

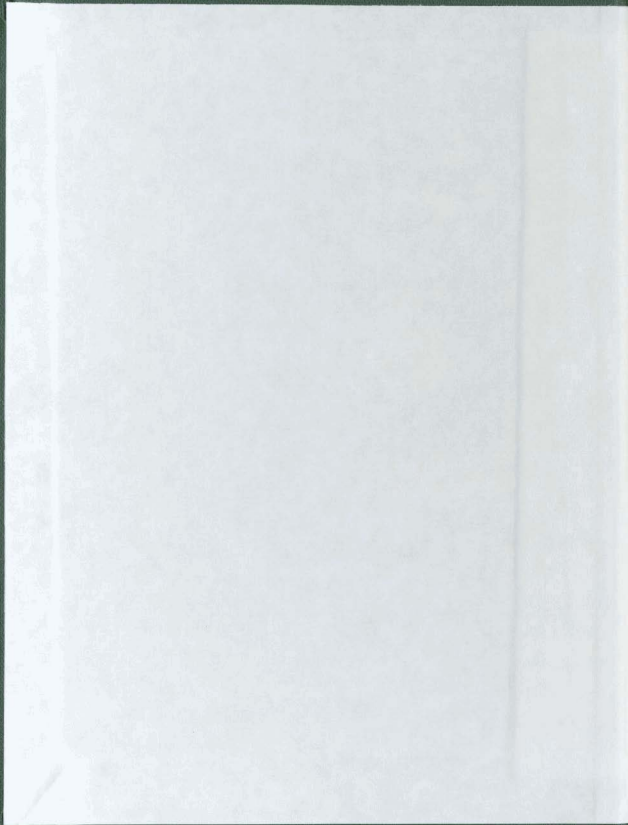
REPORT OF AN INTERNSHIP CONDUCTED AT THE
AVALON EAST SCHOOL BOARD INCLUDING A RESEARCH
PROJECT ENTITLED: A SURVEY OF COUNSELORS'
VIEWS OF AND INVOLVEMENT IN PARENTING SKILLS
TRAINING PROGRAMS

CENTRE FOR NEWFOUNDLAND STUDIES

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KELLY DAWN STEELE



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AVALON EAST SCHOOL BOARD INCLUDING A RESEARCH
PROJECT ENTITLED: A SURVEY OF COUNSELORS' VIEWS OF AND
INVOLVEMENT IN PARENTING SKILLS TRAINING PROGRAMS.**

BY:

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**An internship report submitted to the School of Graduate Studies in partial fulfillment of
the requirements for the degree of Master of Education.**

Faculty of Education

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ABSTRACT

This document reports on a ten-week internship completed at the Avalon East School Board in St. John's, Newfoundland in partial fulfillment of the requirements for the degree of Master of Education in School Psychology. Part one of the document describes the setting, discusses the reasons for the choice of the placement, states the goals pursued, and reports on how these goals were met. Suggestions are offered to future interns considering a school board level placement.

Part two reports on the required research component of the internship. Sixty Kindergarten to grade 12 counselors in an urban school board responded to a 25-point questionnaire surveying their involvement in parenting skills training programs and their views on the appropriateness of these programs. Questions were asked about the reasons for offering a program, the types of programs used, parent and school acceptance, delivery considerations and the actual or potential impact of such programs. The survey found that half of the counselors who responded offered training programs and that the STEP program was the one most frequently used. A significant number of counselors would recommend offering a program again.

ACKNOWLEDGEMENTS

I wish to express my deepest thanks to Dr. Gary Jeffery, university supervisor, for all his time, thoroughness, and support. I learned much more from the process than from the product.

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PART 1**INTERNSHIP AT THE AVALON EAST SCHOOL BOARD, ST. JOHN'S,
NEWFOUNDLAND****UNIVERSITY REGULATIONS FOR INTERNSHIPS**

Memorial University of Newfoundland offers a number of options to complete the Master of Education program. The options are a thesis, project, paper folio or an internship. The internship program consists of a minimum of a 10-week placement in an approved professional site. This allows the intern to gain practical knowledge in the field of Educational Psychology by working with and under the direct supervision of an approved on-site supervisor. In addition, the internship requires a research component on a topic deemed suitable by Memorial University of Newfoundland, the field supervisor, the university supervisor, and the intern.

The Faculty of Education has set the following guidelines to ensure the appropriateness of the internship:

- It can commence only after a satisfactory performance is achieved in an approved practicum.
- It commences only after successful completion of all course work required for the degree program as defined in the University Calendar.
- First consideration will be given to candidates who have had little experience in the working milieu which they will enter.

- Interested students must submit to and have been approved by the Faculty, a formal internship proposal, including, among other points, a statement of professional goals and expectations for the internship.
- An intern must be enrolled full-time during the time of his/her internship. He/she may not receive reimbursement for services rendered during an internship, but will be eligible for fellowships and assistantships.

An internship in the area of counseling was chosen because it provided the intern with the opportunity to further develop counseling skills while participating in a supervised environment. The internship route allowed the intern to integrate research at the work-site in collaboration with the faculty and on-site supervisors.

This report first describes the activities carried out at the internship site and second, describes the research completed during the internship.

INTERNSHIP SETTING AND SUPERVISION

The internship was completed with the Educational Psychology Department at the Avalon East School Board. Located on 215 Water Street, St. John's, the Avalon East School Board is an interdenominational school board that assumed responsibility on January 1, 1997, for most of the 87 schools in the eastern half of the Avalon Peninsula. In total, there are 82 schools which hold approximately 35 000 students. There are ten Educational Psychologists as well as numerous other professionals working in close proximity of one another.

An internship at the Avalon East School Board was deemed appropriate, as this setting would allow the intern:

- to be directly involved with a number of schools, guidance counselors, and students that the intern may use as resources.
- to receive direct supervision in assessment and report writing.
- to gain a broad perspective of the duties that professionals with a Master of Education degree may have.
- to broaden her knowledge of school board administrative practices.
- to be in contact with a relatively large number of professionals in the educational psychology field.

The internship chosen was for a period of eleven weeks. During this time the intern worked toward achieving the set goals described below while receiving continuous feedback from the on-site and faculty supervisors.

During the internship, the intern's university supervisor was Dr. Gary Jeffery, a Registered Psychologist and a Professor of Education at Memorial University of Newfoundland. Dr. Jeffery has supervised graduate students for several years.

The internship was co-supervised by Joan Hartery, M. Ed., R. Psych and Anne Murray, M. Sc. (Psychology), R. Psych, both of whom are Educational Psychologists with the Avalon East School Board. Ms. Hartery has been employed with the board for several years and has worked extensively throughout the St. John's and surrounding areas. Ms. Murray was trained in Ireland and brings to her position a wealth of knowledge in the psychology field.

GOALS AND ACTIVITIES OF THE INTERNSHIP

Below is a description of the goals and activities undertaken by the intern during her internship placement. The intern, based on her personal goals, background, advice of advisor, and knowledge of the board, developed the goals.

