisfied look on face
   Man nervously pacing the floor up and down
   Child giving parents "the raspberry"
Child walking into room, slouching in chair, looking depressed, silent

Child looking frightened, hanging on to mother in presence of dog

Child looking bored, daydreaming out the window during teacher's lecture
Basic Module C:

HOW TO
MODIFY BEHAVIOR OF OTHERS
THAT IS UNACCEPTABLE TO YOU

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V. INSTRUCTOR PRESENTATION: WHY "I" MESSAGES WORK AND UNDER WHAT CONDITIONS
VI. INSTRUCTOR PRESENTATION: "I" MESSAGE ERRORS: "I" MESSAGE BENEFITS
VII. CLASSROOM EXERCISE: EXPERIENCING THE DIFFERENCE BETWEEN "I" MESSAGES AND "YOU" MESSAGES
INSTRUCTOR PRESENTATION: DEALING WITH UNACCEPTABLE BEHAVIOR OF THE OTHER PERSON

INSTRUCTOR:

1. Ask class to remember the behaviors they wrote on the lower half of their papers in the beginning. Announce you will now begin to deal with those unacceptable behaviors.

2. Put up rectangle. Refer to the area below the line, "Here the other person's behavior causes me a problem." In other words, what he does bugs me and I don't accept his behavior. I own the problem.

<table>
<thead>
<tr>
<th>Area of Acceptance</th>
<th>Other Owns Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Problem</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Nonacceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Own Problem</td>
</tr>
</tbody>
</table>

3. Give examples to orient class. ("It's time to leave for school in the morning and your older brother has his lock on your bike. You feel angry and unaccepting of him.)

4. Contrast attitude (of "I Own Problem") with a clear example of other person owns the problem, such as other person being concerned about not having many friends.

5. Contrast the difference between the two areas.

When Other Owns the Problem
(Here)
I am a listener
I want to help the other
I help other find his own solution
I'm mainly interested in other person's needs

When Other's Behavior Causes Me a Problem
(But here)
I want to talk
I want to help myself
I need a solution myself
I'm mainly interested in my own needs
6. What we need to learn, then, is a way to get other people to change their behavior when it bugs us.

7. When we try to get another person to change his behavior, there are three important things to remember:
   a. We want to have him really change.
   b. We don't want to make the other person feel like he's stupid or dumb.
   c. We don't want to make an enemy of the other person; we still want to be friends with him.

8. Most of the time when we try to change another person's behavior that bugs us, we use those same 12 roadblocks to communication

II. CLASSROOM EXERCISE: EXPERIENCING THE ROADBLOCKS AS NOT MEETING THE CRITERIA

INSTRUCTOR: Prepare the class to respond to instructor's messages, not by role-playing, but by reporting how the message made them feel on three scores:

1. Would you be willing to change your behavior?
2. Would you feel stupid or dumb or put down?
3. Would you still want to be friends with me? Would you like me still?

DIRECTIONS TO CLASS:

Tell the group they are each to imagine themselves as a guest in your home and that they have just sat down on your new white couch and put their feet up on it. Since you don't like that, you will send some roadblocks to try to get them to change their behavior.

EXERCISE:

Send the following messages, one by one, to random members of group. After each, elicit from its receiver the feelings described under INSTRUCTOR (above). Improve or add to.

1. "Hey, get your feet off!"
2. "If you don't get your feet off, I'm gonna send you home."
3. "You're not supposed to put feet on furniture; treat other's property as you would treat your own."
4. "Floors are for feet; couches are for sitting."
5. "Why don't you go into the bedroom and lie down."
6. "I just can't believe anyone could be so rude and inconsiderate."
7. "You're usually so considerate. I can't believe you would put your feet on my couch."
8. "You ought to be ashamed of yourself, you dumbell."
   "Where were you born--in a barn!"
9. "You must hate me to do something like that."
10. "Please don't feel embarrassed, but you have your feet on my couch."
11. "Do you usually put your feet on your own couch at home?"
12. "I'm sure glad you've got those good-looking shoes up there where we all can admire them!"

After having fun experiencing how weak these are at changing behavior and how hard they are on self-esteem and feelings of closeness, point out that if they have those feelings, so will their friends, brothers, sisters, etc.

Ask why the roadblocks don't work.
1. Some cause resistance--"I will not!"
2. Some put down the other person and make him feel stupid and dumb.
3. Some make him angry at you and he might not want to be your friend.
4. Some make the other person feel guilty for having needs of his own.

III. INSTRUCTOR PRESENTATION: INTRODUCTION TO "I" MESSAGES

KEY POINTS:
1. The roadblocks are all "you" messages; i.e., the focus is on what the other person did or didn't do.
2. It would be better to focus on me and how I feel; it would then become an "I" message instead of a "you" message.
3. It would not blame or put the other person down; it would just tell him how I feel about what he did and why.

4. Now, we want to talk about what an "I" message is and how it works. There are three parts to an "I" message.

<table>
<thead>
<tr>
<th>I................</th>
<th>when,....................</th>
<th>because..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>(my feelings or emotions)</td>
<td>(describe what the other person did without blame or put down)</td>
<td>(real effects on me—why it bugs me)</td>
</tr>
</tbody>
</table>

EXERCISE:

Refer back to the example: It's time to leave for school in the morning and your older brother has his lock on your bike.

1. Have class fill in all three columns to suit the example. (Instructor writes class' suggestions on board.)

2. Ask for volunteer to send a good "I" message from the suggestions in the three columns on the board.

3. Discuss what makes a good "I" message and coach closely on the example.

EMPHASIZE:

a. Real or tangible effects
   Use an example to distinguish between real and unreal effects.

   "Your lock on my bike is a real effect."
   "The color of your shoes doesn't hurt me in any real way."

b. The distinction between blameful and nonblameful description of behavior

   Blameful—"Only a stupid idiot would put a lock on someone else's bike."
   Nonblameful—"Your lock is on my bike."

4. Go back to "couch" example and have class give a good "I" message.
IV. CLASSROOM EXERCISE: PRELIMINARY EXPERIENCE SENDING "I" MESSAGES

DIRECTIONS TO CLASS:

Ask the class to respond aloud with "I" messages to the situations you will present.

INSTRUCTOR:

Get several "I" messages for each situation. Don't expect high standard "I" messages now. Coach and help.

Choose several situations from the following:

The Situations:

Sibling: You are babysitting your little brother. He wants to run down to the store for a bottle of pop. He agrees to be home by 6:30. (Mom and dad are coming home at 7:00.) It is now 6:55 and he's not home yet. You're really scared that you'll get in trouble if he doesn't get home before 7:00. At 6:58 he walks in and says, "Hi."

Peer: You have just finished sweeping the sidewalk. This was the last thing that needed to be done before getting your allowance. Your friend comes over to see you and tracks mud all over the clean sidewalk.

GEAR SHIFTING INTO ACTIVE LISTENING:

KEY POINTS:

1. No matter how good an "I" message is the other person might feel a little put down or angry, etc.--nobody likes to hear about his behavior that bugs you.

2. This means that after we send an "I" message we have to do something to help the other person so he won't feel put down.

3. The thing that we need to do after sending an "I" message is to active listen.
4. Let me describe what usually happens.
   
a. I send you an "I" message.
b. You feel angry or put down.
c. I active listen until you don't feel so angry any more.
d. I send the "I" message again.
e. If you seem put down again, then I active listen some more.
f. After we do this, you will probably change the behavior that bugs me.

5. If I send you an "I" message and it makes you angry and if I don't active listen and send the "I" message again, you would probably be mad enough that you wouldn't change for anything.

INSTRUCTOR:

After the concept of shifting gears has been explained, give several more situations. Ask that the participants send "I" messages and then be ready to active listen. Coach closely.

The Situations:

Sibling: You share a room with your younger brother (sister). Your mother insists that both beds should always be straightened. Your brother (sister) has just had a group of friends over and they messed up your bed; you got in trouble. What do you say to your younger brother (sister)?

Peer: You let a friend borrow your brand new bicycle. It is brought back with a flat tire and three spokes missing.

V. INSTRUCTOR PRESENTATION: WHY "I" MESSAGES WORK AND UNDER WHAT CONDITIONS

KEY POINTS:

1. "I" messages don't tell the other person what to do; they let the other person decide on his own what to do.

