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THE EFFECTS OF AN ATTRIBUTION-BASED PARENTING PROGRAM
ON PERCEPTIONS OF PARENTING BEHAVIOR

by

H. Wallace Goddard

A dissertation submitted in partial fulfillment

of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Family and Human Development

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Harold Wallace Goddard

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
LIST OF FIGURES	vi
ABSTRACT	vii
Chapter	
I. INTRODUCTION	1
II. LITERATURE REVIEW	5
III. METHODS	19
IV. RESULTS AND DISCUSSION	31
V. SUMMARY AND CONCLUSIONS	68
REFERENCES	75
APPENDICES	80
VITA	162

LIST OF TABLES

Table	Page
1 T Tests for Mothers' and Fathers' Mean Enjoyment Ratings in Life Domains	34
2 T Tests of Mother and Father Self-Report Variables Pre- and Posttreatment	36
3 Rotated Factor Matrix for Mother Self-Report Data	38
4 Rotated Factor Matrix for Father Self-Report Data	39
5 T Tests of Mother and Father Self-Report Factors	40
6 Variables Included in Composite Scores for Both Parent and Child Data	42
7 Reliability for Composite Scores Standardized Item, Cronbach Alphas	43
8 T Tests of Mother and Father Composite Scores Pre- and Posttreatment	44
9 Means of Mother and Father Self-Report Change Scores in Rank Order	46
10 T Tests of Child Report Variables of Parents in the Experimental Group Pre- and Posttreatment	49
11 T Tests of Child Report Variables of Parents in the Control Group Pre- and Posttreatment	51
12 Analysis of Covariance: Child Report of Mothers	52
13 Analysis of Covariance: Child Report of Fathers	53
14 T Tests Between Mother and Father Variables at Pretest and Posttest	55
15 Rotated Factor Matrix for Child Report of Mother Data	57
16 Rotated Factor Matrix for Child Report of Father Data	58
17 Analysis of Covariance: Child Report Factors	59

18	Multivariate Analysis of Variance: Child Report Composites	61
19	Means and T Tests for Child Report Change Variables	63
20	T Tests of Six-Item Child Report	66

LIST OF FIGURES

Figure	Page
1 The structure of the data	24
2 Education level of parents in the experimental group	32

ABSTRACT

The Effects of an Attribution-Based Parenting Program
on Perceptions of Parenting Behavior

by

H. Wallace Goddard, Doctor of Philosophy
Utah State University, 1990

Major Professor: Dr. Brent C. Miller
Department: Family and Human Development

Attribution theory has become increasingly prominent in social psychology in the last few decades. Insights from attribution theory were used to guide the development of a parenting program. The program was delivered to a group of mothers and fathers of middle-school children in a 5-week parenting program. Parents who volunteered for the program were randomly assigned to treatment and control (delayed treatment) conditions. The program emphasized the dangers of biases in perception and encouraged empathic communication. Parents were encouraged to discuss their own parenting dilemmas in the class. Handouts and reminders were used to help parents understand and remember the points of the sessions. Both the parents and their middle-school children gave reports on parent behavior before the program began and after its conclusion. While there were no differences between treated and untreated parents on most child-report measures, children consistently rated parents in the experimental group more favorably than those in the control group when asked to indicate changes in the parents' behavior. Apparently the parenting program made some

improvements in parents' nurturing behaviors as perceived by themselves and their middle-school children. It was concluded that the insights of attribution theory can help parents improve their nurturing behavior. Difficult methodological issues about measuring changes in behavior remain unresolved. The implications of this project for practice include the recommendation that parenting programs account for cognitive as well as behavioral processes. Applications for parenting programs and the methodology of their evaluation are discussed. (167 pages)

CHAPTER I

INTRODUCTION

Attribution theory has been used extensively to understand and influence social processes (Feldman, 1985). But applications of attribution theory to families have been very limited. In fact, proactive applications of attribution theory to parent-adolescent relationships are not evident in the literature. This introduction outlines selected principles and applications of attribution theory and describes the rationale for an instructional intervention that applies attribution theory to parent-adolescent relationships.

Attribution Theory

Attribution is the process by which people assign a cause to behavior. A teacher may attribute a student's disappointing performance on an exam to a hectic schedule that interferes with the student's study time. Or the poor performance may be attributed to a lack of interest in the subject, to the student's lack of ability, or to an unusually difficult exam. A person's decision as to the "correct" attribution will be based on a variety of perceptions about the person, the circumstances surrounding the behavior, and to beliefs about how people are supposed to act.

Fritz Heider (1944, 1958) laid the groundwork for attribution theory. He noted that people often have very different perceptions of the same event. Heider described people observing the acts of other people as naive psychologists, suggesting that all people attempt to make sense of their perceptions, but that they often make their attributions without an informed and systematic process.

Jones and Davis (1965) built on Heider's thinking to develop an attribution theory that they called a theory of correspondent inferences. They were interested in the degree to which the act and the underlying characteristic correspond with the attribution. They suggested two dimensions that enable observers to make attributions. First, the correspondence "increases as the judged value of the attribute departs from the judge's conception of the average person's standing on that attribute" (p. 224). In other words, an observer is better able to make a meaningful attribution if the actor is engaged in an atypical or "undesirable" act. Second, attributions are easier to make if the effects of an actor's alternative choices are very different from each other. Jones and Davis describe the two attribution dimensions as assumed desirability and number of noncommon effects. Their attribution theory centers on finding distinctiveness in behavior or its outcomes in order to make attributions to the actor.

Kelley (1967, 1987) has developed a covariation model for explaining the process by which observers make attributions. He posits that "an effect is attributed to the one of its possible causes with which, over time, it covaries" (1987, p.3). Kelley has described three dimensions of covariation that are considered in making an attribution. The dimension of consensus may ask such questions as, "Does this actor behave this way with other people?" or "Is this effect experienced by other people?" The dimension of distinctiveness may ask, "Do other people do what this actor is doing?" The dimension of consistency considers "Does the actor do this in other situations or at other times?" Weiner and Kukla (1970) drew attention to the situational

factors with the first and third of their three dimensions of attribution: internal vs. external, stable vs. unstable, controllable vs. uncontrollable.

All of these attribution models attempt to describe the process by which people make judgments. Rosenthal and Jacobson (1968) performed the classic experiment to show the effects of such judgments. In their Pygmalion in the Classroom study, they administered The Harvard Test of Inflected Acquisition to students in 18 San Francisco classrooms. Then, 20% of the students were randomly chosen. Teachers were told that the test scores of the chosen students suggested that they would make extraordinary gains in intellectual development during the coming year. The teacher expectations of able performance led to teacher behaviors that resulted in high student performance. The effect was most pronounced with students in early grades. At the end of the year, teachers were asked to describe all of their students. Those students from whom they had expected high performance were seen by their teachers as more appealing, better adjusted, and more affectionate. Control group children who had also made intellectual gains but from whom it was not expected by the teachers were seen by their teachers as less well-adjusted, less interesting, and less affectionate. Rosenthal and Jacobson's work has formed a foundation for an education literature on expectancy effects (Dusek, 1985).

While Rosenthal and Jacobson found it feasible to manipulate teacher expectancies, it may be more difficult to manipulate parent expectancies of children whose parents have known them for years and with whom they transact regularly. Yet parent expectancies may have

more profound effects in intimate and continuing parent-child relationships than in teacher-child relationships.

In their review of popular parenting programs, Hamner and Turner (1990) said that they "believe that there is some value in teaching specific skills to parents. At the same time, one must strive to develop in parents attitudes that are consistent with the techniques being used" (p.157). The present study did not attempt to deceive parents into a favorable expectancy. Rather it taught about perceptual processes and biases and communication skills as part of a parenting program to make parent-adolescent relationships less adversarial and more cooperative. Parents were taught to reframe and to look for reasonable bases even for annoying behavior. As research and knowledge of attribution processes increase, it may be practical to develop more powerful expectancy treatments.

The objectives of this project were

1. to review and summarize the socialization, parent training, and attribution literatures;
2. to develop a set of attribution principles that can be applied to parent-child relationships;
3. to develop an instructional intervention program based on the attribution principles; and
4. to conduct an experimental evaluation of the program.

Chapter II reviews findings in the literature that are pertinent to the development of the parenting program.

CHAPTER II
LITERATURE REVIEW

Socialization of Children

It would be literally impossible to review the hundreds of studies about parenting behaviors and children's outcomes; however, there have been three relatively recent summaries of the empirical parent-child socialization literature. Rollins and Thomas (1979) extensively reviewed empirical studies in order to establish the role of support and control techniques in the socialization of children. They also developed generalizations based on the empirical findings and considered the findings in terms of different theoretical frameworks. Brody and Shaffer (1982) reviewed the effects of parents and peers on children's moral socialization. Maccoby and Martin (1983) broadly reviewed issues of family socialization. The key findings in each of these reviews are summarized below.

Rollins and Thomas defined support as

behavior manifest by a parent toward a child that makes the child feel comfortable in the presence of the parent and confirms in the child's mind that he is basically accepted and approved as a person by the parent. (p. 320)

They also defined three types of control techniques. Coercion is defined as the use of power and punitiveness that commonly entails external pressure and a contest of wills. Love withdrawal communicates disapproval and implies that a parent's love will be withheld until the child changes his/her behavior. Induction employs reasoning and the description of consequences of behavior for self and others and it aims at voluntary compliance.

Rollins and Thomas summarized the empirical studies that relate support to child behavior with the following statement:

Especially for boys the greater the supportive behavior of parents toward children, the greater such culturally valued child behaviors as self-esteem, academic achievement, creativity and conformity. (p. 322, italics in the original)

They then suggested that support might act as a contingent variable. Perhaps the amount of parental support modifies the impact of parents' control techniques.

Rollins and Thomas also formed generalizations and considered the strength of empirical support for them. In general, they found parental support and induction to be positively associated and parental coercion to be negatively associated with social competence in children. Their summary of theoretical propositions is:

Socially competent behavior of children, that is behavior that is valued in a society as desirable and has instrumental utility, is positively correlated with parental support, power of same-sexed parent, inductive control attempts, and the importance of such socially competent behavior in parents; it is negatively correlated with coercive control attempts of parents. (p. 348)

Rollins and Thomas further stated that:

The presence of supportive behavior from one person to another appears to have a facilitative effect upon the recipient...Man appears to grow physically, emotionally, and socially in the presence of supportive relationships, while he encounters considerable problems in its absence. (p. 351)

Brody and Shaffer (1982) reviewed the impacts of parent and peer behavior on children's moral development. Their review of research studies found that regular parental use of power assertion is unrelated (32 studies) or negatively related (26 studies) to indicators of moral development in children. For parents who use love withdrawal, most of the studies (28) show no relationship, while smaller numbers indicate

either a positive (7) or a negative (7) relationship with children's moral development. The relationship between induction and children's moral development was predominantly positive (31 studies positive, 6 studies negative). Their conclusion was that

the frequent use of inductive discipline by mothers appears to facilitate children's moral development, whereas the use of power assertion may have an inhibiting effect. Finally, mothers' use of love withdrawal is generally unrelated to children's standing on the moral indices, and the few directional relationships that do appear form no discernible pattern. (p. 50)

With respect to support, Brody and Shaffer noted that any disciplinary style may be more effective when administered with warmth and affection. They recommended that parents should also account for children's intentions and stress the impact of their behavior on others when they use induction. Moreover, children prefer that parents use moral reasoning that is slightly more sophisticated than their own.

Maccoby and Martin (1983) reviewed the historical progression in conceptualizations of childrearing effects. They discussed the dimensions that have been used extensively in interpreting parenting findings: warmth versus hostility and restrictiveness versus permissiveness. Research has provided unqualified support for parental warmth having positive effects on children's behavior. The findings with respect to restrictiveness are more complex. Some early research suggested that permissive parenting is preferred. More recent research has indicated that a moderate level of restrictiveness is appropriate for facilitating child development. Parents do well to provide high expectations and substantial support for their children.

Maccoby and Martin reviewed the refinements of the two dimensions already described. For example, Baldwin added democracy versus

autocracy and emotional involvement versus detachment. Ainsworth has emphasized responsiveness, which is similar to but not synonymous with warmth. Baumrind stressed parental demandingness and responsiveness.

Maccoby and Martin summarized findings about parenting under a fourfold scheme formed from two dimensions. The first dimension is labeled accepting, responsive, and child-centered versus rejecting, unresponsive, and parent-centered parenting. The second dimension contrasts demanding and controlling parenting with parenting that is undemanding and low in control attempts.

In Maccoby and Martin's fourfold scheme, the authoritarian-autocratic pattern of parenting combined demandingness with rejection. Such parenting has been associated in research with children who lack social competence, withdraw, lack spontaneity, and have an external moral orientation and low self-esteem.

Maccoby and Martin's indulgent-permissive pattern combined undemandingness with acceptance. The childrearing consequences of permissive parenting were primarily negative: impulsivity, aggression, and lack of independence.

Maccoby and Martin's indifferent-uninvolved pattern is the result of undemanding and rejecting parenting. It has been associated with psychological deficits, impulsivity, moodiness, and hedonism.

The childrearing pattern that shows many positive outcomes, according to Maccoby and Martin, was the authoritative-reciprocal pattern, which combines acceptance and demandingness. This pattern is associated with children who are independent, responsible, able to

control aggression, and have high self-esteem. Maccoby and Martin also endorse the use of parental induction.

A synthesis of the findings in the three review articles converges on the importance of parental support in relationships with children. Parental provision of structure without arbitrariness is also very important in parent-child relationships. Maccoby and Martin reported that a parental teaching style that is suggestive rather than directive is associated with an internal locus of control in children. The parenting recommendations of Rollins and Thomas, Brody and Shaffer, and Maccoby and Martin are all compatible with the implications of attribution research for parenting. In fact, it can be argued that the insights of attribution theory are important to an understanding of why parental support and induction are effective. An understanding of attribution can help parents learn a process by which they can gather data more systematically, avoid bias more intelligently, and communicate perceptions more helpfully. Attribution theory underscores the proposition that it is not enough for a parent to feel supportive of a child; the child must feel the support. The review of attribution literature will define ways in which attribution theory is important in the parent-child perceptual system.

Parenting Programs

There are many parenting programs currently in popular use, each with a different philosophical orientation. Hamner and Turner (1990) have reviewed the popular programs together with the empirical support for each. A brief summary of the programs as described by Hamner and Turner follows.

Parent Effectiveness Training (PET), developed by Dr. Thomas Gordon, stresses skills for effective communication. Active listening, I messages, and no-lose conflict resolution are central to PET. The program has been faulted for teaching skills without addressing feelings and attitudes.

Systematic Training for Effective Parenting (STEP) is based on Adlerian principles. Children are presumed to misbehave because they want attention, power, revenge, or service through inadequacy. The program emphasizes communication with training in reflective listening and appropriate consequences. Parents who participate seem to have more democratic attitudes, yet

because of the limited research available, faulty design, and failure to follow-up parents and children over a period of time...it is impossible to state unequivocally that the approach effects specific lasting changes in the parent-child relationship. (Hamner & Turner, 1990, p. 133)

Behavior-modification parenting programs use principles of reinforcement, shaping, and modeling. Research has shown that behavior modification results in lessened problem behaviors but that it is associated with less family cohesion and more family conflict than families trained in PET. While behavior mod is easily learned by unskilled persons, researchers have warned that when the techniques are used without sensitivity to children's needs, there is little room for flexibility, and no relationship between parent and child is cultivated.

How To Talk So Kids Will Listen was developed by students of Haim Ginott. Topics include helping children deal with their feelings, engaging cooperation, choosing alternatives to punishment, encouraging autonomy, using praise effectively, and freeing children from playing

roles. Unlike other parenting programs, How To Talk is a self-contained course that is administered by the parents themselves. There is no research validating its effectiveness.

There are other lesser-known parenting programs. The Transactional Analysis of Eric Berne is applied to parenting in Raising Kids OK by Babcock and Keepers. Michael Popkin has developed a video-based program called Active Parenting. Lee and Marlene Canter have developed Assertive Discipline patterned after their popular school discipline system.

Assertive Discipline and Behavior Modification both recommend the use of power assertive techniques and punishment. Most of the other parenting models are essentially communication programs. Hamner and Turner have noted that none of the programs addresses the need to modify parental attitudes. Further, an attribution-based parenting program would be different from those discussed because it would teach parents to analyze and improve their own data-gathering processes. If parents constructively modify their inferential processes, lasting attitude changes may occur. Changes in attitude may be necessary for behavior changes to be effective. The parent who is trained to say kinder words to children, but who still resents them as selfish and unreasonable, may not be a more effective socializer than the untrained parent.

Attribution

An important application of attribution theory has been the understanding of biases that operate in perceptions of causes of behavior. The bias known as the fundamental attribution bias was based on the observation made by Heider that, to an observer the behavior of

others is more salient than the situation in which the behavior is embedded. The fundamental attribution bias was defined as the tendency to make dispositional attributions for the behavior of others but to make circumstantial attributions for our own behavior.

The hedonic bias is the tendency to see ourselves (internal attribution) as responsible for our successes and to see circumstances or other people (external attribution) as responsible for our failures. Some have argued that such an attributional bias may be helpful in maintaining self-esteem (Zuckerman, 1979).

Kanouse and Hanson (1987) have observed that people have generally positive expectations. As a result, when negative information is received, perceptions are weighed disproportionately in favor of the negative information. "In a world of ointment, the fly seems bad indeed" (p. 56). In intimate relationships, negative information is more likely to be obtained than in superficial relationships. The implications of such a negativity bias for intimate relationships may be very important.

There have been widely diverse applications of attribution theory. In the area of psychotherapy, Valins and Nisbett (1987) have suggested that some traditional treatment may have been damaging because it attaches a pathological label to the client. They recommended that clients consider non-pathological etiologies that can explain their symptoms.

Epstein, Pretzer and Fleming (1987) found that a significant proportion of variance in the relationship between communication and distress in married dyads was accounted for by "dysfunctional marital

cognitions." They recommended that, in addition to communication training couples should receive cognitive interventions. In troubled relationships, perhaps the inferences and the inferential processes need attention. Holtzworth-Munroe and Jacobson (1985) found that conflict causes an increase in attributional thoughts. It is consistent with cognitive dissonance theory to suggest that a troubled relationship will cause a person to look for explanations of the trouble.

Storms and Nisbett (1970) administered placebos to two groups of insomniacs. One group was told that the pills would make falling asleep easier; people in this group actually took an average of 15 minutes longer to get to sleep. In the second group, subjects were told that the pill would make falling asleep more difficult; they averaged 12 minutes less time in getting to sleep. Justification for attributing failure to the situation may actually facilitate success in some circumstances. Such attribution findings have ready application to parent-child relationships. Making internal and stable attributions of failure to children is dangerous; attributing failure to temporary and external causes is helpful. There is a small but growing literature that directly applies attribution principles to parent-child relationships.

Attribution and Parent-Child Relationships

Donovan and Leavitt (1989) found mothers' depression-prone attribution styles to be associated with insecure infant attachment. Gretarsson and Gelfand (1988) found that mothers demonstrated the hedonic bias with respect to their children; they attributed their children's good behavior to internal and stable dispositional factors;

they attributed their children's bad behavior to external and transitory factors. Other researchers (Dix & Grusec, 1985; Dix, Ruble, Grusec, & Nixon, 1986) have found the same bias in parents towards hypothetical children. Possibly parents' "academic" attributions are more global and favorable when they describe their children to a researcher, but salient negative information and high expectations elicit very negative attributions when parents are in conflict with children. Kanouse and Hanson (1987) have argued that people generally have positive expectations; however, they have also documented the disproportionate power of negative information. An important segment of the research on parent's attributions about children ignores Kanouse and Hanson's paradoxical finding that, due in part to high expectations people overvalue or overweigh negative information in attribution processes. Formal measures of parents' attributions to their own children or hypothetical children may have very little relation to attributions they make to their own children when they are in conflict with them.

Covell and Abramovitch (1987) found that young children tend to attribute to themselves their mothers' anger rather than their mothers' sadness or happiness. From the young child's perspective, parental anger is especially salient, and self-blame appears justified.

Bugental and Shennum (1984) have documented the self-fulfilling nature of attributions of power in transactions with children. In their study, mothers transacted with trained children who were not their own. The finding that mothers who saw themselves as high or low in power elicited confirming or self-fulfilling behavior from the children is compelling, though it may not transfer immediately to intrafamily

transactions since the extended history and intimacy of intrafamilial relationships may change the meanings of the mothers' and children's behaviors.

