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THE EFFECT OF A PLANNED PARENT EDUCATION PROGRAM UPON THE YOUNG  
CHILD'S COGNITIVE AND AFFECTIVE DEVELOPMENT AND THE PRIME CAREGIVER'S  
ASSESSMENT OF CHILD BEHAVIOR

East Tennessee State University

ED.D.

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ASSESSMENT OF CHILD BEHAVIOR

---

A Dissertation  
Presented to  
the Faculty of the Department of Supervision and Administration  
East Tennessee State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Jean Thompson Scogin  
December 1979

APPROVAL

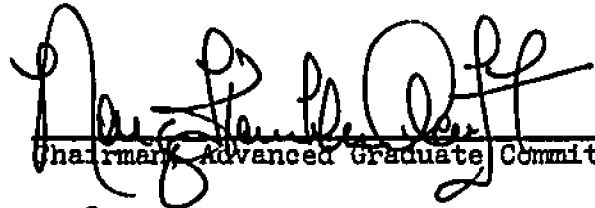
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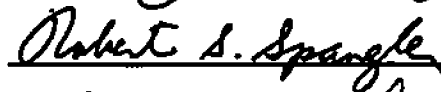
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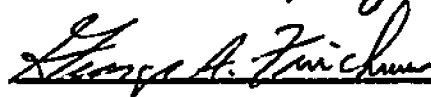
met on the

27 day of November, 1979.

The committee read and examined her dissertation, supervised her defense of it in an oral examination and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

  
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## Abstract

# THE EFFECT OF A PLANNED PARENT EDUCATION PROGRAM UPON THE YOUNG CHILD'S COGNITIVE AND AFFECTIVE DEVELOPMENT AND THE PRIME CAREGIVER'S ASSESSMENT OF CHILD BEHAVIOR

by

Jean Thompson Scogin

The problem was to determine the extent a selected parent education program influenced the cognitive and affective development of educationally deprived Appalachian pre-school children and to determine to what extent the program influenced the prime caregivers' assessment of the child's behavior.

Subjects included 40 Appalachian prime caregivers and their children who participated in four intact home-based classes. They were randomly assigned to treatment by the teacher, in order to equate the home visitor case load. In the Experimental Group, prime caregivers were provided with resources developed from the Systematic Training for Effective Parenting (STEP) program. Control Group prime caregivers participated in regularly prescribed home visits.

Prime caregivers and children were pre- and posttested on the same instruments. The Peabody Picture Vocabulary Test was used to test the cognitive variable and the Florida Key was the instrument used to test the affective variable. The Adlerian Parental Assessment of Child Behavior Scale was the instrument used to test the prime caregiver's perception of the child's behavior.

The analysis of covariance indicated that no significant differences were found between the STEP Group and the Control Group on the cognitive, affective, or parental assessment variables. Treatment sessions, for prime caregivers who participated in nine STEP sessions, did not result in a more positive perception of their child's behavior, nor did it effect significantly the cognitive or affective performances of their children.

INSTITUTIONAL REVIEW BOARD

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project The Effect of a Planned Parent Education Program upon the Young Child's Cognitive and Affective Development and the Prime Caregiver's Assessment of Child Behavior

Principal Investigator Jean Thompson Scogin

Department Supervision and Administration

Date Submitted October 9, 1978

Institutional Review Board Approval, Chairman

A handwritten signature in dark ink, appearing to read "Frank M. Shepard", is written over a horizontal line.

## DEDICATION

To my parents, who instilled in me a positive self-concept and a keen desire for learning.

To my sons and daughters, who made me aware of the singular qualities of each individual and whose love and constant encouragement made this work possible.



## ACKNOWLEDGEMENTS

Many individuals have made this study possible. In appreciation, particular thanks to the members of my committee: to my chairman, Dr. Nancy Hamblen Acuff and to Dr. Charles G. Beseda, Dr. George A. Finchum, Dr. Robert S. Spangler, and Dr. A. Keith Turkett. I wish to thank Mr. Kenneth Ross, Mrs. Amelia Schumaier, and Mr. John Albrecht for their assistance with the statistical procedures.

Particular thanks are due Mrs. Betty Lou Morley, Mrs. Nataleen Hawkins, Mrs. Grace Stacy, and Mrs. Kathleen Puckett for arranging their home visit schedule to include the STEP training and implementation. I am grateful to Mrs. Wanda Bledsoe, Director of Special Programs, for allowing us to work with the Early Childhood children and their prime caregivers.

Thanks to Mrs. Betty Fletcher and Mrs. Pearl Gulley for special assistance during the project. A special thanks to Dr. Nancy B. Hicks whose friendship supported me and to Mrs. Linda Perry for typing this manuscript.