Goal #1: To build upon existing psychometric skills and to gain additional knowledge and proficiency in the area of psychological testing.

The intern sought to increase her skills by administering, scoring, and interpreting a wider variety of psycho-educational tests. The intern was already familiar with a number of commonly used tests including the Wechsler Intelligence Scale for Children (Wechsler, 1991) and the Kaufman Test of Educational Achievement (Kaufman & Kaufman, 1985).

Activities Pursued to Meet Goal:

Administration and Interpretation of Familiar Tests:

The intern administered five Wechsler Intelligence Scale for Children (WISC III) tests during the internship.

Administration and Interpretation of Previously Unknown Tests:

The intern became familiar with as well as administered, scored, and interpreted 20 assessment tools. Of these 20 tests, 16 were previously unknown and unfamiliar to the intern. A

complete list may be found in Appendix A. There were approximately 75 hours were spent on these activities.

Goal #2: To develop additional skills in the report writing process by completing 2 full psycho-educational assessments.

Activities Pursued to Meet Goal:

Assessments:

Seven comprehensive psycho-educational assessments were completed on children who ranged in age from 5 years to 18 years. These assessments included current and previous test results, background information, observation of behavior during testing, summary and recommendations. There were approximately 80 hours involved in this activity.

Case Conferences:

The intern presented the assessment results at 7 case conferences. The audiences included parents, classroom teachers, special education teachers, social workers, educational psychologists, and itinerant teachers. The intern was also involved in developing recommendations for each individual child. There were approximately 10 hours involved in this activity.

Goal #3: To gain an understanding and knowledge of pre-school assessment.

Activities Pursued to Meet Goal:

Observations of Children:

The intern spent a total of eight hours observing children in both pre-school or regular classroom settings. The observation notes were incorporated into the assessment reports.

Teacher Consultations:

The intern consulted regularly with each child's classroom teacher and, if appropriate, the child's special education teacher. The intern also consulted with the daycare workers.

Preschool Assessments:

The intern assessed the skills of two pre-school children as they were preparing to enter Kindergarten. While some knowledge was gained of the preschool assessment process, there was limited opportunity to participate in this area as the Board had completed the assessments of these children prior to the intern joining the Board. There were approximately 3 hours were spent on these assessments.

Goal #4: To become familiar with the wide range of services used by the School Board.

Activities Pursued to Meet Goal:

The Avalon East School Board offers specialized services but also takes advantage of services offered by other agencies and groups.

Visiting Centers:

The intern visited several centers to gain further knowledge and understanding of the facility and what it offers to children. There were approximately 9 hours were spent at these centers.

The intern visited several centers at:

- Daybreak daycare - The intern spent 3 hours observing the children, speaking with the teachers, and becoming acquainted with the procedures of the institution. The intern also discussed and viewed several assessment procedures that the daycare has implemented.
- Alexander Street School – The intern visited the school for a total of 3 hours to speak with the principal and teachers and to tour the facility. The intern learned about the criteria used to determine if a child can avail of this institution. As well, the intern learned about the various programs that are offered to the children of the Avalon East School Board.
- Janeway Hospital – The intern visited Mr. Scott Downey to discuss the process and procedure that the hospital implements when diagnosing a child with Attention Deficit Disorder. The criteria for Attention Deficit Disorder were also discussed. Mr. Downey and

the intern discussed the need for a multi-disciplinary view of the child with such a concern.

Goal #5 To gain a broader understanding of the role and professional duties of an Educational Psychologist at the school board level.

Activities Pursued to Meet Goal:

Educational Psychology Meetings:

The intern attended 3 meetings of the Educational Psychologists at the Avalon East School Board. Each meeting was approximately 3 hours in duration. The topics covered in the meetings included upcoming events, especially concerning cases, and professional development. Many cases covered were of a confidential nature and thus, will not be discussed. The intern presented an overview of the topics covered at the Principals' meeting to the Educational Psychologists. There were approximately 9 hours were spent in these meetings.

Meetings with Supervisors:

The intern met on a weekly basis with one or both of her mentors to discuss any problem areas that arose and to discuss the on-going cases. The intern and her mentors discussed a variety of cases and topics. Many times these meetings were used to seek advice about the role that one has as an Educational Psychologist. These meetings took place over the duration of the internship and took approximately 16 hours.

Case Consultations and Case Related School meetings:

The intern attended many meetings and case conferences with her supervisors. These meetings were very informative as to the role of an educational psychologist and the nature of how the assessment procedure works. These meetings may have included other personnel that were involved in the case. There were approximately 10 hours were devoted to these meetings.

Goal #6: To attend and/or take part in professional development activities during the internship period.

Activities Pursued to Meet Goal:

A list of the professional development activities the intern participated in are listed below. Approximately 54 hours were spent on Professional development during the placement.

- Suicide Intervention Course– (Waterford Hospital) This was a 2-day (16-hour) intensive training workshop on suicide intervention. A certificate was obtained.
- Mental Health Workshop–*Am I Waving or Drowning*. (Waterford Hospital) This was a 1-day (8-hour) workshop on mental health issues and conditions. A certificate was obtained
- Wechsler Scales Workshop– The intern attended a 3-hour presentation given by Dr. Donald Saklofske of the University of Saskatchewan. This presentation covered such areas as the history of intelligence testing, the definition of intelligence, and the Wechsler scales of intelligence. This event was sponsored by the School Counselors Association of

Newfoundland (SCAN).

- Career Exploration-Virtual Tour. The intern attended a 1-hour interactive presentation given by Brother Rice School, which illustrated a computer career education program.
- Disabilities in Post-Secondary Schools Presentation- The intern attended a 2-hour presentation by Ruth Walsh of the Blundon Center (MUN) and Brenda Newhook of the College of the North Atlantic (CONA). This presentation outlined the types of services and supports available to students who have a documented disability. The process of how to obtain these supports was also discussed.
- Manipulations Course (Waterford Hospital) - The intern attended a 1-day (8-hour) workshop on the various types of manipulative techniques and counseling strategies. A certificate was obtained.
- Cognitive Therapy Workshop- The intern attended a 2-day (16-hour) workshop hosted by Dr. David Burns of Stanford University. The Association of Newfoundland Psychologists (ANP) sponsored this session. Topics covered included the anxious patient, the difficult patient, the depressed patient, and an overview of many cognitive techniques to use in therapy sessions.

Goal #7: To gain a detailed knowledge of the criteria, classifications, and the processes used when documenting students' needs for special educational services.

Activities Pursued to Meet Goal:

Study and Application of Criteria:

A detailed study was made of the requirements used for the assignment of special educational services based on Criteria C and D. To gain a more in-depth understanding of the criteria, the intern spent time in the classroom observing one deemed to meet criteria C. She also went to the child's home to further observe the child and to interview the mother using the Vineland questionnaire (Doll, 1935). This activity was approximately 2 hours in duration.

The intern used these classifications to complete one full assessment and report. Information was gathered and the intern made an application to the Department of Education for the child to receive the special services given to children who meet these criteria. Approximately 15 hours were devoted to this report.

