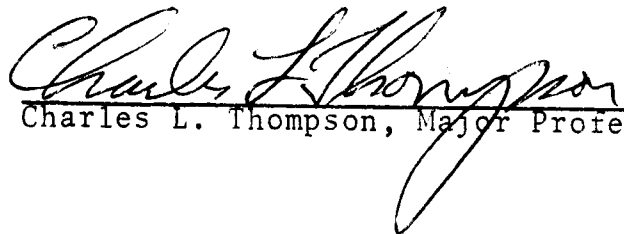
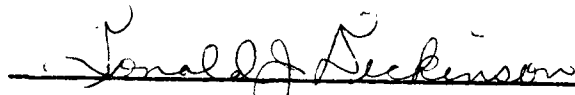
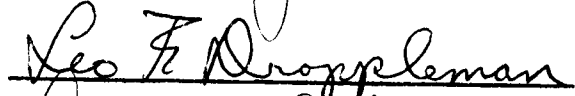
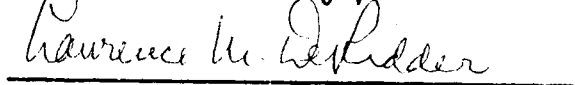


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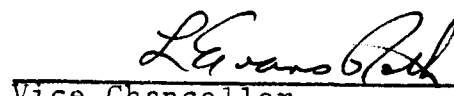
I am submitting herewith a dissertation written by Carol Jane Schwaegler Weaver entitled "The Effects of the Step Program on Mothers from Different Socio-Economic Levels." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.


Charles L. Thompson, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

THE EFFECTS OF THE STEP PROGRAM ON MOTHERS
FROM DIFFERENT SOCIO-ECONOMIC LEVELS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Carol Jane Schwaegler Weaver

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ABSTRACT

The purpose of this study was to examine the effects of the Systematic Training for Effective Parenting (STEP) program in changing mothers and their target children's perceptions of behavior with participants from two socio-economic (SES) levels, low to lower middle and middle to upper middle. The STEP program was published in 1976, is a nine session program incorporating Adlerian principles with communication techniques, and emphasizes democratic principles of child rearing. The dependent variables for the study were mothers' perceptions of their target child's behavior, mothers' attitudes toward their target child's rights and liberties, and target children's perceptions of their mothers' behaviors.

Instruments used for data collection included Adlerian Parental Assessment of Child Behavior Scale, Attitude Toward the Freedom of Children Scale--II, and the Parent Behavior Inventory. In addition, participants filled out a personal data questionnaire and kept a daily diary by following the directions from a Critical Incidents Technique.

Participants for the study consisted of volunteer mothers and their target children, ages seven to thirteen, from the two general socio-economic (SES) levels. An equal number of mothers from each SES level were randomly

assigned to experimental and control groups. The target children selected by their mothers comprised the experimental and control groups. Following attrition, a total of ten experimental and ten control mothers from the middle to upper middle SES groups and a total of five experimental and five control mothers from the low to lower middle SES groups who had attended at least six sessions were included in data analysis. The group leader had conducted at least two STEP groups and was a trained counselor.

The personal data information was analyzed according to status index guidelines which verified that two distinct socio-economic groups were represented. A pre-post control group design was used for the study and a one way analysis of covariance to test Hypotheses I through VI; a Critical Incidents Technique was used to analyze data to test Hypothesis VII.

The one way ANCOVA showed that STEP was significantly effective in changing the experimental middle to upper middle SES mothers' perceptions of their target children's behavior ($F=7.28$) but not significant for the low to lower middle SES group ($F=.60$). The one way ANCOVA showed that STEP was not significantly effective in changing attitudes toward the freedom of children for any mothers' groups ($F=2.20$ and $.01$, respectively).

On the Parent Behavior Inventory, ANCOVA revealed that STEP was significantly effective according to middle

to upper middle target children's perceptions of parents on factors of positive evaluation ($F=5.47$) and significantly effective according to low to lower middle SES target children's perceptions of parents on the factor of Nagging and Intimidation ($F=5.11$). Both groups of experimental children reported that they perceived a lessening (but not significantly) of Ignoring-Rejecting behaviors by their mothers. The low to lower middle experimental children reported an increase in positive evaluation but results did not reach significance. Results of the Parent Behavior Inventory indicate children do perceive changes in their mothers on the factors of Positive Evaluation, Nagging and Intimidation, and Ignoring and Rejecting behaviors but perceive little to no difference on factors of Covert Psychological Control, Overt Control, and Autonomy.

The data gathered in the experimental mothers' diaries indicated that the middle and upper middle SES mothers were more aware of their feelings and more aware of alternative ways of relating to their target children than the low to lower middle SES mothers. (Group percentage scores were 80.5% and 56%, respectively.)

Suggestions for further study include restricting the study to a larger population of low to lower middle SES group, using STEP with minority groups, using STEP with both parents present, using an interview technique in combination with other techniques to gather data, etc.

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CHAPTER I

INTRODUCTION

Statement of the Problem

McKay (1976) has shown mothers' participation in Sequential Training for Effective Parenting (STEP) to be effective in changing middle and upper middle class mothers' perceptions of and attitudes toward their target child's behavior (future references to children in this study imply the "identified target" child). However, no studies have been done to determine if these results would be true for mothers and children from different socio-economic levels. In addition, data on the child's perception of parental change is lacking in the literature. Therefore, the purpose of this study was to determine if the STEP program is effective in changing mothers' and their children's perceptions of behavior with participants from different socio-economic levels.

Hypotheses

Hypothesis 1: Mothers from a middle to upper middle socio-economic level who participate in a STEP group will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment control group as measured by their ratings on the Adlerian Parental

Assessment of Child Behavior Scale (APACBS).

Hypothesis 2: Mothers from a lower middle to low socio-economic level who participate in a STEP group will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment control group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale.

Hypothesis 3: Mothers from a middle to upper-middle socio-economic level who participate in a STEP group will have a significantly more democratic attitude toward the freedom of their children than the mothers of the no-treatment control group as measured by the Thurstone-type Scale II of the Attitude Toward the Freedom of Children-II (ATFC-II).

Hypothesis 4: Mothers from a lower middle to low socio-economic level who participate in a STEP group will have a significantly more democratic attitude toward the freedom of their children than the mothers of the no-treatment control group as measured by the Thurstone-Type II of the Attitude Toward the Freedom of Children-II (ATFC-II).

Hypothesis 5: Target children of mothers from a middle to upper middle socio-economic level who participate in a STEP group will perceive their mothers as significantly different in their reactions to them from target children of the no-treatment control group on six factors as measured

on the Child's Report of the Parent Behavior Inventory. These six factors are positive evaluation, covert psychological control, nagging and intimidation, overt control, ignoring and rejecting, and autonomy.

Hypothesis 6: Target children of mothers from a lower middle to low socio-economic level who participate in a STEP program will perceive their mothers as significantly different in their reactions to them from target children of the no-treatment control group as measured on the Child's Report of the Parent Behavior Inventory on six factors as mentioned in Hypothesis 5.

Hypothesis 7: All mothers from both groups who participate in a STEP program will demonstrate an awareness of their feelings and an awareness of alternative ways to relate to their target children. Using a Critical Incidents Technique for scoring, data will be collected in daily diaries kept by each experimental mother.

Significance of the Study

Several researchers who have studied parent education programs have reported positive response from parents who participated; some have reported statistical results demonstrating improvement in parenting skills. Most authors have emphasized the need for more research in this area. For example, McDonough (1976) conducted a six month research

project at six Family Education Centers in Minnesota. His primary interest was in the process of change within the family structure, level of tension within the family, and changes in children's reported misbehavior by parents. Without quoting statistics on the variables he was interested in, the author simply states that families involved in the Family Education Program changed in structure significantly toward a democratic pattern and also demonstrated a significant decrease in family tension level. The author calls for more rigorous verification of the effectiveness of such programs. "The impact of parent education programs based on these two models, Adlerian (Dreikurs and Soltz, 1964) and behavioral (Krumboltz and Krumboltz, 1972) as implemented by counselors functioning in schools is an empirical question that remains unanswered. Few published studies in the area of parent education have complete research designs, and those that do have based their conclusions on information that was gathered in a vague and unreliable manner" (Frazier and Matthes, 1975, p. 32). McKay (1976) indicates there are few statistical studies of parent study groups. Referring to STEP, per se, he says, "The program should be tested with different populations, such as fathers and couples, minority parents, inner city and rural populations, parents of preschoolers . . . and teenagers . . ." (p. 52). He discusses other aspects of STEP which need to be investigated.

This study attempts to address two gaps among those addressed in the above discussion. The research was conducted in a systematic, organized manner of data collection and employed rigorous statistical methods. A low socio-economic population, absent from the literature, was used to test the effectiveness of the program. In addition, perception of the target children regarding parental attempts at improving family relations is frequently absent and were included in this study.

Rationale

The major reasons for pursuing the problem of study were that a) the STEP program is very new and needed further statistical verification as to its effectiveness, b) many school systems are using the program on the assumption that it is effective, c) several colleagues and the researcher explored this program among several which might be appropriate to use with parents in predominately low socio-economic areas where there seem to be a higher percentage of the student population with behavioral/discipline problems. In the schools where parent training programs have been offered, response has been good. This is one consistent indication that parents are feeling a need for direction in parenting skills. Research can provide information about the program effectiveness in different

situations with different populations. Ineffective programs that parents cannot relate to would be inappropriate, economically unsound, and a poor investment of time.