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## Chapter 1

### INTRODUCTION

America's families, and their children, are in trouble, trouble so deep and pervasive as to threaten the future of our nation. The source of the trouble is nothing less than a national neglect of children and those primarily engaged in their care--America's parents. (White House conference on children, 1970, p. 253)

The report emphasized that the family is society's primary unit for developing human potential and charged parents and children with enhancing their own abilities and responsibilities in their family lives. Parents, however, often find themselves "at the mercy of a society which imposes pressures and priorities that allow neither time nor place for meaningful activities involving children and adults" (White House conference on children, 1970, p. 241).

One of the responses to this concern for family support was programs developed to educate parents in practical methods for rearing children. Educators realized that parents needed guidance in child-rearing skills, just as in academic pursuits. Educational supervisors, recognizing that maladaptive school behaviors needed to be identified and ameliorated much earlier, initiated pre-schoolparent education programs. Educators viewed democratic parenting skill programs as one tool with the potential to enrich the total family milieu.

Educational supervisors, psychologists, and child development specialists produced parent education programs designed to teach parenting skills. The opportunity for teaching parent education programs interested paraprofessionals, as well as experts in the field. The

practical application of democratic child-rearing skills may involve experts or trained paraprofessionals who follow the program format.

There exists an evident need to meet the White House Conference challenge for more parent-child interaction in developing their own abilities and responsibilities and in developing new programs which enhance the quality of family life in general, and parenting in particular.

### The Problem

#### Statement of the Problem

The problem was to determine the extent a selected parent education program influenced the cognitive and affective development of educationally deprived Appalachian pre-school children and to determine to what extent the program influenced the prime caregivers' assessment of the child's behavior.

#### Significance of the Study

The national concern for parents in relation to the education of their children began in the early 1960's. By 1970 the pattern of family crisis was recognized by the White House Conference as a general problem. This report indicated that poverty aggravated the difficulties. For impoverished families, the every day tasks of existence were exhausting, leaving little time for interaction and guidance with the children.

Research indicated that the differences between lower class and middle class child-rearing practices were a function of access to information (Sears et al., 1957). The literature on cultural deprivation also

indicated that language training is either minimal or constricted in these disadvantaged families (Gordon, 1973). Throughout the studies of deprivation, the importance of the child's perception of himself as an important person emerges as a potent variable (Gordon, 1973; Purkey, 1972). Language enrichment, self-concept, and parental guidance appeared as a triad of factors which strongly influenced the child's adaptation to the school environment (Purkey, 1972; Gordon & Breivogel, 1976).

Early childhood educators devised home-based programs for children from inadequate family environments with economic, social, language, or cultural problems (Acuff & Lancaster, 1975). This program emphasized the parent as the first teacher and employed paraprofessional home visitors to teach parents more effective child-rearing skills. Home-based early childhood programs were most successful when they reached the child early and involved the parent in an organized intellectually stimulating parent-child interaction program (Gordon & Breivogel, 1976). U. Bronfenbrenner (1972) pointed out that parents must play a prominent part in the planning and administration of the program, and they must actively participate in the execution of the program as volunteers and aides in the classrooms.

In view of the national interest in families in crisis, there existed a need for a parent education program based upon mutual respect in the field of child-rearing methods (McKay, 1976). In the Systematic Training for Effective Parenting (STEP) model, parents provide opportunities for children to make decisions and become responsible for those decisions. STEP programs had previously been designed and implemented for small group units (McKay, 1976; Nordal, 1976). This



study proposed to teach the same parenting skills (see Appendix B for complete derivation) individually to the prime caregiver in the home.

Research had demonstrated the effectiveness of the home-based programs. This study was organized to demonstrate to educational supervisors the practical application of a parent education program implemented in a home-based program for educationally deprived three- and four-year-old children.

### Definition of Terms

There are several terms used in this study which may suggest limited interpretation. The following are the definitions for these terms:

#### Adlerian Parental Assessment of Child Behavior Scale

The APACBS, a thirty-two, seven-point interval, Likert-type rating scale designed to assess the prime caregiver's perceptions of the target child's behavior, was constructed by McKay (1976) to test change in specific STEP behaviors.

#### Educationally Deprived

The term educationally deprived described a child who was not working at a level expected of children at that age because of economic, social, language, or cultural problems (Title I ESEA: how it works, 1973).

#### Florida Key

The Florida Key was a scale to provide educators with a learner self-concept score. This checklist was scored individually and was

recommended for the ages of pre-school, elementary, and secondary school children (Purkey, Cage & Graves, 1973).

#### Home-Based Early Childhood Home Visit

The home visitor, a trained paraprofessional early childhood staff member, visited the child's home once each week.

#### Learner Self-Concept

The learner self-concept was a part of one's global self which related directly to school achievement (Purkey, 1972).