Goal #8: To gain additional experience working with and attending interdisciplinary and case conference meetings.

Activities Pursued to Meet Goal:

The intern attended 1 interagency meeting that discussed a specific student and the best possible program for the child. The intern also attended three other meetings with various members of the educational field. These meetings took approximately 4 hours.

Goal #9: To learn about administration policy and procedures by attending a Principals' meeting. The intern will summarize the information and complete a 30-minute presentation to the Educational Psychologists in the Avalon East School Board.

Activities Pursued to Meet Goal:

Principals' Meeting:

Several times per year, the principals of the Avalon East School Board have meetings with personnel from the Board to discuss upcoming or new events and policies. The intern attended a 1-day (8-hour) meeting of the principals. Topics, in this meeting, included Special Education history and revisions, administrative paperwork, and a review of Criteria E, F, and G. Eight hours were spent on this activity.

Educational Psychology Meetings:

The intern presented an overview of the topics covered at the Principals' meeting to the Educational Psychologists from the Board at their May monthly meeting. The intern spent approximately 3.5 hours preparing for and completing this presentation.

Goal #10: To complete a research component aimed at assessing counselors' involvement in and views on parenting skills training programs.

Activities Pursued to Meet Goal:

A study was designed and completed aimed at describing counselors' involvement in and views regarding the offering of parenting-skills training programs in schools. Thirty guidance counselors presently working in the Avalon East School Board completed a questionnaire developed by the intern. Each counselor had the option of not participating. The questionnaire had 25 questions. The results were analyzed and reported. Based on thirty questionnaires returned, it was found that 15 of the respondents had offered parents some form of parenting program. Additional data on program choice, delivery issues, and recommendations on future-related activities were collected.

This study supported the author's view that parenting skills training programs are increasingly becoming an area that counselors can play a role. See part 2 of this document for a detailed report of this study.

CONCLUSIONS AND RECOMMENDATIONS

An internship for the Masters of Education program involves two components: a placement and its associated experiences and a research project. The intern found her placement to be very enriching and worthwhile. She was exposed to many varied people and experiences. Under the direction Joan Hartery and Anne Murray this intern was appropriately challenged and given considerable autonomy. The other Educational Psychologists on staff also readily offered support and help when needed. All of the Educational Psychologists and office staff shared their time, resources, and knowledge. The intern owes a special debt of gratitude to Anne Murray and Joan Hartery who answered countless questions and were always supportive and encouraging. It was indeed the intern's pleasure and privilege to study under these two very knowledgeable women.

The Avalon East School Board is an excellent placement for any educational psychology graduate student completing the internship route. It offers exposure to a wide variety of professionals and a wide range of cases on which one may work. This setting offers a realistic taste of the many pressures and demands experienced by a professional working at the board level. Among the factors that the intern unexpectedly experienced were the frequency and unpredictability of the referrals, the pressure associated with a large caseload, and many meetings. Another demand that was also unexpected was the need to continuously consult literature on a variety of professional concerns including case-related issues, testing, intervention strategies, and policy matters. Because the needs of the children vary greatly, it is impossible to predict the nature, number, and severity of the referrals. The setting allowed the intern to directly

experience what is often the demanding and stressful nature of the situations encountered by practicing educational psychologists.

An intern entering such a setting should be prepared to work and consult on several cases at the same time, work at home, and be very organized. There is much report writing, frequent appointments, and many phone calls. Any future intern at the Avalon East School Board must be flexible and prepared to change appointments and plans at a moment's notice. Future interns are encouraged to read extensively about potential referral areas. Certainly, prospective interns are urged to delve at least into areas that are quite frequently encountered, such as attention problems and learning disabilities. Also, it is recommended that future interns learn about the Pathways policy and the different educational services offered to exceptional children (Criteria A, B, C, D, E, F, and G).

Engaging in the completion of the research component was deemed to be a very worthwhile experience by the intern. The intent of completing a research component is that the intern has the opportunity to identify, conceptualize, plan, and carry through a legitimate and professionally worthwhile study. It was felt that this objective was met. The attached study reflects both the intern's activities and efforts and also is considered to make a legitimate contribution to the field. Completing the research was deemed to contribute to the overall value of the internship.

It is the intern's view that the goals were adequately met. Overall, this intern has had a worthwhile and positive experience and feels she gained considerable skill and knowledge.

PART 2

A SURVEY OF COUNSELORS' VIEWS OF AND INVOLVEMENT IN PARENTING SKILLS TRAINING PROGRAMS.

INTRODUCTION AND RATIONALE

In the body of literature on parenting skills training programs, there is not an overwhelming amount written specifically on parent skills training programs that have been offered through schools by guidance counselors. In recent years, an increasing number of professionals and parents have become interested in this service. A considerable amount has been written on individual commercial programs and on their particular strengths and weaknesses. Much of this research focuses on design of the program in question. This study sought to survey guidance counselors' views on the offering of parenting skills training through schools. It also surveys the views of a sample of counselors who have offered such programs. More specifically, the study looks at the involvement of guidance counselors in parent training courses.

Traditionally, the main activities of the guidance counselor have included testing children and administration duties (Partin, 1993). The guidance counselor may assess children who are having academic problems and give solutions or recommendations in order to help the child. They may also help the principal with some aspects of administration. The other major roles mentioned were counseling, which includes both individual and group, and other guidance activities. The role of a counselor in a school system was clearly perceived in the minds of the public.

In recent years, however, guidance counselors' roles have diversified and changed (Welch & McCarroll, 1993). No longer are counselors expected to only test, give advice or

listen. Society and school put more pressures on counselors to fill a void left vacant by the rapidly changing world. With both parents often working outside the home, more and more single parent families, increasing awareness of abuse, problems with drugs and violence, and the scare of Aids, many parents find it hard to offer and maintain acceptable child care. Today's counselors appear to be willing to expand their role by offering services that reach outside of the school.

Paralleling this change is a growing willingness within families to look to social agencies for help with their parenting needs and concerns. The family, that once was expected to be able to handle all domestic problems, is looking to professionals for answers and advice on how to cope with all of the changes and behaviors that are occurring within their unit. Counselors are becoming aware of this change and appear willing to explore and, in some instances, take on this service role.

While there are many agencies that can and do offer support and counseling to families, often parents may be unaware of these agencies. The school is often the only agency that the parent knows. No other agency seems as close, familiar, and accessible to them. Also, many parents believe that it is the school's responsibility to help with all aspects of the raising of children; even the part that they are not directly involved in. With this notion firmly ingrained, the parent seeks the assistance of the school. In response to this situation, some schools are willing, without charge, to offer the expertise and time of a staff member. The guidance counselor is typically the person best trained to serve the family.

A guidance counselor who has been sought out by parents may give assistance using the familiar, traditional techniques, which may include academically assessing the child or offering counseling to the child. However, many parents want more than this. They want help

disciplining their child or help coping with inappropriate behaviors. This is when the role of the guidance counselor expands and becomes unclear. No longer are school counselors only hired to assist school age children with their problems. They are being asked to expand their services to meet the needs of the people in the community.