2. "I" messages are not phoney. The idea is to have your actions on the outside match your feelings on the inside.

3. It is harder to argue with an "I" message. You can't argue about how I feel inside.
4. "I" messages don't make the other person feel stupid or dumb like the roadblocks can.

5. There are times when "I" messages don't work. There are three situations we need to talk about:
   a. If you don't send a good "I" message, the other person probably won't change what he's doing. You might have to try again.
   b. If there is a really good reason why the other person doesn't want to change, an "I" message doesn't work too well and we need to use something else. We say he has a strong need and we must solve the problem with "Conflict of Needs." Here is an example:

   I'm in a crowded elevator and you accidentally stand on my foot. I say, "Ouch!"

   You don't have any reason why you need to stand on my foot and you can see that it really affects me, so you get off my foot.

   Now, imagine that we're standing on the edge of the Grand Canyon and the ground beneath your feet starts to crumble. You leap for safety and land with one foot on my foot and one foot in thin air. I say, "Ouch!"

   You can see that it really affects me but you have a really good reason of your own not to move.
   c. Sometimes the other person really doesn't agree that what he's doing hurts you. An example is:

   If I send you an "I" message to get you to stop wearing red socks you probably would say, "How does that hurt you?"

6. The special problem of anger--teach whenever it comes up and seems appropriate:
   a. Anger is sometimes not too good in an "I" message because:
      (1) Not congruent--missed real feelings such as fear, hurt, "unfairied" against, etc.
      (2) Basically a "you" message--blames or punishes
      (3) Others know it is used to blame and to punish
      (4) Often gets ignored (Old Fred's blowing his stack again.)
b. Much anger is an act we all learn how to put on because of its usefulness as a punishment with which to teach or to get revenge. Often, if we are honest, we know we don't feel angry, we're just acting angry to reach an objective.

VI. INSTRUCTOR PRESENTATION: "I" MESSAGE ERRORS; "I" MESSAGE BENEFITS

KEY POINTS:

1. Common errors in using "I" messages:
   a. Disguised "you" messages. This usually happens through the use of "I feel" being substituted for "I think." For example: "I feel you are a creep."
   b. Undershooting. Undershooting means not matching your true feelings with how you send the "I" message. For example, if your friend walked up and slated you in the face, you would probably send a stronger message than, "I feel upset when you hit me in the face because it hurts a little bit."
   c. Forgetting to shift gears and active listen the other person's defensive response.

2. Benefits of using "I" messages:
   a. I get my needs met; you don't feel dumb or stupid; and we can become better friends.
   b. The other person learns how his behavior effects other people.
   c. It feels good to be able to say you're angry, etc., instead of keeping it locked up inside. You can get it off your chest.
   d. Sending "I" messages helps a person learn to understand how he really feels inside.

VII. CLASSROOM EXERCISE: EXPERIENCING THE DIFFERENCE BETWEEN "I" MESSAGES AND "YOU" MESSAGES
(Approximate length: 30-40 minutes)

INSTRUCTOR:

The following exercise is powerful in its ability both to teach and "sell" "I" messages because of the vivid emotional contrasts the participants experience. Since this exercise works best
with a fairly high level of skill, you may wish to postpone its use until a later session, where it would probably be best as a brush-up.

DIRECTIONS TO CLASS: (approximately 5 minutes)

1. Give these directions first as the group's initial tasks.
   a. I want you to pair up as follows: (Instructor selects pairs appropriately.)
   b. Instructor decides who is A and who is B.
   c. Each participant mentally recalls a recent, actual example of a behavior of a friend, a sibling, a parent, etc., that was unacceptable. When it becomes his turn to send, this will be the subject of his sending.
   d. Pairs put as much distance as possible between them and other pairs so as to minimize voice interference.

EXERCISE:

1. A sends to B (approximately 10 minutes)
   a. A tells B who B will play (the friend, sibling, parent, etc., who exhibited the unacceptable behavior) and briefly what the unacceptable behavior was; i.e., "You're my 6 year old son and you came in with muddy feet." Allow no long involved background here.
   b. B (the bad guy) is to possess no skills; i.e., doesn't active listen, send "I" messages, etc. He is to respond to A's sending as he feels in his own gut (not, for example, as he guesses a 6 year old boy would respond).
   c. The "you" message experience

   The exercise starts with A's using the roadblocks on B to try to get B to agree to change his unacceptable behavior. (Suggest that A's forget the course, revert, have a ball, live it up with "you" messages galore.) B responds spontaneously. Time this at 3 minutes, then call "cut." Tell A's to take enough time to compose a good "I" message, then

   (Help participants, if necessary)
d. The "I" message experience

A's start over again, sending a good "I" message (and active listening B's response) and going on from there, using the skills to try to get B to agree to change his behavior. B is again to have no skills and is to respond as he actually feels in his viscera. Time this at 3 minutes, then call "cut."

2. B sends to A (approximately 10 minutes)

a. Reverse the exercise, with B sending to A playing B's friend, sibling, parent, etc., whose behavior was unacceptable to B.

b. Continue through steps b, c, and d.

3. Reconvene group and ask members to share with group how it felt to experience one or more of the four roles—"you" message sender, "you" message receiver, "I" message sender, and "I" message receiver. (Ask group to hold inputs on technical difficulties such as forgetting to active listen, etc., and get visceral experiences before they fade. Expect rich harvest: "you" messages felt awful, created a power-struggle climate; "I" messages de-escalated, created warm feelings, promoted wanting-to-help feelings, etc.)

Now accept and handle any technical problems, if group is still interested. (Primary value of exercise is gut experiencing.)
Basic Module D:

MODIFYING THE ENVIRONMENT

The Theory, the Instructor Presentation, and the Classroom Exercise in this Module do not seem appropriate for teaching children because:

1. The opportunity for children to employ this method is minimal, i.e., they do not have much control over the environment of others.

2. Children do not possess the power or knowledge necessary to implement modification of the environment.

Rather than skipping Module D completely, several examples can be given to explain the basic idea.

INSTRUCTOR PRESENTATION:

Another way to get the other person to change unacceptable behavior is to change the surroundings instead of trying to get him to change.

Example: If your little brother comes into your room and gets into your things, put them up high enough so that he can't reach them.

Example: If you are babysitting your brothers and sisters and they seem to be restless and into everything, take them to the park where they can run and play hard.
Basic Module E:

HOW TO RESOLVE CONFLICTS OF NEEDS

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III. CLASSROOM EXERCISE: THE EFFECTS OF USING METHOD I

IV. INSTRUCTOR PRESENTATION: THE EFFECTS OF USING METHOD II

V. INSTRUCTOR PRESENTATION: METHOD III OR THE NO-LOSE METHOD OF CONFLICT RESOLUTION

VI. INSTRUCTOR PRESENTATION: THE SIX STEPS OF METHOD III PROBLEM SOLVING

VII. ILLUSTRATION OF METHOD III: THE "BONNIE" TAPE

VIII. INSTRUCTOR PRESENTATION: THE EFFECTS AND BENEFITS OF METHOD III, THE NO-LOSE METHOD

IX. INSTRUCTOR PRESENTATION: PROBLEMS IN IMPLEMENTING METHOD III

X. SKILL PRACTICE IN METHOD III: PAIRING AND ROLE-PLAYING
1. CLASSROOM EXERCISE: IDENTIFYING CONFLICTS IN YOUR RELATIONSHIP WITH ANOTHER

INSTRUCTOR:

1. Bring rectangle up-to-date showing how active listening, sending "I" messages, and modifying the environment (changing surroundings) help enlarge No Problem area.

<table>
<thead>
<tr>
<th>Other Owns Problem</th>
<th>active listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Problem</td>
<td>&quot;I&quot; messages</td>
</tr>
<tr>
<td></td>
<td>modifying environ-</td>
</tr>
<tr>
<td></td>
<td>ment</td>
</tr>
</tbody>
</table>

2. Point out that active listening doesn't always help the other person solve all his problems; some remain unsolved.

3. Point out that "I" messages and modifying the environment don't always get rid of all the unacceptable behaviors of the other person.

4. Point out why some behavior remains unchanged.

   a. The other person has a strong need to continue his unacceptable behavior. When this happens, we have "Conflict of Needs." (Write in the rectangle.) Refer back to the elevator-Grand Canyon example.

   b. The other person doesn't accept the fact that his behavior hurts me or there isn't a tangible (real) effect. (Example of wearing red socks.) When this happens, we have a "Collision of Values." (Write in rectangle.)