Limitations

While the importance of the study has been explained in terms of rationale and the lack of adequate data in the literature, the study did have some limitations. The smaller number of participants in the low SES group as well as some "nuisance" problems in providing a smooth delivery of the program were the primary limitations. "Nuisance" problems included a lack of a consistent meeting place to conduct sessions, illness of child care personnel, etc. In addition, no data were obtained to see if there were significant differences in the mothers on verbal comprehension. Since presentations of ideas were primarily verbal, these data might have strengthened the study.

Definitions

Socio-economic level--"A status index approximates the 'positions' of a person with regard to one of the frames of reference people employ to place one another; a) sociometric level, b) social class participation and reputation, c) family or individual life style" (McGuire and White,

1955). Socio-economic status (SES) is another term frequently used in this context. These authors use an index of status characteristics (ISC) to rate persons on four components to determine status. These components are 1) dwelling area, 2) house type, 3) occupation, and 4) source of income. The authors further discuss an index of value orientation (IVO) which differs slightly from the ISC. Principal components are a) education, b) religious affiliation, c) occupation, and d) source of income. Hollingshead (1957) devised a two factor index of social position using occupation and education.

Low socio-economic level--That status index determined from scores ranging from 52-84 according to the Table for Status Indices (Hollingshead, 1957). Poverty level income for a family of four is presently about \$5800 for the Knoxville City-Knox County area (Department of Human Services).

Middle to upper middle socio-economic level--That status index including scores from 23 through 51 (Hollingshead, 1957). The average income level for a family of four in the southeastern region of the United States is presently between \$13,774-\$15,275 (Bureau of Census: Current Population Report).

Democratic--The family structure is characterized by ". . . mutual respect, equality, rights, and responsibilities for both parents and children" (Dinkmeyer and McKay, 1976).

Assumptions

The major assumptions underlying this study were:

a) all mother volunteers were able to comprehend the instructions and materials presented; b) all mother volunteers were motivated to participate primarily because they desired to be more effective parents; c) target children were able to comprehend the meaning of instructions and materials presented; and d) participants had no previous exposure to materials presented.

CHAPTER II

REVIEW OF THE LITERATURE

Theoretical Background

The primary emphasis of STEP is based on the philosophy and theoretical rationale of Alfred Adler and Rudolf Dreikurs. Two of the main principals of individual psychology are described by Adler.

For general guidance, I would like to propound the following rule: as soon as the goal of the psychic movement or its (the individual's) life plan has been recognized, then we are to assume that all the movement of its constituent parts will coincide with both the goal and its life-plan. . . . I shall consequently speak of a general goal of man; a thorough-going study has taught us that we can best understand the manifold and diverse movements of the psyche as soon as our most general presupposition, that the psyche has as its objective the goal of superiority, is recognized (Adler, 1934, p. 6).

This very early writing implied that the behavior of man was goal directed from an early age and that man had a life plan. Man was seen as a unity whose main goal was superiority.

Only much later were these original ideas interpreted in a broader sense. Power or superiority was seen as the individual's striving for success in solving problems according to his self perception. "All problems of life merge into three social problems of neighborly love, work,

and sexual love" (Ansbacher, 1964, p. 25). The amount and quality of social interest was, in general terms, the yardstick of that success. Theoretically, individual psychologists believed that those individuals characterized by a life style, or life plan, as Adler called it, of unity in thinking, feeling and acting and by a spirit of co-operativeness and contribution had the highest developed sense of social interest; they were best prepared to solve life's problems.

Adlerian theory recognizes the part that the individual plays in giving meaning to his experiences. . . . Adlerians place a great emphasis on belonging as a basic need; they believe that the need to be a part of a group, to find one's place and belong explains many types of behavior (Dinkmeyer, 1965, p. 29).

Adlerians emphasize that the individual's family constellation provides the first experiences for the child to develop a life style, a sense of social interest, and his self perception within that family.

The theories of Alfred Adler were further defined by Rudolf Dreikurs, particularly in terms of goal directed behavior. Dreikurs (1957) saw children's misbehavior as having four main goals: a) attention, b) power, c) revenge, and d) display of inadequacy. Goals could be achieved actively or passively through creative or destructive means. According to Dinkmeyer (1965), the principles of encouragement and the use of natural and

logical consequences in discipline are practical ways to develop awareness in the individual's perceptual field. These methods also provide tools for the child to use later to meet his need for social belonging in acceptable ways. The principles are particularly applicable in the classroom and settings such as family education centers (Dunn, 1971). The STEP program, which includes many of the concepts just discussed, lends itself to a democratic child training philosophy which permits children to make choices, make decisions, and be responsible for the consequences of their decisions.

While Adler and some of his followers provided the theoretical base for a democratic child rearing philosophy, the theory did not include specific techniques for practical application of the theoretical base. For this reason incorporated into the STEP program are techniques in the area of communication. These include techniques in listening, sharing in discussion, and being aware of and communicating feelings. In the book, Raising a Responsible Child: Practical Steps to Successful Family Relations (Dinkmeyer and McKay, 1973), techniques which were later included in STEP are explained more fully. Establishing mutual respect, identifying and clarifying feelings, and problem areas are some topics which are explored.

Experimental Research

The discussion of research will be divided into three main sections: a) the need for parent groups, b) formats similar to STEP emphasizing Adlerian principles, c) limited research of STEP per se.

Several articles in periodicals have addressed the general question of the need to have parents involved in study groups to bring about changes in children. Hays and Cunningham (1977) conducted a study of fifth and sixth grade black children who were demonstrating some behavior problems. Groups were formed using a treatment control design with children counseled in groups or in groups with their parents. Using separate t-tests for analysis of the data, the authors conclude that experimental groups where parents were involved were clearly superior to the no-treatment control groups. In addition, they conclude that their findings support the position that the counseling conducted indirectly through contact with parents was more effective among these black students than direct counseling of the students in group setting. An increase in knowledge and change in attitudes brought about by participation in a parent group were found to be directly responsible for improved academic functioning of children with academic difficulties (Gilmore, 1971).

Veltkamp (1976) used a multi-group approach to find out if parent training programs bring about a change in attitudes and/or behavior. The children of the parents involved ranged from trainable mentally retarded to "normal." Treatment time of parents and children ranged from two weeks to two years but averaged about nine months. The theoretical focus used both behavior modification and Adlerian approaches. By charting behavior change as reported by parents and teachers, the authors determined that 84.1% of the children improved their behavior significantly. The authors conclude that parent training was needed and was effective. Teaching problem solving and communication skill techniques to parents and adolescents in a way that is generalizable has produced highly significant results (Robin, 1976). These four references each address different populations with slightly different problems. The authors agree that inclusion of parents to solve specific problems and improve relationships with children is a worthwhile approach.

This section will be used to discuss studies using a format similar to STEP which have emphasized Adlerian principles. A major focus in this research has been on finding out if there has been a change in the way a mother interacts with, views, or disciplines her "target" child after participation in an Adlerian group (Berrett, 1975;

Croake and Burness, 1976). These researchers used the Attitude Toward the Freedom of Children -- II instrument to assess attitude change in mothers. Croake and Burness (1976) found significant changes in mothers' responses toward a more democratic attitude using a pre-post test design. The results were significant after a four week period but not after a six week period of participation. Berrett (1975), using a pre-post test design and using a similar independent variable, found no significant differences among the mothers' groups. However, the experimental mothers' group did show change in the direction of a more democratic attitude.

Six Adlerian groups were conducted by Fears (1976). The groups consisted of mothers and a few fathers. Using a forty item perception of behavior scale devised by the author and a pre-post test design with a one tailed t-test for analysis, the author reports significant changes in perception on twenty-three of forty behavioral items. Platt (1971) met separately for ten weeks with third grade students, their teachers, and their parents. Adlerian principles were used for treatment. Using the Children's Behavioral Rating Scale, the author reports significant differences between treatment and control parents, but not for teachers. A non-parametric sign test showed all treatment children made significant progress.

While the studies just discussed used primarily Adlerian principles as the focus of treatment, other researchers have included other methods for comparison studies. Freeman (1975) used a post test only control group design to compare an Adlerian mothers' study group to a traditional mothers' study group. The three instruments used for measurement were Attitude Toward the Freedom of Children - II, Children's Behavior Checklist, and Child Rearing Practices Scale. The Adlerian mothers, according to the post test analysis, showed a significantly more liberal attitude toward their children than the traditional mothers' responses. An analysis of child rearing practices data showed the Adlerian mothers checked fewer children's behaviors as bothersome than the other groups. The Adlerian approach and the behavioral education approach were compared by Frazier and Matthes (1975). They used the scores from the same three instruments which were used by Freeman as dependent variables. These researchers used a post test only control group design. Results indicated significant differences among the groups on the Attitude Toward the Freedom of Children - II scale. The Adlerian parents were less restrictive than the behavioral parents and the behavioral parents were less restrictive than the controls. On the Child Rearing Practices Scale significant differences were noted between Adlerian and behavioral

groups and between the Adlerian and control groups. The item analysis suggested a greater sense of mutuality and co-operation between the parents and children of the Adlerian study group. Results indicated no significant differences on the Freeman Behavior Checklist.