Most school counselors are now realizing that one shot, single interventions are very limited in their ability to bring about change. They believe that to bring about changes in behavior, there needs to be a long term, systematic, multi-dimensional counseling that may include such interventions as individual counseling of the student, parent/family counseling, and parenting-skills training courses. No longer is dealing with or counseling the student only in school going to produce some noteworthy change. The student needs to be dealt with using both the home and the school setting.

The guidance counselor may offer individualized programs or counseling. Some counselors are now also offering published or custom designed parenting skills training program. A parenting skills training program is offered to parents of preschool or school age children. These programs offer material to help parents more successfully raise their children. Programs focus on a wide range of issues ranging from basic parenting skills such as, discipline problems, helping with homework/study skills to more focused concerns such as abuse and neglect. The length of these programs varies from school to school and from counselor to counselor. It is relatively rare to have programs which focus on school age children and which are designed principally for delivery through the school.

Specifically, this study, using a questionnaire, asked school guidance counselors to provide their views about parenting skills training programs and about program delivery. Both counselors who have offered these courses and those who have not were invited to respond.

LITERATURE REVIEW

Counselor Involvement in Parent Training:

The traditional role of the school guidance counselor has been one that was well defined, if only in the minds of the school, staff, and the general public. Counselors have been expected to react to and work with any sudden problem that arises with a student. Podemski and Childers Jr. (1987) stated that, historically, the purpose of a counselor's intervention with clients has been to remediate a crisis situation. This means that the counselor would wait until the child presented himself or herself with a problem and try to "fix" it. This, essentially, was a reactive rather than a proactive role.

Welch and McCarroll (1993) reported that counselors typically provided individual counseling to students with such concerns as scheduling, academic, career, and personal. They also stated that the school counselor also was a closed system. This means that they held a limited role and only provided services to only those who were in the actual school building. Many counselors held such roles as supervising children, disciplining children, and filling in for teachers when they were called out of class. Barry (1984) found that most of counselors developed class schedules. Partin (1993) reported that the top two activities that counselors spent most of their time on were individual counseling and guidance activities. In all, school guidance counselors played a very basic and well-established role within their school.

According to Wittmer (1993), the school counselor's role has changed over time from a reactive, problem centered, intervention focus to a more proactive, developmental, preventative perspective.

Changes in the Parenting Role:

Snyder and Daly (1993) stated that today's society is rapidly changing and has produced more single parent families and a higher dropout rate. Polster and Dangel (1984), talked about the fact that child rearing today is tougher than ever. They say that such things as industrialization, urbanization, and economic hard times have drastically changed family structure and life styles. These changes include an extended family that seems to be disintegrating, an increase in parents who work outside the home, and single parent families. They also state that the loss of extended family supports add to make parenting tougher than ever.

Dryfoos (1994) has identified many factors that threaten our youth. These include unprotected sex, drugs, violence, and depression. He also goes on to say that many of these children are at risk of engaging in multiple problem behaviors such as substance abuse, early unprotected sex, delinquent behavior, and failing in school. Technology, changes in the familiar family structure, Aids, drugs, and more and more parents working outside the home have triggered new problems that the counselors in the past did not have to deal with. More and more female students are returning to school after giving birth and require assistance to deal with the increased pressure and challenges. The fact is that a high school diploma is almost always required today to get even the lowest paying of jobs. All of these factors have created problems for the school and certainly for the parents.

Yankelovich, Skelly, and White, (1977), reported that 70% of the people in their study wanted help raising their children. So, whom do parents ask for help? Many parents turn to the school counselor when they are experiencing parenting difficulties with their children (Cruse,

Carlson, & Kontos, 1981). Although the previous two decades saw numerous changes to the family and to society, the 1980's also brought to a forefront the need and importance for a closer home-school relationship (Richie & Partin, 1994).

Schools Response to Family changes:

The school has not only perceived this change, but also responded to it. Weissbourd (1983) reported that since the 1980's there has been a major movement toward the development of family programs. School personnel have been encouraged to interact with the home more and more. Counselors have also bought into this trend. Their expertise is now required by the parents and by the community in general. Their role has had to change and expand to meet all of these demands. Many counselors are now involved in such areas as family counseling; consultations with staffs, other professionals, and parents; classroom instruction; assessments; group counseling; parent education; and parent counseling (Samis, Allan, & Echols, 1993). Welch and McCarroll (1993) reported that the role of the future guidance counselor would include such activities as working with families and groups, focusing on career, educational, and personal issues, and dealing with resource identification and management and needs assessments. Although some of the traditional duties have been kept, counselors have broadened their duties.

Podemski and Childers (1987) suggested that counselors move from direct service to consultation and training, from individual counseling to group counseling, from working on an individual/group level to working on an organization level, and from working only with the school to working with the school and the community. Another change that the counselor will have to make to keep up with the demands of society is to become a community resource specialist (Welch & McCarroll, 1993). This means that the counselor will have to work outside

of the four walls of the school and work with the people who do not work within or attend the school. Wilson and Rotter (1982) state that counselors have to be prepared to provide services to the community.

Aubrey (1983) made the statement that the school counselor will have to be a teacher. However, this does not mean that he/she will go into a specific classroom and teach the curriculum. Nor does it mean that the counselor is a tutor. What it does mean is that the counselor will have to educate community children and adults both in and out of school (Wilson and Rotter, 1982). The subjects 'taught' will deal with education, career, and personal needs. The idea that a school counselor provides direct counseling services only to students must change (Aubrey, 1985). The changing times have resulted in the need for counselors to extend their expertise out into the community. They have to educate people who do not attend the school in order to help those who do. Anderson and Reiter (1995) stated that counselors must be willing to acquire a new set of skills as the needs of the community will demands. The counselor will have to handle a multitude of problems and concerns which will require them to be ready. For example, a counselor will now have to know how to run groups effectively and how to channel people in the right direction in order to access other outside resources.

Welch and McCarroll (1993) reported that one of the most important groups involved in the school is the family and the school counselor will have to provide them with family and group counseling. Parents face a multitude of problems everyday with their children, and they, in turn, tend to seek assistance from the school. Many times the school is the only familiar outside agency that parents feel they can turn to. Part of providing this counseling may include offering parents a parenting-skills training program. This may help educate parents and the community about the problems facing our children and it may alleviate some of the problems

parents are now having with discipline.

Parenting Skills Training Programs:

Fine (1980) states that parent education involves the use of a systematic and conceptually based program, which is intended to impart information, awareness, or skills to the participants on aspects of parenting. Similarly, Polster and Dangel (1984) state that behavioral parent training refers to and involves systematically teaching parents to implement specific child management techniques. Another definition says that parenting groups are formed when a leader consults with and helps a parent by teaching them effective child-rearing techniques (White and Riordan, 1990).