Hoffman (1983, 1984) has made ingenious use of attribution theory in explaining the common finding that inductive parental discipline is more effective than other control techniques for developing children's moral internalization and other socially-valued outcomes. The relative calmness and the reasoning component of induction allow the verbal message of the parent to be salient to the child. If an angry parent uses power assertion, the parent is likely to be more salient than the message. With induction, the child's own cognitive processes are engaged and, ultimately the child attributes the moral cognitions to his or her own thinking. The same reasoning may explain why intrusive, overprotective parents impair a child's sense of competence (Baumrind, 1967; Coopersmith, 1967; Maccoby & Martin, 1983; Sears, Maccoby & Levin 1957).

Phillips (1987) found that children's perceptions of their academic competence were more related to parents' appraisals of their competence than objective evidence of their achievement. Many children seriously underestimated their ability, apparently because parents' interpretation of their competence was less favorable than objective evidence.

Because of the intimacy and continuity of family interaction and the salience of parents in young children's experience, parental attributions may have greater influence in family systems than attributions in less intimate social settings.

The attributional principles that seem most applicable to parent-child relations and the empirical or theoretical basis for each principle are as follows:

Attribute bad behavior to the situation when appropriate.	Weiner & Kukla (1970) Watson (1982)
Undermining child's dispositional self-diagnosis.	Valins & Nisbett (1987) Epstein et al. (1987) Storms & Nisbett (1970) Wilson & Linville (1982)
Developmental reasonableness of the expectation.	Heider (1958)
Understanding the child's intentions as self-preserving rather than hostile.	Jones & Davis (1965) Kelley (1967)
The intimacy and continuing nature of the family provide special challenges in attribution processes along dimensions of non-common effects and consensus.	Kelley (1967) Weiner & Kukla (1970)
Adjust expectations to make success achievable.	Weiner & Kukla (1970) Seligman (1975)
Personalize (internalize) attributions for their success.	Hedonic bias
Adjust expectations to allow for some failure.	Kanouse & Hanson (1987)
Expect and reward high ability.	Rosenthal & Jacobson (1968)
Control attributions when under stress.	Holtzworth-Munroe (1985)
Make positive affect salient.	Covell & Abramovitch (1987)
See self and child as powerful.	Bugental & Shennum (1984)

Nonintrusive parent. Salient message.	Hoffman (1983, 1984)
Helpful interpreter.	Phillips (1987)

The implications of the attribution literature for parent-child relationships (above) were clustered into homogeneous groups and summarized in the five premises that follow. These premises guided the development of the attribution-based parenting program that was used in this study. After each premise, the session(s) and segment(s) in which it was most prominently treated in the parenting program is indicated. A description of each classroom unit appears in the treatment section of Chapter III. The instructional materials appear in Appendix D.

Attribution-Based Premises
for Parent-Child Relations

1. An awareness of attributional processes will help parents interrupt their biased judgments of their children and make judgments more systematically. (Session II, Segments A, B, C)
2. Parents will be able to help their children more effectively as they themselves learn to gather data, explore alternatives with their children and attend to the unique meanings that acts have for them. (Session I, Segments A, B; Session III, Segments A, B, C; Session IV, Segment A)
3. Children will benefit from feedback from their parents that assures them that they are normal; that everyone has some failures; that

their worst failures have nonpathological interpretations. (Session I, Segment C; Session II, Segments C, D)

4. Children will benefit from parents who attend to their children's good behavior. (Session I, Segment A, Session II, Segments C, D; Session IV, Segment C)

5. Because anger tends to be salient and damaging in children's experience, parents should learn to avoid or appropriately express their anger, use inductive childrearing practices, and make their positive affect salient. (Session I, Segment A; Session II, Segment B; Session V, Segment A)

Chapter III details the contents of the five parenting sessions as well as describes the strategy for evaluating the effectiveness of the program.

CHAPTER III

METHODS

Hypothesis

Previous studies offer tentative support for the following general hypothesis:

Instruction and discussion of attribution and communication processes can increase parents' support and nurturance of their early adolescents.

In order to test the hypothesis, a study was conducted in which parents were taught about the processes and effects of attribution. Parents in the experimental group gave pre and post evaluations of their behavior, while parents in the control group were given a delayed treatment. The delayed treatment data are not a part of this study. The middle-school children of both experimental and control parents gave pre and post reports of their parents' behavior. Since the children did not receive the treatment, they are presumed to be relatively objective reporters of the effects of the parenting program on their parents' behavior.

Sample

The sample was drawn from the parents of seventh and eighth-grade students at Mount Logan Middle School (MLMS). Records showed 804 students registered at MLMS for the two grades in the 1989-1990 school year. An invitation was mailed to the parents of all 804 students. The invitation and informed consent form appear in Appendix A. The invitation advised parents that a graduate student in the Department of Family and Human Development at Utah State University had developed a

parenting program that was expected to provide parents of both well-functioning and troubled students with helpful recommendations for working with their children. The letter further stated that the department wanted to make the program available to parents and measure its effectiveness. Parents of seventh and eighth graders were chosen because children in early adolescence provide challenges for their parents, are generally more involved in their families than high school students, and because the children are old enough to give accurate reports of their parents' behavior.

The program involved five weekly evening sessions, each session lasting an hour and a half. The same session was offered on Wednesdays and Thursdays so parents could choose the more convenient night each week. The scheduled time of the sessions was from 7:30-9:00 p.m. with the first session on September 27 and the concluding session October 26, 1989. Because attendance at all sessions was very important, \$7 of the \$10 class cost was refunded if all sessions were attended. All participants were also provided with a useful book ("How to be Your Own Best Friend") as an additional incentive. Consistent attendance was encouraged through periodic reminder cards and calls. Refreshments at each session, the opportunity to discuss issues of interest, and useful handouts were also used to encourage attendance.

In order to enroll in the class, parents were required to fill out the application that they received with the letter of invitation. Eligibility for participation in the program was contingent upon return of the completed application and consent form.

Parents were informed that no deception was involved and that the results would be held in confidence and only used in aggregate. Participation was entirely voluntary and was in no way associated with the school program. They were free to withdraw from participation at any time. The parents were asked to sign the agreement and return it in the envelope provided.

Of 804 letters of invitation, 32 were returned as undeliverable. Sixty-two applications were completed and returned. Of the 62, 42 were for couples, 8 for one person from a married dyad, and 12 from single parents. Parents in the sample were expected to be relatively homogeneous in SES, education, and their valuing of family. Homogeneity of the sample was expected to minimize the effect of extraneous variables. However, parents were randomly assigned to either a treatment or a control (delayed treatment) group. Before assignment to control and treatment groups, the sample was stratified into three groups: two-parent families, both participating; two-parent families, one parent participating and single-parent families. Parents were randomly assigned to control and treatment groups on each level. Those assigned to the control (delayed treatment) group received the program in a later series of sessions running from January 17 to February 8, 1990.

Random assignment of subjects and a reasonable sample size were expected to adequately control sampling error and provide acceptable statistical power. Parents who dropped out could have made for a serious sampling-error problem, but several strategies (previously described) were employed to minimize attrition. Parents who are

motivated to sign up for and complete a parenting program cannot be said to be typical of all parents. However, since those who did sign up were randomly assigned to treatment and control groups, any changes can be generalized to both groups and to parents who are like them.

Data Collection

Parents filled out a baseline questionnaire at the beginning of the first night of class and a posttest questionnaire at the end of the last session of the program (see Appendices B and E). Parents gave permission for their eighth-grade students to fill out questionnaires about their relationships with their parents before the program began and again in the week following the conclusion of the program (see Appendices C and F). Student testing was done immediately after school in a designated classroom.

Measures

The central measures for this study were the children's perceptions of parental behavior. Ellis, Thomas and Rollins (1976) recommended five items from Heilbrun's "Parental-Child Interaction Rating Scale" and four items from Bronfenbrenner's "Cornell Parent Behavior Description" for a strong, combined measure of parental support. They reported an internal-consistency alpha reliability coefficient of .895 for the combined measure. In addition, Schaefer's "Parent Behavior Inventory" has 13 items that provide a robust measure of rejection-control ($\alpha = .911$) and nine items that provide a robust measure of companionship ($\alpha = .919$). The strongest items from the Ellis et al. study, identified from the varimax rotated-factor matrix,

were combined with similar items that measure the specific issues addressed in the parenting program. Each child filled out 25 items with respect to father and the same 25 items with respect to mother (see items 1-50, Appendix C or F). These items are referred to as the basic items. While Likert scales typically offer five response options (Reber, 1985), the responses to the 50 basic items were marked on a 9-point Likert scale in the form of a thermometer. Nine-point scales were used to allow a finer measurement of behavior. Treatment parents marked 25 items parallel to those marked by their children. The parents were instructed to mark each item judging their own behavior with respect to their middle-school children. Parents who had two children in grades 7 and 8 were asked to mark one column of thermometers for one child and the second column of thermometers for the other child and give the name of the child represented in each column. Changes between pre- and posttest scores on the basic items allowed one assessment of change.

As a second way to assess change, children also answered questions that asked them to compare their parents' posttest behavior with parent behavior when the treatment began. (A summary of the structure of the data is provided in Figure 1.) A typical item asked, "Compared to 5 weeks ago, I feel that my mother is more aware of my feelings and needs." There were 16 such items marked for each parent (see Appendix F, pages 12-17). Called the change items, they were marked on 9-point thermometers identical to those used with the basic items. The parents responded to parallel "compared to 5 weeks ago" change items on their posttest (see Appendix E, pages 9-11).

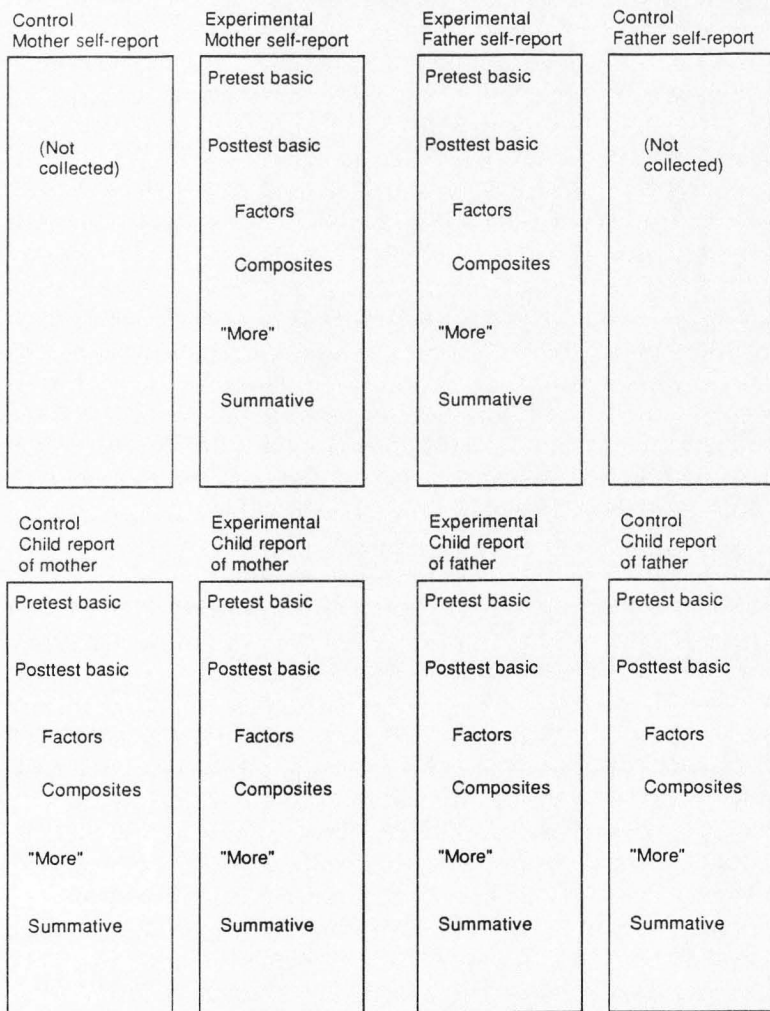


Figure 1. The structure of the data.

In addition to the basic and change questions, six items (three for each parent) with worded response options (rather than thermometers) were added to the child posttest. A typical item: "In the last few weeks has your mother been any more or less caring than usual?" The response options ranged on a five-point scale from much less to much more. In the results and discussion chapter, these items will be considered with the previously discussed change items.

The questionnaires also provided a few summative items. Children were asked to evaluate the overall performance of mother and father with the following question: "Overall, how good is your mother (father) as a parent?" Responses were marked on 9-point thermometers. Parents were asked parallel items considering their parenting in general and their parenting for the specific target child. On the posttest, children were also asked to indicate how much each parent may have improved or worsened during the previous 5 weeks: "Since you took this questionnaire 5 weeks ago, how do you feel your mother (father) is doing as a parent?" The five, worded-response options ranged from doing much better to doing much worse. The parents were asked if they felt better about being a parent and if they were more effective.

Children indicated enjoyment of school life, home life, and peer relationships on 9-point scales. Parents responded to parallel items.

Children indicated perceptions of relative parental power, nurturance, and control through three items. Each parent also responded to parallel items reworded from the parents' perspective. Parents also responded to questions about occupation, education, marital status,

number of children, and the relative ease or difficulty of the target child. The parents' posttest included items to evaluate the effectiveness of the treatment program.

Treatment

The experimental treatment was applied in five instructional sessions. As parents entered each session, they picked up handouts, their name tags, and refreshment. The discussion (except in the first session) typically began with the instructor asking class members to describe the behavior that they were to have tried during the previous week. Parents were asked for good and bad examples of their attempts. Their efforts were discussed, and alternatives were discussed and evaluated. Class members often became so involved in discussing their experiences that, in the later sessions it became necessary to put a schedule for the evening on the board so there would be time to discuss new material. The instruction employed discussion, some role-playing, and media. A treatment dosage score was computed for each parent based on attendance at sessions.

The handouts for each session (see Appendix D) included an outline of main points and a half-sheet reminder for parents to place on their refrigerator. Each session made only three or four main points that were accompanied on the outlines with illustrations intended to help parents visualize and recall the desired behavior. The reminders contained behavioral recommendations. Common themes of restraining judgments, understanding children's views, and communicating love were woven through all five sessions.

Because treatment needed to be powerful in order to hope for any behavioral change, careful attention was given to instructional strategy. 1. The main points were few, simply stated, carefully organized, and frequently repeated. 2. The main points were supported with stories, discussion, media, illustrations, and reminders. 3. The media and stories were selected to cause an affective as well as cognitive change. A summary of each session follows.

Session I: The power of perceptions. The idea that different views are to be respected was illustrated by anecdotes that had a hidden agenda. For instance, when Bruce asked his father how many abandoned children there are in Harlem and New York and the United States, he might have been asking to be reassured that he would not be abandoned. Parents were encouraged to explore their children's perceptions and meanings. The class was presented with dilemmas and asked to respond to them. Empathic, non-judgmental responding was encouraged. The parents were also encouraged to give helpful feedback to their children: "You're OK." "Everyone makes mistakes." "Your intentions were good."

Session II: Bias blockages. Parents were taught about specific biases and the ways they block perceptions. Radio spots from the Franciscans and TV spots from Bonneville International were used to illustrate the problem. The first two points of this session may appear to be different from those in the first session, but the behavioral recommendations are the same: Recognize that people have different views and explore their perceptions for understanding. Session II also taught specific skills. A written reframing exercise was done in which parents were provided with common, negative descriptors and asked to reframe

them in a more favorable light. They were also encouraged to look for external or unstable as opposed to internal and stable attributions. Finally, the benefits of a supportive environment were described, and parents were encouraged to emphasize the positive with their children.

Session III: Communication. The core of session III can be described as communication ideas, but they parallel those described in the first two sessions. Again, parents were encouraged to listen and explore rather than react. Parents were also advised to avoid playing psychologist, verify perceptions with the child, assume good faith, use empathy, and explore possibilities with their children. Mechanisms for avoiding angry outbursts, such as the use of humor, taking timeout, and being solution-oriented, were discussed. "I" statements were taught as an alternative to damaging attacks and judgments.

Session IV: Good governance. Even issues of control and governance have attributional overtones. Rollins and Thomas (1979) have discussed the symbolic meaning of parental induction. Hoffman (1983) has proposed that the use of induction makes the parent's message more salient than the messenger. The child's cognitive processes are engaged, and the child attributes moral cognitions to self rather than to an external power. As part of the session on governance, parents were acquainted with Dreikurs' reasons for misbehavior as well as the effects of different control techniques (power assertion, love withdrawal, and induction). Parents were encouraged to allow their children control over their experience by allowing choices that are appropriate for their development. Creative problem solving was encouraged. The motto: "Find ways to get to 'yes'" was endorsed. As

part of the session, all parents completed a written exercise in which they evaluated the message that they send their children and then designed a message that would be more supportive.

Session V: Family lifestyle by design. Session V focused on the idea that parent behaviors have predictable outcomes in child behavior. The findings of Maccoby and Martin (1983), Rollins and Thomas (1979), and Baumrind (1967) were summarized. A pattern of high nurturance and high standards (authoritative-reciprocal parenting) was recommended. A safe and stimulating environment was also discussed. Each parent received a sheet summarizing the five sessions and a list of books that might be helpful as they continue to build a strong family. At the conclusion of the session, each parent completed a posttest.

Analysis Strategy

The structure of the data allowed several different analyses. Data from the experimental group parents were compared pre and post using paired t tests. Scores were compared item by item as well as in factors and composites. Means of parent change and summative items were computed.

Treatment dosage was planned to place parents into low, moderate, and full treatment groups for analysis of variance. However, the attendance was so uniformly high (an average of 4.37 sessions per parent) that all parents in the treatment group were considered treated. Only 4 out of 53 parents attended less than three of the sessions.

The child data allowed comparisons similar to those done with parent data, with the additional refinement that control-group data allowed the use of analysis of covariance and repeated measures designs.

Ethical Considerations

All elements of the proposed study were submitted to Utah State University's Institutional Review Board. The treatment included no deception and used only principles widely recognized as beneficial.

Informed consent was obtained for parents' participation as well as for the pre- and posttest surveys of their eighth grade children. Subjects were free to withdraw at any time. Treatment was provided to parents in the control group after data collection with the experimental group was completed.

CHAPTER IV

RESULTS AND DISCUSSION

The analyses of data were conceptually organized into two sets: analyses of parent report data and of child report data.

Parent Data

Description of sample. Data were gathered from 31 mothers and 23 fathers. Either a pretest or a posttest was missing for 3 mothers and 4 fathers, leaving 28 mothers and 19 fathers from whom both pre and post data were gathered. Among the mothers, 21 reported being married, 5 remarried, 1 cohabiting, and four divorced. Eighteen of the fathers were married, 3 remarried, and 1 widowed. Twenty-one marital dyads participated in the parenting class. Ten mothers and 2 fathers participated in the class without spouses. Among mothers, the average reported number of children was 4.3. Among fathers, the average was 4.5. In both cases the mode was 3.

Educational attainment for mothers and fathers in the sample is shown in Figure 2. The majority of fathers had finished college or graduate degrees, and most mothers had attended college, suggesting that the parents who enrolled for the parenting program were highly educated. Thirteen of 28 mothers reported that they were employed. All of the fathers reported that they were employed.

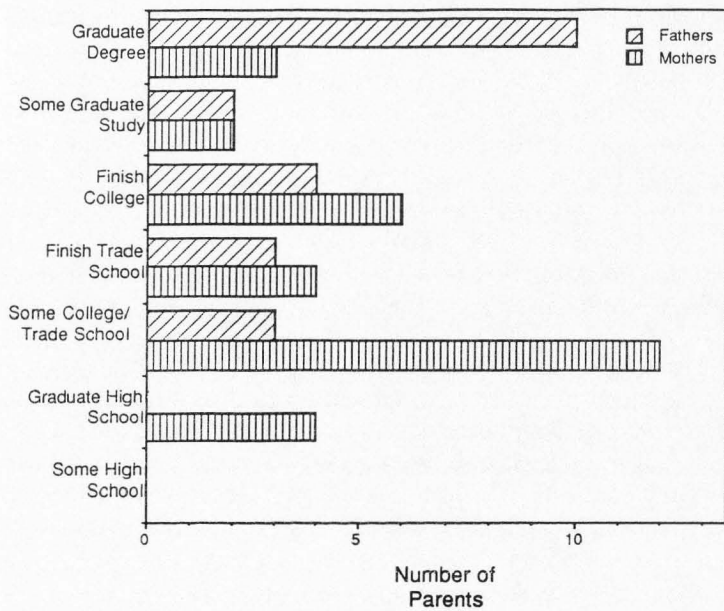


Figure 2. Education level of parents in the experimental group.