In another comparative study, thirty-three volunteer parents were placed in a Parent Effectiveness Training group or an Adlerian group (Noble, 1977). The Parental Attitude Research Instrument was used for measurement of change. There were no significant differences between the two treatments. Both groups changed significantly in their expressed attitudes toward the use of controlling techniques but not in their awareness of their children's emotional needs or in their encouragement of parent-child communication. The author concludes that the Parent Effectiveness Training approach may be very similar to the Adlerian approach.

As stated earlier in the discussion of research, there is a very limited amount of research available where STEP has been used. This program has been available only since 1976. McKay (1976) used the STEP program as the treatment for a treatment control group design with middle and upper-middle class mothers. He found significant differences between treatment and control groups on the Adlerian Parental Assessment of Child Behavior Scale

(APACBS) using a pretest test design with pre test scores as the covariate. Mothers in the STEP group perceived their target child's behavior as significantly more positive. However, in an audio taped mother-child interaction exercise, no significant differences were found between treatment and control groups on the number of facilitating statements made by mothers. Bauer (1977) researched the question of parent education by comparing three approaches: STEP--didactic approach, STEP--process oriented approach, and a Dreikurs approach. Using two instruments for measurement, the Adlerian Parental Assessment of Child Behavior Scale (APACBS) and the Fitts Tennessee Self Concept Scale, the author concludes:

. . . results indicate that STEP is effective in changing parents' perceptions of their interactions with their children but that it is not generally effective in changing parental self concepts (p. 4511-A).

The three approaches appeared to be equally effective.

A recent study used a minority population as the focus of research. Villegas (1977) used the APACBS also and the Parental Competency Instrument with groups of Chicano mothers. A treatment-control group procedure was used with a one way ANOVA for data analysis. Following treatment, mothers' opinions of their target child's behavior had become more positive but not significantly so. The results from the Parental Competency Instrument

indicate that the mothers did not increase their knowledge of child development principles.

No research articles were located in which mothers from a low socio-economic level were the population of study when Adlerian study groups were used. However, a related article did offer some interesting implications. Kotler and Hammond (1975) gathered data on forty-one migrant mothers and their sons over a ten year period. Data gathered examined the socio-economic and non-material resources of the families. In comparison to a cross sectional sample of native born men, the educational achievements of the migrant son group were superior. It is suggested that non-material parental skills and efforts may have compensated for these differing effects. The implication of this article and others referred to is that factors in addition to or other than economic are very influential in determining educational achievements and general socialization which is achieved by children.

The research which has been completed where Adlerian principles were used in parent study groups was reviewed; only McDonough (1976) included the child's perception of his parents' behaviors. In evaluating effectiveness of such a program, it seems appropriate to include the child's perception in addition to that of the parents. Jensen (1973) reported that children were more

aware of changes in intrafamily communication than were the parents after parental participation in a ten week awareness training program as measured on a Group Perception Inventory. From a theoretical point of view, Ackerman (1958) says, "It is the interaction of family members in reciprocal role relations that provides the stimulus to appropriate receptivity to new experience and the cultivation of individual initiative" (p. 22). He continually emphasizes the importance of the views of each family member. As emphasized earlier in this study, only the perceptions of mothers and their target children will be taken into account.

CHAPTER III

METHOD

This chapter will explain the methods and procedures used to test the hypotheses of this study. Areas to be discussed include selection of participants, treatment procedures, measurement instruments, research design, and method for analysis of the data.

Selection of Participants

This study was conducted with the co-operation of the Knox County School System. A letter announcing the formation of STEP discussion groups (Appendix A) was sent home to parents in three selected elementary schools. Children receiving letters were in grades two through eight. Two of the schools had a "normal" heterogeneous, socio-economic population and one school had a predominantly lower middle and low socio-economic population. Mothers who filled out the blank at the bottom of the letter or telephoned the school indicating a desire to participate in a STEP group were contacted by telephone. There were twenty-one responses indicating interest from mothers of the lower SES area and forty-seven responses from mothers of the middle and upper middle SES areas.

An explanation of the research to be conducted in conjunction with the STEP group was fully explained and questions were answered.

According to the explanation provided in the announcement letter, participants had to meet the following criteria: a) have a "target" child between the ages of seven and thirteen whose behavior the mother would like to have changed in some way, b) be willing to have this child participate in the research project, c) attend at least six of the nine treatment sessions, d) reside within the designated geographical boundaries for each school having a STEP group. It was further explained that questionnaires filled out by parents would not be shared with target children and questionnaires filled out by children would not be shared with parents. However, following completion of the research, general information from each child's questionnaire would be discussed on an individual basis. Several mothers requested conferences following treatment. If there was doubt about a mother volunteer's socioeconomic level, school personnel familiar with the school population were consulted. Each target child's teacher was consulted before beginning the research project to screen out children with severe behavioral, intellectual, or emotional problems.

Twenty mothers from the middle to upper middle

socio-economic level were randomly assigned to the treatment and control groups resulting in ten mothers for each group. Fourteen volunteer mothers from the lower middle and low socio-economic level were randomly assigned to the treatment and control groups consisting of seven members for each group. (Due to attrition during the first two sessions, the low to lower middle groups had five members each.) These assignments resulted in two separate treatment groups, one middle-upper middle and one lower middle to low, and two separate control groups.

Treatment Procedures

An organizational meeting was held one week prior to the first treatment session for each treatment group. The participants received an explanation about a gift certificate from a local department store which was offered as an incentive. Each participant who completed six of the nine treatment sessions would receive the certificate at the end of the ninth session. A brief explanation of the STEP program was read. Also read to the group was a statement regarding the procedures employed to guarantee the confidentiality of information shared by the participants. Participants signed permission to allow their target children to take part in the research (Appendix B), responded to the personal data sheet (Appendix C), and

to the first two research instruments (Appendices D and E). They were given an opportunity to ask questions about any information which had been presented. Post-testing was completed following the ninth treatment session.

The control groups met separately on a different day during the week; they followed a procedure similar to the explanation to the treatment groups but there was a limited explanation of the treatment procedure. They were told a small gift would be given to each participant following the ninth week of treatment. All mothers were aware of assignment to experimental or control groups before they responded to pretest questionnaires.

When the instruments were administered to the mothers, they were told that some words or sentences might be difficult to understand and were encouraged to ask for assistance. One mother from the lower-middle to low socio-economic group asked to have the instruments read to her. Another mother sat with her as the instruments were read to her. In the researcher's judgment, these two mothers had no difficulty comprehending the meaning of the material. The posttest items were again read to these two mothers. One control mother from this group also needed assistance with the written material. Before responding to the questionnaires, mothers were verbally

instructed to think of their target children's behavior according to their perception of behavior in "the last two weeks." Several specific examples from each instrument were read to them. Each group had a one week interruption in the treatment procedure for Easter vacation.

Each of the nine treatment sessions was one and one half to two hours in length. The sessions were held in a church library which was very near the schools for the middle to upper middle socio-economic group and in a room of a city recreation facility for the other treatment group. The necessity to switch meeting rooms within the facility from week to week caused some inconsistency and discomfort among the mothers of the low socio-economic treatment group. Because the lower socio-economic group of mothers did not have transportation, it was provided for each treatment session.

The instrument administered to the target children was administered to group sizes ranging from two to four children at a time. The instrument was read to children in grades two and three. Children in grades four through eight were instructed to ask for assistance if they had difficulty reading or understanding any of the words. All groups of treatment and control children were told they would receive a gift certification from a local restaurant for their participation.

Group Leader

The researcher served as the leader for both experimental groups. Previous experience included conducting two groups for nine sessions within the past two years and having some familiarity with Adlerian theory. Qualifications included certification as a school psychologist and experience conducting adolescent and parent groups in service agencies under supervision. Responsibilities included keeping regular weekly attendance records, checking to be sure experimental mothers were keeping diary records, following a standardized procedure each week according to the leader's manual, and preparing before each session.

Treatment Groups

The experimental mothers participated in nine weekly sessions of a STEP study group as outlined in a STEP leader's manual. The treatment involved a specific topic for each week, a specified sequence and a general format with appropriate materials to be used as directed in the manual. In addition, there were posters, cassettes, assigned reading from the parents' handbook and homework activities to accompany each session. Following is a brief discussion of the general topic for each session:

Session 1: Understanding Behavior and Misbehavior.

The first thirty minutes of the first session included some "getting acquainted" exercises, brief discussion of display cards for making the group more effective, and a discussion of the effects of the movement toward social equality upon parent-child relations. The central idea of the session is about the purpose or goal directed nature of behavior.

Parents learn about the four goals of misbehavior and goals of positive behavior. Parents are encouraged to keep four key questions in mind as they listen to the tapes of specific child/parent incidents. These key questions are important throughout the sessions. The questions include a) the parent's feelings about the misbehavior, b) what the parent did, c) what the child's response to the parent's action was, and d) how the parent's feeling and child's response helped to identify the goal of the child's behavior.

Session 2: Understanding How Children Use Emotions to Involve Parents/The Good Parent. In this session parents learn about ways emotions can be used in negative ways to achieve the four goals of misbehavior. Concepts of "life style" and "family constellation" are introduced. Parents become aware of how some of their behaviors may be discouraging to children and may be teaching them to be irresponsible. In the discussion, parents are encouraged to think of more appropriate ways to deal with each situation.

Session 3: Encouragement: Building Your Child's Confidence and Feelings of Self-Worth. Parents learn about attitudes and behaviors which are encouraging as well as those which are discouraging to children. Parents learn how they may unknowingly set standards which are too high, promote competition among siblings and give negative messages which affect the child. The subtle differences between encouragement and praise are discussed along with practice exercises in discriminating words which are classified under each. Parents role play some situations to emphasize the difference in the concepts.