5. We will now talk about conflicts of needs and how to solve these problems.

DIRECTIONS TO CLASS:

Now take out a sheet of paper and make a list of things another person does that bug you or are unacceptable. This person can be a brother, a sister, a friend, etc.
Examples:

1. Little brother messes up your drawers.
2. Friend always borrows your pencil and doesn't give it back.
3. Your friend wears a shirt that you think is sickening.

INSTRUCTOR:

Ask some participants to read their listed behaviors. (Coach to make certain they are specific behaviors and not traits such as rudeness, etc.)

DIRECTIONS TO CLASS:

Now go through your list and put a check mark by the behaviors that the other person would understand and accept as behaviors that have a real effect on you. The key word is real.

Example: Most brothers would easily accept the fact that messing up your drawers has a real effect on you.

Example: Not many people would accept the fact that wearing a certain color shirt has a real effect on you.

INSTRUCTOR:

1. Ask some students to read the ones they checked. (Coach where necessary)
2. Explain that the ones they checked are probably conflicts of needs which are what we want to discuss now.

II. INSTRUCTOR PRESENTATION: WHAT METHODS ARE USUALLY USED TO RESOLVE CONFLICTS?

INSTRUCTOR: (Read the following to class.)

Here is an example of a conflict or problem some of us might have with a brother or a sister. Let's just imagine that you have a brand new bicycle, and your brother doesn't. The problem is that he likes to ride your new bike and sometimes he has it when you need it.

There are two ways you and your brother might solve this problem. The first way is called Method I and it works like this: You would just tell your brother to leave your bike
alone or you'll beat him up or break his new radio or something like that. In other words, you would make him do what you want and not worry about what he wants. This method is also called the **Authoritarian** method because you use your authority or power to get your way; you make him accept your solution to the problem.

The other method is called Method II and it works like this: You would tell your brother you don't want him riding your bike again. In this method he might say something like, "I don't care; I'm going to do it anyway." Then he might start to cry and throw a temper tantrum. Then you would probably say, "Oh, all right. You win, you spoiled brat! Ride it!" This method is also called the **Permissive** method because you permit the other person to get his way and he doesn't seem to worry about what you want.

Both Method I and Method II are called win-lose methods because somebody wins and somebody loses. The person who wins is usually the one who has the most power.

(Ask for personal examples of Methods I and II from class members and discuss.)

In both of these methods where somebody loses, it's pretty hard to like each other as much and still be friends afterwards.

Here is what happens:  (Explain diagrams)

**III. CLASSROOM EXERCISE: THE EFFECTS OF USING METHOD I**

**INSTRUCTOR:**

1. Both Method I and Method II use power.
2. What is power? It's having the things people want or being able to hurt them.

3. Here are the conditions for having power over another person:
   a. You must have things he needs very badly (like food and clothing) and/or something that might hurt him.
   b. The other person must be in a situation where he can't get by without you; i.e., dependent on you.
   c. He must be afraid of you for what you might do to hurt him.
   d. Summary: For you to have power over another person, he must be dependent on you or afraid of you.

4. Pose this question: Do you want your friends and brothers and sisters to be afraid and dependent?

DIRECTIONS TO CLASS:
Think of someone who has power over you. This can be an older brother or sister, a friend, a teacher, a babysitter, a parent, etc. Now try to remember times when they have used their power over you to change your behavior and get you to accept their solutions.

How did you feel? What did you do?

INSTRUCTOR:
1. Lead a discussion based on class' example of the exercise above.
2. Stress that "the way you feel about others using power on you is how others will feel if you use power on them."

IV. INSTRUCTOR PRESENTATION: THE EFFECTS OF USING METHOD II

KEY POINTS:
1. If you have a friend or brother (sister) that always wins and you lose, you're not going to like him very much.
2. People are likely to be selfish and spoiled if Method II is used with them.
3. It is hard for someone on whom Method II is used to get along with other people and other people won't generally like him much.
Another method of solving problems is Method III which is also called the No-Lose method of solving problems. In this method nobody has to lose; in fact, both people win because they both get their needs met.

Let's compare a drawing of Method III to Methods I and II. (Redraw diagrams for Method I and Method II as in Section E-II. Then draw the diagram for Method III as shown and explain.)

VI. INSTRUCTOR PRESENTATION: THE SIX STEPS OF METHOD III PROBLEM SOLVING

In Method III there are six steps that are very important. The six steps are: (state and explain)

1. **Redefine** problem in terms of needs.
2. **Generate** possible solutions and write them down on a sheet of paper.
3. **Evaluate** solutions in terms of meeting needs.
4. **Decide** on or select a solution.
5. **Implement** solution; decide who does what by when.
6. Set up a time to re-evaluate.
Use the previous example of the brother and the bicycle to illustrate how Method III works. Involve class. Contrast Method III with Methods I and II.

Redefine

1. You need to know where the bike is in case you need it.
   Brother would like to be able to ride a new bike once in awhile.

Generate

2. Brother never rides it.
   Brother always rides it.
   You share it every other day.
   You buy brother a bike of his own.
   You sell the bike.

Evaluate

3. (Have participants carry the ball from this point on. Coach carefully.)

VII. ILLUSTRATION OF METHOD III: THE "BONNIE" TAPE

INSTRUCTOR:

Explain that this tape is a recording of a mother using Method III with her 5 year old daughter, Bonnie.

KEY POINTS:

Instructor stops tape frequently to make any or all of the following points: (Some key points will come out later in the discussion after the tape.)

1. Importance of starting Method III with nonblaming "I" messages so that child does not feel he has already lost.

2. Importance of stressing to child that this is a method for arriving at a solution that is acceptable to both. (On the tape the mother did not stress this.)
3. With very young children, parents should not count on child generating alternative solutions. Stress that it is immaterial who suggests solutions.

4. Stress the importance of "shifting gears" to active listening after sending "I" messages. Functions of active listening:
   a. Demonstrates acceptance of child's feelings
   b. Helps parent understand child's real needs—what the basic problem is

5. Stress how parent fails for awhile to do an accurate job of active listening. (Mother said later she had an hypothesis that the school was not enriched enough for her daughter which caused her to turn off her ear to Bonnie's real feelings.) Also, the tape illustrates that a parent doesn't have to be a perfect active listener in order to get results.

6. Point out that in Method III it may take awhile to get the conflict of needs defined in terms of the child's real needs.

7. When Bonnie says, "Besides, we're not talking about naps," point out the dangers of bringing in another problem (agenda item) during Method III.

8. Stress that once the real problem is defined accurately, a possible good solution often becomes very apparent, e.g., spending some special time with Bonnie.

9. Stress necessity for making sure the solution is really acceptable to the child.

10. Stress how child is just as concerned as parent that the solution gets implemented. ("We'll need to make a sign 'cause you don't remember.")

11. Point out contrast between feelings mother and daughter would have had in a Method I or Method II resolution of this volatile problem and the warm, loving feelings Bonnie and her mother had with the Method III resolution.

Instructor will probably want to give class a chance to discuss tape or give responses or reactions.

**VIII. INSTRUCTOR PRESENTATION: THE EFFECTS AND BENEFITS OF METHOD III, THE NO-LOSE METHOD**

**KEY POINTS:**

1. No resentment, still like each other
2. The people are more likely to follow through with the solution because they helped find it.

3. More creative solutions are found because, "Two heads are better than one."

4. No power is necessary.

5. Method III helps people have friendly, loving feelings towards each other.

6. Using Method III teaches the other person:
   a. You care about him--his needs and feelings are important, too.
   b. You care about yourself--your needs and feelings are important.
   c. People can solve problems so that no one loses.
   d. Problems and conflicts aren't bad. Method III helps solve problems that we are bound to have.

IX. INSTRUCTOR PRESENTATION: PROBLEMS IN IMPLEMENTING METHOD III

INSTRUCTOR: (Read to class)

To help us understand Method III a little better, I would like for us to do an exercise together. Here is the situation:

Suppose that some parents have bought one bicycle for a sister and a brother to share. The sister and brother both want to use the bicycle at the same time. The brother wants it to get to his Little League game. The sister wants it so she can get to her friend's birthday party. Both the ball game and the birthday party are at the same time.