#### Peabody Picture Vocabulary Test

The PPVT was an instrument designed to provide an estimate of a subject's verbal intelligence by measuring hearing vocabulary. The manual suggested that this test could be administered individually to any English speaking person, from the age of 2 years, 6 months to 18 years, who can hear, see, and communicate "yes" or "no" (Dunn, 1965).

#### Prime Caregiver

The prime caregiver was the person in whose care the child was entrusted at the time of the regularly scheduled home visit.

#### Self-Concept

The self-concept was a complex and dynamic system of beliefs which an individual holds true about himself (Purkey, 1972).

### Systematic Training for Effective Parenting

The STEP program was a nine-session parent study program taught in weekly sessions. The STEP Leader's Manual determined the topics and format of the program (Dinkmeyer & McKay, 1976).

### Hypotheses

The three research hypotheses were as follows:

#### Hypothesis 1

There will be a significant difference in the verbal intelligence group mean scores of children whose prime caregivers participate in the STEP program and the verbal intelligence group mean scores of children whose prime caregivers do not participate in the STEP program;

#### Hypothesis 2

There will be a significant difference in the learner self-concept group mean scores of children whose prime caregivers participate in the STEP program and the learner self-concept group mean scores of children whose prime caregivers do not participate in the STEP program; and

#### Hypothesis 3

There will be a significant difference in the perception of the child's behavior group mean scores of prime caregivers who participate in the STEP program and the perception of the child's behavior group mean scores of prime caregivers who do not participate in the STEP program.

### Procedures

The procedures followed in conducting this study were:

1. An intensive review of the related literature was conducted.
2. The population was defined by selecting a sample, consisting of pre-school children enrolled in four intact classrooms from a small city school system in Upper East Tennessee.
3. A questionnaire was designed to gather information concerning general demographic data. The prime caregiver indicated consent to participate by signing the questionnaire.
4. Approval was secured from the school system's Director of Special Programs and the East Tennessee State University Institutional Review Board.
5. Specific methods employed in carrying out the experiment included:
  - a. Forty-eight prime caregivers and their children were randomly assigned for treatment as an experimental or control group.
  - b. The children were pretested in the center with the PPVT for the cognitive variable. The Florida Key, testing for learner self-concept, was used for the affective variable. The prime caregivers were tested in their homes with the APACBS for the parental assessment variable.
  - c. The nine week STEP program was initiated by the home visitors. Each prime caregiver and child was visited at the same time once a week, for approximately one hour. The STEP program was presented to the experimental group prime caregivers. The STEP Leader's Manual was used as a guide in each session.
  - d. At the end of the treatment period the children were posttested in the center with the PPVT and the Florida Key. The prime caregivers were posttested in their homes with the APACBS.

6. An analysis of covariance was used to determine statistically significant differences between group means. A .05 level of confidence was established in testing the hypotheses.

7. The results were reported, the data summarized, the conclusions formulated, and the recommendations suggested.

### Limitations of the Study

The following limitations were placed on the study:

1. The experiment was restricted to the prime caregiver because of the randomization requirements. When the children were randomly assigned to experimental or control groups, the person, in whose care the child was entrusted at the time of the regularly scheduled home visit, became the prime caregiver.

2. The sample was selected from the prime caregivers who were willing to participate in at least seven out of the nine treatment sessions.

3. This study was limited to sampling a southern Appalachian small city school system's educationally deprived three-and-four-year-old children and their prime caregivers.

### Organization of the Study

Chapter 1 contains the introduction, statement of the problem, significance, and definition of terms. The hypotheses, procedures, limitations, and organization followed.

Chapter 2 includes a review of the literature.

Chapter 3 includes the method and the treatment used.

Chapter 4 includes the statistical analysis and results.

Chapter 5 includes the summary, conclusions, and recommendations.

## Chapter 2

### REVIEW OF LITERATURE

The changing dimensions of American family life brought focus upon parent education. Chapter 2 included a summary of the parent education movement; verbal intelligence, self-concept, and parental assessment of children's behavior studies; group and individual teaching methods; and the theories from which this study was derived.

#### Parent Education

Early leaders in the field of parent education included J. Pestalozzi and F. Froebel (Hendrickson, 1963). According to historians, Pestalozzi and Froebel were not rewarded in their efforts to organize parents for the purpose of studying children. Fathers in those earlier times often had absolute control over their families. Parent educators have noted that when the strong authoritarian patterns were broken, parents became motivated to study children (Hendrickson, 1963).

Around 1900 parent education began in France; unfortunately, this educational endeavor met with little success. France was not the only nation interested in parent education at this time. Funded by the federal government, the Children's Bureau was established in the United States in 1913. An outgrowth of this trend was the Child Study Movement begun in the 1920's.