There has been much interest generated in discovering which of the available programs produces the greatest results. Although there are many commercial and homemade programs, there is no evidence that any one program is better than another (Powell, 1986). However, Molloy (1980) found that individually tailored programs were most likely to be successful. Another study completed by Dembo, Sweitzer, and Lauritzen (1985) found that the instructional leader of the parenting-skills training program was the essential component in creating change. This suggests that no matter what program you use, the determining and most important factor that will eventually cause the parents to change is the skill and personality of the leader.

Huhn and Zimpfer, (1984), suggested that these parenting programs have many positive benefits such as increasing parents' confidence levels, increasing a counselor's visibility, reducing parent-child problems, increasing a counselor's knowledge of children and their families, creating a stronger home-school bond, and acceptance of the counselor by the parents.

These programs also reduced the problems students have both in and out of the school and the problems they had with their parents. Andrews et al. (1982) noted that there is evidence of immediate positive effects on maternal behavior. Dickie and Gerber (1980) recorded that there was an increase in parental competencies in reading infant cues while Cochran and Henderson (1985) noted that there seemed to be an increase in children's school performance.

Parenting Training Offered by School Counselors:

As noted above, a small group of school counselors now recognize the need to offer a parenting skills training course to the parents of the children in their school. Although not many of the counselors involved in this study actually offered the programs, those who did were very intent and dedicated to the belief that it is an integral part of the service that they offer.

The parenting-skills training programs that are offered are wide and varied. They may differ in various ways such as length, scope, and topics covered. Many of these parenting programs are commercially bought. Ritchie and Partin (1994) report that some of the most popular programs for teaching parenting skills are: Parent Effectiveness Training (PET; Gordon, 1975); Active Parenting (1983); Systematic training for Effective Parenting (STEP; Dinkmeyer & McKay, 1976); Humanistic Parenting, (Ginott, 1965); Behavioral Parent Training (Becker, 1971); and Family-Systems Perspectives to Parenting (Getz & Gunn, 1988). There are, however, numerous other programs available. Each of these programs has their own system for teaching parents how to better manage the behavior of their child.

Although there are many commercially bought programs, many counselors opt to create their own program. They may develop their own completely original program or borrow ideas and topics from the already well established existing programs. There is no set standard as to

what should be included in such a program. Richie and Partin (1994) suggested that the content of a parent education course may include training/education in the areas of: self-concept enhancement, helping children succeed in school, behavior management and discipline, decision making, substance abuse issues, step-family issues, moral and value issues, human sexuality, and other issues such as communication skills. In the end, each individually tailored program includes exactly what the counselor feels is important for the parents. The needs of the particular school or community and the needs of the individual child may also affect the content of the course. Many counselors may wish to tailor each program to suit the participants of each group. For example, a guidance counselor may create different programs for parents of low-income families than for middle-income parents.

METHODOLOGY

Sample:

All counselors (n=60) in an urban school board district consisting of 82 schools ranging from K to 12 were contacted by letter and asked to participate in this study. In total 30 counselors agreed to participate. While some counselors worked solely within one school, several were responsible for more than one setting. Sixty-six percent (n=20) were female while 33% (n=10) were male. Seventy percent (n=21) were parents. Of the counselors who participated, 87% had been a classroom teacher for 9 years or less while 80% have been a guidance counselor for 12 years or less. The respondents reported that 41 % are in a combined primary/elementary setting and 40% are responsible for 600-799 students. The education levels are very uniform with 97% having at least a Masters degree, 63% had training in parenting programs by independent study, while 40% reported they had training via self-selected workshops.

The Instrument:

A 25-item questionnaire was developed by the author to explore the views of counselors on the offering of parenting skills training programs to the parents of students in their schools. The questionnaire was aimed at both counselors who had offered a program and those who had not. Items used were developed based on factors identified in the literature relating to the need for such services and on the selection and delivery of such programs. Issues deemed by the author to be critical to the topic were also included. Respondents were asked to identify their reasons for offering a program. They were also asked about the types of programs used, parent

acceptance, delivery considerations and the actual or potential impact of such programs.

While most questions used a five point Likert-type scale, some "yes/no" questions were used. Respondents were encouraged to offer additional information or comments. Basic demographic information, on both the counselors and their schools, was collected. The names of individual respondents or their schools were not collected.

Persons knowledgeable in the area critiqued early drafts of the instrument. To ensure its clarity and readability, the questionnaire was piloted with a small sample of peers. The questionnaire was approved by the Ethics Review Committee, Faculty of Education, Memorial University. A copy of the questionnaire can be found in Appendix B.

Procedure:

Permission was obtained from the Avalon East School Board to contact the counselors and to request their cooperation. A letter was then sent to each of the guidance counselors asking that they participate (see Appendix B). Shortly afterwards, the questionnaire was sent to each perspective participant. All counselors were informed that their participation was voluntary and that they were free to not participate or to omit any items on the questionnaire. A follow-up phone call was placed to each of the guidance counselors asking them if they planned to participate and to thank them if they had already responded. In a small number of cases, respondents completed the questionnaire over the telephone.

Analyses:

The collected data was analyzed with the Statistical Package For Social Sciences (Norusis, 1993) computer software program providing means and standard deviations that were

then used to calculate frequency distributions. Refer to Appendix C for a table showing partial data collected.

RESULTS

Counselors:

It was found that of the 30 counselors who responded, 50% (n=15) indicated that they offered or were responsible for some form of parenting skills program in their school. Counselors who were responsible for one school (n=14) more often offered parenting programs than counselors responsible for several schools (n=3). Of the 20 females who responded, forty percent (n=8) offered a program, while seventy percent (n=7) of the ten males who responded offered a program. Of the 21 respondents who are parents, about 62% (n=13) offered a program. Of the nine respondents who are not parents, about 22% (n=2) offered a program. In other words, males are more likely to offer a parenting program than a female and counselors who are themselves parents are much more likely to offer this service.

Of the counselors who were responsible for a program, 80% (n=12) stated that a 'moderate' to 'major' reason for offering a parent training program was to improve the child's behavior in school. Similarly, about 87% (n=13) stated that a 'moderate' to 'major' reason was to improve the child's behavior at home. Other reasons rated as 'moderate' to 'major' included: increasing the child's I. Q., (80%, n=12); responding to an administration request (73%, n=11); learning more about a specific home situation (80%, n=12); increasing academic performance (87%, n=13); and responding to other agencies' requests (71%, n=10). One hundred percent (n=30) of the counselors reported that they believed that the parents would 'somewhat' to 'considerably' benefit from a parenting program.

Approximately 53% (n=8) of the school counselors who did not offer a parenting program indicated 'no funds to support such a program' as a 'moderate' to 'major' reason for

their decision while about 80% (n=12) stated 'no time in the school year' as a reason. Less frequently cited reasons included: probable parent resistance (33%, n=5), no parent interest (40%, n=6), no need for such a program (7%, n=1), lack of interest by school administration (27%, n=4), resistance by school administration (13%, n=3), no teacher support or interest (33%, n=5), and a lack of an experienced or trained leader (47%, n=7).