Enjoyment scales. Several questionnaire items asked parents to indicate their enjoyment of various aspects of their lives. It seems likely that parents take parenting classes either because they feel desperate for answers to problems with their children or because they have normal problems and are very conscientious. The enjoyment questions were intended to assess the enjoyment (or desperation) level of the parents in their parenting roles compared to other domains of their lives and also to make pre and post comparisons. Table 1 shows means for mother and father enjoyment scores at pretest and compares enjoyment between parents and between domains (home and work). Enjoyment of work means for mothers were based on data from those mothers who were employed.

All of the enjoyment scores were well above the midpoint of the scale. If the self-report enjoyment scores have any validity, it can be inferred that the sample of parents who enrolled for the parenting classes were not motivated primarily by desperation. Full confidence in this conclusion would require a comparison group of parents with problem children.

There was no significant difference between enjoyment of children and enjoyment of friends for either fathers or mothers, i.e., both fathers and mothers enjoy their friends and children about the same. Mothers indicated more enjoyment of parenting than work, however ($t=1.97$, $n=25$, $p=.06$). Conversely, fathers expressed more enjoyment of work than parenting ($t=3.12$, $n=21$, $p=.00$). Mothers were not different from fathers in enjoyment of friends, work, or parenting, but they were significantly higher than fathers in their enjoyment of their children

Table 1

T Tests for Mothers' and Fathers' Mean Enjoyment Ratings in LifeDomains

Domains	Mothers' Mean Enjoyment		Fathers' Mean Enjoyment
Being a parent	7.42 *		6.68 **
My employment	6.92		7.81
Activities w/children	7.87	*	7.05
Relations w/friends	7.42		7.46

Note: Asterisks between columns indicate significant differences between mothers and fathers. Asterisks within columns indicate significant differences between enjoyment domains.

*p < .05

**p < .01

($t=-2.21$, $n=20$, $p=.04$). These results are consistent with the traditional view that women are more likely than men to find satisfaction in childrearing, and men are more likely than women to find satisfaction in the workplace.

None of the scores was significantly different between pre- and posttreatment except the fathers' report of enjoyment of work, which declined significantly ($t=2.15$, $p=.04$). Because there were no reports from control parents, it cannot be determined whether this result is related to the treatment or to unexplained factors.

Pre/Postanalysis of parent items. When scores are compared pre and post on the individual parent questionnaire items, 8 out of 30 are significant (at the .05 level) for mothers, and 2 are significant for fathers. If the alpha level is changed to .10, there were two additional differences each for mothers and fathers. Among the items that are significantly different, one difference is not in the predicted direction for mothers, and one is not in the predicted direction for fathers. Table 2 shows all of the variables and the results of the T tests comparing pretest and posttest scores. The four variables at the bottom of Table 2 were included to assess the parents' perception of the difficulty of the child. No parallel questions were asked of the children for these four items.

The significant differences in mothers' pre/post scores suggest that at the end of the program, they saw themselves as more likely to see good in their children, as less bothered by the children, as more understanding and less likely to become angry, less likely to say things

Table 2

T Tests of Mother and Father Self-Report Variables Pre- and
 Posttreatment

Variable	Mothers (n = 28)			Fathers (n = 19)		
	Pre	Post	t	Pre	Post	t
Enjoy	7.75	7.39	1.28	7.00	7.32	-1.03
Complain	3.57	3.71	-.48	3.95	4.16	-.70
Find fault	4.14	4.00	.44	4.53	4.11	1.09
See good	5.46	6.39	-2.37*	5.53	5.58	-.14
Bothered	4.07	3.21	2.64*	3.63	3.53	.38
Enjoy talk	7.82	7.46	1.08	6.26	6.95	-1.29
Tell love	7.46	8.03	-1.95-	7.00	7.26	-.86
Understand	5.79	6.61	-2.78**	5.68	6.16	-1.58
See as good	8.22	8.30	-.40	8.21	7.84	2.69**
Look for good	7.00	7.04	-.10	7.37	6.95	1.57
Become angry	5.04	4.11	2.55**	5.11	4.74	1.16
Say-feel bad	3.64	3.14	2.32*	3.79	3.79	.00
Blame	2.89	3.14	-.96	2.95	3.05	-.29
Say nice	6.86	7.43	-2.25*	6.58	7.26	-2.00-
Reasonable rules	7.71	7.14	2.20*	7.79	7.47	1.14
Feel loved	7.00	7.18	-.64	6.95	7.21	-.92
Correct-bad	5.00	4.75	.66	6.11	5.00	3.24**
Mistakes-good	5.36	6.00	-1.78-	4.63	4.95	-.86
Listen ideas	7.36	7.32	.18	6.68	7.05	-.94
Say mean	2.61	2.57	.13	3.26	2.79	1.84-
Care	8.93	8.96	-1.00	8.37	8.31	.20
Expect too much	5.82	5.32	1.16	5.21	5.42	-.48
Listen problems	7.68	7.71	-.17	6.63	6.95	-.81
Like?	1.59	1.85	-1.07	2.05	1.53	1.25
Good ideas	7.00	7.18	-.55	6.68	6.89	-.56
Difficult	3.71	3.75	-.12	4.21	3.84	.84
Easy	6.07	6.39	-1.07	5.68	5.84	-.33
Req. corr.	3.54	3.43	.39	4.05	3.84	.59
Complains	4.29	3.50	2.35*	4.68	4.16	1.34

-p < .10

*p < .05

**p < .01

that make the children feel bad, more likely to say nice things, and less likely to see the children as complaining. The unexpected result is that mothers saw themselves as less likely to make reasonable rules for their children. Perhaps all the suggestions of the parenting program caused some mothers to feel overwhelmed and have less faith in their rule-making ability. Or, given the large number of tests computed, this could be a chance result.

The two significant changes for fathers are that they saw themselves as less likely to make their children feel bad but are also less likely to see their children as good.

Taken together these results suggest that mothers saw themselves as unchanged or moderately improved by the program. Fathers apparently saw themselves as unchanged.

Factor analyses. Factors were formed based on rotated principal component analyses. Four factors were formed from mother data. Table 3 shows the rotated factor matrix for mothers' data and eigenvalues for the four factors. Four different factors were formed from father data. Table 4 shows the father factor data. For both mothers and fathers, the pretest factor scores were compared with posttest factor scores using t tests. The results appear in Table 5.

Mothers who had participated in the program were significantly higher at posttest than at pretest on Factor 1, which might be described as a support factor ($t=2.11$, $n=27$, $p=.04$). Mothers had significantly lower scores on Factor 2, indicating lower perceptions of child difficulty at posttest.

Table 3

Rotated Factor Matrix for Mother Self-Report Data

Item	Factor 1	Factor 2	Factor 3	Factor 4
Say nice	.836	-.193	.035	.161
Look for good	.832	-.179	.278	.154
Mistakes-good	.785	-.093	-.036	.155
Good parent	.743	-.115	.218	.212
Feel loved	.679	-.405	.119	-.078
Good ideas	.661	.045	.141	.502
Tell love	.658	.010	.343	-.319
Praise	.587	-.279	.436	.004
Easy	.097	-.850	.077	.266
Req. correct	-.119	.806	-.190	-.203
Difficult	.025	.785	-.431	-.036
Bothered	-.167	.753	-.034	-.216
Understand	.354	-.629	-.068	.070
Say feel bad	-.277	.540	-.417	.039
Enjoy talk	.190	-.056	.835	.182
Find fault	-.303	.319	-.661	-.398
Complain	-.147	.510	-.548	-.406
Like?	-.070	.376	-.139	-.759
Enjoy	.265	-.309	.363	.721

Eigenvalue	8.240	2.693	1.399	1.131
Pct of var	43.400	14.200	7.400	6.000
Cum pct	43.400	57.500	64.900	70.900

Table 4

Rotated Factor Matrix for Father Self-Report Data

Item	Factor 1	Factor 2	Factor 3	Factor 4
Difficult	.918	.053	-.123	-.094
Bothered	.838	-.186	-.141	.130
Complains	.819	-.044	-.145	-.045
Complain	.721	-.155	-.327	-.286
Find fault	.684	.250	-.331	-.376
Enjoy	-.638	.451	-.237	.232
Care	.215	.828	-.098	.231
Good ideas	-.123	.821	.160	.049
Listen ideas	-.107	.772	.190	.150
Good	-.456	.733	.303	.206
Tell love	-.034	.683	.611	.056
Sees good	-.123	.060	.851	.197
Says nice	-.241	.317	.764	.224
Understand	-.189	.233	.664	-.009
Req. correction	.508	.369	-.548	-.253
Praise	-.084	.118	.138	.874
Listen problems	-.171	.389	.117	.826
Look for good	-.026	-.126	.596	.690
Enjoy talk	-.550	.231	-.040	.642
Feel loved	-.054	.442	.505	.620

Eigenvalue	8.024	3.378	2.355	1.742
Pct of var	40.100	16.900	11.800	8.700
Cum pct	40.100	57.000	68.800	77.500

Table 5

T Tests of Mother and Father Self-Report FactorsMother factors (n = 27)

	Pre	Post	t
Factor 1	9.88	10.48	-2.11*
Factor 2	3.18	2.62	2.35*
Factor 3	-.72	-1.08	1.13
Factor 4	.61	.11	2.04

Father factors (n = 19)

	Pre	Post	t
Factor 1	5.48	5.08	1.25
Factor 2	6.48	6.66	-.75
Factor 3	3.59	3.58	.04
Factor 4	6.16	6.22	-.15

*p < .05

(Factor 2 score, $t=2.35$, $n=27$, $p=.02$). Mothers' scores for factors 3 and 4 were not significantly different between pretest and posttest.

While the four father factor scores showed trends in predicted directions, none of them were significant at the .05 level.

Composite analyses. In a separate analysis, parent questions were clustered into homogeneous groups of items to form three composite scores that were the same for fathers and mothers: Affection, Communication, and Hostility. Since parallel items were asked of both parents and their children, the same composites were formed for the children. The variables included in the composites are listed in Table 6. A test of reliabilities yielded very high Cronbach's alphas for all composites. The reliability data are reported in Table 7.

For mothers and fathers both, the composite Communication score improved from pre- to posttest (mothers: $t=1.87$, $n=28$, $p=.07$; fathers: $t=2.24$, $n=19$, $p=.03$). There was also a trend toward a lower Hostility composite score (mothers: $t=1.50$, $n=27$, $p=.14$; fathers: $t=1.69$, $n=19$, $p=.10$). There was not a significant change in the parents' self-report on the Affection composite. The results of the t tests for all parent composites are shown in Table 8.

Change scores. Analyses discussed to this point have used a comparison of parents' pre- and postreports of their behavior. On the posttest, items also asked parents to indicate whether they see themselves as more effective in each of several areas. They responded on a 9-point scale. All means for both mother and father scores were above the midpoint of 5.0. This may reflect a positivity bias or a

Table 6

Variables Included in Composite Scores for Both Parent and ChildData

AFFECTION

Enjoy:	I enjoy doing things with this child.
Praise:	I emphasize my child's good points more than his or her faults.
See as good:	I think this child is a good person.
Look for good:	I look for the good in this child.
Feel loved:	I help this child feel loved.
Care:	I really care about this child.

COMMUNICATION

Enjoy talk:	I enjoy talking with this child.
Tell love:	I tell this child that I love him/her.
Understand:	I think I understand how this child feels.
Say nice:	I say nice things about this child.
Mistakes-good:	When this child makes mistakes, I say things that help him/her feel good.
Listen ideas:	I listen to this child's ideas.
Listen problems:	When this child wants to talk about his/her problems, I listen.
Good ideas:	I give my child good ideas to help him/her solve problems.

HOSTILITY

Complain:	I complain about this child too much.
Find fault:	I find fault with this child.
Bothered:	I am bothered by this child.
Angry:	When this child makes a mistake, I become angry.
Feel bad:	I say things about my child that make him/her feel bad.
Blame:	I blame this child for things that he or she didn't do.
Corrects-bad:	I am afraid that when I correct this child I make him/her feel bad.
Says mean:	I say more mean things than nice things about this child.
Expects too much:	I expect too much of this child.
Like?:	I am not sure if I like this child.

Table 7

Reliability for Composite Scores Standardized Item, Cronbach Alphas

	<u>Affection</u>	<u>Communication</u>	<u>Hostility</u>
Mother self-report	.767	.759	.832
Father self-report	.735	.835	.822
Child report of mothers	.823	.853	.835
Child report of fathers	.930	.933	.899

Table 8

T Tests of Mother and Father Composite Scores Pre- and Posttreatment

	Mothers			Fathers		
	Pre	Post	t	Pre	Post	t
Affection	44.07	45.00	-.77	43.42	43.21	.23
Communication	55.32	57.75	-1.87-	50.16	53.47	-2.24*
Hostility	38.67	35.85	1.50	40.58	38.11	1.69-

- p < .10

* p < .05

belief that they are able parents. The means for mothers and fathers are reported in Table 9. The mother behaviors with the highest means are listening, kindness, awareness, and affect. The father behaviors with the highest means are listening, affect, kindness, and understanding the child's point of view.

Summative items. There were four items on the parent posttest that asked parents to make summative rather than behavior-specific evaluations of changes in their parenting. Parents were asked how they thought their parenting for all of their children, as well as for their middle-school children in particular, had changed since they began the parenting program. Response options ranged from doing much worse (scored as 1) to doing much better (scored as a 5). The means for both mothers (4.0, 3.9) and fathers (3.9, 4.0) were all close to 4, doing somewhat better. Parents were also asked how much the parenting program had helped them feel better about their parenting and helped them be more effective as parents. There were four response options (not at all, a little, somewhat, a lot.) The mothers' means on the two items (3.5, 3.4) as well as the fathers' means (3.3, 3.1) show the tendency for the treated parents to see themselves as moderately more effective as the result of the parenting program. In the absence of comparison parent data, it is not possible to rule out positivity bias as the cause of the favorable evaluations.

Parent comments about the program. All parent comments and suggestions are listed in Appendix G. The most common themes in the

Table 9

Means of Mother and Father Self-Report Change Scores in Rank Order

Mothers		Fathers	
Variable	M	Variable	M
Listen	7.21	Listen	6.90
Kind	7.07	Affect	6.90
Aware	6.71	Kind	6.70
Affect	6.63	Und pt of view	6.70
Fair	6.54	Talk	6.65
Tell love	6.41	Aware	6.50
Und pt of view	6.39	Helpful	6.35
Enjoy	6.39	Discipline	6.30
Understand	6.36	Understanding	6.25
Helpful	6.32	Enjoy	6.20
Talk	6.32	Tell love	6.15
Cooperate	6.29	Fair	6.15
Discipline	6.25	Bothered	6.10
Confident	6.21	Confident	6.10
Clear	6.21	Cooperate	6.00
Botheredless	6.18	Clear	5.05

comments are that it was helpful for the parents to hear other families' problems and that the teaching was positive and practical. Other comments include praise for the involvement of both parents and the usefulness of the media and materials.

The most common suggestion made by the parents is that there should be more sessions. Many parents also observed that while the discussion was useful, they would have liked more instruction.

Summary of parent analyses. On the whole, few changes were apparent in parents' reports of their own behavior after their participation in the program. Changes that were observed show that mothers are more likely to see themselves as improved by their participation in the parenting program than are fathers. Mothers are likely to see themselves as more supportive and better communicators with their children as a result of the program. Parents felt good about their participation in the program, especially the chance to discuss their challenges and the opportunity to "normalize" their concerns. Discovering that their parenting challenges were not distinctive was, for many parents, a very useful element of the program.

Child Data

Data were gathered from 64 middle-school children. In the four cases where two middle-school children in the same family provided data, only data from the older child was used because of statistical assumptions of independence and the logistics of data entry. The elimination of the second child in families with two middle-school children removed only two children from the experimental group and two from the control group. Of the 60 middle-school children whose data

were analyzed, 37 were in eighth grade, 21 were in seventh grade, and 2 were in sixth grade. Random assignment of parents to treatment and control groups resulted in very similar grade distribution in the children: 1 sixth grader was in each group; 10 seventh graders were in the experimental and 11 in the control; and 21 eighth graders were in the experimental group while 16 were in the control. Among the experimental children, 12 (36.4%) were firstborns, 8 (24.2%) were secondborn, 7 (21.2%) were thirdborn, 3 (9.1%) were fourthborn, and there was one each (3.0%) of fifth-, sixth-, and seventhborn children. Since birth order information was obtained from the parent questionnaires, birth order information was not available for control children.

Pre/Post analyses of child items. T tests were used to compare pretest scores with posttest scores on each of the basic items on the child questionnaire. There were 25 basic items completed by each child for his/her father and his/her mother. Table 10 shows the results of the t tests for treatment parents. In the experimental group, only 1 of 50 items (25 for mother, 25 for father) differed significantly from pretest to posttest. That difference was counter to expectation, suggesting that treatment children saw their mothers as more bothered by them at posttest than at pretest. Again, given the large number of t tests computed, it is very possible that this was a chance result. On this same item, experimental mothers had reported the opposite result, i.e., being less bothered on their posttest than their pretest.

Table 10

T Tests of Child Report Variables of Parents in the Experiment Group
Pre- and Posttreatment

Variable	Mothers (n = 31)			Fathers (n = 30)		
	Pre	Post	t	Pre	Post	t
Enjoys	7.32	7.42	-.24	7.07	6.70	.91
Complains	3.90	3.63	.70	3.60	4.17	-1.85
Finds fault	3.13	3.03	.31	3.43	3.50	-.20
Sees good	7.07	7.07	.00	6.03	6.33	-.67
Bothered	2.26	2.74	-2.14*	3.07	3.27	-.74
Enjoys talk	7.52	7.52	.00	6.23	6.00	.58
Tells love	7.07	7.53	-1.17	5.45	5.66	-.56
Understands	7.00	6.48	1.29	5.50	5.47	.09
Sees as good	7.71	7.55	.55	7.00	6.97	.13
Looks for good	7.47	7.53	-.24	7.07	6.75	.96
Becomes angry	4.07	4.13	-.14	4.46	4.21	.46
Says-feel bad	2.13	2.47	-1.00	2.73	2.73	.00
Blames	3.65	4.16	-1.14	3.57	4.27	-1.56
Says nice	7.06	7.16	-.24	6.40	6.23	.48
Reasonable rules	6.83	6.60	.65	6.38	6.66	-.53
Feel loved	7.47	7.43	.09	6.48	6.72	-.66
Corrects-bad	3.47	3.83	-.94	3.70	4.23	-1.35
Mistakes-good	6.63	7.07	-1.20	5.70	6.00	-.63
Listens ideas	6.87	6.90	-.08	6.17	6.40	-.58
Says mean	1.87	2.42	-1.85	2.83	2.86	-.11
Cares	8.23	8.19	.09	7.53	7.40	.29
Expects too much	4.29	4.39	-.21	4.50	4.73	-.51
Listens problems	7.68	7.71	-.10	6.40	6.10	.70
Likes me?	2.23	2.45	-.49	3.00	2.67	.70
Good ideas	7.03	7.20	-.41	5.97	6.17	-.59

*p < .05

Table 11 shows the results of all t tests for children of control parents. Among the control children, there were significant differences between pretest and posttest perceptions on five items. Four of the five differences were in the favorable direction. There is no theoretical reason why the control children should have a systematically changed view of their parents from pretest to posttest. The most plausible explanation for these differences is random, unexplained variability. In 50 tests at the .05 level, 2 1/2 would be expected to change significantly by chance alone.

Analysis of covariance was used to determine if experimental children perceived greater change in their parents than control children when pretest scores were covaried with posttest measures. Results of the tests are shown in Tables 12 for mothers and 13 for fathers. Because significant changes from pretest to posttest were not found in the earlier t tests, it was not expected that ANCOVA would find gains. In fact, in only 1 of 50 tests was a significant group effect found. In all but 2 of the 50 tests, the covariate was found to have a significant relationship, indicating that the pretest score was a very good predictor of the posttest score. This finding affirms that the children were consistent in their marking of parent evaluation items. The finding also counters the possibility that significance was not found between pre- and posttest because students marked answers randomly.