Now, let's go through the six steps of Method III problem solving and see if we can solve this problem.

First of all, what are the brother's needs and what are the sister's needs?

(INSTRUCTOR: Follow this example through the six steps with the class as both a demonstration and an exercise for them to participate in as a group.)
X. SKILL PRACTICE IN METHOD III: PAIRING AND ROLE-PLAYING

INSTRUCTOR:

1. Divide class into two groups, using any suitable method. Label one group "1's" and the other group "2's."

2. Take the "1's" out of the room and tell them about their role. Then go back to the "2's" and tell them about their role.

3. Assign pairs. Each pair is to try to resolve their conflict using Method III. Set time limit of 10-15 minutes, less if the exercise bogs down.

4. After 10-15 minutes reassemble class. Lead a discussion focused on how the class felt using Method III problem solving.

The Tape Recorder Conflict

Older Brother's Role: (to be played by the "1's" who are to possess skills of course)

Your younger brother has a habit of coming into your bedroom and taking your tape recorder, tapes, and funny books. He always messes your room up while looking for them, and then he never returns them to you. It seems like every time you want to play a tape or read a funny book, you have to look all over the house for them.

You have tried ignoring the problem, telling mom and dad, beating him up--nothing has worked.

You don't mind his using your recorder and reading your funny books, but you don't like him coming into your room without permission.

Your needs in this situation are:

1. You want to know where your recorder, tapes, and funny books are.

2. You don't want people coming into your room without permission.

3. You are afraid the recorder and funny books will get ruined if they're taken all over the house.
Key points for older brother:

1. Send "I" messages
2. Don't forget to active listen
3. Make sure Method III is used and that your needs and your brother's needs are met
4. Write down alternative solutions

Younger Brother's Role: (to be played by the "2's" who don't possess course skills)

You get upset because your brother won't let you borrow his tape recorder and funny books. You have tapes of your own but he has the only recorder; however, according to mom and dad he is supposed to share with you.

When you want to use it, it seems like he is never around. When you go into his room to get it, it is always in a different place and you have to look all over for it.

You feel that since he has the only recorder, he should let you borrow it sometimes and not get so mad about it.

You don't like being ordered around but you do like your brother and want him to like you.

Your needs in this situation are:

1. To be thought of as a good guy
2. Not to be ordered around
3. To use a tape recorder and borrow funny books and tapes

Key points for younger brother:

1. Be reasonable but make sure active listening and "I" messages are used.

INSTRUCTOR:

Possible solutions would include a time schedule for the use of the items, a specific location for the recorder and funny books (either in or out of bedroom), helping brother buy his own recorder, etc.

Coach very closely.
Basic Module F:

HOW TO DEAL WITH VALUE COLLISIONS

TABLE OF CONTENTS

I. INSTRUCTOR PRESENTATION: IDENTIFYING CONFLICTS OF VALUES

II. CLASSROOM EXERCISE: BUILDING A LIST OF BEHAVIORS THAT FALL IN THE VALUES AREA

III. INSTRUCTOR PRESENTATION: WHAT CAN YOU DO WITH BEHAVIORS OF THE OTHER PERSON THAT YOU CANNOT ACCEPT, YET THEY DON'T AFFECT OR HURT YOU IN A REAL WAY
1. **INSTRUCTOR PRESENTATION: IDENTIFYING CONFLICTS OF VALUES**

**INSTRUCTOR:**

Present rectangle as follows and review it as a prelude to "values" discussion:

```
<table>
<thead>
<tr>
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<th>active listening</th>
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<tr>
<td>Other Owns Problem</td>
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<tr>
<td>No Problem</td>
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</tr>
<tr>
<td>I Own Problem</td>
<td>&quot;I&quot; messages</td>
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<tr>
<td>Modify environment</td>
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<td>Area of Nonacceptance</td>
<td>Collision of Needs</td>
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</tbody>
</table>
```

**Method III**

1. Explain that a person's values are the things he believes in, his rights.

2. In terms of the three column formula, a value collision is behavior which the other person will not accept as hurting or affecting me in a real way.

   Example: If you believe in a certain church and I tell you it really bugs me that you do, this would be an example of values collision.

   Why?

   Because it doesn't hurt me in any real way if you believe in a certain church.

   Example: If you tear pages out of my notebook and I say, "It really bugs me when you tear out pages because I'll have to buy a new book," is this a collision of values? (No.)

   Why?
Because tearing pages out of my books affects me in a real way. I'll have to buy a new book.

KEY POINT:

It is the other person who must accept that his behavior affects me in a real way.

II. CLASSROOM EXERCISE: BUILDING A LIST OF BEHAVIORS THAT FALL IN THE VALUES AREA

INSTRUCTOR:

1. Involve class in generating a large number of values. (Coach and add to if necessary. Write on board.) Some examples are:

   Choice of friends
   Choice of religion
   Choice of clothing
   Hair length
   Political views
   Smoking, drinking, drugs

2. Volume is what you want.

3. Don't discuss any of them until after list is completed.

III. INSTRUCTOR PRESENTATION: WHAT CAN YOU DO WITH BEHAVIORS OF THE OTHER PERSON THAT YOU CANNOT ACCEPT, YET THEY DON'T AFFECT OR HURT YOU IN A REAL WAY

INSTRUCTOR:

There are several ways of dealing with a collision of your values with the values of another person.

First Method: Model the Desired Behavior

Example: If you want your little brother to be honest, then be honest and chances are that he will copy you and be honest, too. This is like setting an example for someone.

Second Method: Be a Good Consultant

A consultant is someone who knows the facts about something and can give us information if we ask him. But, he lets us decide what to do and doesn't nag us or hassle us.
Example: If you don't want your friend to use drugs, find out all you can about them and tell him once; then let him decide what he wants to do. Don't hassle him.

**Third Method:** Change Your Own Way of Thinking

Example: Learn all you can about the other person's point of view.

Try out the other person's values.

Put yourself in the other person's shoes.

Learn to like yourself better which makes it easier to accept other people's values.

**Fourth Method:** Learn to Respect the Other Person's Opinions and Values even if You Don't Agree with Them

Example: If your friend doesn't believe in going to church and you do, you should still let him have the right to believe that way.

Example: If your sister likes to watch *Sesame Street* and you don't, you shouldn't make fun or tease her about it. It's her right to like it just the same as it's your right not to like it.
FINAL SESSION IDEAS

TABLE OF CONTENTS

I. REVIEW RECTANGLE AS COMPLETELY FILLED IN

II. EXPLAIN USE OF SKILLS FOR POSITIVE SIDE

III. THREE STEPS FOR USING COURSE SKILLS
I. REVIEW RECTANGLE AS COMPLETELY FILLED IN

II. EXPLAIN HOW THE SKILLS CAN BE USED FOR THE POSITIVE AS WELL AS THE NEGATIVE SIDE OF HUMAN RELATIONSHIPS

III. THREE STEPS FOR USING COURSE SKILLS

1. Identify behavior.
2. Decide where it fits on rectangle.
3. Choose the right skill.

INSTRUCTOR:

State the following examples or those of your own to the class and ask them where they go on the rectangle and which skills to use. Coach.

1. Friend says, "Nobody likes me." (active listening)
2. Friend says, "I don't believe in church." (values)
3. Sister wears your clothes without asking. ("I" message; Method III)
4. Brother and you both need the go-cart. (Method III)
5. Friend is crying in the corner. (active listening)
6. You want your friend to believe in your church. (values; modeling)
7. Brother says, "Wow, I made the basketball team." (active listening)
8. Friend gives you a compliment. (active listening)
9. You want to give your friend a compliment. ("I" message)
10. Your parents give you and your brother $50 to spend any way you want. (Method III)
Appendix B

Procedures and Instructions for PET Research

Subjects

From the students in the six learning adjustment classrooms in the elementary grades, an experimental group and a control group were selected.

From the parents of the children in the six learning adjustment classes, an experimental group of parents and a control group of parents were chosen. This is a total of four groups: an experimental group and a control group of children and an experimental group and a control group of parents. All of the parents participating in the parent classes will be subjects; either experimental or control. However, only the children of those parents who participate in the parent classes will be subjects (either experimental or control).

Instructions for Working with Parents

At the beginning of the first parent class, distribute the three questionnaires to the parents: Parent Attitude Survey, Parent Problem Check List, and Self-Concept Inventory--Parent. Make sure they are completed in the order listed.