Session 4: Communication; Listening. The central message of this chapter is to have parents listen for the feeling behind the words which are spoken. Parents discuss a feeling word list included in the handbook. They learn about "reflective listening," open response, closed response and how they can influence their children to share feelings. Parents learn about seven traditional roles they play which usually hinder self respect and create resistance in children.

Session 5: Communication: Exploring Alternatives and Expressing Your Ideas and Feelings to Children. This session deals with a six step method for helping children explore solutions to their problems. It deals with the

concept of problem ownership and "I" messages. Parents learn as in session 1, to ask themselves the three key questions of a) what is the interfering behavior, b) how do I feel, and c) what are the consequences, parent's and child's responses. Parents learn more effective ways for expressing feelings to children while valuing them and maintaining their rights as parents.

Session 6: Developing Responsibility. In this session differences between autocratic, permissive, and democratic parenting are discussed. Parents learn some differences between reward and punishment and natural and logical consequences as means of discipline. Parents learn steps for applying natural and logical consequences.

Session 7: Decision Making for Parents. This session is a further refinement of the use of natural and logical consequences. Parents learn how they reinforce children's misbehavior; selection among several child-training approaches is emphasized.

Session 8: The Family Meeting. In this session the parents discuss the advantages of having a regular time for each family member to be a part of making plans and solving problems together. Guidelines are offered for establishing and maintaining family meetings.

Session 9: Developing Confidence and Using Your Potential. Parents are encouraged to set reasonable

expectations for themselves as an aid in developing confidence in themselves. They learn how to respond to criticism from others in applying new child-training methods. They examine their strengths available in becoming more effective parents.

Related Materials: Each parent has access to a parent handbook which could be bought or rented for a small fee. The handbook is divided into nine chapters to coincide with the leader's manual with one chapter to be covered per session. At the end of each chapter and as a review for parents are: a) a copy of the instructional chart used by the leader summarizing some of the main concepts of learning for that chapter, b) a page for each chapter entitled points to remember which is a summary statement of the basic concepts for each chapter, c) a page for each chapter entitled my plan for improving relationships. Parents write their specific concerns, usual response to the concern and check areas where they observe change in themselves. This sheet allows the parent to keep a progress check. Each cassette summarizes the main conceptual lesson from the reading material. Practical, everyday situations that are familiar to most parents are then presented and parents are encouraged to discuss before the narrator comments on each situation. Other related materials are humorous posters appropriate to

each session and discussion guide cards.

Outline of a Typical Session Sequence:

1. Brief presentation of poster and topic.
2. Discussion of Activity of the Week as assigned from the previous session.
3. Discussion of the reading assignment from the handbook.
4. Discussion of the instructional chart. (In some sessions this may be done before presenting the tape.)
5. Introduction and presentation of the cassette.
6. Discussion of the unfinished problem situation in the handbook.
7. The leader and parents together summarize and clarify.
8. Assignment of the Activity of the Week and the readings.

Instruments

1. Personal Data Information--A sheet was attached to the APACBS to gather information for the purpose of verifying socio-economic differences of the treatment and control groups (Appendix C).
2. Adlerian Parental Assessment of Child Behavior Scale (McKay, 1976) (Appendix D). This scale is a seven

point interval Likert-type rating scale constructed by McKay to measure parents' perceptions of their "target" child's behavior. The instrument was judged for content validity by three judges familiar with the STEP program. The reliability test of the instrument was conducted in a pilot study and also during McKay's dissertation research study. For both the pilot study and the research study, the Cronbach's alpha (Cronbach, 1951) test for internal consistency ranged from .81 to .91 while the Pearson r test for stability over time yielded a coefficient of .97 to .83, respectively.

3. Thurstone-type Scale II of the Attitude Toward the Freedom of Children (ATFC-II in Shaw and Wright, 1967) (Appendix E). This instrument has thirty-three statements with which the respondent agrees or disagrees. A low score indicates a liberal attitude toward a child's freedom and a high score exemplifies an authoritarian attitude. Two forms of the scale were originally developed. According to Shaw and Wright (1967), the correlation between the two forms of the scale was .68 based on the scores of 233 adults. Reliability of the scale values was determined by comparing the scale values obtained from two groups of 100 judges each. The two sets of values correlated .97. "Unlike most scales that we have encountered, the validity of (the scale) appears to be

relatively well established. The correlation between the two forms is minimal, but may be acceptable for research purposes" (p. 43). Minor changes in the use of words were made on this instrument after consulting with an expert to be sure the validity of the instrument would not be altered significantly. For example, the words "for obedience" in item number six were changed to read "to obey."

4. The Child's Report of Parental Behavior Inventory (Appendix F). This inventory consists of six factors including acceptance vs. rejections, psychological autonomy vs. psychological control, and firm control vs. lax control. A revised instrument consists of 128 items. Both an earlier form and the revised form were derived on the basis of factor analysis and item analysis. The authors suggest that the internal reliabilities were large enough to make possible relationships with other measures meaningful (Schaefer, 1965; Armentrout, 1971). In a more recent revision, Burger, Lamp, and Rogers (1974) found the instrument to be reliable with children as young as second graders. A revised fifty-six item instrument was found to yield scores which approximate the accuracy of the original instrument very closely (Margolies and Weintraub, 1977).

5. Critical Incident Technique applied to daily

diary records. This technique was developed by Flanagan (1954) originally as a procedure for gathering effective and ineffective incidents of on-the-job behaviors from persons engaged in a job related activity. There are five steps included in the method: 1) determining the aim of the activity; 2) developing specific plans for collecting incidents; 3) collecting data; 4) analyzing the data; 5) interpreting and reporting data. This technique has been expanded to areas of psychology (Jaques, 1959).

Data Analysis

The data were analyzed to find out if participation in a STEP program (independent variable) had a significant effect on the variables of interest. The personal data collected were analyzed using the two factor index of social position (Hollingshead, 1957) and the score values were reported as means, medians, and ranges. Other data were written in descriptive terms, such as the number of children, marital status, etc. All pertinent data were then summarized in a table. The data were used to verify the composition of the groups regarding socio-economic levels.

A one way analysis of covariance was used to make comparisons of scores from the Adlerian Parental

Assessment of Child Behavior Scale, the Attitude Toward the Freedom of Children - II, and each of the six factors on the Child's Report of the Parent Behavior Inventory. These analyses were used as the basis for accepting or rejecting Hypotheses I, II, III, IV, V, and VI. A pre-post test control group design was used with pretest scores as the covariate (Campbell and Stanley, 1963). The design is illustrated below:

Treatment Group #1	Treatment Group #2	Control Group #1	CG #2
X Y	X Y	X Y	X Y

or: R 0₁ x 0₂ where: R = randomization

R 0 ₃ x 0 ₄	0 _{1,3,5} = dependent variable measures before treatment
R 0 ₅ x 0 ₆	0 _{2,4,6} = dependent variable measures after treatment

The daily diary reports were analyzed using the Critical Incidents Technique. This was done to determine if mothers demonstrated an awareness of their feelings and an awareness of alternative ways to relate to their target children. Each daily report of each mother was scored with a plus or minus regarding mother's response to three key questions. The plus scores determined a mother's total score. The questions are: 1) what incident occurred which was critical in your judgment; 2) what feeling in yourself were you aware of during the incident and/or what action did you take toward

resolution of the incident; 3) what was the outcome. An overall judgment was made regarding "awareness" of each treatment group as a result of the scores derived.

CHAPTER IV

RESULTS

This chapter reports the results of data collected and statistical procedures used. Related comments will be included in the discussion chapter.

Information gathered on the personal data sheets verified the socio-economic differences of the populations. The median scores verified one group of experimental and control mothers to fall within the middle and upper middle social class structure or positions III and IV and the other group of experimental and control mothers to fall within the lower middle and low social class structure, positions IV and V, respectively (Hollingshead, 1957). Tables 1 and 2 report other variables from the personal data sheets as well. All mothers in both EM and CM were married, of the Protestant religious affiliation. All were of the Caucasian race except one control mother who was black. All mothers reported owning their homes except one mother who said she was renting temporarily. In each group, one mother reported dropping out of school during or after completing the tenth year of school. For the lower SES groups, of the EM, four were married and one was separated while three of the CM were married and two were divorced. Three of the EM rented apartments and two reported owning homes. One CM owned a

Table 1. Personal Data of Treatment (EM) and Control Mothers (CM) from Middle and Upper Middle Socio-Economic Levels.

Type Data	Group	Median	Mean	Range
Index Scores	EM	31.5	38.6	11-48
	CM	26.0	30.3	11-62
Age	EM	36-40	34.4	26-50
	CM	31-35	34.7	26-50
Number of Children	EM	3	3.1	2-6
	CM	2	1.8	1-3
Education in Years	EM	12	13	10-17
	CM	12	12+	10-16
Income	EM	18,500	19,960	9,500-36,000
	CM	14,750	15,411	6,000-24,000*

*Based on nine reporting.

Table 2. Personal Data of Treatment (EM) and Control Mothers (CM) from Lower Middle and Low Socio-Economic Levels.