There are at least two possible explanations for the fact that t tests of the child items did not show improvements for the experimental children. First, the treatment possibly made no parent behavior differences that were salient enough to be observed by their

Table 11

T Tests of Child Report Variables of Parents in the Control Group Pre- and Posttreatment

Variable	Mothers (n = 30)			Fathers (n = 29)		
	Pre	Post	t	Pre	Post	t
Enjoys	7.80	7.80	.00	7.31	7.00	.91
Complains	3.70	4.13	-1.05	4.24	4.76	-1.15
Finds fault	3.20	3.47	-.76	3.66	4.24	-1.70
Sees good	7.31	7.17	.37	6.07	6.14	-.17
Bothered	2.70	2.67	.12	2.62	3.28	-1.39
Enjoys talk	7.47	7.53	-.23	6.18	7.07	-2.06*
Tells love	7.66	7.69	-.09	6.29	6.39	-.20
Understands	6.14	6.41	-.64	4.59	5.70	-2.20*
Sees as good	7.76	7.86	-.36	6.90	6.79	.25
Looks for good	7.53	7.90	-1.58	6.66	6.79	-.46
Becomes angry	4.00	3.97	.07	4.66	5.21	-1.22
Says-feel bad	2.10	2.27	-.67	2.52	2.79	-.79
Blames	4.07	3.79	.87	3.34	4.45	-2.47*
Says nice	7.07	7.77	-2.43*	6.21	6.86	-2.19*
Reasonable rules	7.17	6.30	1.83	6.03	5.69	.70
Feel loved	7.57	8.00	-1.43	6.59	6.66	-.16
Corrects-bad	3.40	3.70	-.55	3.59	4.48	-1.55
Mistakes-good	6.77	6.97	-.47	5.83	5.69	.38
Listens ideas	7.13	7.03	.23	6.38	6.59	-.37
Says mean	2.50	2.67	.46	2.72	2.62	.16
Cares	8.63	8.67	-.27	7.66	7.72	-.23
Expects too much	4.67	4.00	1.98	4.69	4.72	-.07
Listens problems	7.47	7.97	-1.09	7.04	7.00	.10
Likes me	3.00	2.37	1.22	2.79	2.48	.57
Good ideas	7.10	7.48	-.90	6.24	6.52	-.52

*p < .05

Table 12

Analysis of Covariance: Child Report of Mothers

	Covariate		Group	
	F	p(F)	F	p(F)
Enjoys	9.45	.003	.26	.614
Complains	10.54	.002	1.60	.211
Finds fault	16.33	.000	.78	.380
Sees good	7.14	.010	.00	.981
Bothered	55.49	.000	.86	.358
Enjoys talk	21.09	.000	.01	.925
Tells love	11.56	.001	.21	.652
Understands	11.97	.001	.19	.667
Sees as good	8.23	.006	.52	.473
Looks for good	16.53	.000	1.07	.306
Becomes angry	9.88	.003	.07	.786
Says-feel bad	12.61	.001	.21	.650
Blames	38.31	.000	1.30	.259
Says nice	3.46	.068	3.03	.087
Reasonable rules	14.59	.000	.76	.387
Feel loved	15.83	.000	2.65	.109
Corrects-bad	6.70	.012	.01	.906
Mistakes-good	9.02	.004	.08	.777
Listens ideas	16.44	.000	.00	.949
Says mean	5.60	.021	.12	.735
Cares	8.66	.003	.26	.614
Expects too much	37.13	.005	.82	.370
Listens problems	4.62	.036	.35	.554
Likes me	8.45	.005	.13	.720
Good ideas	8.17	.006	.15	.704

Table 13

Analysis of Covariance: Child Report of Fathers

	Covariate		Group	
	F	p(F)	F	p(F)
Enjoys	15.93	.000	.05	.818
Complains	24.14	.000	.46	.499
Finds fault	46.99	.000	1.81	.184
Sees good	21.16	.000	.57	.455
Bothered	32.78	.000	1.04	.312
Enjoys talk	36.03	.000	5.29	.025*
Tells love	37.00	.000	.01	.934
Understands	19.54	.000	.74	.392
Sees as good	32.08	.000	.31	.582
Looks for good	47.34	.000	.37	.547
Becomes angry	12.35	.001	3.87	.054
Says-feel bad	21.05	.000	.60	.441
Blames	19.80	.000	.63	.429
Says nice	52.32	.000	3.10	.084
Reasonable rules	12.19	.001	1.74	.193
Feel loved	31.36	.000	.26	.615
Corrects-bad	9.72	.003	.66	.419
Mistakes-good	31.95	.000	.55	.461
Listens ideas	8.41	.005	.00	.963
Says mean	3.35	.073	.02	.900
Cares	29.92	.000	.24	.626
Expects too much	24.09	.000	.00	.980
Listens problems	37.44	.000	.55	.462
Likes me	7.61	.008	.08	.782
Good ideas	22.89	.000	.11	.737

*p < .05

children. Second, the 9-point behavior evaluations may have been effective at evaluating behavior but not detailed enough to assess changes in behavior. This possibility will be discussed further after examining results of the change data.

Because 9-point response scales (50 of them in the basic child questionnaire) administered several weeks apart were answered so consistently, the effects of mood are apparently not more important than children's evaluation of parents when they mark the items.

A further set of t tests compared the scores of experimental and control children at pretest and at posttest on every item. The groups were not significantly different from each other on any of the 25 mother variables or 25 father variables. Both groups answered similarly and neither changed over time.

Another set of t tests compared children's perceptions of their fathers with their mothers at pretest and at posttest. At pretest 17, out of 25 variables were significantly different across parent gender with mothers consistently getting the more favorable score. (Only on the variable "blames" did mothers get a less favorable rating than fathers, and the difference was not significant.) At posttest, 19 out of 25 variables were significantly different for mothers and fathers, again with mothers getting the more favorable scores. The results of the t tests are shown in Table 14. Clearly, the child respondents discriminate between parents and between negatively and positively framed variables; however, it is not clear whether children are able to use the 9-point scales to make meaningful comparisons across time.

Table 14

T Tests Between Mother and Father Variables at Pretest and Posttest

	Pretest means			Posttest means		
	Mother	Father	t	Mother	Father	t
Enjoys	7.53	7.26	1.10	7.59	6.91	2.78**
Complains	3.76	3.84	-.28	3.91	4.42	-2.30*
Finds fault	3.16	3.52	-1.50	3.14	3.81	-3.05**
Sees good	7.28	6.12	4.19**	7.13	6.38	3.17**
Bothered	2.47	2.85	-1.56	2.69	3.21	-1.86
Enjoys talk	7.47	6.14	4.45**	7.53	6.61	3.86**
Tells love	7.33	5.93	4.29**	7.54	6.11	4.00**
Understands	6.62	5.05	4.71**	6.55	5.66	3.33**
Sees as good	7.74	6.90	3.36**	7.77	7.00	3.53**
Looks for good	7.56	6.86	2.83**	7.70	6.82	4.38**
Becomes angry	3.95	4.60	-2.61*	4.04	4.65	-2.19*
Says feel bad	2.03	2.53	-2.69**	2.33	2.67	-1.76
Blames	3.78	3.48	.81	3.89	4.39	-2.21*
Says nice	7.05	6.38	2.44*	7.41	6.62	3.59**
Reasonable rules	7.00	6.19	2.72**	6.41	6.14	.84
Feel loved	7.52	6.57	3.43**	7.70	6.79	3.90**
Corrects-bad	3.19	3.59	-1.25	3.63	4.24	-2.52*
Mistakes-good	6.85	5.83	3.37**	7.05	5.91	4.08**
Listens ideas	7.00	6.33	1.93*	6.90	6.59	.89
Says mean	2.18	2.70	-2.31*	2.34	2.67	-1.50
Cares	8.41	7.67	2.76**	8.40	7.67	2.75**
Expects too much	4.36	4.53	-.58	4.07	4.69	-2.39*
Listens probs	7.67	6.79	2.84**	7.78	6.67	3.33**
Likes me?	2.40	2.79	-1.58	2.47	2.48	-.05
Good ideas	7.13	6.27	2.74**	7.35	6.41	3.61**

* $p < .05$ ** $p < .01$

Factor analyses. Children's reports of mother behavior were factor analyzed and rotated. Three factors emerged in the children's reports of mothers that accounted for 57.8% of the variance. Table 15 shows the rotated factor matrix and eigenvalues for children's reports of mothers.

Two factors accounted for 66.9% of the variability in child reports of fathers. Table 16 shows the rotated factor matrix and eigenvalues for child reports of fathers. It is interesting to note how differently the same set of items is factor analyzed for children's perceptions of mothers and fathers. Three factors accounted for less than 58% of the variance in children's perceptions of mother items, and only two factors accounted for over two-thirds of the variance in children's perception of father items. Apparently the parenting behavior of mothers is viewed by children as more complex than the behavior of fathers.

The results of the analyses of covariance of children's perception factors are shown in Table 17. Given the previously discussed failure of the basic items to show systematic change across time and differences between groups, it is not surprising that analysis of covariance (pretest scores used as the covariate) with the child report of mother and child report of father factors did not show significant differences between the experimental and control group. As was true with individual items, however, pretest ratings (covariate F) were highly significant predictors of posttest factors.

Composite analyses. Child ratings of parents were formed into composite scores parallel to those computed for mother and father data.

Table 15

Rotated Factor Matrix for Child Report of Mother Data

	<u>Communication</u>	<u>Negativity</u>	<u>Enjoyment</u>
Tells love	.801	.013	.124
Good person	.730	.380	-.050
Feel loved	.704	.287	.455
Looks for good	.656	.248	.453
Says nice	.652	-.130	.286
Enjoy talk	.652	.364	.280
Understands	.431	.216	.295
Finds fault	-.211	-.791	-.199
Angry	-.128	-.751	-.092
Complains	-.010	-.742	-.191
Feel bad	-.104	-.713	-.009
Sees good	.200	.659	.201
Enjoys	.221	.118	.768
Good ideas	.270	.198	.735
Listens ideas	.250	.128	.687
Overall	.068	.347	.605
Cares	.468	.108	.512
Likes me	-.032	-.077	-.119
Listens probs	.361	.253	.389
Enjoy family	.162	.147	.099
Bothered	-.235	-.114	-.298

Eigenvalue	8.596	2.084	1.467
Pct of var	40.900	9.900	7.000
Cum pct	40.900	50.900	57.800

Table 16

Rotated Factor Matrix for Child Report of Father Data

	<u>Positivity</u>	<u>Negativity</u>
Good person	.902	-.134
Enjoy talk	.873	-.115
Says nice	.832	-.246
Feel loved	.826	-.335
Good ideas	.825	-.096
Looks for good	.792	-.305
Overall	.778	-.265
Listens ideas	.760	-.338
Sees good	.739	-.288
Understands	.739	-.165
Enjoys	.729	-.296
Tells love	.710	-.188
Cares	.683	-.454
Mistakes-good	.636	-.347
Bothered	-.603	.533
Finds fault	-.359	.748
Expects too much	-.270	.728
Says feel bad	.056	.713
Complains	-.371	.712
Blames	-.243	.635
Angry	-.167	.351
Says feel bad	-.416	.476

Eigenvalue	12.601	2.124
Pct of var	57.300	9.700
Cum pct	57.300	66.900

Table 17

Analysis of Covariance: Child Report Factors

Mother Communication Factor

Source of Variation	F	p(F)
Covariate	12.68	.001
Group	.27	.606

Mother Negativity Factor

Source of Variation	F	p(F)
Covariate	11.67	.001
Group	.51	.478

Mother Enjoyment Factor

Source of Variation	F	p(F)
Covariate	22.45	.000
Group	.02	.891

Father Positivity Factor

Source of Variation	F	p(F)
Covariate	24.12	.000
Group	1.35	.251

Father Negativity Factor

Source of Variation	F	p(F)
Covariate	11.46	.001
Group	1.23	.274

The formulation of the composite scores is reported in Table 6.

Availability of control-group child data allowed the use of multivariate analysis of variance to determine the effects of time, group, gender of parent, and all interactions in the child-report composites. The results are reported in Table 18.

The children's perceptions of affection composite showed significant changes over time, differences between genders of parent, and in the time-by-gender interaction; however, none of the tests between groups (experimental/control) indicated significant differences. Examination of the means showed that children's perceptions of both father and mother affection decreased from pretest to posttest in both experimental and control groups, that mothers have higher scores than fathers, and that the rate of decrease is greater for fathers. Perhaps the pretest created child expectations. The disappointment of those expectations showed in lower posttest scores for both groups.

In the communication composite, the only comparison that showed significant differences was the gender of parent comparison. Mothers are seen by their children as better communicators than fathers, both at pretest and at posttest (no interaction with time). Again, groups showed no significant main or interaction effects.

The pattern was similar on the hostility composite, showing higher (less favorable) hostility child ratings of fathers than mothers. In addition, there was a trend ($p=.077$) toward a time by gender interaction, suggesting that children perceived some increase in hostility from fathers relative to mothers between pre- and posttest.

Table 18

Multivariate Analysis of Variance: Child Report Composites

Affection

<u>Source of Var</u>	<u>F</u>	<u>p(F)</u>
Group	.00	.951
Time	36.16	.000**
Group x Time	.42	.519
Parent	27.06	.000**
Group x Parent	2.34	.133
Time x Parent	12.35	.001**
Group x Time x Parent	.88	.352

Communication

Group	.02	.894
Time	.72	.400
Group x Time	.34	.561
Parent	22.26	.000**
Group x Parent	.22	.640
Time x Parent	.03	.874
Group x Time x Parent	.67	.417

Hostility

Group	.90	.346
Time	1.38	.246
Group x Time	.11	.738
Parent	4.83	.033*
Group x Parent	.82	.369
Time x Parent	3.25	.077
Group x Time x Parent	2.72	.105

* p < .05

** p < .01

Change scores. Each child responded to 25 basic questions about each parent in the pretest and the posttest. The questions were intended to allow changes to be computed over time. The failure of the basic items to show meaningful change over time has been discussed. In addition to the 50 basic pretest/posttest items, 16 change items were asked only in the posttest. These items were written to have respondents make mental judgments about changes over time. A typical change item is as follows: "Compared to 5 weeks ago, I feel that my mother is more aware of my feelings and needs." Responses were marked on 9-point thermometers just as in the previously described items. T tests compared the scores given by experimental and control children. Very consistently for perceptions of both mothers (11 out of 16 tests) and fathers (13 out of 16 tests), the tests show significant differences in the amount of parental improvement perceived by experimental and control children. The means and t tests are reported in Table 19.

In all of the change ratings, experimental children give their parents more favorable scores than control children. This finding is striking given the absence of differences found in the earlier analyses. It could be that when change rather than evaluation is the salient issue, change can be better measured. In using the 9-point scale to evaluate parenting at pre- and posttesting, the whole scale was used in a performance rating. Once a child had indicated the performance level, relatively little of the scale was available to indicate change. For instance, if a child had marked 7 on the pretest and felt that the parent had improved somewhat at posttest, the only

Table 19

Means and T Tests for Child Report Change Variables

Item	Mother				Father			
	Exp	Cont	t	p(t)	Exp	Cont	t	p(t)
More...								
Aware	6.33	4.63	2.41	.019*	5.32	4.43	1.18	.244
Helpful	6.33	4.83	2.15	.036*	5.86	4.57	1.81	.076
Understands me	6.10	3.93	3.34	.001**	5.54	3.82	2.32	.024*
Kind	6.53	4.63	2.79	.007**	6.14	4.21	2.66	.010**
Enjoy doing	6.17	4.57	2.27	.027*	5.96	3.93	2.65	.011**
Happy	5.67	4.47	1.59	.117	5.39	3.52	2.42	.019*
Tell love	5.93	3.93	2.87	.006**	5.36	3.61	2.30*	.025*
East talk	5.70	4.00	2.55	.013*	5.43	3.11	3.29	.002**
Eff discipl	5.50	4.37	1.38	.119	4.93	4.07	1.15	.257
Confident	6.90	4.80	2.90	.005**	6.57	4.18	3.25	.002**
Sure	5.87	4.43	1.96	.055	5.46	4.32	1.52	.135
Fair	6.17	4.53	2.11	.039*	6.00	3.71	2.99	.004**
Get cooperation	6.10	4.20	2.95	.005**	5.86	4.04	2.42	.019*
Listens	6.17	5.27	1.27	.211	6.00	4.54	2.07	.043*
Feels better	6.67	4.97	2.39	.020*	6.46	4.57	2.38	.013*
Understands why	6.13	4.90	1.75	.086	6.07	4.18	2.58	.013*

*p < .05

**p < .01

response options were 8 and 9. When using the 9-point scale to mentally evaluate change, the whole scale was used to make time comparisons. The ability of the basic items to show change may also have been limited if most of the parents in the parenting class were better parents relative to those who did not sign up for the class. The high initial scores for such parents would limit the amount of the scale left to show change.

Of course, these t tests of children's change ratings do not prove that experimental parents changed more than control parents. An alternative explanation is that the children's awareness of their parents' participation biased their perception. That is, children who knew that their parents were participating in a parenting program could have rated their parents more favorably than children whose parents' participation had been delayed.

The many change items that were significantly better for experimental children than control children form the most consistent evidence that experimental parents are viewed more favorably as a result of the treatment. Since the experimental and control children were tested together, received the same instructions, and their treatment/control status was unknown to the tester, it is not viable to conclude that their differences are the result of an experimenter expectancy effect. Further, the possibility that the experimental children were more favorably biased than the control children is contradicted by the lack of differences in their evaluations of their parents on all of the basic items.

As an additional method of assessing treatment effects, six items were added to the end of the child posttest that asked the child to mark

were added to the end of the child posttest that asked the child to mark one of five worded response options. For example, one question asked, "In the last few weeks, has your mother been any more or less caring than usual?" The response options included much more, a little more, about the same, a little less, and much less. Three items (caring, willing to listen, kind) were asked about each parent. The groups were compared using t tests (see Table 20). On only the mothers' willingness to listen were significant differences found. Possibly the content and style of the items is too different from that of the basic and change items to compare their findings. It is noteworthy that the listening item is significant for the mothers and approached significance for the fathers ($p=.10$). Though these last six items do not appear to provide precise enough designations of behavior or detailed enough response options, they do suggest that children in the experimental group perceived more improvement in their parents' listening than children in the control group.

Summative items. Each child was asked, "Since you took this questionnaire 5 weeks ago, how do you feel your mother (father) is doing as a parent?" The five response options ranged from doing much better to doing much worse. The means of child reports of fathers (experimental=3.63, control=3.36) were different in the predicted direction, but the difference was not statistically significant. The means of child reports of mothers were significantly different between the groups in the expected direction (experimental group mean=4.10, control group mean=3.63, $t=2.45$, $p=.017$). The lack of difference for the fathers contrasts with the significant differences for fathers on 12

Table 20

T Tests of Six-Item Child Report

	Mothers' means			Fathers' means		
	Exp	Control	t	Exp	Control	t
Care	3.62	3.37	1.06	3.67	3.41	.97
Listen	3.83	3.24	2.35*	3.82	3.37	1.64
Kind	3.90	3.62	1.26	3.68	3.36	1.20

* $p < .05$

of 16 change items. The five-point scale may be too crude, and the specific behaviors described in the change items more precise while the overall questions tap a global affect that is relatively more stable.

Summary of child analyses. The basic child questions, as well as the factors and composites formed from them, failed to show significant changes in the children's perceptions of their parents. However, the change items indicated that parents in the experimental group are perceived to be more improved at posttest than parents in the control group. The change items apparently allowed more room for expression of change than did comparisons of the basic items. The change item data provided moderate support for the hypothesis that children of parents in the experimental group see their parents as improved by their participation in the parenting program. This interpretation must be tempered, however, by the fact that experimental children were aware of their parents' involvement in a parenting program, which could have systematically biased the experimental children's change items ratings.