Read the following instructions to the participants:

As part of a research project we are asking you to complete three questionnaires. The individual instructions for the questionnaires are found on the first page of each. In responding to the items, answer according to your first impression rather than spending a lot of time trying to decide. Work as quickly as you can. This information will be treated as confidential.
Answer any questions. Allow sufficient time for completion, then collect the papers.

This procedure should be followed for both the experimental group and the control group of parents.

**Instructions for Working with Children**

After the first parent class you will be able to determine which children to include as subjects (those whose parent or parents are attending the PET class).

**Experimental group of children.** As soon after the first parent class as possible, have the learning adjustment teacher administer the two questionnaires to the children. They are the Children's Reports of Parental Behavior and Self-Concept Inventory--Child. Make sure they are completed in the order listed.

If the children have difficulty reading and/or understanding the items, it is permissible for the learning adjustment teacher to read the items to the child and fill in the indicated response.

After the experimental subjects have been identified and have completed the questionnaires, the presentation of the modules can begin. These children will receive PET instruction at their respective schools as part of the activities in the learning adjustment classroom.

It will be necessary to assemble the children once a week for the sessions. The length of time for each session will obviously vary according to the session content, the attention span of the individual children, etc. About an hour to an hour and a half per session is recommended, if possible. The important consideration is that the children complete the course as near as possible to when their parents do.
It is recommended that the learning adjustment teacher not be present during the sessions.

**Control group of children.** As soon after the first parent class as possible, have the learning adjustment teacher administer the two questionnaires to the children. They are the Children's Reports of Parental Behavior and Self-Concept Inventory--Child. Make sure they are completed in the order listed.

If the children have difficulty reading and/or understanding the items, it is permissible for the learning adjustment teacher to read the items to the child and fill in the indicated response.

After the control subjects have been identified and pretested, they will be given no additional treatment or attention beyond that normally associated with the Learning Adjustment School Program.

**Post-tests**

At the conclusion of the courses all subjects should be post-tested according to the procedure outlined previously for the pre-tests. The same questionnaires will be administered and in the same order.
Appendix C

Parent Attitude Survey

INSTRUCTIONS: On the following pages are a number of statements regarding parents and children. Please indicate your agreement or disagreement with each statement in the following manner:

- Strongly Agree  cross out letter "A" on answer sheet
- Agree  cross out letter "a" on answer sheet
- Undecided  cross out letter "u" on answer sheet
- Disagree  cross out letter "d" on answer sheet
- Strongly Disagree  cross out letter "D" on answer sheet

For example: if you strongly agree with the following statement, you should mark it in this way:

Boys are more active than girls.  

All your answers are to be marked on the answer sheet. Please do not write on this page or on the statements. Be sure that the number of each answer corresponds to the number of the statement which is answered.

This survey is concerned only with the attitudes and opinions that parents have; there is no "right" or "wrong" answer. Work just as rapidly as you can. It is your first impression that we are interested in. There is no time limit.

REMEMBER . . . . . . . . . . . . . . A = Strongly Agree  
- a = Agree  
- u = Undecided 
- d = Disagree 
- D = Strongly Disagree

Please turn the page and go ahead . . . . . . . . . . . . . .
1. Parents have to sacrifice everything for their children.

2. Parents should help children feel they belong and are needed.

3. Taking care of a small baby is something that no woman should be expected to do all by herself.

4. When you come right down to it, a child is either good or bad and there's not much you can do about it.

5. The earlier a child is weaned from its emotional ties to its parents, the better it will handle its own problems.

6. Most of the time giving advice to children is a waste of time because they can't take it or don't need it.

7. It is hard to let children go and visit people because they might misbehave when parents aren't around.

8. Fewer people are doing a good job of child-rearing now than 30 years ago.

9. With all a child hears at school and from friends, there's little a parent can do to influence him.

10. If a little girl is a tomboy, her mother should try to get her interested in dolls and playing house.

11. A child has a right to his own point of view and ought to be allowed to express it, just as the parents express theirs.

12. If children are quiet for a while, you should immediately find out why.

13. It's a rare parent who can be even-tempered with the children all day.

14. Psychologists now know that what a child is born with determines the kind of person he becomes.

15. One reason that it is sad to see children grow up is because they need you more when they are babies.

16. The trouble with trying to understand children's problems is they usually just make up a lot of stories to keep you interested.

17. A mother has a right to know everything going on in her child's life because her child is part of her.

18. Most parents aren't sure what is the best way to bring up children.

19. A child may learn to be a juvenile delinquent from playing games like cops and robbers or war too much.
20. There is no reason why a child should not learn to keep his clothes clean very early in life.

21. If a parent sees that a child is right and the parent is wrong, they should admit it and try to do something about it.

22. A child should be allowed to try out what it can do at times without the parents watching.

23. It's hard to know what to do when a child is afraid of something that won't hurt him.

24. Most all children are just the same at birth; it's what happens to them afterwards that is important.

25. Playing with a baby too much should be avoided, since it excites them and they won't sleep.

26. Children shouldn't be asked to do all the compromising without a chance to express their side of things.

27. Parents should make it their business to know everything their children are thinking.

28. Raising children isn't as hard as most parents let on.

29. There are many things that influence a young child that parents don't understand and can't do anything about.

30. A child who wants too much affection may become a "softie" if it is given to him.

31. Family life would be happier if parents made children feel they were free to say what they think about anything.

32. Children must be told exactly what to do and how to do it, or they will make mistakes.

33. Parents sacrifice most of their fun for their children.

34. Many times parents are punished for their own sins through the bad behavior of their children.

35. If you put too many restrictions on a child, you will stunt his personality.

36. Most children's fears are so unreasonable it only makes things worse to let the child talk about them.

37. It is hard to know when to let boys and girls play together when they can't be seen.
38. I feel I am faced with more problems than most parents.

39. Most of the bad traits of children (like nervousness or bad temper) are inherited.

40. A child who misbehaves should be made to feel guilty and ashamed of himself.

41. Family conferences which include the children don't usually accomplish much.

42. It's a parent's duty to make sure he knows a child's innermost thoughts.

43. It's hard to know whether to be playful rather than dignified with children.

44. A child that comes from bad stock doesn't have much chance of amounting to anything.

45. A child should be weaned away from the bottle or breast as soon as possible.

46. There's a lot of truth in the saying, "Children should be seen and not heard."

47. If rules are not closely enforced, children will misbehave and get into trouble.

48. Children don't realize that it mainly takes suffering to be a good parent.

49. Some children are so naturally headstrong that a parent can't really do much about it.

50. One thing I cannot stand is a child's constantly wanting to be held.

51. A child's ideas should be seriously considered in making family decisions.

52. More parents should make it their job to know everything their child is doing.

53. Few parents have to face the problems I find with my children.

54. Why children behave the way they do is too much for anyone to figure out.

55. When a boy is cowardly, he should be forced to try things he is afraid of.
56. If you let a child talk about his troubles, he ends up complaining even more.
57. An alert parent should try to learn all his child's thoughts.
58. It's hard to know when to make a rule and stick by it.
59. Not even psychologists understand exactly why children act the way they do.
60. Children should be toilet trained at the earliest possible time.
61. A child should always accept the decisions of his parents.
62. Children have a right to activities which do not include their parents.
63. A parent has to suffer much and say little.
64. If a child is born bad, there's not much you can do about it.
65. There's no acceptable excuse for a child hitting another child.
66. Children should have a share in making family decisions just as the grownups do.
67. Children who are not watched will get into trouble.
68. It's hard to know what healthy sex ideas are.
69. A child is destined to be a certain kind of person no matter what the parents do.
70. It's a parent's right to refuse to put up with a child's annoyances.
71. Talking with a child about his fears most often makes the fear look more important than it is.
72. Children have no right to keep anything from their parents.
73. Raising children is a nerve-wracking job.
74. Some children are just naturally bad.
75. A child should be taught to avoid fighting no matter what happens.
76. Children don't try to understand their parents.
77. A child should never keep a secret from his parents.
Parent Attitude Survey

Answer Sheet

A = Strongly Agree; a = Agree; u = Undecided; d = Disagree
D = Strong Disagree

1. A a u d D
2. A a u d D
3. A a u d D
4. A a u d D
5. A a u d D
6. A a u d D
7. A a u d D
8. A a u d D
9. A a u d D
10. A a u d D
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66. A a u d D
Parent Attitude Survey