Sparked by the leadership, parents became vitually interested in the educational movement; thus, the organization of the Parent-Teacher Association followed. Parent cooperative nursery schools were initiated

in the early 1930's. The Lanham Act of the 1940's provided money for the day care of children whose mothers worked during World War II. Some kindergartens were developed for two or three hours per day, but little parent education was available.

The "War on Poverty" was declared in the 1960's. This was the first large government funding since the Children's Bureau in 1913. Head Start, Home Start, Title I and Follow Through were some of the programs funded to bring a cognitive approach to southern blacks and Appalachian whites, along with Puerto Rican and Chicano children and their parents.

Emphasis was not only evident in the United States. The International Federation for Parent Education was established in 1964 on the premise that the family is the basic institution for education in all societies. The home environment as the basis for human development was emphasized by Gordon (1977). He stated that parents need help in creating the best environment and that the early years of life are important for life-long development. Parents, like other teachers, needed to gain insights and skills to enable them to realize their full potential (Gordon, 1977).

The Carnegie Council on Children concluded a study of the American family that "in today's world, and in any future that we can imagine, families are and will continue to be the first line of support for children" (Keniston, 1977, p. 22). The Council also reported that the best way to provide support to today's children was to provide support for today's parents. As the emphasis for parent education grew, Gordon (1977) reflected that "identifying the underlying theories of parent involvement in the child's development and adjustment is marked by the notable lack of any theory of parenting."



### Parent Education Programs

Gordon (1973) presented a paper to the Merrill-Palmer Conference, which described a longitudinal evaluation of his early intervention project. The purpose of the project was to investigate how early intervention into the lives of infants might break the poverty cycle. He found a positive relationship between maternal teaching skill and child performance at age one. The population of disadvantaged mothers showed variability in maternal teaching skills. The study also revealed that parents are reinforced in their sense of control of the environment by feeling that their behavior makes a difference in the child. He found a significant difference in movement toward internal control of their environment by the experimental parents.

In a doctoral study of parent participation, C. Hebblethwaite (1975) concluded that offering multiple opportunities for parents to participate in a pre-school program focusing upon the school environment was not an effective means of promoting additional gains in child growth in the learning processes. Children of parents who subsequently become active participants in a pre-school program, focusing on the school environment, enter the program with the highest pretest scores on language functioning, academic readiness, and intelligence (Hebblethwaite, 1975). She concluded that it appears that the more effective means of promoting parental involvement in the learning process of pre-school children would be to focus on the home rather than the school setting. An increase in overall parent participation was obtained by B. Green (1977) in selected Upper East Tennessee kindergartens after the teachers utilized a home visitation program.

Recent research involving parent education included that of R. D. Berrett, M. K. Malone, and N. H. Acuff. The value of a theory of parent-child relationships that emphasized individual responsibility and democratic living for families was supported by Berrett's study (1973). Malone (1975) conducted a study to determine the effects of a home-based program on the attainment of toddlers, and found that the role of parent as teacher may be strengthened through the acquisition of pedagogical skills necessary to stimulate more development in young children. Child-rearing has changed drastically over the past years and conflict often exists where parents, who were raised in autocratic homes, are trying to raise their children by democratic methods. Appalachian parents, however, reported traditional autocratic child-rearing values, but their behaviors indicated an adoption of democratic parenting practices (Acuff et al., 1979).

#### Appalachian Parent Education Programs

The singular Appalachian parent traits needed definition prior to an investigation of parent education programs. Appalachian caregivers traditionally adhered to a rigid set of behaviors. These Appalachian "mountain traits," observable in pre-Civil War days, included individualism, traditionalism, fatalism, and religious fundamentalism (Ford, 1962).

C. D. Williams (1975), a contemporary Appalachian historian, believed that as late as World War II a portion of the Appalachian's independence and self-respect based on the strengths of the family structure survived to set him apart from other poor whites who lived in similar economic and social conditions. The economic decline,

unemployment, and forced dependency of the Great Depression of the 1930's brought the most degrading poverty to the area. Appalachia, when revisited by R. Caudill, was struck with "tragedy dark, stark, and irreversible" (1966, p. 31). Gone were the pride, the self-sufficiency, the warm hospitality, and in their place were suspicion of outsiders, aimlessness, apathy, and demoralization commonly associated with long-term poverty (Caudill, 1966). As late as the 1970's, these traits were still found in Appalachia and affected all native Appalachian parents.