	Group	Median	Mean	Range
Index Scores	EM	69	63.8	44-73
	CM	60	57.8	37-73
Age	EM	26-30	30.0	26-35
	CM	31-35	29.8	23-35
Number of Children	EM	4	3.6	3-4
	CM	2	2.6	2-4
Education in Years	EM	8	9.0	7-12
	CM	12	10.4	8-12
Income	EM	4,160	5,789	1,833-10,400
	CM	6,760	7,143	1,510-15,600

home and four rented apartments. In both groups four members were white and one was black. Religious affiliation was predominantly Protestant with over half of each group belonging to the Baptist faith, one each belonging to the Church of God, one control mother belonging to a Holiness Church and one having no religious affiliation.

Results in the following pages will be reported to coincide with research hypotheses.

Hypothesis 1: Mothers from a middle to upper middle socio-economic level who participate in a STEP group will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment control group as measured by their ratings on the Adlerian Parental Assessment of Child Behavior Scale. As presented in Table 3, an analysis of covariance yielded an F ratio of 7.28 which is significant beyond the .025 level. The STEP group had a pretest mean of 127.6 and a posttest mean of 158.9, while the pretest-posttest mean of the control group were 138.3 and 147.1, respectively. Since the results are significant at the .05 level, Hypothesis 1 is accepted.

Hypothesis 2: Mothers from a lower middle to low socio-economic level who participate in a STEP group will perceive their target child's behavior as significantly more positive than the mothers of the no-treatment control group as measured by their ratings on the Adlerian Parental

Table 3. Analysis of Covariance, Mothers' Scores from the Middle and Upper Middle Socio-Economic Level on the Adlerian Parental Assessment of Child Behavior Scale with Pretest Scores as the Covariate.

Source	SS	DF	MS	F
Between	1264.87	1	1264.870	7.284*
Within	2952.20	17	173.659	
Total	4217.08	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	127.6	158.9	
Control	10	138.3	147.1	

*p > .05.

Assessment of Child Behavior Scale. As presented in Table 4, the analysis of covariance yielded an F ratio of .67 which is not significant at the .05 level and Hypothesis 2 is not accepted. Pre-post test means for the treatment and control groups were 128.6 and 144.4, and 140 and 145.6, respectively.

Hypothesis 3: Mothers from a middle to upper middle socio-economic level who participate in a STEP group will have a significantly more democratic attitude toward the freedom of their children than the mothers of the no-treatment control group as measured by the Scale for the Measurement of Attitude Toward the Freedom of Children - II. Results are presented in Table 5. The F ratio is 2.20 which is not significant at the .05 level and Hypothesis 3 is not accepted.

Hypothesis 4: Mothers from a lower middle to low socio-economic level who participate in a STEP group will have a significantly more democratic attitude toward the freedom of their children than the mothers of the no-treatment control group as measured by the Thurstone-type II of the Attitude Toward the Freedom of Children (ATFC-II). The results are presented in Table 6. The F ratio of .01 is not significant at the .05 level and the hypothesis is not accepted.

Hypothesis 5: Target children of mothers from a

Table 4. Analysis of Covariance, Mothers' Scores from the Lower Middle and Low Socio-Economic Level on the Adlerian Parental Assessment of Child Behavior Scale with Pretest Scores as the Covariate.

Source	SS	DF	MS	F
Between	178.47	1	178.47	.608
Within	2056.26	7	293.751	
Total	2234.73	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	128.6	144.4	
Control	5	140.0	145.6	

Table 5. Analysis of Covariance, Mothers' Scores from the Middle and Upper Middle Socio-Economic Level on the Attitude Toward the Freedom of Children--II with Pretest Scores as the Covariate.

Source	SS	DF	MS	F
Between	.2935	1	.2935	2.197
Within	2.2710	17	.1335	
Total	2.5640			

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	4.88	4.58	
Control	10	5.33	5.21	

Table 6. Analysis of Covariance, Mothers' Scores from the Lower Middle and Low Socio-Economic Level on the Attitude Toward the Freedom of Children--II with Pretest Scores as the Covariate.

Source	SS	DF	MS	F
Between	4.53	1	4.53	.01
Within	2.81	7	.40	
Total	2.82	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	5.80	5.26	
Control	5	5.30	5.49	

middle to upper middle socio-economic level who participate in a STEP group will perceive their mothers as significantly different in their reactions to them from target children of the no-treatment control group on six factors as measured on the Child's Report of the Parent Behavior Inventory. These six factors are positive evaluation, covert psychological control, nagging and intimidation, overt control, ignoring and rejecting, and autonomy. The results are presented in Table 7. The F ratios for the following factors are 5.47, .21, .01, 1.46, 3.64, .09, respectively, and the Hypothesis is partially accepted.

Hypothesis 6: Target children of mothers from a lower middle to low socio-economic level who participate in a STEP program will perceive their mothers as significantly different in their reactions to them from target children of the no-treatment control group as measured on the Child's Report of the Parent Behavior Inventory on six factors as stated in Hypothesis 5. Results are reported in Table 8. F ratios for the following factors are 1.41, 1.39, 5.11, .55, 3.75, respectively, and the Hypothesis is partially accepted.

Hypothesis 7: All mothers from both SES levels who participate in a STEP program will demonstrate awareness of their feelings and awareness of alternative ways to relate to their target children. Using a Critical Incidents Technique for scoring, data were collected in

Table 7. Analysis of Covariance, Mothers' Scores from the Middle and Upper Middle Socio-Economic Level on the Child's Report of the Parent Behavior Inventory with Pretest Scores as the Covariate. (Each factor is reported in the order listed in the above hypothesis.)

Source	SS	DF	MS	F
Factor I--Positive Evaluation				
Between	67.46	1	67.46	5.47*
Within	209.82	17	12.34	
Total	277.28	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	16.6	20.0	
Control	10	20.2	18.2	

Source	SS	DF	MS	F
Factor II--Covert Control				
Between	2.02	1	2.02	.211
Within	162.29	17	9.55	
Total	164.30	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	11.2	10.1	
Control	10	12.9	9.9	

Source	SS	DF	MS	F
Factor III--Nagging, Intimidation				
Between	.08	1	.08	.01
Within	104.17	17	6.13	
Total	104.25	18		

Table 7 (Continued)

Source	SS	DF	MS	F
(Factor III--Nagging, Intimidation)				
Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	5.2	4.6	
Control	10	5.8	5.1	
Source	SS	DF	MS	F
Factor IV--Overt Control				
Between	14.98	1	14.98	1.46
Within	174.01	17	10.24	
Total	188.98	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	6.2	6.4	
Control	10	4.4	3.5	
Source	SS	DF	MS	F
Factor V--Ignoring, Rejecting				
Between	15.05	1	15.05	3.64
Within	70.20	17	4.13	
Total	85.25	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	3.6	2.5	
Control	10	3.0	3.7	

Table 7 (Continued)

Source	SS	DF	MS	F
Factor VI--Autonomy				
Between	.49	1	.49	.09
Within	93.19	17	5.48	
Total	93.68	18		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	10	4.4	4.8	
Control	10	5.7	6.0	

*p > .05.

Table 8. Analysis of Covariance, Mothers' Scores from the Lower Middle to Low Socio-Economic Level on the Child's Report of the Parent Behavior Inventory with Pretest Scores as the Covariate. (Each factor is reported in the same order as reported in Table 7.)

Source	SS	DF	MS	F
Factor I--Positive Evaluation				
Between	12.45	1	12.45	1.41
Within	61.90	7	8.84	
Total	74.36	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	17.6	19.2	
Control	5	18.6	17.4	

Source	SS	DF	MS	F
Factor II--Covert Control				
Between	17.48	1	17.48	1.39
Within	87.85	7	12.55	
Total	105.33	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	15.8	12.8	
Control	5	14.0	14.6	

Source	SS	DF	MS	F
Factor III--Nagging, Intimidation				
Between	10.12	1	10.12	5.11*
Within	13.85	7	1.98	
Total	23.97	8		

Table 8 (Continued)

Source	SS	DF	MS	F
(Factor III--Nagging, Intimidation)				
Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	5.0	4.6	
Control	5	6.2	6.8	
Source	SS	DF	MS	F
Factor IV--Overt Control				
Between	5.04	1	5.04	.55
Within	64.16	7	9.17	
Total	69.19	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	8.0	6.6	
Control	5	7.4	7.6	
Source	SS	DF	MS	F
Factor V--Ignoring, Rejecting				
Between	10.45	1	10.45	3.75
Within	19.50	7	2.79	
Total	29.95	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	3.2	2.0	
Control	5	3.6	4.0	

Table 8 (Continued)

Source	SS	DF	MS	F
Factor VI--Autonomy				
Between	1.01	1	1.01	.22
Within	32.67	7	4.67	
Total	33.68	8		

Pre-Post Test Means:				
Treatment	n	Pretest Means	Posttest Means	
STEP	5	5.2	5.0	
Control	5	3.0	4.2	

*p > .05.

daily diaries kept by each experimental mother. Each daily report of each mother was scored with a plus or minus regarding mothers' responses to three key questions. Plus scores determined each mother's score. The key questions were: 1) What incident occurred which was critical in your judgment; 2) What feeling in yourself were you aware of during the incident and/or what action did you take toward resolution of the incident; 3) What was the outcome. An overall judgment was made regarding "awareness" of each treatment group as a result of the scores derived. Results are reported in Table 9. In general, the diaries did demonstrate awareness of feelings and alternative ways of relating.