Answer Sheet (continued)

67. A a u d D
68. A a u d D
69. A a u d D
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77. A a u d D
### Parent Attitude Survey

**Individual Analysis Sheet of Difference Scores**

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Parent Attitude Survey

Individual Analysis Sheet of Difference Scores (continued)

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Total Test Score
Difference __________

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**Appendix D**

**Parent Problem Check List**

This questionnaire is a list of problems many parents have with their children. Please read each statement and mark it according to whether it has appeared in your family. Circle the letters corresponding to your answers as follow:

- VO = Very Often; 0 = Often; OC = Occasionally; S = Seldom;
- N = Never

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Becomes angry over seemingly small incidents.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>2.</td>
<td>Becomes excessively worried or anxious.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>3.</td>
<td>Frequently appears to be depressed.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>4.</td>
<td>Steals large or small items.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>5.</td>
<td>Appears to be lost in daydreams.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<td>6.</td>
<td>Exhibits habitual facial grimaces or tics, especially when under emotional strain.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>7.</td>
<td>Although he has adequate mental ability, he doesn’t apply himself and do well in school.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
</tr>
<tr>
<td>8.</td>
<td>Restless and seems unable to remain still for even short periods of time.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>9.</td>
<td>Very sensitive over real or imagined insults.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>10.</td>
<td>Seems to be excessively cruel to younger or smaller children or animals.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>11.</td>
<td>Abnormally anxious to achieve perfection in tasks.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
</tr>
<tr>
<td>12.</td>
<td>Overconcerned about disease and germs.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>13.</td>
<td>Shows evidence of disliking or hating most people.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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<tr>
<td>14.</td>
<td>Feels that he is being singled out for punishment more than other children.</td>
<td>VO</td>
<td>O</td>
<td>OC</td>
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</tbody>
</table>
15. Seems to be lazy and irresponsible about completing any disagreeable task.

16. Shows little concern over failure.

17. Repeatedly misbehaves although punished or warned for the same problem several times.

18. Shows little or no affection for anyone.

19. Lacking in confidence; won't try a task for fear of failure.

20. Just sits without seeking entertainment or activity of any sort.

21. Has extreme fears of certain activities, animals, or situations.

22. Lies frequently.

23. Seldom or never shows guilt over injury he has caused.

24. Seems to do certain tasks over and over again without reason.

25. Is frequently absent from school.

26. Indecisive even when making minor decisions.

27. Stutters, especially when attention is called to him.

28. Never seems to relax and let himself go or enjoy himself.

29. Loses his voice momentarily when frightened or very embarrassed.

30. Seems to be constantly tired, lethargic, listless.

31. Frequently has a dazed, confused look on his face.

32. Seems to be hostile toward any higher authority--parent, teacher, police, etc.
33. Has frequent headaches or illnesses for which no physical cause can be found.

34. Seems to have more accidents than other children.

35. Dislikes being in large groups of people.

36. Is repeatedly destructive of material things.

37. Appears to ignore parents or others when they are talking to him.

38. Seems to have a very narrow range of interests.

39. Will not take responsibility at home, such as cleaning room, shoveling walks, etc.

40. Seems to be jealous of other children.

41. Never finishes anything he starts.

42. Lets others choose his interests and activities for him.

43. Other children don't seem to like to be around him.

44. Is excessively over or under weight.

45. Fights with other children.

46. Wets clothing or bed.

47. Has difficulty sharing or cooperating with someone else.

48. Seems to expect punishment.

49. Listens to TV or radio constantly.

50. Seems to take delight in doing or saying things to hurt his parents.

51. Doesn't want to participate with or be near the family.

52. Seems to think he should have anything he wants.
53. Will do anything for attention. VO O OC S N
54. Has trouble communicating with others. VO O OC S N
55. Causes problems at mealtimes; too finicky, always late, needs to be coaxed to eat. VO O OC S N
56. Acts younger than the other children his age. VO O OC S N
57. Won't go to bed on time or without fuss or trouble. VO O OC S N
58. Won't attempt new things on his own without someone helping him. VO O OC S N
59. Bullies younger children. VO O OC S N
60. Runs away from home. VO O OC S N
61. Whimpers and begs to get his own way. VO O OC S N
62. "Shows off."

Below begins another check list. This one deals with problems parents, themselves, frequently have. Please circle the response that applies to you. Remember:

VO = Very Often; O = Often; OC = Occasionally; S = Seldom; N = Never

1. I find myself constantly criticizing his/her efforts. VO O OC S N
2. I seem to be always yelling over something. VO O OC S N
3. I am depressed much of the time. VO O OC S N
4. I feel like I'm not a very good parent. VO O OC S N
5. I think I'm spoiling my child. VO O OC S N
6. I feel like I'm inconsistent with discipline. VO O OC S N
7. I'm not firm enough. VO O OC S N
8. I seem to be constantly forcing my child to do as I say. VO O OC S N
9. I make promises that I can't keep. VO O OC S N
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<tr>
<td>10. When my child is trying to provoke me, I fall for it.</td>
<td>VO 0 OC S S N</td>
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<td>11. I treat my child like he is younger than he really is.</td>
<td>VO 0 OC S S N</td>
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<td>12. I try to protect my child too much.</td>
<td>VO 0 OC S S N</td>
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<td>13. I find myself doing things for my child that he can do himself.</td>
<td>VO 0 OC S S N</td>
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<td>14. I correct my child too much in public.</td>
<td>VO 0 OC S S N</td>
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<td>15. I find myself paying attention to my child for all the wrong things.</td>
<td>VO 0 OC S S N</td>
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<td>16. My relationship with my child is just one big fight after another.</td>
<td>VO 0 OC S S N</td>
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<td>17. I become too excited over little things.</td>
<td>VO 0 OC S S N</td>
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<td>18. I am always nagging, trying to get my child to do something.</td>
<td>VO 0 OC S S N</td>
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<td>19. I constantly ask my child why he acts like he does.</td>
<td>VO 0 OC S S N</td>
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<td>20. I am easily frightened into telling lies.</td>
<td>VO 0 OC S S N</td>
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<td>21. I pay attention to all his hurts and ills.</td>
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<td>22. I don't seem to get around to answering my child's questions.</td>
<td>VO 0 OC S S N</td>
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<td>23. I try too hard to be perfect or infallible.</td>
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<td>24. I'm afraid we're not united as a family.</td>
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<td>25. I give my child everything he wants.</td>
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<td>26. I can't help laughing over his/her bad behavior.</td>
<td>VO 0 OC S S N</td>
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<td>27. I don't ever seem to convey the idea that some things are wrong or right.</td>
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<td>28. I find myself always picking up after my child.</td>
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<td>29. Sometimes I just can't help losing my temper totally.</td>
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30. I find myself defending my child against neighbors, teachers, policemen, etc.

31. I just can't make my child care about neatness or order.

32. Even when my child's right, I'd never let him know that.

33. When we discuss some point, I usually back down.

34. I spend a lot of time explaining my behavior to my child.

35. My child doesn't respect me.

36. I find myself caught in my children's arguments, playing referee.

37. We have trouble establishing a household routine.

38. I'm not sure about the when and hows of discipline.

39. I find myself comparing my children with each other.

40. I am too meticulously clean.

41. I have trouble showing our child that we love him.

42. We have a hard time agreeing on what to do with our child.

43. I can't seem to get the kids to cooperate.

44. I do a lot of things for my child that he could do for himself.

45. I feel impatient with my children.

46. My goals for my children seem to be too high for them sometimes.

47. I make decisions too quickly.

48. I make rules too quickly.

49. My kids don't listen to what I say.
50. I can't talk to my child.
51. I don't tell him often enough he's right or wrong.
52. I feel lonely much of the time.
53. I feel that nobody appreciates me.
54. I feel that nobody really understands my problems.
55. I don't really enjoy my children.
56. I am tired much of the time.
57. My daily life isn't interesting.
58. I frequently feel tense.
59. I have trouble being interested in what my child says.
60. I find myself expecting too much of my children.
61. I have trouble respecting my child as a separate person.
62. I always seem to be threatening my child into doing the right thing.
63. I make threats I don't or can't carry out.
64. I have trouble understanding how my child feels.
65. I think I'm too strict with my child.
66. My children don't seem to realize I have a life, too.
67. We can't seem to agree on how our family should be handled.
68. I just don't feel close to my husband/wife any more.
Appendix E

Self-Concept Inventory--Parent

Confidential

Please mark an "X" in the boxes below to show how you rate yourself in comparison with others.