Program Settings:

All of the counselors (n=6) who were in a designated primary (n=1), elementary (n=2) or junior high (n=3) offered a program. Three of the four counselors (75%) who were in dedicated high schools offered a program. Neither of the two counselors who were responsible for 'several' primary/ elementary schools offered a program. Of the 12 working in combined primary/ elementary settings, three (25%) offered a program. Neither of the two counselors in combined junior high/ high schools offered a program. Two counselors working in a kindergarten to grade 12 setting and the one respondent who was assigned to three schools (each at a different level) offered a program.

One of the four counselors (25%) in schools with populations of 200 to 399 offered a program. Six counselors of the nine (67%) in schools with populations between 400-599 offered parenting programs, and eight of twelve (75%) from schools with populations of 600-799 offered programs.

Program Selection and Delivery:

Twelve of the fifteen (80%) participating school counselors who offered a program used commercial materials and three used a custom-made program (20%). The STEP (Systematic

Training for Effective Parenting, (Dinkmeyer & McKay, 1976) program was used by seven of the respondents (47%). Other programs used included: Parenting Effectiveness Training, (Gordon, 1975), 7%, n=1; Behavioral Parent Training, (Becker, 1971), 7%, n=1; and How To Talk So Students Will Listen And Listen So Students Will Talk (Faber and Mazlish, 1987) 7%, n=1.

Nine respondents (60%) believed that it was 'optimal' to deliver a parenting program for two hours per week. Others saw one hour per week (27%, n=4), a single day workshop (7%, n=1), and one and half-hours per week (7%, n=1) as 'optimal'.

Eleven of the fifteen counselors (73%) who offer a program stated that the cost of offering a parenting program is less than \$50.00. This price does not include the cost of the actual commercial program, if one is used. Other counselors reported the cost of their program to be between \$51.00 and \$100.00 (7%, n=1), between \$101.00 and \$150.00 (7%, n=1), and more than \$201.00 (13%, n=2).

Program Need and Impact:

When asked about the impact a parenting program would have on specific child behaviors, eleven of the respondents (85%) who offered parenting programs stated that there would be a 'moderate' to 'very significant' impact on the child's behavior and discipline problems in school. Other areas that counselors believed to be 'moderately' to 'very significantly' changed were self-concept enhancement (69%), communication skills (69%), academic performance (62%), decision making (54%), use of drugs and alcohol by children (50%), moral and value issues (58%), and ability to cope with home problems or issues (75%).

When questioned about the general impact of parenting programs, all of the counselors

(100%) who offered programs reported that they believed there would be a 'moderate' to 'very significant' change in a child's academic performance. Other 'moderate' to 'very significant' changes included: better behavior in school (80%, n=12), increase in I. Q. (87%, n=13), better home situation for the child (73%, n=11), better understanding of school situations (73%, n=11), better behavior at home (80%, n=12), increased levels of overall confidence in parenting skills (73%, n=11), and a closer home-school relationship (93%, n=14). Sixty percent of guidance counselors who responded felt that parents would 'considerably' benefit from a parenting skills training program.

Thirteen of the 15 counselors (87%) who offered the parenting program stated that the most frequently offered reason from parents why they choose to attend a parenting program was because they 'needed help disciplining their child (ren)'.

Eight of the respondents (62%) who offer a parenting program stated that parents most frequently give 'no time' as the main reason why they could not attend. Other reasons include no transportation (8%, n=1), significant other did not approve (8%, n=1), no baby-sitter available (8%, n=1), and fearful of what friends or relatives might say or think (8%, n=1).

All 15 counselors (100%) who offered parenting programs stated that teachers were 'somewhat' to 'very' supportive of the program. Similarly, all of the above counselors (100%) reported that administrators were also 'somewhat' to 'very' supportive.

Future programs:

Thirteen of the fifteen counselors (87%) who offered parenting programs said there was a 'high' to 'very high' probability that they would offer a program again. Two (13%) offered no comment. Seven of the thirteen (47%) who offered programs would advise using a commercial

program while six (40%) suggested using a custom tailored program. All of the fifteen counselors (100%) who offered a program would 'recommend' or 'hesitantly recommend' the activity to another counselor.

DISCUSSION

While the sample used in this study was relatively small, it is considered highly significant that given the dearth of literature on the topic of counselor offered parenting training programs, half of the counselors surveyed in this study offered a program. This suggests that either there is a growing interest in the field that is not reflected in the literature or that the sample used in this study was very atypical.

It is deemed significant, as well, that of those who offered the service, all would recommend to their peers that they also offer a service. Another interesting finding was that all respondents offering programs felt that these have an overall positive impact on the behavior of the children. This impact was in many other areas including: self-concept, communication, academic performance, decision making, drugs and alcohol usage, morals and value issues, and ability to cope with home problems or issues. Eighty-seven percent of counselors felt that children's I. Q. would be positively impacted by a parenting course.

No direct data on the impact of parenting programs was obtained. Such data is needed to assess any positive effects of such programs. While some data was gathered on parents' reasons for both involvement and possible non-involvement, this area, too, is in need of further study.

It appears that not all counselors are equally likely to offer parenting programs. Those who are themselves parents are more likely to offer a program than are those who do not have

children. The reason for this is unknown. Counselors who are parents may feel they have greater credibility or perhaps that they have more relevant experiences. Additional research on the factors motivating or inhibiting counselors to deliver a parenting service is needed.

That more males offered the program than females was surprising to the author especially since it is mothers who are more typically considered to take the principal care-giving role. Again, the reason for this finding is unknown and worthy of further exploration.

More counselors used a commercial program than one they designed themselves. While the reason for this is unknown, the decision to use a commercial program may have to do with the time needed to develop a program or difficulty obtaining specific information on existing programs. Also, others may feel that it is not necessary to re-invent that which is already available. This too is a topic on which future research could be conducted.

The counselors reported that both parents and school personnel support the offering of parenting programs in the school. This suggests that other groups see the value of such programs. This finding may also encourage more counselors to offer programs in their schools.

Although not a direct finding from this research, given the level of interest by school counselors, it would appear appropriate that developers of parenting skills programs recognize counselor interest and set about developing or adapting their materials so that they might be readily used by the counselors in school settings. No data on how readily existing parenting programs can be used as an adjunct to regular school guidance programs was collected. This question needs to be reviewed given the level of interest indicated by this research.

Based on this study, it is highly recommended that the future training of counselors include exposure to parenting skills training programs which would be offered, not to students themselves, but to their parents. This is especially critical given both the apparent growing

interest in and support shown these programs. Parenting skills programs may offer a way to help address the growing academic and behavioral needs of students.