Table 9. Ratios and Percentages of Awareness Reported According to the Critical Incidents Technique from Each Treatment Mother's Score and Reported from Separate Treatment Group Scores of the Low and Lower Middle and Middle and Upper Middle Socio-Economic Levels.

Low and Lower Middle SES Individual Scores		Middle and Upper Middle SES Individual Scores	
Ratio	Percentages	Ratio	Percentages
1/2.1	48%	1/1.8	54%
1/1.9	53%	1/1.7	60%
1/1.7	59%*	1/1.5	68%
1/1.4	69%	1/1.3	76%
1/1.3	79%	1/1.3	78%
			*(80.5%)
		1/1.2	83%
		1/1.15	87%
		1/1.15	87%
		1/1.1	90%
		1/1.0	98%
**26.6 days out of a possible 56 days		**40.5 days out of a possible 56 days	

*Group median.

**Average daily entries in the diaries by group.

CHAPTER V

DISCUSSION

This chapter discusses the results of the study presented in Chapter IV. The main focus of the problem statement was to determine if participation in the STEP program would be effective in changing mothers' perceptions of and attitudes toward their target children with mothers from different socio-economic levels. In addition, the study included data on each target child's perception of parental change, data which have been lacking in the literature regarding parent study groups.

Socio-economically distinct differences existed between the treatment groups according to the areas measured. The ages of the participants of the middle and upper middle SES experimental group were slightly higher than the ages of the low to lower middle SES experimental group. The median age of both control groups was the same. The median number of children reported by both control groups was the same; the lower middle to low experimental group reported a slightly higher median number of children than the middle to upper middle SES group. The educational level of both the experimental and control groups from the lower middle and low SES groups were between two and three years less than the educational levels of the middle and

upper middle SES groups. The mean and median income levels of both low to lower middle SES groups were less than half of the mean and median incomes of the middle to upper middle groups.

In general, the two factors showing the most difference between the lower middle and low SES group and middle to upper middle SES group were education and income; these two factors were used to derive the overall index scores.

Results of mothers' perceptions of their target children were presented in Tables 3 and 4 (pages 40 and 42) and results of mothers' attitudes in Tables 5 and 6 (pages 43 and 44). Results indicated that participation in a STEP group was effective in changing mothers' perceptions of their target child's behavior to a significant degree for the middle and upper middle SES experimental mothers but not for the control mothers. These data agree with the results obtained by McKay (1976). However, the results did not indicate that participation was effective for the low to lower middle SES mothers in changing their perceptions of their target children's behaviors. Results correspond to those of Villegas (1977) who had Chicano mothers for treatment and control groups. Perhaps there are some variables influencing results which have the same effect for minority and lower socio-economic mothers. These obtained results for lower experimental mothers are open to some question because it was evident during post testing that

at least two mothers had been confused about the mechanics of the instrument by the questions they asked midway through filling out the instrument. Although they were encouraged to review their answers from the beginning, there was no way to check that it was done. The overall results for this experimental group are questionable because of positive contradictory reports in the diaries; this will be discussed further at the end of this chapter.

Results indicated that participation in a STEP group slightly changed the mothers' attitudes toward the freedom of their target children for both experimental groups when compared to the control groups but not to a significant degree. There was only a slight difference between the change in the treatment and control groups for the middle and upper middle SES group with the experimental group demonstrating a less restrictive attitude toward the freedom of their children. These results were true for the lower SES experimental group while the lower SES control group reported a slightly more restrictive attitude. The middle and upper middle SES experimental mothers demonstrated significant changes in their perceptions of their target children's behaviors but not in attitudes about freedom of these children. This fact may indicate that the attitudes toward child rearing and the limitations and responsibilities parents expected children should have changed little, but the parents may have gained some "tools" for applying the

expressed attitudes in practical everyday situations. It was not necessarily a goal of the STEP treatment to have attitudes change since pretest scores of all mothers' groups were in a very middle or moderate range between permissive and restrictive attitudes.

The children's perceptions obtained from the Parent Behavior Inventory and reported in Table 7 (page 46) partially verified that, after parents' participation in a STEP group, the children observed some changes in their mothers. Of the six factors, both experimental SES groups reported more frequent Positive Evaluation by their experimental mothers following treatment. This result was significantly different from the control group for the middle to upper middle SES group. Both groups of control children perceived less positive evaluation by their mothers when total scores were compared.

A significant difference for the factor of Nagging Intimidation between the treatment and control groups for target children's perceptions of the low to lower middle SES mothers existed. The experimental group of children reported a significant lessening of these behaviors. For the middle to upper middle SES children, there were no significant differences and only minimal differences between experimental and control groups.

The factor of Ignoring-Rejecting of mothers as perceived by experimental children of both SES groups was

lessened following treatment but the reported differences between experimental and control groups did not reach significance. With both experimental children's groups reporting an increase in positive evaluation, it is not surprising that the children were feeling less ignored by their respective mothers. Both groups of control children reported an increase in ignoring behaviors on post testing instruments.

For the factors of Covert Psychological Control and Overt Control, there was little difference between treatment and control groups in perception of change in mothers for the middle and upper middle SES groups. There was a slight decrease in both forms of Control reported by the experimental low to lower middle SES children when compared to the control group but not to a significant degree.

No significant differences for the factor of perceived autonomy by the children between experimental and control children of either SES group existed.

In summary, results from the Parent Behavior Inventory indicate that children do perceive changes in their mothers following participation in a parent group particularly on the factors of Positive Evaluation, Nagging and Intimidation, and Ignoring and Rejecting behaviors. Other factors yielded only minor differences, specifically factors of Covert Psychological Control, Overt Control, and Autonomy.

Additional data gathered from experimental mothers in the form of daily diaries indicated that the middle and upper middle SES mothers were more aware of their feelings and aware of alternative ways of relating to their target children than the lower to low middle SES mothers. The group percentage scores of 80.5% and 56% were reported as median scores for each respective group as shown in Table 9, page 53. From the diaries of the lower middle to low SES group, it was evident that two of the five mothers were very aware of their feelings and were trying alternative ways of interacting as suggested in the STEP program. From their clarity in writing and interaction in the group, their understanding of what was expected and enjoyment of the task was evident. They appeared to be more highly motivated and genuinely committed following the overall format than the other three mothers. This observation supports the conclusion that the STEP program was partially effective with the low and lower middle SES mothers, although not as effective as with the middle to upper middle SES mothers. After the first two weeks of entries in the diaries, it became increasingly evident that members from both groups of mothers were aware of and using the concepts introduced in the STEP program. The low to lower middle SES mothers made one-third less entries in the diaries as a group. Two of the lower SES mothers volunteered

that entries were made on a sporadic basis while one middle to upper middle SES mother offered the same information. The commitment to performing the task of making a brief diary entry may reflect the mother's commitment to the STEP program and its format for learning and change. It may also reflect more pressing responsibilities such as having to work more, less time available, lack of experience with written expression, etc.

Implications

The results of this study have contributed further validation to McKay's (1976) conclusion that STEP is effective in changing middle and upper middle SES mothers' perceptions of their target children. While the APACBS did not validate the same results for the low to lower middle SES group of mothers, this result may imply several things. The instrument may need to be modified because of the mother's educational level to make it more easily understood. Another method of collecting data such as an interview method may be more accurate for this group of mothers. The diaries and responses to the APACBS suggest that the lower SES mothers may have been less consistent in carrying out alternative plans and, therefore, did not have the desired changes they had hoped for in their target children. Studies examining specific variables in the STEP program

which are most difficult for mothers to grasp would be beneficial for parent trainers to know about. In addition, no studies have been found to determine what the effects of the support or lack of support from a father figure would have on the outcome of such a program. Also, measuring in some way, the lower SES sense of community which was developed by being transported and by meeting a new friend might have influenced their continued participation.

While the diaries indicated that the program was partially effective for the low to lower middle SES groups, the study would have been improved by having the mothers bring in the diaries each week or every other week to be sure the mothers were still using the three key questions. The questions were: 1) What incident occurred which was critical in your judgment; 2) What feeling in yourself were you aware of during the incident and/or what action did you take toward resolution of the incident, 3) What was the outcome. This check was made only after the first week of recording.

Because there was very little difference among the groups of experimental and control mothers on the attitude scales, other test results were probably not affected by an overall difference in attitude about how much freedom or restriction children should have. The lower SES mothers

were quite verbal in defending their restriction of their children, even though they would have liked their children to have more real freedom in such activities as play. Because of the real dangers which existed in their community, they felt they had to be more restrictive than other mothers who lived in different communities. However, as shown in Table 8, page 49, children from both SES groups reported only minor differences on the factor of perceived autonomy.

This study was unique in including the target child's perception of changes in the participating mother. The results supported the position that the program was partially effective in changing the mother's method of interacting with the target child according to the reports on the Parent Behavior Inventory. The three factors on which change was reported are Positive Evaluation, Nagging/Intimidation, and Ignoring/Rejecting Behaviors. Use of this instrument could be improved by having a narrower age limit for the children included, using an instrument with the language simplified, and including the perceptions of other children in the family as well as the children's perceptions of changes in the father. This could be included as a measure of the support given to the participating mothers by the fathers.

The investigator recommends this study be conducted with a larger population restricted to the low to lower

middle SES group. Further investigation with minority populations regarding parent training approaches is also suggested. In addition, ongoing, long-term investigation of both low to lower middle and middle to upper middle SES groups is suggested to examine the carry over effects of such a program. Perhaps refresher courses should be conducted every six months as suggested by a STEP participant from another group.