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<th>Better than most</th>
<th>About average</th>
<th>Only so so</th>
<th>Not very good</th>
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<td>2. Learning things rapidly</td>
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<td>3. Getting along with others</td>
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<td>4. Getting work done on time</td>
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<td>5. Being sensitive to what other people are feeling</td>
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<td>6. Having a good sense of humor</td>
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<td>7. Having a nice physical appearance</td>
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<td>8. Remembering what I've learned</td>
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<td>9. Controlling my temper</td>
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<td></td>
<td>One of the best</td>
<td>Better than most</td>
<td>About average</td>
<td>Only so so</td>
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<td>10. Controlling my temper with people in authority</td>
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<td>11. Being willing to help others</td>
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<td>12. Being confident</td>
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<td>13. Being good at things that require physical skill</td>
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<td>14. As a student in school, I was</td>
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<td>15. Making friends</td>
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<td>16. Being able to concentrate</td>
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<td>17. Being tactful</td>
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<td>18. Able to have fun</td>
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<td>19. Being in good physical proportion</td>
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<td>20. Intellectually I am</td>
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<td>21. Being a leader in a group</td>
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<td>22. Being able to take orders</td>
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<tr>
<td></td>
<td>One of the best</td>
<td>Better than most</td>
<td>About average</td>
<td>Only so so</td>
<td>Not very good</td>
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<tr>
<td>23.</td>
<td>Being willing to give in sometimes</td>
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<td>24.</td>
<td>Accepting myself</td>
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<td>25.</td>
<td>Being not too slim nor too overweight</td>
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<tr>
<td>26.</td>
<td>Having new, original ideas</td>
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<td>Having many friends</td>
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<td>Being able to listen to instructions</td>
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<td>29.</td>
<td>Making others feel at ease</td>
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<td>Being energetic</td>
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<td>Being in good physical shape</td>
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<td>Being able to apply what I learn</td>
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<td>Being active in social affairs</td>
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<td>Being able to ask for advice</td>
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<tr>
<td></td>
<td>One of the best</td>
<td>Better than most</td>
<td>About average</td>
<td>Only so so</td>
<td>Not very good</td>
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<td>Getting fun out of living</td>
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<td>Being good at athletic games</td>
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<td>In terms of brightness</td>
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<td>Being popular with others</td>
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<td>Being well organized</td>
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<td>Accepting others</td>
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<td>Being able to make changes</td>
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<td>Having interest in new ideas</td>
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<td>Having fun with others</td>
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<td>Persistence</td>
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<td>Being easy to get along with</td>
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<td>Not worrying too much</td>
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<td>Having athletic skills</td>
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<td>One of the best</td>
<td>Better than most</td>
<td>About average</td>
<td>Only so so</td>
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<td>Not making excuses</td>
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<td>Being fair</td>
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<td>54.</td>
<td>Liking my life</td>
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<td>Enjoying games and sports</td>
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<td>56.</td>
<td>Getting ahead in the world</td>
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<tr>
<td>57.</td>
<td>Understanding how others feel</td>
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<td>58.</td>
<td>Budgeting time so the work gets done</td>
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<td>59.</td>
<td>Understanding others</td>
<td></td>
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<tr>
<td>60.</td>
<td>Not feeling too tied down</td>
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</table>
### Self-Concept Inventory--Parent

**Individual Analysis Sheet of Difference Scores**

<table>
<thead>
<tr>
<th>Physical Ability and Appearance</th>
<th>Mental Ability</th>
<th>Social Relations</th>
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<tbody>
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</table>

**Totals**

**Difference**
### Self-Concept Inventory--Parent

**Individual Analysis Sheet of Difference Scores (continued)**

<table>
<thead>
<tr>
<th>Work Habits</th>
<th>Social Virtues</th>
<th>Happy Qualities</th>
</tr>
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<td><strong>Pre</strong></td>
<td><strong>Post</strong></td>
<td><strong>Pre</strong></td>
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<td>58</td>
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</tbody>
</table>

**Totals**

**Difference**

Total Test Score

Difference
Appendix F

Children's Reports of Parental Behavior

Please mark each of the following items as it applies to your parents:

If you think the item is **LIKE** your parents, circle L.
If you think the item is **SOMewhat LIKE** your parents, circle SL.
If you think the item is **NOT LIKE** your parents, circle NL.

<table>
<thead>
<tr>
<th>Item</th>
<th>L</th>
<th>SL</th>
<th>NL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Don't mind if I kid them about things.</td>
<td></td>
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<tr>
<td>2. Think my ideas are silly.</td>
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<tr>
<td>3. Make me feel better after talking over my worries with them.</td>
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<tr>
<td>4. Never bring me a surprise or a present.</td>
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<tr>
<td>5. Enjoy it when I bring friends to my home.</td>
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<tr>
<td>6. Forget to help me when I need it.</td>
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<tr>
<td>7. Seem to see my good points more than my faults.</td>
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<tr>
<td>8. Don't seem to think of me very often.</td>
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<tr>
<td>9. Like me to choose my own way to do things.</td>
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<tr>
<td>10. Act as though I am in the way.</td>
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<tr>
<td>11. Almost always speak to me with a warm and friendly voice.</td>
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<tr>
<td>12. Think I am just someone to &quot;put up with.&quot;</td>
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<tr>
<td>13. Allow me to tell them if I think my ideas are better than theirs.</td>
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</tr>
</tbody>
</table>
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

15. Understand my problems and worries.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

16. Don't seem to enjoy doing things with me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

17. Make me feel free when I'm with them.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

18. Always complain about what I do.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

19. Enjoy talking things over with me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

20. Don't talk with me very much.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

21. Make me feel at ease when I'm with them.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

22. Sometimes wish they didn't have any children.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

23. Enjoy going on drives, trips, or visits with me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

24. Spend very little time with me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

25. Want me to tell them about it if I don't like the way they treat me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

26. Forget to get me things I need.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

27. Smile at me very often.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

28. Don't show that they love me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

29. Let me help decide how to do things we're working on.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

30. Are always getting after me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

31. Are able to make me feel better when I am upset.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

32. Almost never go on Sunday drives or picnics with me.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

33. Really want me to tell them just how I feel about things.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL

34. Don't get me things unless I ask over and over again.  
   LIKE  SOME-WHAT  NOT  
   LIKELY  LIKE  LIKE  
   L       SL      NL
<table>
<thead>
<tr>
<th></th>
<th>Like</th>
<th>Somewhat Like</th>
<th>Not Like</th>
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<td>SL</td>
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<td></td>
<td></td>
<td>SOME-WHAT</td>
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<tr>
<td>57.</td>
<td>Give me the choice of what to do whenever possible.</td>
<td>L</td>
<td>SL</td>
</tr>
<tr>
<td>58.</td>
<td>Often blow their top when I bother them.</td>
<td>L</td>
<td>SL</td>
</tr>
<tr>
<td>59.</td>
<td>Have a good time at home with me.</td>
<td>L</td>
<td>SL</td>
</tr>
<tr>
<td>60.</td>
<td>Often make fun of me.</td>
<td>L</td>
<td>SL</td>
</tr>
<tr>
<td>61.</td>
<td>Are easy to talk to.</td>
<td>L</td>
<td>SL</td>
</tr>
<tr>
<td>62.</td>
<td>Don't work with me.</td>
<td>L</td>
<td>SL</td>
</tr>
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<td>63.</td>
<td>Hugged and kissed me goodnight when I was small.</td>
<td>L</td>
<td>SL</td>
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<td>64.</td>
<td>Are never interested in meeting or talking with my friends.</td>
<td>L</td>
<td>SL</td>
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<td>Acceptance of Individuation</td>
<td>Rejection*</td>
<td>Acceptance</td>
<td>Hostile Detachment*</td>
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</table>

**Totals**

**Difference**

* reversed sign for purposes of comparison and analysis
Appendix G

Self-Concept Inventory--Child

DIRECTIONS: Some boys and girls are good at certain things. Other boys and girls are better at doing other types of things. Here is a list of different kinds of things that boys and girls do. Read each one and then decide how you rate as compared to other boys and girls of your age. Mark an X in one of the boxes to show your answer.