Parent education programs, defined by B. J. Green, W. W. Locke, and E. G. Millsaps in master's theses and dissertation research, met with mixed results. Green (1977) found that Southern Appalachian kindergartens who used a home visitation format showed an increase in overall parent participation. The finding of Millsaps' (1972) study was that no significant difference existed in the cognitive and linguistic development between kindergarten children whose parents participated in a planned parent involvement program and those children whose parents did not participate. Locke (1976) concluded that based on data gathered relative to the relationship between parent behavior and child achievement, the behavior of the parent was closely related to the level of achievement the child attained. Another conclusion drawn by Locke was that the greater the degree of positive change in parent behavior, the greater the degree of change in child achievement. In analyzing the importance of the frequency of home visits on parent behavior, Locke found that a home visit once a week was no more beneficial than a visit once every two weeks. A parent who received a home visit, however, was more likely to develop a positive change in parent behavior toward the child than a parent who received no visits. *Appalachian caregiver education program*

research suggested there were multifaceted elements which influenced the program's significance.

### Verbal Intelligence

Foremost among the factors identified in cognitive development was verbal intelligence. Emphasis on verbal skills was overwhelming in public education, social intercourse, and achievement in a technological society. Fifty years of research in Great Britain and the United States produced the base for a psycholinguistic developmental theory. The research of R. Brown (1973), E. Klima (1966), and C. Cazden (1966) of the United States, and D. Slobin (1968) in the United Kingdom, aided the chronicling of language development from infancy to middle childhood.

Later studies by J. Kagan and M. Lewis (1965) emphasized that a stimulating linguistic environment enhanced verbal ability, cognitive development, and intelligence scores. A contrasting viewpoint was taken by A. R. Jensen. The "failure of compensatory education efforts to produce lasting effects on children's IQ" was the premise that IQ differences were almost entirely a result of environmental differences (Jensen, 1969, p. 1). He suggested that genetic factors were much more important than environmental factors in producing IQ scores, which were known to predict scholastic performance better than any other single measurable attribute of the child.

Family size and intelligence were studied by A. Anastasi and I. Gottesman. Anastasi (1956) stated that there was a substantial negative correlation between intelligence and family size and between social class and family size. Children with many siblings had lower

IQ's than children in small families (Gottesman, 1968). He found the trend was especially marked for families of more than five children.

Jensen (1969) concluded that environment acts as a "threshold variable," that is, extreme environmental deprivation could keep a child from performing up to his genetic potential, but an enriched educational program could not push the child above that potential. Kagan, Jensen, Anastasi, and Gottesman's research suggested that there were multiple elements which influenced intelligence.

The deprivation studies of the 1960's and 1970's indicated a close tie between the lack of verbal skills in standard English and school success (Hess, 1965; Caldwell, 1967; Purkey, 1972). M. K. Malone (1975) concluded that the education of young children need not be jeopardized by the ill effects of poverty. She also found that early intervention through a home-based program may increase the attainment of toddlers. M. P. Ray et al. (1973) found significant results from a home teaching program to change rural poor mothers' strategies for verbal interaction with their children. Research by Ray and Malone supported evidence that a parent education intervention results in verbal achievement of children.

### Self-Concept

Research evidence clearly showed a significant relationship between a student's self-concept and his academic achievement (Purkey, 1972). Purkey (1972) also concluded that a student's attitudes limited the level of his school achievement. A stronger relationship between self-concept and achievement in boys than in girls was found by J. Bledsoe (1967). Sex differences seemed primarily to affect

underachievement. Male underachievers tended to have more negative self-concepts than females. Perhaps the reason was that girls, both high and low achievers, reported a higher self-concept than boys, and that girls as a group, indicated higher self-concepts (Baum et al., 1968). The research of M. Gill (1959) supported the conclusion that patterns of achievement were significantly related to the perceived self in public school students.

The influence of the self had no racial boundaries (Purkey, 1972). Further research by M. D. Caplin (1966) and A. T. and L. M. Soares (1969) found that Negro high achieving children had more positive self-concepts than Negro low achieving children; however, children with poor self-concepts seldom succeeded in school, regardless of race. The research of Purkey, Bledsoe, Caplin, Gill and others supported the conclusion that the achievement of students was significantly related to the perceived self.

#### Assessment of Behavior Change

Parent assessment of children's behavior change, as a result of parent education programs, was an integral part of this study. Significant positive changes in mothers' perceptions of their children's behavior when they participated in a STEP Group were noted by G. D. McKay (1976). Another research study (Bauer, 1977) used the STEP program and the Dreikurs program to effect family change. Her results showed that STEP was effective in changing parent perception of their own interactions with their children. McKay, Bauer, and others observed that parent education made a significant difference in the parents' perception of their children's behavior.

A program of Adlerian child guidance, conducted by D. C. Dinkmeyer (1959) found no significant difference to indicate that mothers empathized with their children as measured by their ability to observe changes in their children's perceptions of their problems. Changes in parental attitudes, children's adaptation to school, and children's level of adjustment were studied by S. S. Swenson (1970). The author found one significant change in teachers' ratings of one group of pupils' adjustment. After a parent counseling program, T. F. Haley (1963) found there was no significant difference in change in children's perception of parental attitudes. A follow-up assessment revealed no significant changes in children's perception of parental attitudes or in measurable parental attitudes. The effects of an Adlerian parent study group, conducted by A. J. Runyan (1973), found no significant difference between groups in the parents' and teachers' perceptions of change in children's behavior. Swenson, Haley, and Runyan found no significant difference in parental attitudes following a parent education program.