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APPENDICES

APPENDIX A

ELEMENTARY SCHOOL LETTER

AS A PARENT, DO YOU FIND THESE THINGS HAPPENING WITH YOUR CHILD? O = Often, N = Never, S = Sometimes

1. Do your children fight and argue during mealtimes?_____.
2. Do your children argue among themselves too often?_____.
3. Do you worry about what your child will be like as an adult?_____.
4. Do you have to nag, nag, before your child does what you ask?_____.
5. Do you worry about what kind of parent you are?_____.

If you answered "sometimes" to any of the questions, you are like most normal parents today. A program which may be helpful in dealing with some of these questions will be offered through your child's school. It is called STEP and stands for Sequential Training for Effective Parenting. Parents from other county schools have said the program was helpful in making their homelife more pleasant. Do you have a child in the 2nd through the 8th grades who you think should behave better? If so, this program may be helpful to you.

We would appreciate your participation also because we would like your opinions and feelings about this program. Although it has been used successfully in other county schools, it is still new. We want to learn more about it. Your ideas about the program would be very important. For taking part in the program, a gift certificate from a local store would be awarded to each parent who completed the course. We think the program is a good one and urge you to enroll.

Because of space problems at school, the program will be held in a room which has been offered at Beaver Ridge Methodist Church on the corner of Oak Ridge Highway and Byington-Solway Road. The program will be offered free of charge beginning February 21st from 9:00 A.M. to 10:30 A.M. We will meet once a week for ten weeks on Wednesdays. Please either call the school office at 693-1801 and leave your name with Mrs. Campbell or return the blank below with your child to school. Enrollment will be limited. Prior to the first meeting, we will contact you by telephone regarding further details. Think Spring!!!

Group Leader

Principal

Detach along this line and return.

_____ Please enroll me in the STEP program.

_____ I am interested in participating in the STEP
program but cannot come as scheduled but would
like another time such as _____.

NAME _____

ADDRESS _____

TELEPHONE _____

APPENDIX B

CONSENT FORM

I understand the procedures and purposes of the research as explained. I anticipate no risk in participating in this research project. It is anticipated that participation in the STEP program will be beneficial to me as a parent. I understand the STEP program is based on principles of Alfred Adler emphasizing concepts of goals of behavior, encouragement, natural consequences, etc. I understand I am free to ask questions of the research director or group leader at any time regarding the research program. I may seek alternative procedures appropriate for me if I feel such need. I understand that I may withdraw my consent and discontinue participation at any time. I also understand the provisions for my son/daughter responding to a questionnaire and grant permission for his/her participation as explained. I understand all personal information shared will be treated in a confidential manner.

Parent _____ Witness _____

APPENDIX C

GENERAL INFORMATION

Please note that any information will be used for purposes of this study only and will be held in strictest confidence.

NAME _____ ADDRESS _____

Mother's occupation _____

Father's occupation _____

Number of persons living with you _____

Ages of children living with you _____

Are you () married, () divorced, () widowed, () separated.
Check one.

Approximate weekly income _____ or monthly _____.

Religious preference _____.

Do you () rent an apartment, () own a house, () rent a house, () other living arrangements _____.

✓
APPENDIX D

ADLERIAN PARENTAL ASSESSMENT OF
CHILD BEHAVIOR SCALE (APACBS)

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ADLERIAN PARENTAL ASSESSMENT OF CHILD BEHAVIOR SCALE (APACBS)

(Important note: All of the requested information is for the purpose of research. Individual responses will be held in strictest confidence.)

NAME _____ DATE _____

Identified Target Child+ _____ AGE _____ SEX _____

+(one of your children with whom you want to improve your relationship or their behavior)

Your ethnic group: () Caucasian, () Black, () Asian,
() American Indian, () Other _____

Your Sex: () Male, () Female

Your Age: () 15-20, () 20-25, () 26-30, () 31-35,
() 36-40, () 41-50+

Your highest completed education: () Completed eighth grade, () Did not finish high school, () Finished high school, () Associate degree, () Bachelor's degree, () Graduate degree, In what area? _____

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

	ALWAYS VERY OFTEN OFTEN SOMETIMES SELDOM VERY SELDOM NEVER						
	1	2	3	4	5	6	7
<u>Your identified child:</u>							
1. Has to be called more than once to get out of bed in the morning.							
2. Gets dressed for school <u>without</u> being reminded.	1	2	3	4	5	6	7
3. Remembers to take lunch money, books, etc., to school.	1	2	3	4	5	6	7
4. Leaves for school <u>without</u> being reminded.	1	2	3	4	5	6	7
5. Makes helpful suggestions during family discussions.	1	2	3	4	5	6	7
6. Involves you in resolving verbal arguments with other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7
7. Involves you in resolving physical fights with other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7
8. Does chores <u>without</u> being reminded.	1	2	3	4	5	6	7
9. Figures out solutions to his/her own problems.	1	2	3	4	5	6	7
10. Changes behavior when told that it bothers you.	1	2	3	4	5	6	7
11. Puts dirty clothes in hamper <u>without</u> being reminded.	1	2	3	4	5	6	7
12. Argues with you.	1	2	3	4	5	6	7
13. Leaves belongings scattered around the house.	1	2	3	4	5	6	7
14. Interrupts you at inappropriate times.	1	2	3	4	5	6	7
15. Is on time for meals.	1	2	3	4	5	6	7
16. Eats most foods offered <u>without</u> being coaxed.	1	2	3	4	5	6	7
17. Has table manners which are acceptable to you.	1	2	3	4	5	6	7
18. Tattles on other children (for example: brothers or sisters, or children in the neighborhood).	1	2	3	4	5	6	7
19. Throws temper tantrums.	1	2	3	4	5	6	7
20. Shares problems (s)he is facing with you.	1	2	3	4	5	6	7
21. Is considerate of your feelings.	1	2	3	4	5	6	7
22. Requests help on tasks (s)he can do independently.	1	2	3	4	5	6	7

		ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
<u>Your identified child:</u>		1	2	3	4	5	6	7
23.	Cleans up after snacking <u>without</u> being reminded.	1	2	3	4	5	6	7
24.	Behaves in such a way that you find yourself feeling hurt.	1	2	3	4	5	6	7
25.	Behaves in such a way that you find yourself feeling annoyed.	1	2	3	4	5	6	7
26.	Behaves in such a way that you find yourself feeling discouraged, believing that the child <u>cannot</u> improve.	1	2	3	4	5	6	7
27.	Behaves in such a way that you find yourself feeling angry.	1	2	3	4	5	6	7
28.	Stays with difficult tasks until they are completed.	1	2	3	4	5	6	7
29.	Disturbs you when you are driving.	1	2	3	4	5	6	7
30.	Remembers where (s)he puts belongings.	1	2	3	4	5	6	7
31.	Has to be told more than once to go to bed.	1	2	3	4	5	6	7
32.	Is quiet after going to bed.	1	2	3	4	5	6	7

APPENDIX E

ATTITUDE TOWARD THE FREEDOM OF CHILDREN--SCALE II

For each one of the items, circle "A" if you agree with the statement and circle "D" if you disagree with the statement. If you cannot decide about a statement, you may mark it with a question mark. This is not a test. People have different opinions about what is right and wrong with this issue.

- A D 1. Except in situations of danger, a child should never be expected to obey without being given a good reason.
- A D 2. The child should be taught to follow the wishes of parents, teachers, etc.
- A D 3. When you tell a child he cannot do something, the parent should have good reasons and be willing to tell the reasons to his child.
- A D 4. A child should be made to eat everything that is put on his plate.
- A D 5. A child should never be made to do a thing he does not wish to do.
- A D 6. Rigid training to obey should be started while the child is an infant.
- A D 7. I believe in having few set rules for my young children but I stick to them.
- A D 8. In all quarrels or arguing between young children, parents should help settle it.
- A D 9. A child should never be expected or have a rule that he must say "Please."
- A D 10. The wish of the parent should come first over the wish of the child.
- A D 11. When the child is exploring property, he should always be closely watched.
- A D 12. A child should be given more than one chance to obey.
- A D 13. It is the parents' job to make the child want to do what is good for him.
- A D 14. A child's freedom should be restricted in dangerous situations only.
- A D 15. When a child is busy with his own play, a parent should think about this before demanding the child do something.
- A D 16. Natural forces, not individuals, should discipline the young child.
- A D 17. Little children should be made to obey, but the control of older children should not be as strict.

- A D 18. Within the limits of fairness and safety, a young child in his play should be free from having adults bother him.
- A D 19. A child of ages three, four, or five should have a certain amount of freedom in making decisions and living with the outcome of the decision.
- A D 20. A child should be allowed to do as he wishes in all things.
- A D 21. A child should be given a choice in every matter possible.
- A D 22. A child should always be watched over by his parents in his work activities.
- A D 23. If an adult makes out a list of "healthy" foods for a child, the young child should be allowed to choose from it freely.
- A D 24. Bringing up children according to set rules and strict discipline is best.
- A D 25. A child should be forced to obey if he does not obey on his own when his parent has given him an order when it involves the child's health.
- A D 26. The child should have freedom in his play activities except for the boundaries of his own apartment, house, or yard.
- A D 27. The wishes of a child should be "hushed" at all times.
- A D 28. At certain times, a child should be allowed to let others know of his likes and dislikes.
- A D 29. A child should be permitted to do as he wishes with his own playthings.
- A D 30. A child should never be allowed to let his parents know if he disagrees with them.
- A D 31. If it is a time of emergency, the child should be expected to obey immediately, without question.
- A D 32. A child should be encouraged but not made to say "please" when he asks for something.
- A D 33. A child should not be allowed to mistreat, break or tear apart his own playthings or toys.