<table>
<thead>
<tr>
<th>Compared with other boys and girls my age, how do I rate now?</th>
<th>One of the best</th>
<th>Better than average</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playing outdoor games after school</td>
<td></td>
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</tr>
<tr>
<td>2. Learning things rapidly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Getting along well with boys</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Getting along well with girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Being attractive, good-looking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Getting along well with teachers</td>
<td></td>
<td></td>
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<td>7. Getting my school work in on time and not getting behind</td>
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<td>8. Being sensitive to what other people are feeling</td>
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<tr>
<td>9. Being comical or humorous</td>
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Compared with other boys and girls my age, how do I rate now?

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<tr>
<td>10. Doing science projects</td>
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<td>11. Being good at sports</td>
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<td>12. Remembering what I've learned</td>
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<td>13. Controlling my temper with boys</td>
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<td>14. Controlling my temper with girls</td>
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<td>15. Being a good size and build for my age</td>
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<td>16. Controlling my temper with teachers</td>
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<td>17. Getting assignments straight the first time</td>
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<td>18. Being willing to help others</td>
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<td>19. Being confident, not shy or timid</td>
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<td>20. Doing art work</td>
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<td>21. Being good at things that require physical skill</td>
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<td>22. Being a good student</td>
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<td>Making friends easily with boys</td>
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<td>Making friends easily with girls</td>
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<td>25.</td>
<td>Being neat and clean in appearance</td>
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<td>26.</td>
<td>Being able to take orders from teachers without resenting it</td>
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<td>27.</td>
<td>Being able to concentrate</td>
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<td>28.</td>
<td>Being courteous, having good manners</td>
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<td>Getting a lot of fun out of life</td>
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<td>Being built for sports</td>
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<td>Being smart</td>
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<td>35. Being not too skinny, not too fat</td>
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<td>36. Paying attention to teachers, not closing my ears to them</td>
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<td>37. Studying hard, not wasting time</td>
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<td>38. Being willing for others to have their way sometimes</td>
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<td>39. Not expecting everything I do to be perfect</td>
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<td>40. Getting good grades in school</td>
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<td>41. Being good at physical education</td>
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<td>42. Having new, original ideas</td>
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<td>43. Having plenty of friends among the boys</td>
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<td>44. Having plenty of friends among the girls</td>
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<td>45. Being not too tall, not too short</td>
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<tr>
<td>46. Being able to talk to teachers easily</td>
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<tr>
<td>47.</td>
<td>Going ahead with school work on my own</td>
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<td>48.</td>
<td>Making other people feel at ease</td>
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<td>49.</td>
<td>Having lots of pep and energy</td>
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<td>50.</td>
<td>Doing social studies projects</td>
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<td>Being a good athlete</td>
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<td>52.</td>
<td>Being able to apply what I've learned</td>
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<td>Being active in social affairs with the boys</td>
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<td>Being active in social affairs with the girls</td>
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<td>Having nice skin</td>
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<td>56.</td>
<td>Feeling comfortable with teachers</td>
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<td>57.</td>
<td>Spending most of my time on my work, not goofing off</td>
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<tr>
<td>58.</td>
<td>Getting others in class to like me</td>
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<tbody>
<tr>
<td>59. Enjoying myself in school</td>
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<td>60. Reading on my own for a research project</td>
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<td>61. Being good at playground activities</td>
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<td>62. Having brains</td>
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<tr>
<td>63. Being popular with boys</td>
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<tr>
<td>64. Being popular with girls</td>
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<tr>
<td>65. Having nice features (nose, eyes)</td>
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<tr>
<td>66. Feeling that teachers have confidence in me</td>
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<td>67. Well organized, having materials ready when they're needed</td>
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<tr>
<td>68. Liking others in class</td>
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<tr>
<td>69. Being able to change things when they don't suit me</td>
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<tr>
<td>70. Doing library reading at home</td>
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<tbody>
<tr>
<td>71. Doing outdoor activities like hiking, riding, or swimming</td>
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<tr>
<td>72. Interested in new things; excited about all there is to learn</td>
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<tr>
<td>73. Having fun with boys in the class</td>
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<tr>
<td>74. Having fun with girls in the class</td>
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<tr>
<td>75. Having nice clothes, right for my age</td>
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<tr>
<td>76. Having fun at school with teacher</td>
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<tr>
<td>77. Sticking to things, not giving up easily</td>
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<tr>
<td>78. Being easy to get along with</td>
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<tr>
<td>79. Getting along without worrying too much</td>
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<tr>
<td>80. Doing spelling work</td>
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<tr>
<td>81. Having athletic skills</td>
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<tr>
<td>82. Being challenged by hard things</td>
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<td>Being cooperative with boys</td>
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<td>84</td>
<td>Being cooperative with girls</td>
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<tr>
<td>85</td>
<td>Having nice hair</td>
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<tr>
<td>86</td>
<td>Being cooperative with teachers</td>
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<td>87</td>
<td>Not making excuses for work which I have not completed</td>
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<tr>
<td>88</td>
<td>Being fair</td>
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<tr>
<td>89</td>
<td>Liking to live as I please</td>
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<td>90</td>
<td>Taking part in class discussions</td>
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<tr>
<td>91</td>
<td>Enjoying games and sports</td>
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<tr>
<td>92</td>
<td>Having the brains for college</td>
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<tr>
<td>93</td>
<td>Understanding boys' feelings</td>
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<tr>
<td>94</td>
<td>Understanding girls' feelings</td>
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<tr>
<td>95.</td>
<td>Having nice teeth</td>
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<tr>
<td>96.</td>
<td>Understanding teachers' feelings</td>
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<tr>
<td>97.</td>
<td>Budgeting time spent with TV, outside activities, and study</td>
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<tr>
<td>98.</td>
<td>Understanding other people</td>
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<tr>
<td>99.</td>
<td>Being able to live my own life</td>
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<td>100.</td>
<td>Doing creative writing activities</td>
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## Self-Concept Inventory—Child

### Individual Analysis Sheet of Difference Scores

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<tr>
<th>Physical Ability</th>
<th>Mental Ability</th>
<th>Social Relations (Same Sex)</th>
<th>Social Relations (Opposite Sex)</th>
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<tbody>
<tr>
<td><strong>Pre</strong></td>
<td><strong>Post</strong></td>
<td><strong>Pre</strong></td>
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</table>

| **Totals**       |                |                             |                                 |
| **Difference**   |                |                             |                                 |
### Self-Concept Inventory--Child

**Individual Analysis Sheet of Difference Scores (continued)**

<table>
<thead>
<tr>
<th>Physical Appearance</th>
<th>Social Relations (Teacher)</th>
<th>Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre</strong></td>
<td><strong>Post</strong></td>
<td><strong>Pre</strong></td>
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<td><strong>Difference</strong></td>
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</table>
## Self-Concept Inventory--Child

### Individual Analysis Sheet of Difference Scores (continued)

<table>
<thead>
<tr>
<th>Social Virtues</th>
<th>Happy Qualities</th>
<th>School Subjects</th>
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<tbody>
<tr>
<td><strong>Pre</strong></td>
<td><strong>Post</strong></td>
<td><strong>Pre</strong></td>
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VITA
Sterling D. Andelin
Candidate for the Degree of
Doctor of Philosophy

Dissertation: The Effects of Concurrently Teaching Parents and Their Children with Learning Adjustment Problems the Principles of Parent Effectiveness Training

Major Field: Psychology

Biographical Information:

Personal Data: Born at Idaho Falls, Idaho, April 8, 1945, son of L.E. and Ella Andelin; married Susan Woodland August 23, 1969; one child--Nicole.

Education: Attended elementary school in Idaho Falls, Idaho; graduated from Idaho Falls High School in 1963; received the Bachelor of Science degree from Brigham Young University in 1969 with a major in psychology and a minor in sociology; did graduate work and completed requirements for the Master of Science degree specializing in psychology at Brigham Young University in 1970; did graduate work and completed requirements for the degree of Doctor of Philosophy at Utah State University in 1974.

Professional Experience: June 1972 to present, psychologist for the Eastern Idaho Community Mental Health Center in Idaho Falls, Idaho.