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APPENDIX A**Tests Completed During Internship:**

- Wechsler Individual Achievement Test (WIAT), 7 times
- Wechsler Intelligence Scale for Children (WISC-III), 5 times
- Test of Auditory Perceptual Skills–Lower level (TAPS-Lower level), 3 times
- Test of Auditory Perceptual Skills–Upper level (TAPS-Upper level), 3 times
- Beery’s Test of Visual Motor Integration (VMI), 3 times
- Wechsler Adult Intelligence Scale (WAIS), 1 time
- Boder Test of Reading-Spelling Patterns, 3 times
- Wechsler Memory Scale (WMS), 1 time
- Test of Visual Perceptual Skills–Lower level (TVPS-Lower level), 4 times
- Test of Visual Perceptual Skills–Upper level (TVPS-Upper level), 3 times
- Canadian Test of Copying Abilities, 1 time
- Wide Range Assessment of Memory and Learning (WRAML), 3 times
- Test of Visual Motor Skills-Upper level (TVMS-UL), 1 time
- Kindergarten Readiness Test (KRT), 2 times
- Test of Adolescent Language (TOAL), 1 time
- Vineland Adaptive Behavior Scales, 1 time
- Test of Written language (TOWL-3), 2 times
- Interest, Determination, Exploration, and Assessment System (IDEAS), 2 times
- Wechsler Preschool and Primary Scale on Intelligence (WPPSI), 1 time
- Career Ability Placement Survey (CAPS), 1 time

APPENDIX B

May, 1998

Dear guidance counselor,

I am presently interning at the Avalon East School Board under the supervision of Joan Hartery and Anne Murray as a part my Education master's degree at Memorial University. As a part of this internship I am completing a study focusing on counselors' involvement in and views of parenting skills training programs. I am seeking your participation in this study.

I will be sending you a questionnaire next week for you to complete. Your participation is voluntary. I am only interested in your views and will not be seeking your identity.

I realize that this is a hectic time of the year for all of us but if you have a few free minutes, I would appreciate it if you would complete (if you want to participate) the questionnaire. I would then ask that you send back the answer sheet as soon as possible as I terminate my placement at the School Board at the end of this school year (June 19th) and I will need the data by that time.

In advance, I would like to sincerely thank you for taking the time to read and/or complete this questionnaire. Your participation is greatly appreciated.

Kelly Dawn Steele

Counselors' Involvement in Parent Support Programs
(D. Steele – May, 1998)

There appears to be a growing interest shown both by counselors and individual schools in helping children by supporting their parents directly. Little is known about the nature of the services or about the extent to which such services are offered. This study is designed to survey the types and level of service offered directly to parents by counselors.

There is a range of ways that counselors can offer a service directly to parents. You will be asked to select and comment on the types of services you have offered or might have considered offering.

If you have offered a specific program, you will be asked for additional information on the program and about your experiences with that program, especially relative to its impact.

You are free to omit answering any question.

PLEASE ANSWER ON THE ANSWER SHEET PROVIDED.

1. Which of the following best describes the situation in which you spend the majority of your time? (Choose one)
 - (a) Single Primary Setting
 - (b) Single Elementary Setting
 - (c) Single Junior high Setting
 - (d) Single High school Setting
 - (e) Several Primary/Elementary Settings
 - (f) Several Elementary/Junior High Settings
 - (g) Several Junior High/ High School Settings
 - (h) Combined Primary/Elementary Setting
 - (i) Combined Elementary/Junior High Setting
 - (j) Combined Junior High/High School Setting
 - (k) Other (Specify on answer sheet)

2. What size is your school or what is the number of students for which you are responsible? (Choose one)
 - (a) 0-199
 - (b) 200-399
 - (c) 400-599
 - (d) 600-799
 - (e) 800-999
 - (f) 1000-1199

- (g) 1200-1399
- (h) 1400-1599
- (i) >1600 (Specify on answer sheet)

3. What is your *highest* education level? (Choose one)

- (a) Bachelors Degree
- (b) Masters Degree
- (c) Doctorate Degree
- (d) Other (Specify on answer sheet)

4. Indicate from the list below any training related to parent support or parenting skills that you have completed. (Choose all that apply)

- (a) University courses (pre or post degree) in parenting skills training
- (b) Board offered Workshops/In-services/Courses in parenting skills training
- (c) Self selected Workshops/In-services/Courses in parenting skills training
- (d) Independent study
- (e) Other (Specify on answer sheet)

5. Number of years working as guidance counselor? (Choose one)

- (a) 1-3 years
- (b) 4-6 years
- (c) 7-9 years
- (d) 10-12 years
- (e) 13-15 years
- (f) 16-18 years
- (g) 19-21 years
- (h) Other (Specify on answer sheet)

6. Number of years as a regular classroom teacher? (Choose one)

- (a) Never taught in classroom
- (b) 1-3 years
- (c) 4-6 years
- (d) 7-9 years
- (e) 10-12 years
- (f) 13-15 years
- (g) 16-18 years
- (h) 19-21 years
- (i) Other (Specify on answer sheet)

7. What is your sex? (Choose one)

- (a) Female

(b) Male

8. Are you a parent? (Choose one)

(a) Yes

(b) No

9. Using the following scale, rate the degree to which you feel parents in your school could benefit from each of the following programs. Please answer this question even if no such programs are now offered.

1	2	3	4	5
Not At All	Maybe A Little	Somewhat	Moderately	Considerably

(a) Parenting skills training (child behavior/management)

(b) Support groups for families in which there is substance abuse (drugs/alcohol)

(c) Support groups for parents of special needs students (including low SES, sole parent, AIDS, abuse)

(d) Homework Hotline for parents

(e) Nutrition and Hygiene training and advice for parents

(f) Other (Specify on answer sheet)

10. Please indicate which of the following programs are already offered in the school(s) for which you are responsible. (Choose all that apply)

(a) Parenting skills training (child behavior/management)

(b) Support groups for families in which there is substance abuse (drugs/alcohol)

(c) Support groups for parents of special needs students (including low SES, sole parent, AIDS, abuse)

(d) Homework Hotline for parents

(e) Nutrition and Hygiene training and advice for parents

(f) Other (Specify on answer sheet)

If YOU have offered a specific parenting skills training program, please go to question #14, otherwise continue below.

11. In your own view and using the scale below, **rate** what you feel might be the impact of your school(s) offering a parenting skills training program (i.e., a program designed to help parents better manage, discipline, and cope with their children's behavior at home).

1 no change	2 a slight change	3 moderate change	4 significant change	5 very significant	6 Unknown
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- (a) Better behavior of the child(ren) in school
 (b) Increases in IQ's of the child(ren)
 (c) Closer home-school relationships
 (d) A better home situation for the child(ren) (i.e., more consistency)
 (e) Better understanding of school situations
 (f) Increased academic performance in school
 (g) Better behavior of child(ren) at home
 (h) Increased levels of overall confidence in parenting skills
 (i) More acceptance of the counselor by the parents
 (j) Other (Specify on answer sheet)

12. Using the scale provided, rate the reasons why there has not been a program aimed specifically at improving parenting skills offered in your school(s)?