YOU MAY MAKE COMMENTS IN THIS SPACE IF YOU WISH, EITHER ABOUT THE QUESTIONS OR ABOUT THE FREEDOM OF CHILDREN.

APPENDIX F

PARENT BEHAVIOR INVENTORY

The purpose of this inquiry is to learn more about the ways mothers and fathers behave toward their sons and daughters. We are, therefore, asking a number of people to report their experiences during childhood. There are no right or wrong answers; we are merely interested in learning more about the different experiences people have had in their families. If you did not grow up with your real mother or father, describe the person who took the place of that parent in your life.

On the following pages are many different ways in which parents act toward their children. Read each item and then mark the answer that describes the way each of your parents acted towards you. If the item is Like Your Father, circle the letter L under Father. If it is Not Like Your Father, circle the letters NL under Father. Then reread the question and circle the letters that best describe your mother--L for Like and NL for Not Like under Mother. Do not circle the same answer for both parents unless that answer is really the way each of them behaved toward you. Fathers and mothers are different on some items even if they are the same on other items.

Please answer the questions about your family listed on the next page. Then read each item on the following pages and circle the answer which is most like each parent--first for father, then for mother. Be sure to mark each item.

NAME _____ AGE _____ GRADE _____

IS YOUR FATHER LIVING _____ His Age _____
Years of School Completed _____

IS YOUR MOTHER LIVING _____ Her Age _____
Years of School Completed _____

Have you always lived with both your natural parents? _____

Are your parents separated? _____ Divorced? _____

Which parent do you live with? _____

Has the parent you live with remarried? _____

If you have any brothers and/or sisters, please list ages:

Brothers: _____
Sisters: _____

Father Mother

L	NL	L	NL	Said I made him (her) happy.
L	NL	L	NL	Liked to talk to me and be with me much of the time.
L	NL	L	NL	Kept reminding me about things I was not allowed to do.
L	NL	L	NL	If I didn't behave at school, punished me when I got home.
L	NL	L	NL	Often seemed glad to get away from me for a while.
L	NL	L	NL	Told me I was good-looking.
L	NL	L	NL	Felt that I did not show enough love.
L	NL	L	NL	Could be talked into things easily.
L	NL	L	NL	Was able to make me feel better when I was upset.
L	NL	L	NL	Often seemed to need me.
L	NL	L	NL	Kept after me about finishing my work.
L	NL	L	NL	Always stuck to a rule instead of allowing a lot of exceptions.
L	NL	L	NL	Didn't like the way I acted at home.
L	NL	L	NL	Comforted me when I was afraid.
L	NL	L	NL	Liked to feel that I needed him (her).
L	NL	L	NL	Couldn't say "NO" to anything I wanted.
L	NL	L	NL	Seemed to see my good points more than my faults.
L	NL	L	NL	Would have liked me to spend most of my free time with him (her).
L	NL	L	NL	Was always trying to change me.
L	NL	L	NL	Kept the home in order by having a lot of rules and regulations for me.
L	NL	L	NL	Forgot to get me things I needed.
L	NL	L	NL	Wanted me to tell him (her) about it if I didn't like the way he (she) treated me.
L	NL	L	NL	Decided what friends I could go around with.
L	NL	L	NL	Excused my bad conduct.
L	NL	L	NL	Hugged and kissed me often.
L	NL	L	NL	Would rather have been with me than with anyone else.
L	NL	L	NL	Was always getting after me.
L	NL	L	NL	Punished me in order that I wouldn't forget the rules again.
L	NL	L	NL	Acted as though I was in the way.
L	NL	L	NL	Believed in showing his (her) love for me.
L	NL	L	NL	Always told me exactly how to do my work.
L	NL	L	NL	Let me get away with not doing work he (she) had told me to do.

Father Mother

L	NL	L	NL	Understood my problems and worries.
L	NL	L	NL	Would always think of another way to do something I was working on.
L	NL	L	NL	Was always finding fault with me.
L	NL	L	NL	Believed in punishing me if I didn't do my school work or my chores at home.
L	NL	L	NL	Didn't seem to think of me very often.
L	NL	L	NL	Always listened to my ideas and opinions.
L	NL	L	NL	Told me how to spend my free time.
L	NL	L	NL	Was soft about the rules.
L	NL	L	NL	Often spoke of the good things I did.
L	NL	L	NL	Would have liked to have been able to tell me what to do all the time.
L	NL	L	NL	Got cross and nervous when I was noisy around the house.
L	NL	L	NL	Saw to it that I obeyed when he (she) told me something.
L	NL	L	NL	Didn't share many activities with me.
L	NL	L	NL	Was easy to talk to.
L	NL	L	NL	Always wanted to know whom I'd been with when I'd go out.
L	NL	L	NL	Let me get away with a lot of things.
L	NL	L	NL	Spent a lot of time having fun with me-- playing games, going on picnics, and so forth.
L	NL	L	NL	Told me how much he'd (she'd) suffered for me.
L	NL	L	NL	Didn't forget very quickly the things I did wrong.
L	NL	L	NL	Believed that all my bad behavior should be punished in some way.
L	NL	L	NL	Almost never went on Sunday drives or picnics with me.
L	NL	L	NL	Was happy to see me when I came home.
L	NL	L	NL	Asked me to tell everything that happened when I was away from home.
L	NL	L	NL	Was easy with me.
L	NL	L	NL	Often praised me.
L	NL	L	NL	Acted hurt when I didn't obey.
L	NL	L	NL	Didn't give me any peace until I did what he (she) said.
L	NL	L	NL	Almost always punished me in some way when I was bad.
L	NL	L	NL	Spent very little time with me.
L	NL	L	NL	Made me feel at ease when I was with him (her).
L	NL	L	NL	Was always checking on what I'd been doing at school or at play.
L	NL	L	NL	Let me do anything I liked to do.

Father Mother

L	NL	L	NL	Really wanted me to tell him (her) just how I felt about things.
L	NL	L	NL	Felt hurt by the things I did.
L	NL	L	NL	Lost his (her) temper with me when I didn't help around the house.
L	NL	L	NL	Believed in having a lot of rules and in sticking to them.
L	NL	L	NL	Sometimes said that I was stupid or dumb.
L	NL	L	NL	Cheered me up when I was sad.
L	NL	L	NL	Wanted to control whatever I did.
L	NL	L	NL	Let me go out on any evening that I wished.
L	NL	L	NL	Thought I had a right to my own opinions no matter what he (she) thought.
L	NL	L	NL	Felt that I should be grateful for what was done for me.
L	NL	L	NL	Often got mad when I played in the house.
L	NL	L	NL	Punished me when I didn't obey.
L	NL	L	NL	Wished I were a different kind of person.
L	NL	L	NL	Let me help to decide how to do things we were working on.
L	NL	L	NL	Didn't let me decide things for myself.
L	NL	L	NL	Let me do as I liked with my time after school.
L	NL	L	NL	Made me feel better after talking over my worries with him (her).
L	NL	L	NL	Thought I wasn't grateful when I didn't obey.
L	NL	L	NL	Wasn't very patient with me.
L	NL	L	NL	Believed in punishing me to correct and improve my manners.
L	NL	L	NL	Didn't talk with me very much.
L	NL	L	NL	Almost always spoke to me with a warm and friendly voice.
L	NL	L	NL	Worried that I couldn't take care of myself unless he (she) were around.
L	NL	L	NL	Let me dress in any way I pleased.
L	NL	L	NL	Liked me to choose my own way to do things.
L	NL	L	NL	Felt hurt when I didn't follow his (her) advice.
L	NL	L	NL	Sometimes got mad or cross with me and I didn't know why.
L	NL	L	NL	Was very strict with me.
L	NL	L	NL	Didn't seem to know what I needed or wanted.
L	NL	L	NL	Liked me as much when I didn't agree with him (her) as when I agreed.
L	NL	L	NL	Insisted that I explain the reasons for my actions.
L	NL	L	NL	Gave me as much freedom as I wanted.

VITA

Carol Jane Schwaegler Weaver was born December 5, 1942 in Dubuque, Iowa. Early years were spent in a rural environment with the first eight years of school experience in a one room school. After graduating from high school in Dubuque, she attended Macalester College, Saint Paul, Minnesota, 1960-1962, and graduated from the State University of Iowa in June, 1964. She attended The University of Tennessee School of Social Work from 1966-1968 through grants received from the Veteran's Administration and the National Institute of Mental Health. A Master of Science in Social Work degree was granted in June, 1968. In September, 1973, she began classes for certification in School Psychology; in the following months she applied and was admitted to the doctoral program in the Department of Educational Psychology and Guidance.

Before beginning classes in the doctoral program, work experiences included employment at Long Lane School for Girls, Middletown, Connecticut, 1964-1965; Florence Crittenton Home, 1970, in Knoxville, Tennessee; and Sunshine Learning Center, 1971-1972, also in Knoxville, Tennessee. Since January, 1974, she has been employed by the Knox County Schools in Knoxville as a School Psychologist.

She is married to Samuel C. Weaver; they have two children, Samuel and Daniel.