CHAPTER V
SUMMARY AND CONCLUSIONS

Based on a review of attribution theory and research, a five-session parenting program was developed and tested. In particular, the program encouraged parents to be aware of attribution bias, to check their perceptions, to be better listeners, and to give more helpful feedback to their children. An important part of the project was the development of the parenting program. Several strategies were used to maintain participation and motivate behavioral changes in parents.

The sample included parents of middle-school children who responded to an invitation to participate in a parenting class. Volunteer parents were randomly assigned to the experimental (54 parents with 32 target children) and control (51 parents with 31 target children) groups.

Baseline and posttest data were obtained from parents and their middle-school children. Parent data were collected only from parents involved in the treatment. Control group data were collected from children of nonparticipating parents. The data came from basic questions that asked parents and children to evaluate specific parent behaviors as well as questions that asked parents and children what changes they perceived. Responses to most items were marked on 9-point thermometers. The evaluation was intended to determine whether the parenting program with an attributional emphasis could make a difference in children's perceptions of their parents' nurturing behaviors.

Analysis of the data included pre/post comparisons of the individual basic items and inferential tests of factor scores and

composites computed from the basic items. The questions that asked specifically for evaluation of change were also compared between groups. The availability of control group data from children allowed more sophisticated statistical analyses of child data.

Mothers in the experimental group saw themselves as more understanding, more positive, and less hostile with their children after participating in the parenting program. Fathers reported fewer changes. Mothers saw themselves as more supportive and their children as less difficult in the analysis of factor scores. There were no pre/post computed differences in the father factors. On the computed composite scores, fathers saw themselves as better communicators after participation in the program. Parents' comments about the usefulness of the program were very favorable and their attendance so uniformly high that a dosage variable was not needed in the analyses.

In the children's basic items, there were very few significant pre/post differences perceived in parental behavior. Likewise, no significant differences showed in the factor or composite scores of experimental children when compared with the controls. However, on the change items, children of parents in the experimental group were much more likely to perceive positive changes in their parents' nurturing behaviors than children of parents in the control group.

Limitations

There are several important limitations to this study. Since the sample was not representative of the general population, results cannot be generalized to a larger population. The objective was to maximize

internal validity in order to demonstrate that changes in parents' attributional processes could make a difference in children's perception of support. The effects of the treatment were clearly a function of the quality of instructional delivery. Nonetheless, any differences in children's perceptions of changes in nurturance between the experimental and control groups allow us to infer that quality instruction in attribution processes can be beneficial to certain kinds of families. There could have been some diffusion of the treatment and some compensatory rivalry.

Another important limitation of the study is that the five sessions spanned only 4 weeks; a program that continued over a longer period of time would have greater impact. Parents' motivation to add skills to their behavioral repertoire will presumably be increased by challenges in the family. Four weeks may not have provided enough time for each family to confront a motivating family challenge. Four weeks may also be inadequate to teach and rehearse the skills that were taught. Skills development that makes lasting behavioral change is difficult in groups of 20 to 30 parents.

Several expectation factors may have affected both parents' and children's scores. Any improvements in treatment parents' scores could be explained as a result of the "positive attitude" treatment rather than as behavioral change. Children of parents in the treatment group may have been influenced by their parents' positive affect from the treatment.

Testing bias as a result of pretest sensitization was controlled in the children's data by a similarly tested comparison group. Pretest

sensitization could possibly have elevated expectations. If the pretest had elevated expectations, the posttest scores would be expected to be lower than the pretest scores, reflecting disappointment in expectations. The fact that posttest scores were not systematically lower than pretest scores suggests that elevated (and disappointed) expectations were not a problem.

Treatment parents may have actually made some positive changes in their behavior. If they did not, there are at least two plausible explanations for changes that were found in the data. The first is that affect was elevated by treatment. Attribution research suggests that elevated affect, if it can be sustained, may bring about substantive change. For teachers in the Rosenthal and Jacobson study (1968), elevated affect was the condition that made the difference for selected elementary students in their classes. If parents' affect about their children can be elevated, perhaps they will interact more helpfully with their children.

The second plausible explanation is a socially-desirable response tendency among treatment parents and their children. Having participated in a parenting program, both parents and their instructor would be likely to say that they were doing better. The children's data are not inconsistent with this possibility. On the 25 basic 9-point rating scales, children who marked the posttest were not likely to remember their pretest parent ratings completed 5 weeks earlier. Consequently, pre- and posttest ratings of parenting were the same for fathers and mothers in both treatment and control groups. However, when children were asked if their parents were more aware, more fair, etc.,

only children in the treatment group who knew of their parents' involvement rated their parents more favorably. These results may reflect the socially-desirable responses of the children.

The treatment in this study was an educational intervention, not a clear test of attribution theory. The program included ideas from socialization literature and existing parenting programs. Its effects were mediated by the commitment of the parents, the quality of the instructional strategy, and the ability of the teacher. It is possible to make a more direct test of the effects of parents' attributions on their children. For example, if parents were systematically provided with favorable data on their children (from teachers, observers, and objective test data), the parents might interact with their children more helpfully. Another group of parents might be provided with favorable data and training in an attribution-based parenting program. The program could emphasize empowerment, using personal resources to solve problems. Such attributional treatments of parents could be expected to improve child outcomes. Longitudinal research might use a preventive strategy in which adolescents are taught in school the principles of parenting and to have sympathetic and developmentally appropriate expectations of the children they will raise. The ideal place for such a program may be at public middle schools where even those children at risk for later family problems can be accessed.

In the course of the parenting sessions, it was clear from parents' questions that, even though they might understand the principles, they found it hard to apply them to their own situations. Parent treatments might be improved by continuing and personal support, booster sessions,

regular support group meetings, appropriate books, role-playing, skills rehearsal, newsletters, and a helpline for questions.

Difficult methodological issues about measuring changes in behavior still remain. The posttest change items were the only indicators that appeared to show change. If only such items were used, baseline behavior would not be established. Would 100-point thermometers provide more room to assess change? Or would the change still be only very small with respect to unexplained variability? Should pretests be returned to subjects who could mark posttest levels in comparison with pretest markings? Should both baseline and change data be gathered? Can a full-range behavior scale be expected to show change effectively? If trained observers were used to assess changes in parent behavior, could the effects of the treatment be observed by family outsiders who are unacquainted with the meanings of the behaviors in the family system? A phenomenon as complex as change in human behavior will require sophisticated methodology for precise measurement.

The use of 9-point thermometers to evaluate behavior seemed to be very effective. They are simple, do not require ambiguous wording, include many points of measurement, are readily quantified, and are easily understood by both adults and adolescents.

The implications of this project for practice include the recommendation that parenting programs account for cognitive as well as behavioral processes. A funded replication of this project would allow the involvement of more parents in smaller classes over longer periods of time and the gathering of control parent data. Smaller classes would facilitate more intense social-skills training. A resource bank that

made books, tapes, and consultants available for parents also might magnify benefits of the program.

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APPENDICES

Appendix A.
Letter of Invitation



UTAH STATE UNIVERSITY - LOGAN, UTAH 84322-2905

Department of Family and Human Development
Telephone (801) 750-1501

College of Family Life

WHAT CAN YOU DO TO IMPROVE YOUR RELATIONSHIP WITH YOUR TEENAGER?

HOW CAN YOU MINIMIZE CONFLICT?

HOW CAN YOU BUILD COOPERATION?

AN INVITATION:

Parents of 7th and 8th grade students at Mount Logan Middle School are being invited to participate in a parenting program developed in the Department of Family and Human Development at Utah State University. The first class is scheduled for this fall. The class will be limited in number. Many people are expected to sign up. A second session is scheduled to start in January. To enroll for either session you must return this application by September 15. Following are answers to some questions that you may have:

WHAT BENEFIT CAN I EXPECT FROM PARTICIPATION?

It offers practical helps for parents. It can be especially useful when a husband and wife take the class together. A parenting guide and a book are provided for each participant.

IS THE PROGRAM ONLY FOR CERTAIN KINDS OF FAMILIES?

No! If your family is functioning well, you are invited. If your family has problems, you are invited. If you are a single parent, you are invited. Husbands and wives are invited to come together.

WHY IS UTAH STATE UNIVERSITY OFFERING THIS PROGRAM?

There are two reasons. The program is expected to help parents. USU is interested in verifying its benefits. The program is not connected to your child's education but Mount Logan Middle School and the Logan City School district have allowed us to use their facilities in order to make this program available to you.

WHAT IS EXPECTED OF ME?

The program has five one-hour sessions in five weeks. It is important that you attend every session. In order to avoid conflicts and make attendance easier, each session is offered on two different nights each week. You will be asked to fill out a 10 minute questionnaire at the beginning and at the end of the program. We will also ask your middle school student questions about your family. All answers will be kept strictly confidential and will be used only to evaluate the success of the program.

WHAT WILL IT COST ME?

The total cost of the program is \$3 if you attend all five sessions. To reserve a place in the program you must send \$10 with your application; \$7 will be returned to you at the last session if you attend all sessions. The fee is a family fee: it will pay for one parent or for a couple. In return for your \$3 fee you (and your spouse) will receive parenting materials, professional instruction and answers to parenting questions, and an excellent parenting book.

ARE THERE ANY TRICKS OR POTENTIAL HARM IN THE PROGRAM?

The program is based on current research in parenting. There are no tricks. The program is expected to be very beneficial to parents who are interested in having a better family.

HOW CAN I SIGN UP?

To sign up, complete the attached form, enclose the registration fee and return in the attached envelope. You will be sent a card notifying you of your registration for the program.

WHEN AND WHERE ARE THE SESSIONS?

Sessions start on Wednesday and Thursday, September 27 and 28. You are welcome to attend either the Wednesday or the Thursday session each week from September 27 until October 26. The same material is taught on Wednesday and Thursday so that you can choose the day that best fits your schedule. All classes will be held at the Mount Logan Middle School in the Little Theatre.

WHAT ARE THE SESSIONS LIKE?

The classes will be a relaxed and interesting discussion of the key principles of parenting. You will not be asked to do anything strange or uncomfortable. You do not have to make any comments during the classes or you may participate often. The class will focus on helping you apply parenting principles to your particular challenges as a parent.

WHAT IF I HAVE TO MISS A SESSION?

All of the information in the program is important. If you must miss a session, please arrange with us to get the information by calling our offices at Utah State University.

WHO CAN I CALL WITH QUESTIONS?

Wally Goddard, PhD Candidate in Family and Human Development is in charge of this program. He can be reached at 750-3578 (office) or 750-6704 (home). Dr. Brent Miller is supervising the program and can be reached at 750-1552.

REQUEST TO PARTICIPATE

Parenting Program
Department of Family & Human Development
Utah State University

Name: _____

Spouse's name, if married: _____

Middle School child's name: _____ Grade: _____

Address: _____

Home phone: _____ Work phone: _____

I would like to participate in the described parenting program. I understand that I am expected to attend five sessions. I will fill out a questionnaire at the beginning and end of the program. I also agree to have my middle school child stay after school once before the first parenting program begins and once after it concludes to fill out a questionnaire. All answers will be kept confidential and will be used only for research purposes.

Enclosed is my \$10 fee. I understand that \$7 will be refunded if I participate in all five sessions. Parenting materials and a book will be provided to me for participating in the program.

Signed: _____

Date: _____

Signed by spouse, if participating: _____

TO REGISTER FOR THE PROGRAM, PLEASE RETURN THIS APPLICATION TOGETHER WITH YOUR \$10 REGISTRATION FEE IN THE ENCLOSED ENVELOPE BY SEPTEMBER 15.

Appendix B.
Parent Pretest



UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-2905 1

Department of Family and Human Development

College of Family Life

Telephone (801) 750-1501

PARENT QUESTIONNAIRE

In order to evaluate our parenting program we need your feedback. Please mark the following questions as carefully and accurately as you can. Your answers will be confidential and only group data will be reported. Please be completely honest.

Your name: _____

Please list your children from oldest to youngest:

Name:	Sex(m/f):	Age:	Living with you?
_____			yes/no
_____			yes/no
_____			yes/no
_____			yes/no
_____			yes/no
_____			yes/no
_____			yes/no
_____			yes/no

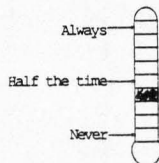
Please circle your sex: Male Female

On the following pages are statements about you and your child. There is a thermometer by each statement so that you can show how much something happens with your 7th or 8th grade child. If you only have one child in the two grades, mark each thermometer for that child.

IF YOU HAVE TWO CHILDREN IN GRADES 7 AND 8, MARK THE THERMOMETERS ONLY FOR THE OLDER MIDDLE SCHOOL CHILD.

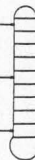
Please write the name of the child for whom you are filling out this questionnaire: _____

If the behavior described in the statement happens all the time, you would mark the top part of the thermometer. If it never happens, you would mark the bottom part. Many of your answers will probably be somewhere between always and never. For example, if the question asks how often your middle school child washes the dishes, and if he or she washes them once in a while but less than half the time, you might mark the thermometer as shown at the right.

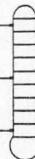


Think about your interaction with your middle school child.

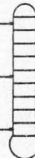
1. I enjoy doing things with this child.

Always 
Half the time
Never

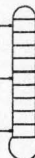
2. This child has been difficult to raise.

Always 
Half the time
Never

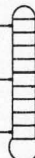
3. I complain about this child too much.

Always 
Half the time
Never

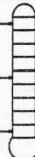
4. This child, compared to others, is easy to raise.

Always 
Half the time
Never

5. I find fault with this child.

Always 
Half the time
Never

6. I emphasize my child's good points more than his or her faults.

Always 
Half the time
Never

7. I am bothered by this child.

Always —

Half the time —

Never —

8. I enjoy talking with this child.

Always —

Half the time —

Never —

9. I tell this child that I love him/her.

Always —

Half the time —

Never —

10. I think I understand how this child feels.

Always —

Half the time —

Never —

11. I think this child is a good person.

Always —

Half the time —

Never —


12. I look for the good in this child.


Always —


Half the time —

Never —

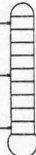
13. When this child makes a mistake I become angry.


Always 


Half the time 

Never 

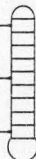
14. I say things about my child that make him/her feel bad.


Always 


Half the time 

Never 

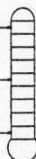
15. I blame this child for things that he or she didn't do.


Always 


Half the time 

Never 


16. I say nice things about this child.


Always 


Half the time 

Never 

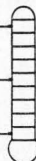
17. I make reasonable rules for this child.


Always 


Half the time 

Never 


18. I help this child feel loved.

Always 

Half the time 

Never 

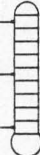
19. I am afraid that when I correct this child that I make him/her feel bad.

Always 

Half the time

Never


20. When this child makes mistakes, I say things that help him/her feel good.

Always 

Half the time

Never

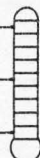
21. I listen to this child's ideas.

Always 

Half the time

Never


22. I say more mean things than nice things about this child.

Always 

Half the time

Never


23. I really care about this child.

Always 

Half the time

Never

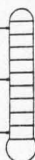
24. I expect too much of this child.


Always 


Half the time

Never

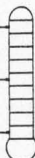
25. When this child wants to talk about his/her problems, I listen.


Always 


Half the time 

Never 

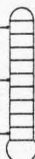
26. I am not sure if I like this child.


Always 


Half the time 

Never 

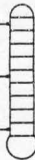
27. I give my child good ideas to help him/her solve problems.


Always 


Half the time 

Never 


28. This child requires a lot of correction.

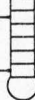
Always 


Half the time 

Never 

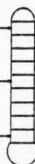
29. This child complains a lot.


Always 


Half the time 

Never 

30. Overall, how good do you think you are as a parent for this child?


Excellent 

Average 

Poor 

Please mark the following questions to indicate your feelings.

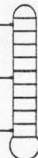
31. I enjoy being a parent in our family.

Always 

Half the time

Never

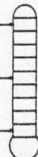
32. I'm proud to be seen with my children.

Always 

Half the time

Never


33. I enjoy my employment.

Always 

Half the time

Never

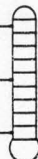
34. I enjoy my relationships with my friends.

Always 

Half the time

Never

35. I enjoy activities with my children.

Always 

Half the time

Never

36. I would rate my overall satisfaction with life over the last few years as:

- totally satisfied
- mostly satisfied
- some satisfied and some dissatisfied
- mostly dissatisfied
- totally dissatisfied

37. What is your highest level of education?
 some high school
 graduated from high school
 some college or trade school
 trade school completed
 graduated from college
 some graduate study
 graduate degree completed
38. What is your current marital status?
 married, living with first spouse
 remarried, living with spouse
 cohabiting
 married but separated
 divorced
 single, never married
 widowed

If you are not currently living with a partner, this is the end of the questionnaire. THANK YOU for completing it for us.

If you are currently living with your spouse/partner, please go to question 39 and answer the remaining questions.

39. If you are currently married or cohabiting, how would you rate your happiness as a couple?
 totally happy
 mostly happy
 neither happy nor unhappy
 mostly unhappy
 totally unhappy
40. Which of you makes most family decisions? (check one)
 mother always
 mother usually
 mother and father the same
 father usually
 father always
41. Which of you is more loving to the children?
 mother always
 mother usually
 mother and father the same
 father usually
 father always
42. Which of you usually disciplines the children?
 mother always
 mother usually
 mother and father the same
 father usually
 father always

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE TURN IT IN AT THE FRONT OF THE ROOM WHEN YOU FINISH IT.

Appendix C.
Child Pretest



UTAH STATE UNIVERSITY • LOGAN, UTAH 84322-2905

Department of Family and Human Development
Telephone (801) 750-1501

College of Family Life

STUDENT QUESTIONNAIRE

At Utah State University we are studying parents and children and we are interested in you. Your answers to the following questions will help us better understand families. Your parents have given their permission for you to fill out this questionnaire.

To help us, please mark the following questions as carefully and accurately as you can. Your answers will NOT be seen by your parents or anyone but the researchers, so please be completely honest.

Your name: _____

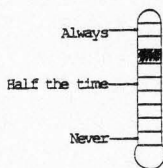
Your father's name: _____

Your mother's name: _____

Please circle your grade in school: Grade 7 Grade 8

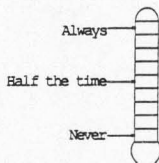
Please circle your sex: Male Female

On the following pages are statements about both your mother and your father. If you don't have any contact with your mother or your father (because of death or divorce), you can leave the questions for that parent blank. There is a thermometer by each statement so that you can show how much something happens. If it happens all the time, you would mark the top part of the thermometer. If it never happens, you would mark the bottom part. Many of your answers will probably be somewhere between always and never. For example, if the question asks how often your mother washes the dishes, and if she washes them most of the time but not always, you might mark the thermometer as shown:

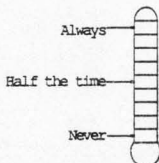


As you answer each of the following questions, think about your relationship with your mother and your father. Then mark each of the thermometers.

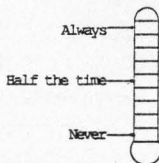
1. My mother enjoys doing things with me.



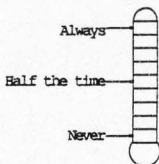
2. My father enjoys doing things with me.



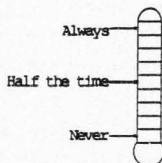
3. My mother complains about what I do.



4. My father complains about what I do.



5. My mother finds fault with me.

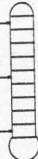


6. My father finds fault with me.

Always

Half the time

Never

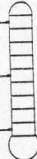


7. My mother sees my good points more than my faults.

Always

Half the time

Never

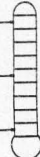


8. My father sees my good points more than my faults.

Always

Half the time

Never

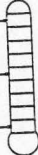


9. My mother is bothered by me.

Always

Half the time

Never




10. My father is bothered by me.

Always

Half the time

Never



11. My mother enjoys talking with me.

Always

Half the time

Never

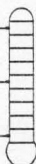


12. My father enjoys talking with me.

Always

Half the time

Never

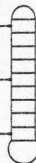


13. My mother tells me she loves me.

Always

Half the time

Never

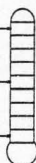


14. My father tells me he loves me.

Always

Half the time

Never

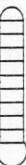


15. My mother seems to understand how I feel.

Always

Half the time

Never



16. My father seems to understand how I feel.

Always ———|
Half the time ———|
Never ———|

17. My mother sees me as a good person.

Always ———|
Half the time ———|
Never ———|

18. My father sees me as a good person.

Always ———|
Half the time ———|
Never ———|

19. My mother looks for the good in me.

Always ———|
Half the time ———|
Never ———|

20. My father looks for the good in me.


Always ———|
Half the time ———|
Never ———|

21. When I make a mistake my mother becomes angry.

Always

Half the time

Never

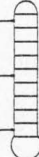


22. When I make a mistake my father becomes angry.

Always

Half the time

Never

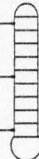


23. My mother says things about me that make me feel bad.

Always

Half the time

Never

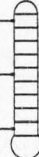


24. My father says things about me that make me feel bad.

Always

Half the time

Never

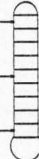


25. My mother blames me for things that I didn't do.

Always

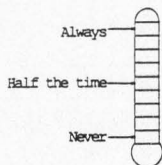
Half the time

Never

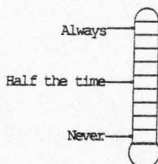


7

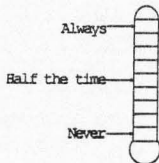
26. My father blames me for things that I didn't do.