1 Not A Reason	2 Slight Reason	3 Moderate Reason	4 Significant Reason	5 Major Reason	6 Never Thought Of It
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- (a) Probable parent resistance
 (b) No parent interest
 (c) No need for such a program
 (d) Lack of interest shown by school administration
 (e) Resistance by the school administration
 (f) No teacher support or interest
 (g) No funds to support such a program
 (h) No time in the school year
 (i) Lack of an experienced or trained leader
 (j) Other (Specify on answer sheet)

13. Use the scale below to rate each of the following reasons for initiating a parenting skills training program.

1 Not A Reason	2 Slight Reason	3 Moderate Reason	4 Significant Reason	5 Major Reason
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- (a) Principal request
 (b) Parent requests

- (c) Teacher request
- (d) Discipline problems displayed by the children
- (e) Achievement problems displayed by the children
- (f) Requests by other agencies
- (g) Other (Specify on answer sheet)

If you have not offered a parenting skills program, please stop here. Thank you for your participation!

If you have offered a parenting skills program please continue below.

14. There are a number of reasons why a counselor might offer parenting skills programs. Rate your specific reasons.

1 Not A Reason	2 Slight Reason	3 Moderate Reason	4 Significant Reason	5 Major Reason	6 Never Thought Of It
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- (a) To improve the child's behavior in school
- (b) To increase the child's I.Q.
- (c) To foster closer home-school relationships
- (d) To learn more about specific home situations
- (e) To increase academic performance in school
- (f) To improve the child's behavior at home
- (g) To increase parents' confidence levels in their parenting skills
- (h) To foster better counselor acceptance by parents
- (i) Because teacher(s) requested it
- (j) Because administration requested it
- (k) Because parents requested it
- (l) Because other agencies requested it
- (m) Because I recognized a need
- (n) Other (Specify on answer sheet)

15. What particular parenting skills training program have you used most recently? (Choose one)

- (a) Parenting Effectiveness Training (PET)
- (b) Systematic Training for Effectiveness Training (STEP)
- (c) Active Parenting
- (d) Humanistic Parenting
- (e) Behavioral Parent Training
- (f) Family-Systems Perspectives to Parenting

- (g) 1-2-3 Magic
- (h) A specific counselor/school tailored program
- (i) Other (Specify on answer sheet)

16. In your view, rate the degree to which the program used impacted on each of the following child behaviors?

1 no change	2 a slight change	3 moderate change	4 significant change	5 very significant	6 Unknown N/A
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- (a) Self-concept enhancement
- (b) Communication skills
- (c) Academic performance
- (d) Behavior and discipline problems in school
- (e) Decision making
- (f) Use of drugs or alcohol by the child(ren)
- (g) Moral and value issues (i.e., stealing, lying, swearing)
- (h) Ability to cope with home problems or issues
- (i) Sexuality/ Sex role
- (j) Other (Specify on answer sheet)

17. What are the most frequent reasons why parents choose to attend a parenting skills training program? (Choose all that apply)

- (a) Need help disciplining the child(ren)
- (b) Concern about the child's academic performance
- (c) Teacher recommendation
- (d) Outside agency recommendation
- (e) Counselor recommendation
- (f) School Administration recommendation
- (g) Friend or Family encouragement
- (h) Other (Specify on answer sheet)

18. Which of the following, in your situation, would you see as the optimal way to deliver a parenting skills training program? (Choose one)

- (a) 1 hour per week
- (b) 2 hours per week
- (c) 3 hours per week
- (d) A single one day workshop
- (e) A two day workshop
- (f) Other (Specify on answer sheet)

19. Rate the degree to which teachers in the school supported the parenting skills training program? (Choose one)

- (a) Very supportive
- (b) Somewhat supportive
- (c) Not supportive at all

20. Rate the degree to which the administration in your school supported the parenting skills training program? (Choose one)

- (a) Very supportive
- (b) Somewhat supportive
- (c) Not supportive at all

21. What is the total cost, on average, of supplies for a parenting skills training program (not the actual program)? (Choose one)

- (a) Less than \$50.00
- (b) Between \$51.00 and \$100.00
- (c) Between \$101.00 and \$150.00
- (d) Between \$151.00 and \$200.00
- (e) More than \$201.00

22. Which of the following reasons have parents most often given for not attending or participating in a parenting program? (Choose all that apply)

- (a) No time
- (b) Didn't need help
- (c) No transportation
- (d) Fear of being unable to understand/ keep up with the program materials
- (e) Significant other didn't approve
- (f) Didn't think the school should be offering this program
- (g) No baby-sitter available
- (h) Don't like groups/crowds
- (i) Fearful of what friends or relatives might say/think
- (j) Other (Specify on answer sheet)

23. What is the probability that, in the future, you would again offer a parenting skills training program? (Choose one)

- (a) Very high probability
- (b) High probability
- (c) Slight probability
- (d) Very low probability

24. Which of the following best reflects the advice you would give to someone offering a parenting skills training program for the first time? (Choose one)

- (a) Run a parenting skills training program using a commercial program
- (b) Run a parenting skills training program using your own designed program
- (c) Do not offer a parenting skills training program
- (d) Other (Specify on answer sheet)

25. Would you recommend running a parenting skills training program to another counselor?

- (a) Yes, highly recommend
- (b) Would recommend with some reservation
- (c) No, would not recommend

THANK YOU FOR YOUR PARTICIPATION!

Question #12	1	2	3	4	5	6
(a) Probable parent resistance	66.7%	20%	----	6.7%	6.7%	----
(b) No parent interest	60%	20%	6.7%	13.3%	----	----
(c) No need for such a program	93.3%	6.7%	----	----	----	----
(d) Lack of interest shown by school administration	73.3%	20%	6.7%	----	----	----
(e) Resistance by the school administration	86.7%	13.3%	----	----	----	----
(f) No teacher support or interest	66.7%	26.7%	6.7%	----	----	----
(g) No funds to support such a program	33.3%	13.3%	20%	20%	13.3%	----
(h) No time in the school year	13.3%	6.7%	6.7%	26.7%	46.7%	----
(i) Lack of an experienced or trained leader	53.3%	6.7%	20%	20%	----	----
(j) Other (Specify on answer sheet)						
Question #14	1	2	3	4	5	6
(a) To improve the child's behavior in school	----	20%	20%	26.7%	33.3%	----
(b) To increase the child's I.Q.	6.7%	6.7%	33.3%	33.3%	13.3%	6.7%
(c) To foster closer home-school relationships	26.7%	33.3%	33.3%	----	----	6.7%
(d) To learn more about specific home situations	----	20%	40%	33.3%	6.7%	----
(e) To increase academic performance in school	----	13.3%	13.3%	46.7%	26.7%	----
(f) To improve the child's behavior at home	6.7%	6.7%	26.7%	20%	40%	----
(g) To increase parents' confidence levels in their parenting skills	20%	33.3%	26.7%	6.7%	13.3%	----
(h) To foster better counselor acceptance by parents	26.7%	46.7%	20%	6.7%	----	----

ENDNOTES

ⁱ All percentages have been rounded to the nearest whole number.