#### Group and Individual Teaching Methods

Based on the group teaching method advocated by T. Gordon (1970), R. Dreikurs (1964), W. Becker (1971), and M. James and D. Jonegeward (1976) developed child-training parent skill programs. The group process value for helping parents was defined by Dinkmeyer and J. J. Muro (1971).

The parent group provides a unique opportunity for all involved to become more aware of the parent-child relationship and to experience feedback regarding the effect that their parent practices have upon their children. This is derived through feedback from other parents about their procedures. The opportunity for mutual therapeutic effect is constantly available. At the same time, there is the opportunity to

create a strong interdependence which takes advantage of the universal problems that confront parents. There is an opportunity for parents to contribute to each other and to develop new approaches to parent-child relationships. The corrective process of feedback from contemporaries has tremendous effect upon the group dynamics. (p. 287)

Basic to each of these programs was the premise that each caregiver had intrinsic value as a person, regardless of age or social function, and social interaction was valued (Pittinger & Gooding, 1971). Caregivers derived meaning through social interaction and sharing common activities and goals. The extent to which caregivers shared needs, goals, purposes, and ideas provided a framework for an integrative society. These processes developed the foundation for caregivers to live in true community with their families and friends (Pittinger & Gooding, 1971).

Group teaching programs made significant contributions toward improving caregiver-child relationships; however, there were limitations to be overcome for individuals who, by definition, had special concerns and limitations. These limitations included:

1. Selection of professional leaders, who were often required for parent classes, limiting class formation to a specific time frame determined by the leader;
2. Prohibitive fees charged for most groups;
3. Employment of the "read and discuss" delivery method;
4. Lack of adequate transportation and baby sitter services; and
5. Selection of caregivers who usually had been largely middle class participants seeking child-rearing techniques.

Caregivers of educationally deprived preschoolers found several items on the limitation list stumbling blocks to learning. The parent



group teaching method, for the purpose of teaching child-rearing skill development, severely limited a lower socioeconomic caregiver's participation.

### Theory Base

Extant theories included the social development theory of E. Erikson, J. Piaget's nature-nurture summations, and the assumptions inherent in V. E. Frankl's logotherapy. Primarily, the theories of Erikson were supportive of the basic bonds of trust and enhanced development through effective caregiving. Piaget's chronicle of language and cognitive development coupled with his synthesis of nature-nurture transactions served as the base for parental interaction patterns. Frankl (1978) exploded the myth that if one improved the socioeconomic status of people, life satisfaction would be assured. He resolved that as the struggle for survival subsided, the new question seemed to be, survival for what? His answer was the "search for a meaningful existence" (Frankl, 1978, p. 21).

Piaget (1975) concluded that there was no phenotypic transformation independent of the interaction with environmental influences. He further postulated that cognitive and affective development were complementary. The most fruitful factors in the child's development of understandings were situations that introduced new material which had to be organized into a new learning system.

Feelings of self worth, self development, and purposeful living were summarized in the contemporary theories of V. Frankl (1973). He defined logotherapy as a psycho-therapy which not only recognized man's spirit, but actually started from it; it was a therapy through meaning.

Logotherapy formed a picture of man in his wholeness. Three factors characterized human existence: man's spirituality, freedom, and responsibility. Frankl emphasized that the human organism needed to reflect responsibility for his own behavior and not attribute his lack of performance to instinct, a poor environment, or malevolent fate.

Erikson (1977) postulated that the rudiments of hope, the first psycho-social strength essential for ego development, arose out of a fundamental struggle between basic trust and basic mistrust in infancy, and that this first conflict, like all subsequent ones, needed to be re-solved throughout life. The caregivers' responsibility was to provide an atmosphere in which security and trust could thrive.

Evidence clearly indicated a positive relationship between caregiver involvement and subsequent achievement of children. The literature indicated that teaching on an individual basis was a potent variable.

The postulates of Adler and Dreikurs formed the basis for the general philosophy of the STEP program (McKay, 1976). Adler viewed faulty parent-child relationships as a lack of parental understanding of children's behavior and child training methods which facilitated mutual respect. Misbehavior was often the result when children believed they could not reach their goals through useful behavior. Four broad immediate goals of misbehavior defined by Dreikurs were attention, power, revenge, and display of inadequacy. Parental positive reinforcement brought satisfaction and a sense of belonging (Dreikurs & Soltz, 1964).