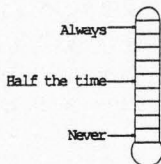
27. My mother says nice things about me.



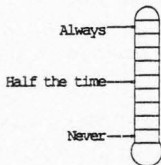
28. My father says nice things about me.



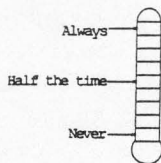
29. My mother makes reasonable rules.



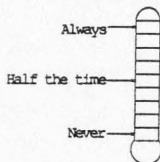
30. My father makes reasonable rules.



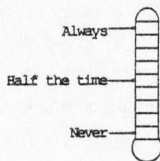
31. My mother helps me feel loved.



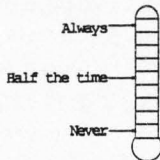
32. My father helps me feel loved.



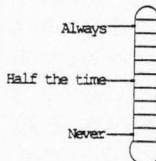
33. When my mother corrects me she makes me feel bad.



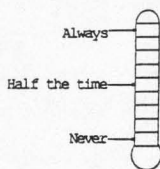
34. When my father corrects me he makes me feel bad.



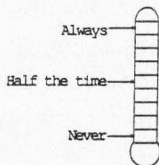
35. Even when I make mistakes, my mother says things that help me feel good about myself.



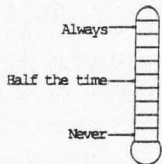
36. Even when I make mistakes, my father says things that help me feel good about myself.



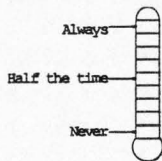
37. My mother listens to my ideas.



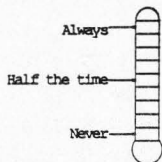
38. My father listens to my ideas.



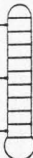
39. My mother says more mean things than nice things about me.





40. My father says more mean things than nice things about me.




41. My mother really cares about me.


Always 


Half the time 

Never 

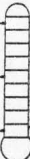
42. My father really cares about me.


Always 


Half the time 

Never 


43. My mother expects too much of me.


Always 


Half the time 

Never 


44. My father expects too much of me.


Always 


Half the time 

Never 

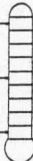
45. When I want to talk about my problems, my mother listens to me.


Always 


Half the time 

Never 

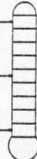
46. When I want to talk about my problems, my father listens to me.


Always 


Half the time 

Never 

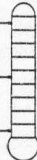
47. I am not sure if my mother likes me.


Always 


Half the time 

Never 

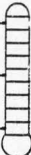
48. I am not sure if my father likes me.


Always 


Half the time 

Never 

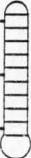
49. My mother gives me good ideas to help me solve my problems.


Always 


Half the time 

Never 

50. My father gives me good ideas to help me solve my problems.


Always 


Half the time 


Never 

Please answer the following questions on your feelings about your family and other activities.

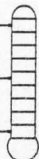
1. I enjoy being a part of my family.


Always 


Half the time 

Never 

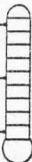
2. I'm proud to be seen with my family.

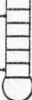
Always 


Half the time 

Never 

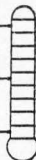
3. I enjoy school.


Always 


Half the time 

Never 

4. I enjoy my relationships with my friends.

Always 

Half the time 

Never 

5. Which of your parents makes most family decisions? (check one)

mother always

mother usually

mother and father the same

father usually

father always

6. Which of your parents is more loving to you?
___ mother always
___ mother usually
___ mother and father the same
___ father usually
___ father always
7. Which of your parents usually disciplines you?
___ mother always
___ mother usually
___ mother and father the same
___ father usually
___ father always
8. Overall, how good is your mother as a parent?

Excellent

Average

Poor

9. Overall, how good is your father as a parent?

Excellent

Average

Poor

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE TURN
IT IN AT THE FRONT OF THE ROOM.

Appendix D.
Parent Program Handouts



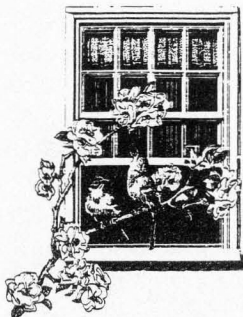
Building Strong Families

H. Wallace Goddard & Brent C. Miller, Ph.D.

Session I

Building Strong Families

The Power of Perceptions



Each of us has different perceptions. We can help our children by understanding their view and by giving them growth-promoting feedback.

A. Different Views are to be respected, not argued.
(Understanding comes FIRST.)

1. Look.
2. Listen.
3. Draw on your own emotional experience.

What people perceive as real is real in its consequences.

B. Explore their Perceptions and Meanings.(Save the Sermon)

1. Preserve parent & child respect.
2. Understand before giving ideas.
3. Let them carry their ball.



C. Helpful Feedback.(Imagine your boss...)

1. "You're normal."
2. "It's OK to make mistakes."
3. "I value what you are/do."
4. Friendly interpretation.
5. Intentions.

Building Strong Families

Session I

The Power of Perceptions



Each of us has different perceptions. We can help our children by understanding their view and by giving them growth-promoting feedback.

A. Different Views and Different Meanings.

B. Explore their Perceptions and Meanings.



C. Helpful Feedback.



Building Strong Families

Session II

Bias Blockages



Each of us has biases that get in the way of understanding our children. Awareness of our biases, listening to our children and specific skills can help us bridge the gap.

A. Biases.

World views.
Fly.
Halo.
Attribution.
Unpredicted.
Anger.
Power.



B. Explore their World.

Circumstances.
Meanings.



C. Specific Skills.

Reframe.
Attributing.
Good Faith.
Empathy.

D. Emphasize the Positive.

2:1



REFRAMING

Using Strengths as a Springboard

Impatient,
demanding

Aggressive, intrusive

Stubborn, hardheaded

Weak, emotional

Rebellious, contrary

Irresponsible

Obsessive

Blunt

Mean, hurtful

Building Strong Families

Overcoming Bias

1.

STOP!

Don't jump to a conclusion.
We never know enough
without asking.

2.

ASK

"What do you think?"
"How do you feel?"
Discover their meanings.

3.

GOOD!

See the good.
Reframe.

4.

GUIDE,

Don't push.
"What do you think of..."

Building Strong Families

Session III.

Communication

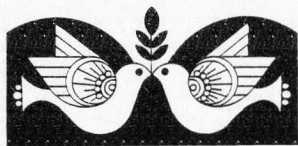
Communicating is necessary to work out differences, build understanding and strengthen our children.



A. Listen with Sensitivity

B. Manage Anger.

Keep the message sane.



C. State Feelings and Thoughts without Attacking



To what extent does this message convey love?

Session III. Communication

1. Listen & Ask.

- Don't play psychologist: "The trouble with you is..."
 - Check out your understanding.
 - "How do you feel about..."
 - Assume good faith. Clean slate.
 - Empathy: "Do you feel ___?"
- Explore possibilities: "What have you tried ___?"

2. Manage anger.

- Find ways to say "yes."
 - Don't react.
- Find points of agreement.
 - Use humor.
- Time out: Think about it overnight.
 - No fault. Look to solution.

3. State feelings without attacking.

- Convey caring.
 - Be brief.
 - Be specific.
- Avoid labels. ("You" statements.)
- Avoid absolutes.

"When _____ happens, I feel _____."

Building Strong Families

Session IV.

Good Governance



The way we govern in our homes has important effects on our children's development and on our relationships with them..

A. Attentive.

Be alert to their challenges, feelings and needs.
Reasons for misbehavior.

B. Empower (Not Power)



"Create an environment in which they regularly experience their control over what happens to them." Stephen Glenn

C. Love

Ways to convey love:

Listening.

Telling them of our love.

Correcting with respect.

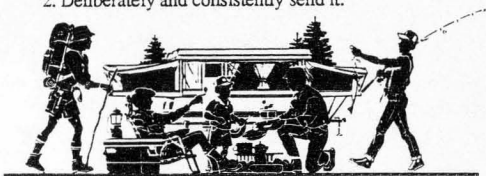
Showing respect for their needs.

1. Carefully design the supportive message that you want to send.
2. Deliberately and consistently send it.



D. Take Time.

Make family time
a priority.



Session IV

Good Governance

A. Attentive.

How attentive am I with _____?
my middle school child

What are his/her special challenges?

What are his/her special feelings and needs?

I will be more attentive by:

B. Empower.

Do I create an environment in which
_____ regularly experiences control
over what happens to him/her?
How can I improve in this area?

C. Love.

What is the message I would like to send
to _____?

To send the message more effectively,
I will:

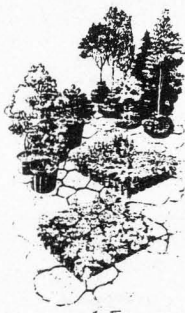
D. Take time.

I will communicate my love for _____
by taking time to:

Building Strong Families

Session V.

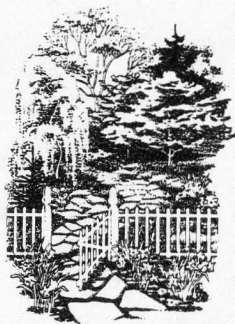
Family Lifestyle by Design



Plan your family environment and your parenting behavior to assure the family outcomes that you value.

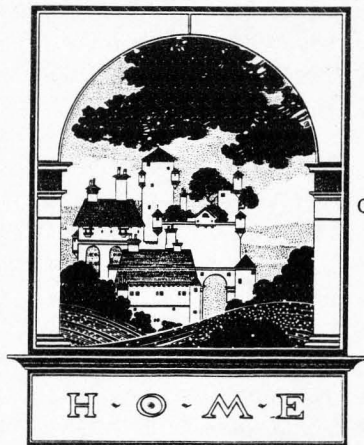
A. Control Techniques.

Your choice of control techniques has systematic effects on your children.



B. Family Environment.

Stimulating.
Safe.
Supportive.



C. The Payoff.

Designing your childrearing outcomes.

Parent Behavior → Child Outcomes

AUTHORITARIAN/AUTOCRATIC
 High demanding/Low responsiveness.
 Strict limits.
 Authority, tradition, order.
 Control, obedience.
 Punishment.
 Little verbal give and take.

Lack social ability.
 Withdrawn, dominated.
 Obedient, not quarrelsome.
 Lack spontaneity, affection, curiosity
 originality, independence.
 Low self-esteem.
 More damaging for boys.
 Low conscience, external locus of
 control.

INDULGENT/PERMISSIVE
 Avoid asserting authority.
 Few restrictions.
 Inattention & indifference.

Immature.
 Lack impulse control & self-reliance.
 Lack social responsibility &
 independence.
 Impulsive & aggressive.

INDIFFERENT/UNINVOLVED
 Not committed to the child.
 Keep the child at a distance.
 Avoidance of inconvenience.
 Abuse, neglect, unavailability.
 Unhappy, unconcerned, discontented.
 Parent-centered, low involvement.

Poor self-esteem and emotional
 development.
 Aggression and disobedience.
 Hedonistic.
 Low frustration tolerance.
 Impulsive, moody.

AUTHORITATIVE/RECIPROCAL
 Parents and children respond to
 reasonable demands from each other.
 Expect mature behavior.
 Set clear standards.
 Firm control.
 Encourage independence &
 individuality.
 Open communication.
 Listening.
 Recognize rights of p. & c.
 Inductive discipline.
 Democratic decision making.
 Allow choice & control.
 Nurturant.

Competent
 Socially responsible.
 More independent.
 High self esteem, self confident.
 See discipline as fair and reasonable.
 Able to control aggression.
 Achievement oriented.

Building Strong Families

I. The Power of Perceptions	II. Bias Blockage	III. Communication	IV. Governance	V. Family Style by Design
<p>A. DIFFERENT VIEWS: Understanding comes first. Listen. Bring your own emotional experience.</p> <p>B. EXPLORE THEIR PERCEPTION & MEANING. Save the sermon. "What do you think?" "How do you feel about it?" Preserve respect.</p> <p>C. HELPFUL FEEDBACK. "You're OK." "This may happen for reasons that are not your fault." Intentions.</p>	<p>A. BIASES. Stop. Ask about the meaning for them.</p> <p>B. EXPLORE THEIR WORLD "What do you think?" Discover their meanings.</p> <p>C. SPECIFIC SKILLS. Reframe. See the good. Empathy. Good faith.</p> <p>D. EMPHASIZE THE POSITIVE. Guide without pushing. Help them interpret their world hopefully.</p>	<p>A. LISTEN WITH SENSITIVITY. Assume good faith. Explore possibilities. Ask.</p> <p>B. MANAGE ANGER. Get to "Yes." Find points of agreement. Humor. Sleep on it. Look to a solution.</p> <p>C. STATE FEELINGS WITHOUT ATTACKING. Convey love. Be brief. Be specific. Avoid labels. Avoid absolutes. "When _____ happens I feel _____." -----</p>	<p>A. ATTENTIVE. Be alert to their challenges, feelings & needs.</p> <p>B. EMPOWER. They experience their control. Choices. Negotiate solutions together.</p> <p>C. LOVE. Design loving message. Send it regularly. Check that it is received.</p> <p>D. TAKE TIME. Make family time a priority.</p>	<p>A. PARENTAL CONTROL & AFFECT. Nurturance. High expectations. Natural control.</p> <p>B. FAMILY ENVIRONMENT. What message does our environment give to our children?</p> <p>C. THE PAYOFF. Social and emotional development. Family solidarity.</p> <p>STRONG FAMILIES!</p>

Appendix E.
Parent Posttest



UTAH STATE UNIVERSITY • LOGAN, UTAH 84322-2905
 Department of Family and Human Development
 Telephone (801) 750-1501

College of Family Life

1

PARENT QUESTIONNAIRE

You answered some of the questions below a few weeks ago in the previous questionnaire. Answering these questions again will help us determine if you feel any differently now. Please mark the questions as carefully and accurately as you can. Your answers will be confidential and only group data will be reported. Please be completely honest.

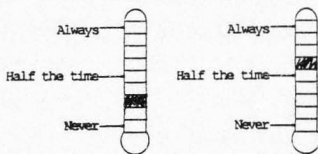
Your name: _____

On the following pages are statements about you and your children. There are two thermometers by each statement so that you can show how much something happens with your 7th and 8th grade children. If you only have one child in the two grades, mark just the first thermometer. If you have two children in grades 7 and 8, please mark one thermometer for each child. Put the children's names at the top of the page to indicate which thermometer applies to which child.

Name of child described with thermometers in 1st column	Name of child described with thermometers in 2nd column
---	---

<u>Tommy</u>	<u>SUSIE</u>
--------------	--------------

If the behavior described in the statement happens all the time, you would mark the top part of the thermometer. If it never happens, you would mark the bottom part. Many of your answers will probably be somewhere between always and never. For example, if the question asks how often your middle school child washes the dishes, and if he or she washes them once in a while but less than half the time, you might mark the thermometer as shown at the right under Tommy. If you have a second middle school child who washes the dishes a little more than half the time you would mark the thermometer as shown under Susie.

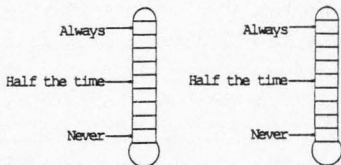


Think about your interaction with your middle school child(ren) as you respond to the following statements.

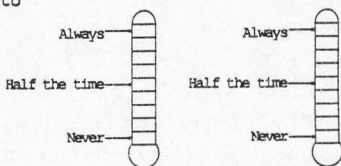
Name of child described with thermometers in 1st column

Name of child described with thermometers in 2nd column

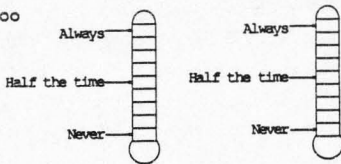
1. I enjoy doing things with this child.



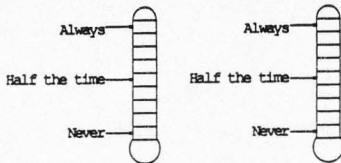
2. This child has been difficult to raise.



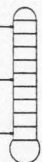





3. I complain about this child too much.



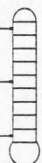
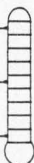




4. This child, compared to others, easy to raise.



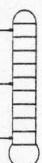
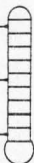




5. I find fault with this child.

Always		Always	
Half the time		Half the time	
Never		Never	

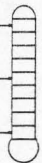





6. I emphasize my child's good points more than his or her faults.

Always		Always	
Half the time		Half the time	
Never		Never	

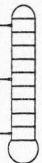





7. I am bothered by this child.

Always		Always	
Half the time		Half the time	
Never		Never	

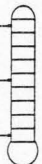
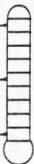




8. I enjoy talking with this child.

Always		Always	
Half the time		Half the time	
Never		Never	


9. I tell this child that I love him/her.


Always		Always	
Half the time		Half the time	
Never		Never	


10. I think I understand how this child feels.


Always		Always	
Half the time		Half the time	
Never		Never	


11. I think this child is a good person.


Always 

Half the time 

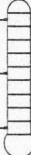
Never 


Always 


Half the time 

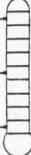
Never 


12. I look for the good in this child.


Always 

Half the time 


Never 


Always 


Half the time 

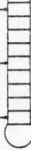
Never 


13. When this child makes a mistake I become angry.


Always 

Half the time 

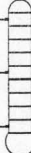
Never 


Always 


Half the time 

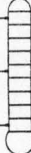
Never 


14. I say things about my child that make him/her feel bad.


Always 

Half the time 

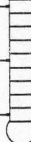
Never 


Always 


Half the time 

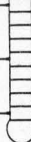
Never 


15. I blame this child for things that he or she didn't do.


Always 

Half the time 

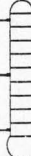
Never 


Always 


Half the time 

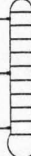
Never 


16. I say nice things about this child.


Always 

Half the time 

Never 

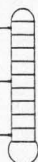
Always 

Half the time 

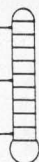
Never 

17. I make reasonable rules for this child.

Always _____
Half the time _____
Never _____

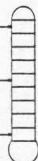


Always _____
Half the time _____
Never _____

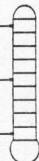


18. I help this child feel loved.

Always _____
Half the time _____
Never _____

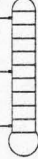


Always _____
Half the time _____
Never _____

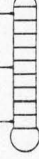


19. I am afraid that when I correct this child that I make him/her feel bad.

Always _____
Half the time _____
Never _____

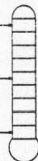


Always _____
Half the time _____
Never _____

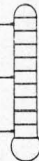


20. When this child makes mistakes, I say things that help him/her feel good.

Always _____
Half the time _____
Never _____

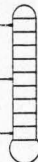


Always _____
Half the time _____
Never _____

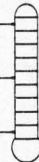


21. I listen to this child's ideas.

Always _____
Half the time _____
Never _____

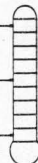


Always _____
Half the time _____
Never _____

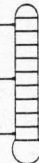


22. I say more mean things than nice things about this child.

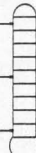
Always _____
Half the time _____
Never _____





Always _____
Half the time _____
Never _____





23. I really care about this child.


Always 

Half the time 

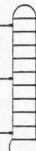
Never 


Always 


Half the time 

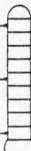
Never 


24. I expect too much of this child.


Always 

Half the time 

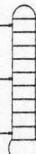
Never 


Always 


Half the time 


Never 

25. When this child wants to talk about his/her problems, I listen.


Always 

Half the time 

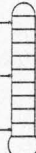
Never 


Always 


Half the time 

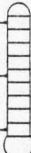
Never 


26. I am not sure if I like this child.


Always 

Half the time 


Never 


Always 


Half the time 

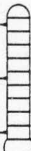
Never 

27. I give my child good ideas to help him/her solve problems.


Always 

Half the time 

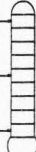
Never 

Always 


Half the time 

Never 

28. This child requires a lot of correction.

Always 

Half the time 

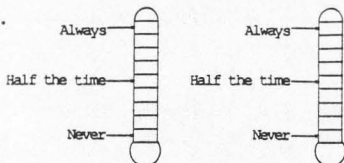
Never 

Always 

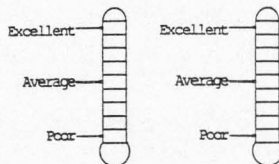
Half the time 

Never 

29. This child complains a lot.

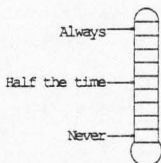


30. Overall, how good do you think you are as a parent for this child?

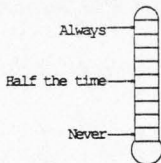


Please indicate your feelings by marking the thermometer to the right of each statement.

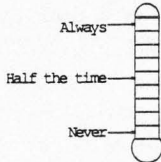
29. I enjoy being a parent in our family.



30. I'm proud to be seen with my children.



31. I enjoy my employment.



32. I enjoy my relationships with my friends.

Always _____
 Half the time _____
 Never _____

33. I enjoy activities with my children.

Always _____
 Half the time _____
 Never _____

34. If you work outside the home, what is your job title?

35. If you work for pay within your home, describe the work:

36. Since you began the parenting program four weeks ago, how do you feel your parenting for all of your children has changed?

- doing much better
 doing somewhat better
 no change
 doing somewhat worse
 doing much worse

37. Since you began the parenting program, how do you feel your parenting for your middle school child(ren) has changed?

Child 1's

name _____

- doing much better
 doing somewhat better
 no change
 doing somewhat worse
 doing much worse

Child 2's

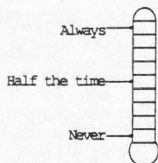
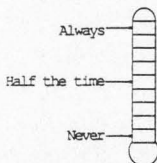
name _____

- doing much better
 doing somewhat better
 no change
 doing somewhat worse
 doing much worse

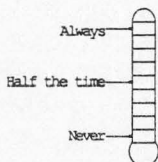
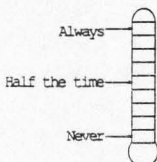
Please indicate your response to the following questions by marking the thermometers at the right. If you have more than one middle school child, please indicate the name of the child that the thermometers in that column represent.

Name of child described with thermometers in 1st column Name of child described with thermometers in 2nd column

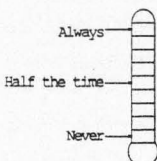
38. Compared to 4 weeks ago, I feel that I am now more aware of this child's feelings and needs.



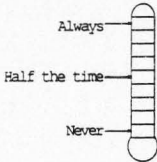
39. Compared to 4 weeks ago, I feel that I am now more helpful to this child.



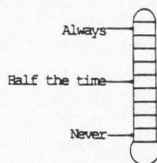
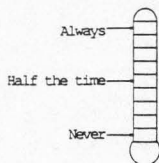
40. Compared to 4 weeks ago, I feel that I now understand this child better.



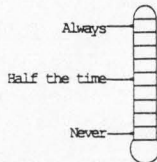
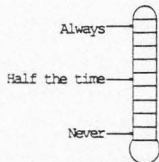
41. Compared to 4 weeks ago, I feel that I am now more kind to this child.



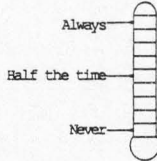
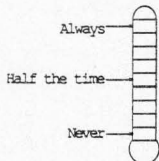
42. Compared to 4 weeks ago, I now enjoy doing things more with this child.



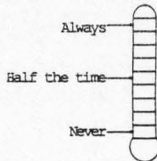
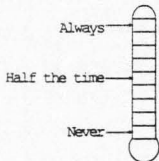
43. Compared to 4 weeks ago, I now feel that I am bothered less by this child's behavior.



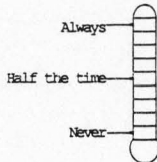
44. Compared to 4 weeks ago, I now tell this child that I love him/her more than I did.



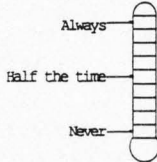
45. Compared to 4 weeks ago, I now find it easier to talk with this child.



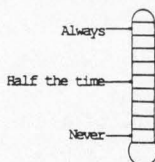
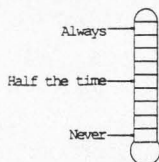
46. Compared to 4 weeks ago, I now feel that I am better at disciplining this child.



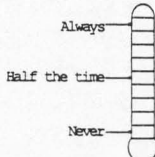
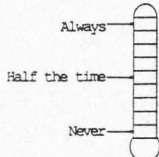
47. Compared to 4 weeks ago, I now feel more confident as a parent to this child.



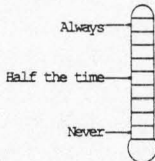
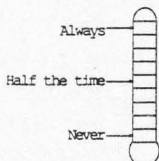
48. Compared to 4 weeks ago, I now feel less confused as a parent to this child.



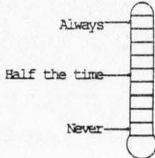
49. Compared to 4 weeks ago, I now feel that I am more fair with this child.



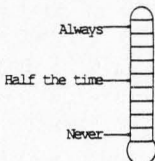
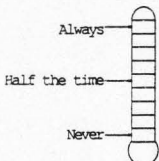
50. Compared to 4 weeks ago, I now feel that I am more effective at getting this child's cooperation.



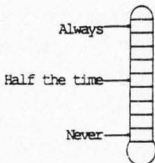
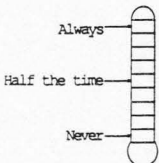
51. Compared to 4 weeks ago, I now listen more actively to what this child says.



52. Compared to 4 weeks ago, I now feel better about this child.



53. Compared to 4 weeks ago, I feel that I now understand this child's point of view better.



54. To what extent has this parenting program helped you feel better about being a parent?

- not at all
- a little
- somewhat
- a lot

55. To what extent has this parenting program helped you to be a more effective parent?

- not at all
- a little
- somewhat
- a lot

56. What elements of this program were helpful to you? What do you consider its strengths to be? (Use the back of this page, if needed.)

57. How could the program be improved? How can it have been more effective in helping you to be a better parent? (Use the back of this page, if needed.)

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE TURN IT IN AT THE FRONT OF THE ROOM WHEN YOU FINISH IT.

Appendix F.
Child Posttest



UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-2905 1

Department of Family and Human Development
Telephone (801) 750-1501

College of Family Life

STUDENT QUESTIONNAIRE

You answered some questions for us a few weeks ago. Answering these questions again will help us to see if your parents are any different now. It is very important that you answer each question as accurately as you can. Your answers to the following questions will help us better understand families.

To help us, please mark the following questions as carefully and accurately as you can. Your answers will NOT be seen by your parents or anyone but the researchers, so please be completely honest.

Your name: _____

Your father's name: _____

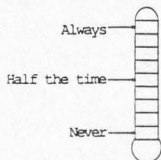
Your mother's name: _____

On the following pages are statements about both your mother and your father. If you don't have any contact with your mother or your father (because of death or divorce), you can leave the questions for that parent blank. There is a thermometer by each statement so that you can show how much something happens. If it happens all the time, you would mark the top part of the thermometer. If it never happens, you would mark the bottom part. Many of your answers will probably be somewhere between always and never. For example, if the question asks how often your mother washes the dishes, and if she washes them most of the time but not always, you might mark the thermometer as shown:

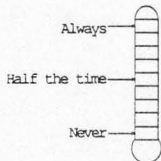


As you answer each of the following questions, think about your relationship with your mother and your father. Then mark each of the thermometers.

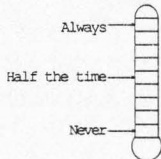
1. My mother enjoys doing things with me.



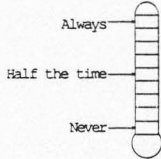
2. My father enjoys doing things with me.



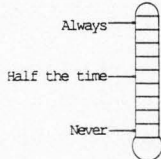
3. My mother complains about what I do.



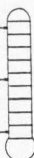
4. My father complains about what I do.





5. My mother finds fault with me.



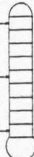
6. My father finds fault with me.


Always 


Half the time 

Never 

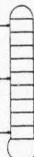
7. My mother sees my good points more than my faults.


Always 


Half the time 

Never 

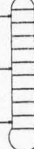
8. My father sees my good points more than my faults.


Always 


Half the time 

Never 

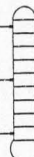
9. My mother is bothered by me.


Always 


Half the time 

Never 

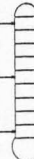
10. My father is bothered by me.


Always 


Half the time 

Never 


11. My mother enjoys talking with me.

Always 

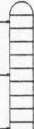
Half the time 

Never 

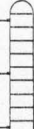
12. My father enjoys talking with me.

Always 
Half the time
Never

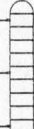
13. My mother tells me she loves me.

Always 
Half the time
Never

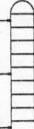
14. My father tells me he loves me.

Always 
Half the time
Never

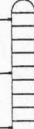
15. My mother seems to understand how I feel.

Always 
Half the time
Never


16. My father seems to understand how I feel.

Always 
Half the time
Never

17. My mother sees me as a good person.

Always 
Half the time
Never

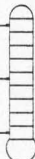
18. My father sees me as a good person.

Always 

Half the time

Never

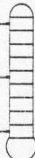
19. My mother looks for the good in me.

Always 

Half the time

Never

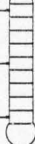
20. My father looks for the good in me.

Always 

Half the time

Never

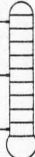
21. When I make a mistake my mother becomes angry.

Always 

Half the time

Never

22. When I make a mistake my father becomes angry.

Always 

Half the time

Never

23. My mother says things about me that make me feel bad.

Always 

Half the time

Never

24. My father says things about me that make me feel bad.

Always

Half the time

Never

25. My mother blames me for things that I didn't do.

Always

Half the time

Never

26. My father blames me for things that I didn't do.

Always

Half the time

Never

27. My mother says nice things about me.

Always

Half the time

Never

28. My father says nice things about me.

Always

Half the time

Never


29. My mother makes reasonable rules.

Always

Half the time

Never


30. My father makes reasonable rules.

Always 

Half the time

Never

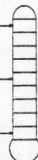
31. My mother helps me feel loved.

Always 

Half the time

Never

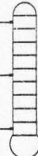
32. My father helps me feel loved.

Always 

Half the time

Never

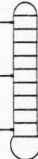
33. When my mother corrects me she makes me feel bad.

Always 

Half the time

Never

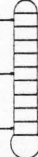
34. When my father corrects me he makes me feel bad.

Always 

Half the time

Never

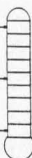
35. Even when I make mistakes, my mother says things that help me feel good about myself.


Always 


Half the time

Never

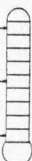
36. Even when I make mistakes, my father says things that help me feel good about myself.


Always 


Half the time 

Never 

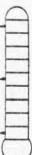
37. My mother listens to my ideas.


Always 


Half the time 

Never 

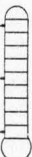
38. My father listens to my ideas.


Always 


Half the time 

Never 


39. My mother says more mean things than nice things about me.


Always 


Half the time 

Never 

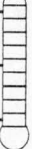
40. My father says more mean things than nice things about me.


Always 


Half the time 

Never 

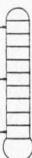
41. My mother really cares about me.


Always 


Half the time 

Never 

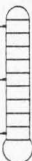
42. My father really cares about me.


Always — 


Half the time — 

Never — 

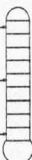
43. My mother expects too much of me.


Always — 


Half the time — 

Never — 


44. My father expects too much of me.


Always — 


Half the time — 

Never — 


45. When I want to talk about my problems, my mother listens to me.


Always — 


Half the time — 

Never — 

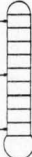
46. When I want to talk about my problems, my father listens to me.


Always — 


Half the time — 

Never — 

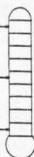
47. I am not sure if my mother likes me.


Always — 


Half the time — 

Never — 

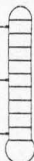
48. I am not sure if my father likes me.


Always 


Half the time 

Never 

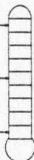
49. My mother gives me good ideas to help me solve my problems.


Always 


Half the time 

Never 

50. My father gives me good ideas to help me solve my problems.

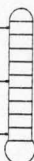
Always 


Half the time 


Never 

Please answer the following questions on your feelings about your family and other activities.

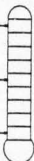
1. I enjoy being a part of my family.


Always 


Half the time 

Never 

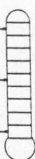
2. I'm proud to be seen with my family.


Always 


Half the time 

Never 


3. I enjoy school.


Always 


Half the time 

Never 

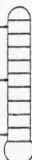
4. I enjoy my relationships with my friends.


Always 


Half the time 

Never 

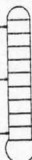
5. Overall, how good is your mother as a parent?


Excellent 


Average 

Poor 

6. Overall, how good is your father as a parent?

Excellent 

Average 

Poor 

The following questions ask you to compare how your parents are doing now with how they were doing when you took this questionnaire about five weeks ago.

7. Since you took this questionnaire five weeks ago, how do you feel your mother is doing as a parent?

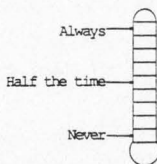
- doing much better
- doing somewhat better
- no change
- doing somewhat worse
- doing much worse

8. Since you took this questionnaire five weeks ago, how do you feel your father is doing as a parent?

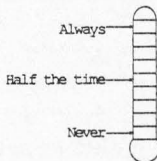
doing much better
 doing somewhat better
 no change
 doing somewhat worse
 doing much worse

Please indicate your response to the following questions by marking the thermometers at the right. These questions ask you to compare your mother and father's behavior now with their behavior when you took this questionnaire about 5 weeks ago.

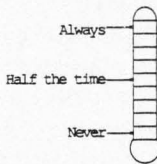
9. Compared to 5 weeks ago, I feel that my mother is more aware of my feelings and needs.



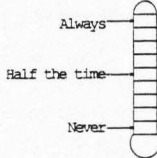
10. Compared to 5 weeks ago, I feel that my father is more aware of my feelings and needs.



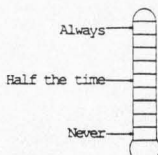
11. Compared to 5 weeks ago, I feel that my mother is more helpful with me.



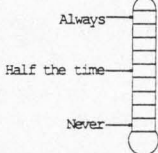
12. Compared to 5 weeks ago, I feel that my father is more helpful with me.



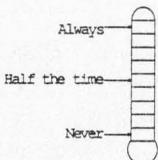
13. Compared to 5 weeks ago, I feel that my mother understands me better.



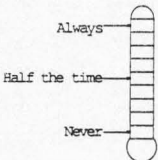
14. Compared to 5 weeks ago, I feel that my father understands me better.



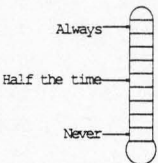
15. Compared to 5 weeks ago, I feel that my mother is more kind to me.



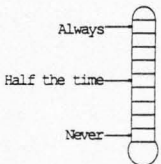
16. Compared to 5 weeks ago, I feel that my father is more kind to me.



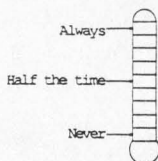
17. Compared to 5 weeks ago, my mother seems to enjoy doing things with me more.



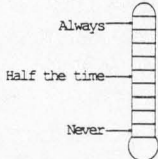
18. Compared to 5 weeks ago, my father seems to enjoy doing things with me more.



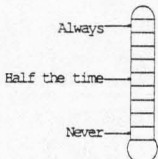
19. Compared to 5 weeks ago, I feel that my mother is bothered less by me.



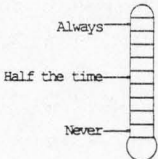
20. Compared to 5 weeks ago, I feel that my father is bothered less by me.



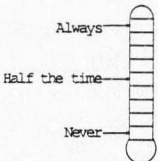
21. Compared to 5 weeks ago, I feel that my mother tells me that she loves me more than she did.



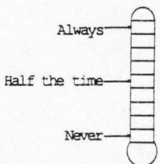
22. Compared to 5 weeks ago, I feel that my father tells me that she loves me more than she did.



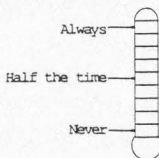
23. Compared to 5 weeks ago, I find it easier to talk with my mother.



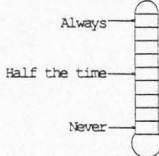
24. Compared to 5 weeks ago, I find it easier to talk with my father.



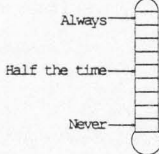
25. Compared to 5 weeks ago, I feel that my mother is better at disciplining me.



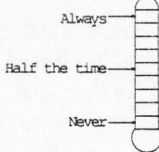
26. Compared to 5 weeks ago, I feel that my father is better at disciplining me.



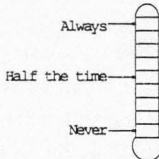
27. Compared to 5 weeks ago, my mother seems to feel more confident as a parent.



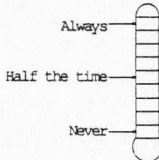
28. Compared to 5 weeks ago, my father seems to feel more confident as a parent.




29. Compared to 5 weeks ago, my mother seems to feel less confused as a parent for me.



30. Compared to 5 weeks ago, my father seems to feel less confused as a parent for me.




31. Compared to 5 weeks ago, I feel that my mother is more fair with me.

Always 

Half the time

Never


32. Compared to 5 weeks ago, I feel that my father is more fair with me.

Always 

Half the time

Never

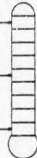
33. Compared to 5 weeks ago, I feel that my mother is more effective at getting my cooperation.

Always 

Half the time

Never

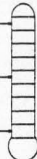
34. Compared to 5 weeks ago, I feel that my father is more effective at getting my cooperation.

Always 

Half the time

Never


35. Compared to 5 weeks ago, my mother listens more to what I say.

Always 

Half the time

Never

36. Compared to 5 weeks ago, my father listens more to what I say.

Always 

Half the time

Never

37. Compared to 5 weeks ago, my mother seems to feel better about me.

Always

Half the time

Never

38. Compared to 5 weeks ago, my father seems to feel better about me.

Always

Half the time

Never

39. Compared to 5 weeks ago, I feel that my mother understands better why I do things.

Always

Half the time

Never

40. Compared to 5 weeks ago, I feel that my father understands better why I do things.

Always

Half the time

Never

1. In the last few weeks has your mother been any more or less caring than usual?

Much more

A little more

About the same

A little less

Much less

2. In the last few weeks has your father been any more or less caring than usual?

Much more

A little more

About the same

A little less

Much less

3. In the last few weeks has your mother been more or less willing to listen to what you have to say?

Much more
 A little more
 About the same
 A little less
 Much less

4. In the last few weeks has your father been more or less willing to listen to what you have to say?

Much more
 A little more
 About the same
 A little less
 Much less

5. In the last few weeks, has your mother been more or less kind toward you?

Much more
 A little more
 About the same
 A little less
 Much less

6. In the last few weeks, has your father been more or less kind toward you?

Much more
 A little more
 About the same
 A little less
 Much less

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE TURN IT IN AT THE FRONT OF THE ROOM WHEN YOU FINISH IT.

Appendix G.
Parent Posttest Comments

PARENT COMMENTS

Parents responded to two open-ended questions. One asked parent what elements of the program were helpful to them. The second asked how the program could be more effective in helping them become better parents. Parent comments are grouped by person with responses to the helpful questions beginning with a "+" and responses to the suggestions question indicated with a "-" at the beginning of the line. The responses are given just as they were written; no attempt was made to correct grammar or spelling.