Life style, which Adler defined as a plan for achieving a place for oneself in the world, included convictions about oneself, others, and the world. Individuals chose long range goals to support their convictions. Each life style included many behavior choices to support these

convictions and goals. Individuals were allowed choice in expressing goals through useful or useless behaviors (McKay, 1976).

McKay (1976) proposed that the climate of our time suggested a democratic child-training philosophy which permitted children to make choices within limits, allowed them to be responsible for the consequences of their decisions, fostered a willingness to cooperate and participate in the give and take of life, emphasized mutual respect, and provided encouragement for coping with the difficulties of life.

#### Summary

Journal articles, research studies, proceedings of learned societies and monographs cited in the review of literature provided a framework of reference for comparison of research data. An ERIC-CAPS computer search, a manual search of Dissertation Abstracts, and selected references provided adequate depth and scope of materials. The review of literature included the relationship of prime caregiver education, children's verbal intelligence studies, self-concept studies, and the prime caregiver's perception of the child's behavior studies. Also included were group and individual teaching methods, theory base, and the STEP philosophy.

## Chapter 3

### METHODS AND PROCEDURES

The content of this section includes the methods, subject sample, and the research design. The questionnaire, permission, initial interview, treatment, and training of subjects were included in the procedures section. A description of the treatment materials were presented.

#### Method

##### Subjects

The subjects for this experiment were drawn from the samples of the population of Title I Home-Based Early Childhood children enrolled in four classes from three school districts. A total of 48 children and 48 prime caregivers participated. All children were born between November 1, 1973 and October 31, 1975, and were identified as educationally deprived according to the Title I guideline definitions. The sample included black and white males and females in an Upper East Tennessee small city school system, who were assigned to STEP or control groups by the teacher to ensure equal home visitor case loads. Prior approval to initiate research was secured from the public school's Director of Special Programs and the East Tennessee State University Institutional Review Board.

##### Design

The nonequivalent control group design was used in the study. This design involved an experimental group and a control group which did not

have pre-experimental sampling equivalence. The nonequivalent control group design is a quasi-experimental design described by D. T. Campbell and J. C. Stanley, in Experimental and Quasi-Experimental Designs for Research (1963). The design of the study is shown in Table 1.

Table 1  
Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>

The independent variable (X) was the STEP program (Dinkmeyer & McKay, 1976). The dependent variables were each child's verbal intelligence as measured with the Peabody Picture Vocabulary Test, each child's observed learner self-concept behavior as measured with the Florida Key, and each caregiver's perception of the child's behavior as measured with the Adlerian Parental Assessment of Child Behavior Scale.

### Procedures

#### Questionnaire

A questionnaire was constructed and synthesized from two previously validated instruments ("High/Scope," 1975; Pardew, 1978). This questionnaire (see Appendix C) was distributed to the prime caregivers prior to the study. General demographical information obtained included

name, highest level of schooling attained, siblings, and other geographical areas where the family had lived.

The next four items gathered information concerning participation in other early childhood programs; how often someone read to the child; how many children's books were in the home; and how much television the child watched each day. The last item obtained the parent's consent to participate in the research project. A copy of the questionnaire is presented in Appendix C.

#### Permission

A letter was written to the Director of Special Programs requesting permission to perform the research. Accompanying the request was an abstract of the treatment. A copy of the letter granting permission to conduct the study is shown in Appendix D.

The principal of the school and the four home visitors were contacted and the study was described. An overview of the project was presented and their consent to participate was obtained.

#### Initial Interview

Each initial interview was held at the prime caregiver's home, with the home visitor, caregiver, and child present. A description of the STEP sessions was presented, and questions from the caregiver were answered.

The questionnaire was administered to each prime caregiver. Explanations were given by the home visitor when requested by the prime caregiver.

The prime caregivers were pretested on the Adlerian Parental Assessment of Child Behavior Scale. This same instrument was used as the

posttest. The standard recommendations were that prime caregivers must be able to participate in at least seven out of nine treatment sessions to be included in the project. A date and time was established for initiating the first session of STEP. Control group prime caregivers continued their regular, individually prescribed home visits without the STEP treatment. The same time and day of the week was set for the following weeks of treatment. The home visit schedule followed the same pattern negotiated at the beginning of the school year.

### Treatment

The prime caregivers of the children in the experimental group enrolled in the home-based program participated in the nine weekly sessions of the STEP program. Each session was approximately one hour in length; the child was present as well as the prime caregiver. The treatment procedures involved specific topics for each session (see Table 2).

The materials used and the lesson format were prescribed in the STEP Manual. Each home visitor developed the STEP program with her regular group of prime caregivers.