+ Ideas and insights. I've enjoyed listening to Wally communicate with class members. I've learned a lot about parenting as I have observed him give a better suggestion while still respecting the class member.
- More classes. This has been very valuable to me.

+ Real life situations.
Enjoyed hearing others' successes & failures & struggles.
Teaching techniques-excellent-felt Wally had great compassion & empathy for each parent in class.

Felt teacher practiced what he was preaching.
Felt that teacher really wanted parents to love our kids.

Audio/visuals

Handouts

Follow up & reviewing

- Would really like to see classes w/youth attending w/adults--even if it were only a few classes.

Could you run this class continuously til my children leave home????!!
Would enjoy marriage-relations classes. My husband and I are on such opposite ends of the spectrum that I feel we need help first. Our relationship-no matter what kind of parent we are on our own-seems to control temp. in home-Sometimes-most of the time-we seem to need an excuse to talk-someone to account to. We do better-sad to say when we're actively involved in something like this
THANK YOU! You were-are great!

+ The broad views and different perspective offered were especially valuable. Thanks.

- It sometimes seemed that comments/participation was too extensive, especially when specific children and their behavior/problems was being discussed, to the detriment of getting the material across.

At end of session (each meeting) summarization and quick review at the initiation of each class would have been helpful in emphasizing the points of the class.

+ Learning to have more patience & hearing positive ideas.

The humor brought into it made it more interesting.

Well presented.

- Not dwelling so long on individual problems that parents bring up in the class that doesn't really apply to others.

Got busy & missed 2 times, so wasn't able to take full advantage of class.

Could have used advice on dealing with so many different stresses that don't have adequate time for any particular child.

+ All elements of this program were helpful to me. I have not been as good a student as I should have been.

GOOD JOB

- I think this program could be improved if the real world was shown.

We talked of good grades, cleaning the room, and studying; I think we should have also talked of a brother trying to kill his brother, drugs, fornication, running away from home and breaking up the house.

+ many ideas were new and would be very useful. I have had a tremendous responsibility placed on me in the past month. I hope that I will be able to apply more fully the ideas after the second exposure when my other responsibilities calm down a little.

- I just need to be able to apply the ideas with less distractions and need more exposure

Would you object to my bringing a tape recorder?

I am recommending my married children take the course at U.S.U.

+ I liked the research material and the current applications you gave for them. I have probably heard most of these parenting ideas before but being reminded was a great way to refreshen my mind about the values and rights of my precious children. Treats were great-I didn't mean to be unsociable by not eating them each night. Thanks for the recipes.

- I got a little tired of the of the comments of parents and not enough of your knowledge. Some classes got not more than 15 minutes of your presentations. Despite this criticism, there were a lot of comfort in knowing we all have similar challenges that we face as parents.

+ Group setting

+ Sharing our experiences with other adults, realizing they have same problems with kids that we do.

We get stale and either forget food parenting skills or are learning them for first time. A course of instruction is good to get cobwebs out.

The films that were shown helped me be proud of my kids and realize they are important to me and that I should try hard to be a good parent.

- Offer a refresher course next year.

Thanks Wally Gator for helping me be a better parent.

+ I am somewhat overwhelmed. Not totally however.

I do believe these kind of classes are helpful.

- I have enjoyed the class.

I am exerting more effort to being an effective parent.

But it will take me awhile to assimilate & incorporate what I have learned.

Sometimes I have to stop and ask myself, how am I suppose to respond to this and it does not come automatically, so I give into my natural response.

+ I enjoyed hearing people's different experiences and some of the approaches they took with handling different situations. These were very helpful. Becoming aware of things I am doing wrong made me realize I need to change.

- I would have liked it to be longer. It was very helpful and would like more instruction.

I enjoyed the class. Thanks!

+ I have taken several courses on kids & families. But my wife never could or would attend. I would try to tell her and improve. But I felt alone & misunderstood. This class as a couple has helped us both very much. I have gained more myself because we were working together.

- Longer wks the support I feel at the classes helps me continue to work on skills.

+ After a move from out-of-state and trying to help seven children adjust to a new life, even the beginning questionnaire caused much reflection and awareness. Each week contained helpful insights-some more easily applied than others. As of late I have viewed more family situations, maybe, than family members? (Before this class, that is.) Our middle school child is 3rd in birth order and I've focused in on her life, feelings, desires, etc in much greater degree. I was able to avoid power struggle with a child desiring attention. I'm a better listener even though we unfortunately missed that session.

- In my opinion the entire class was very helpful and I have no suggestions for improvement. Thank you for your willingness and desire to share your wealth of knowledge and experience to help all of us.

+ Those which helped me recognize my own negative behaviors.

- Mmm. I've never been to a parenting class-so I can't say. I though it was fine. I really did. Thank you very much. The best treats were the new skills.

+ Having my husband hear some of these ideas from someone else. Books on parenting have always been interesting to me.

- The vocabulary that is used primarily for this area of study ie reframing, etc. was hard for me to keep ahold of...Maybe a vocabulary list at the beginning to help solidify the meaning of phases would help.

+ a) Communication -avoiding anger -stating feelings -listen with sensitivity

b) Governance-empower-don't dominate give choices -taking time with children.

Strengths

1. very organized

2. very positive & realistic-real situations/he has children to deal with

3. very open, knowledgable, fun.

4. concerned about our families-wants to help.

- very little improvement could be suggested.

- I thoroughly enjoyed this & found it most helpful.

- Now...to use it & become better as the hours & days roll on.

(Perhaps fewer classroom situations given-sometimes there seemed to be many variable that we didn't know etc. to help evaluate the circumstance.)

I'd recommend to any parent!

Thank you so much!

+ Be more objective, let us work out our differences so both feel good about the task or what ever needs to happen. Encourage them more. Be more positive. Helped to improve communication with all children as well as spouse

- I felt it was well done and worth the time

Thanks!

+ To find out other parents have similar problems as we are facing. And to hear problems & solutions. It helped me to have these ideas in front of me all week so I could focus on it. So many good ideas were brought out-I loved the filmstrips & the tapes-they really hit home.

- I thought it was great as it is.

+ It allowed me to slow down and encouraged me to think before I act.

It provided some good examples and suggestions.

- Make it mandatory for parents whose children are having trouble with the law.

+ Helpful to me have been the concrete suggestions for replies, suggestions to specific application. Other parents' experiences with children of the same age have been beneficial in our home. The positive, cheerful disposition of the instructor, Wally Goddard, contributed to the learning atmosphere of the classroom and to the mind set that "Yes, this can work in our home." Somewhat like a good salesman. The same respect was shown to class members as we might interact with our children in our homes.

- I cannot think of anything to improve the program. Of course, assimilating information is usually the challenge and TIME and PRACTICE and taking many more of this type of class will help me be a better parent.

THANK YOU!

+ It is helpful to know that the problems we experience are the same as most other parents.

I have really enjoyed Wally as our instructor-tremendous insight and fun personality- Thank you!

- It would be nice to have this type of a program as an ongoing learning as opposed to a 5 week course.

- + 1. Parent sharing of concerns and ideas
 - 2. Teachers easy, delightful, way of educating based in reality
 - 3. Teacher brings principles and concepts from textbook level into understanding for the lay-person.
 - 4. Treats every night so my husband would come.
 - 5. Moments on film and tape.
 - 6. This class has increased my own confidence in my parenting skills.
 - Have a part two session
- Rewrite questions #38, 39,40,41,53

+ It helped me to realize that other parents are experiencing far worse problems than I am, and that I should appreciate more, how good my children really are.

- + 1. Getting feedback on ideas you have tried or are trying is helpful-
 - 2. Wally was great-he was the greatest strength-he was able to put ideas into practical situations that encouraged me to go home & try them. His enthusiasm was delightful. I appreciated his common sense approach.
 - 3. hearing from other parents was fun- It's nice to know how everyone feels on different issues.
 - 4. two nights a week was good; it helped take the pressure off to HAVE to be somewhere on a given nite-
 - --I thought it was great--
- I wasn't sure on the questions 38-53 quite how to answer-I felt like things go very well with this child and things had improved somewhat-but things were pretty good to begin with. I feel more confident as a parent over-all-I would have answered differently with a different child--

+ Explaining ways of dealing with problems in the home! You were well organized!

+ No major, but some minor changes which, over time may make some positive difference. It's hard to see in the sort term.
Lots of knowledge of research. Wally has a very upbeat manner of teaching. Good sense of humor which I really enjoyed

+ The group discussion--To know that others have these same situations. Too often it seems like people put on a facade that everything is wonderful & perfect, when in reality they have the same problems as others do.
Excellent discussion leader
- I really enjoyed the class. I tend to be weak in the actual implementation even though I feel the new ideas or reminders were excellent helps.

+ Being reminded that we need to listen, empathise and communicate more effectively with our children.
Try to understand the reasons behind the behavior.
Would like to take class at university-Get a deeper outlook on some issues.

- Taking a little less time with some people's specific questions.
Taking more time on the lesson material.

+ The chance to hear that other families have some of the same problems that we do. It has given me a bigger base of methods for understanding my children and ideas that have helped me take the time to help them
-Some times the sessions felt very short. I feel like we have just started and now are ready to really get with it at becoming good parents. I am sure that a longer program will be difficult but would be beneficial

+ informality

open to personal examples

spouses encouraged to come

"Fridge-size" handout

Practical (& humorous)

- more at-home reading material in the beginning of class.

Alot of this I'd heard before but I especially needed it to apply to these young & pre-teens.

+ Dialogue-sharing experiences. Attempting to find solutions to problems from real life. Mr Goddard has an excellent personality & teaching techniques. Very enjoyable to listen to & learn from.
- So many good ideas presented it is difficult to remember them all I find I still react before I stop to think about what idea of technique I SHOULD use. Much of this is still confusing to me.

+ Discussion. Know that other parents have frustrations too & their children are like mine. In other words, I'm OK & so are my children! Everyone has challenges at one time or another!

- Wally did an excellent job. The treats were great. The only improvement would be to continue on with a 2nd session!

Note: I hesitated to mark "always" or "never" for fear it would mean all is perfect--is perfection possible? Many of my marks 1 square below "always" could have been there, but there is always room for improvement, right?

+ Teaching approach, interchange with other parents

+ Learning to ask specific questions to get to the heart of the problem & the type of questions to ask

Enjoyed the sense of concern in helping all involved in class & Wally's delightful sense of humor & respect for individuals.

+ The skills taught were excellent and definitely helpful if old habits can be overcome. That seems to be the most difficult aspect-separating this child and reactions to him and from him from patterns that had evolved as expected. We are working on it. He is and always has been our most explosive child in every way, but he is the middle child of five so fights both directions it seems.

- I would like to take a reinforcer class once every month--We just need to think before we take and act, not re-act, use all of the great techniques we know to be of good value.
Enjoyed it much!

+ Briefness, not dwelling on topic too long, discussions

+ Parent discussions, and examples of dealing with specific problems. It is useful to have both parents come. Wally is a great teacher. We've really enjoyed the class. Thanks

- Some evenings, if time would have permitted, parent discussion and involvement could have gone longer. We're ready for continuation of this program.

+ To group parents for general analysis of problems with kids to let all of them to participate it was a good idea

- deeper subjects not all kids not the parents have same. Ie.

+ Attitude and presentation style of instructor-very warm, accepting and relaxed.

Excellent use of media

Excellent use of humor

Good opportunity to focus on specific needs of group & allow discussion

Sound principles-

Appropriate disclosure by instructor

- Initiate point for evening discussion before time is running out-

Allow time for media aids earlier in evening-

Have parents keep journals with specific parenting goals so they can track one or two key principles from week to week and monitor success more specifically.

Touch on importance of marital relationship & impact of strength in husband/wife relationship.

+ I especially liked the first 3 units and seemed to improve in my communication skills with Amy. The 4th unit was good in that I realized the need to take more time as a family and on a "one on one" basis- this resulted in some positive experiences. I love the "Homefront" spots especially the last one "Looking thru the window" as it reminded me of how fast it all goes- and to cherish the moments we have together.

- More chocolate!! (Just Kidding)

Sometimes we got a little sidetracked and didn't have adequate time to cover the materials so that we could affectively work on the new techniques for the week--but then, the experiences shared were fun and worthwhile. It was fun--thanks Wally!

+ Realizing that other parents see their children much the same as I do. About the same success and failure in home. Teacher was very well prepared

- Get more parents to go through the class

+ It really helps to rap with other parents who are experiencing many of the same problems--a lot of good ideas were expressed in the class--I know I'm not alone as a parent to teen agers.

Excellent Instructor--Good humor to drive a point home--He has a teenager so its not all theory--but a real experience.

- A larger fee perhaps to incorporate a personal session for the individual parents & then also for the child. There are really some neat parents I've met. I would be interested in a continuing follow up class. Excellent class--neat Instructor!

+ It was very helpful to find out that the problems I have been experiencing with my children are not unique to me--other parents are going through the same sort of problems--The interaction is very helpful--All the ideas are very helpful--It helps me stop and take a look at the real issues and feelings involved in problems with my children. I should have taken this class years ago--before patterns were deepset--I appreciate the help!

+ The learning of how to listen, talk

Let them know I love & care

- All the right Answer for my family problems HA HA HA

It was good lots of food and food to think about to use

+ great information

good teacher

- less parent discussion--needs more teacher input--I felt we missed some of the concepts because of lack of time

we needed to role play perhaps to understand some of the concepts

+ Discussions & sharing common problems among the other parents.

Using specific examples and talking about them.

Enjoyed the humorous approach and your sharing of actual experiences in your life.

- I need to have given myself a specific assignment and worked at that each day. I get home and get so involved in the day-to-day things that I really never applied those parenting skills that were discussed--but then that was my problem.

Instructor, Utah State University
 F.H.D. 120: Marriage and the American Family
 Spring 1988
 Student evaluation summary enclosed.

Instructor, Utah State University, Uintah Basin Education Center
 Evaluations available.
 Spring 1989: Art 240: Photography
 Summer 1988: Art 140: Photography
 Winter 1988: Art 140: Photography
 Summer 1987: Art 140: Photography
 Fall 1986: Art 140: Photography
 Summer 1980: Instructional Media 490: Photography
 Winter 1979: Instructional Media 652: Filmmaking
 Fall 1977: Instructional Media 491: Filmmaking

Media Director, Uintah High School
 1982-1985
 Establish and direct Parent Education Resource Center
 Advisor, Gifted and Talented
 Coach, Academic Decathlon
 Establish classics collection
 Computerize services

Teacher, Uintah School District
 1974-1982
 Teach math, physics, general science
 Director, District Gifted and Talented
 Director, Tamarack, Folklore magazine
 Special Needs Teacher

AWARDS AND HONORS

President, Kappa Chapter, Phi Upsilon Omicron
 Family Life Honor Society, Utah State University
 1989-1990

Member, Kappa Chapter, Phi Upsilon Omicron
 Family Life Honor Society, Utah State University
 Inducted Fall, 1988.

Presidential Fellowship, Utah State University
 1987-1988.

Honor Roll, Utah State University
 Fall, Winter 1987
 Spring, Summer, Fall 1988
 Winter, Spring 1989

Utah Library Association Librarian of the Year
 1984

Vernal Chamber of Commerce Outstanding Public Service Award
 1982
 Top Rating in Cohort, National Association of Secondary School
 Administrative Assessment Program
 1985, Full report available.

MEMBERSHIPS

National Council on Family Relations, since 1987.
 Utah Council on Family Relations, since 1987.
 Society for Research in Child Development, since 1988.
 American Psychological Association, since 1989.

PRESENTATIONS

Parenting: The Role of Perceptions and Skills
 Weber School District Family Seminar Series
 November 15, 1989, Ogden, Utah

Applying Attribution Theory to Parent-Child Interactions
 Theory and Methods Workshop, Annual Meeting of N.C.F.R.
 November 3, 1989, New Orleans, LA.

Positive Parenting: A Fulfillment Model
 Families Alive Conference, Weber State College
 September 21, 1989, Ogden, Utah

Positive Parenting: Discipline that Builds Strong Families
 Governor's Conference on Strengthening the Family
 September 9, 1989, Salt Lake City, Utah

Applications of Attribution Theory to Family Relations
 Utah Council of Family Relations Annual Meeting
 May 12, 1989, Salt Lake City, Utah

Theory and Practice in Parenting
 Wasatch County Health Advocacy Council:
 Issues of the 90's for Youth and Families
 April 6, 1989, Heber City, Utah

Views of Childrearing: From Freud to Watson to Montessori
 Utah Homemakers' Annual Conference
 March 18, 1989, Salt Lake City, Utah

Positive Parenting: Four Keys Plus One
 Uintah Basin Adult Education Conference
 February 28, 1989, Roosevelt, Utah

Parenting for the Preschool Child
Utah State University Child Development Laboratory
January 25, 1989

Positive Parenting
Adult Leaders' School, Utah State University
October 11, 1988, Logan, Utah

Discipline that Builds Strong Families
Utah Conference on Families
September 17, 1988, Salt Lake City, Utah

Child-Rearing Attitude Clusters
Utah Council on Family Relations annual meeting
April 29, 1988, Provo, Utah.

Other consulting and presentations:
U.S.U. Festival of the American West, Logan, Utah
Utah Council, Teachers of English, Salt Lake City
Utah Education Association Annual Meeting, Salt Lake City
Utah State Gifted and Talented Conference, Park City
Southern Utah State University Student Symposium, Cedar City

PUBLICATIONS

Goddard, H. W., & Miller, B. C. (in preparation). Effects of an attribution-based parenting program. To be submitted to Journal of Personality and Social Psychology.

Goddard, H. W., & Miller, B. C. (in preparation). Adding attributional insights to a parenting program. To be submitted to Family Relations.

Goddard, H. W., & Lee, T. R. (submitted). Helping families make the home business decision. Journal of Extension.

Miller, B. C., & Goddard, H. W. (in press). Dating and courtship among the Mormons. Encyclopedia of Mormonism. New York: Macmillan Publishing Co.

Goddard, H. W., & Lee, T. R. (in press). Parent attitudes, parenting behavior and child outcomes. Family Perspective.

Miller, B. C., & Goddard, H. W. (1989). Selected views of family assessment: A commentary. Journal of Family Psychology, 3(2), 215-221.

- Eyre, R. M.; Jenson, G. O., Boyce, G., & Goddard, H. W. (1989) Turn the Hearts, Turn the Minds: Utah's Families Now and in the Year 2000. Logan, Utah: Utah State University Cooperative Extension Service.
- Lee, T. R., & Goddard, H. W. (1989). Developing family relationship skills to prevent substance abuse among high-risk youth. Family Relations, 38(1), pp.301-305.
- Goddard, H. W. (1989, July 16). Expectations make a difference. Salt Lake Tribune, p.6W.
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- Goddard, H. W. (1988, August 7). Some ways to encourage children's positive behavior. Salt Lake Tribune, p.6W.
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SERVICE AND CIVIC INVOLVEMENT

- Scout leader, Webelos scouts, 1987-present.
- Member, Vernal Sunrise Lions Club, 1981-1987.
- President, Vernal Sunrise Lions Club, 1981-1982.
- President, Uintah Arts Council, 1981-1984.
- Board Member, Uintah County Historic Preservation Committee, 1985-1987.
- Chair, Uintah County Historic Preservation Committee, 1986-1987.
- Vice-chair, Vernal Historic Restoration Committee, 1981-1983.
- Member, Uintah County/Vernal City Parks and Recreation Advisory Board, 1982-1984.
- Chair, Uintah County Independence Day Celebration, 1984, 1983, 1982.
- Panelist, Utah Panel for the Arts in Education, 1979-1980.
- Assistant Director, Saturday Youth Program, 1979-1982.
- Director, Summer Classic Film Series, 1981, 1980.
- President, Ben Goddard Family Organization, 1987-present.
- Foster parents
American Scandinavian Student Exchange

Utah Division of Family Services
L.D.S. Social Services

AREAS OF RESEARCH INTEREST

Program development and evaluation: Parenting and family interaction.

Attribution and communication processes within the family.

Stress and coping skills within the family.

AREAS OF TEACHING INTEREST

Parenting.

Guidance of children.

Communication.

Marriage.

Human Development.

Family interaction.

CAREER PLANS

Development of family resources, including presentations, workshops, articles, books, and media to help parents and children cultivate supportive family interactions.

Research and publication on perceptions, behaviors, and dynamics within the family.

Teaching of principles and processes that facilitate healthy development of people within families.