The children were pretested and posttested in the center by instruments which measured learner self-concept and verbal intelligence. The Florida Key, Elementary School Form, developed by Purkey, Cage, and Graves (1973), was administered to both experimental and control groups. This test provided learner self-concept scores for relating, asserting, investing, and coping behaviors (see Appendix C). The Peabody Picture Vocabulary Test (PPVT), Form A, was the instrument employed to test verbal intelligence of children.

Table 2  
Treatment Schedule for Caregivers

STEP Topic for Each Session	
First week	Understanding Behavior and Misbehavior
Second week	How Children Use Emotions to Involve Parents
Third week	Encouragement
Fourth week	Communication: Listening
Fifth week	Communication: Exploring Alternatives and Expressing Your Ideas and Feelings to Children
Sixth week	Developing Responsibility
Seventh week	Decision Making for Parents
Eighth week	The Family Meeting
Ninth week	Developing Confidence and Using Your Potential

### Training

The home visitors were trained by the Teacher-Leader of the Early Childhood Program. Training sessions preceded each lesson. The research project personnel were all familiar to the prime caregivers and children.

### Systematic Training for Effective Parenting Materials

Leader's manual. The manual included an introduction to the program, information on organization of the lessons for conducting sessions, and guidelines for leading discussions.



Parent's handbook. The handbook contained readings and exercises in principles of democratic parent-child relations. Each prime caregiver was presented a personal copy of the handbook. The handbook also included:

1. Problem situations: Examples of child-rearing problems helped generalize and integrate the concepts presented in each lesson.

2. Charts: Ten small charts summarized the major concepts and principles of the STEP program.

3. Points to remember: A perforated and illustrated list of each session's major points was included.

4. My plan for improving relationships: A perforated form was included in each chapter on which parents privately planned and assessed their progress in dealing with specific parent-child relationships.

Five cassettes. In each session, one or two recorded segments were presented which illustrated typical parent-child situations and showed how STEP procedures were used effectively in these situations. Complete transcripts of recordings, questions, and exercises were included in the Leader's Manual.

Discussion guide cards. Six colorful cards illustrated the principles of effective discussion.

Posters. Each poster illustrated the major point of one of the nine sessions.

Charts. Ten large charts summarized the program's major concepts. These charts were printed in the Parent's Handbook.

### Summary

Forty-eight children and their prime caregivers, who enrolled in the Home-Based Early Childhood Program, were randomly assigned to STEP or control groups by the teacher to ensure equal home visitor case loads. The nonequivalent control group design was chosen because intact classes do not have pre-experimental sampling equivalence.

A prime caregiver information questionnaire was distributed prior to the study. This questionnaire was designed to request demographic data and the prime caregiver's consent to participate. Permission to proceed was obtained from the Director of Special Programs, the elementary school principal, and the four home visitors. At the initial interview, the STEP program was described and the APACBS was administered. Immediately before the treatment was begun, the children were tested in the Center with the PPVT and the Florida Key. A description of the STEP materials included the Leader's Manual, Parent's Handbook, five cassettes, discussion guide cards, posters, and charts. The home visitors were trained for STEP leadership by the program leader. The research personnel were familiar to the prime caregivers and children. After the nine week STEP training, posttests were given with the APACBS, PPVT, and Florida Key variables used in the pretesting.

## Chapter 4

### PRESENTATION AND ANALYSIS OF DATA

The effects of a planned parent program upon the verbal intelligence and learner self-concept of educationally deprived Appalachian pre-school children were of prime importance to the study. The prime caregivers perception of changes in child behavior, due to the parent education program, were assessed. The three hypotheses presented in Chapter 1 were analyzed separately. Data presentation and analysis of the questionnaire preceded the testing of the hypotheses.

#### Presentation of Data

##### Questionnaire

The first item requested the child's name. From that information, a child number and group assignment were indicated. The second item on the questionnaire requested the age of participating children. Each table depicted the STEP and Control Groups separately. Table 3 presents this information. Ten children in the STEP Group were 3 years of age and an equal number were 4 years old. The Control Group consisted of 12 (60%) 3 year olds and eight (40%) control children who were 4 years old.

The participating children's gender was indicated on question three. This information was included in Table 3. STEP children consisted of eight (40%) males and 12 (60%) females. The Control Group was comprised of 13 (65%) males and seven (35%) females.

Table 3  
Participating Children by Age and Sex

	STEP		Control	
	No.	%	No.	%
Age 3	10	50	12	60
Age 4	10	50	8	40
Male	8	40	13	65
Female	12	60	7	35

Prime caregivers' educational attainment was defined by items four and five on the questionnaire. This demographic data is presented in Table 4. For fathers, whose children participated in STEP, five (25%) had completed the eighth grade. Twelve (60%) STEP fathers completed the twelfth grade. Three fathers (15%) had education which included college or trade school. Three (15%) STEP mothers completed the eighth grade. Fourteen (70%) STEP mothers completed the twelfth grade, and the remaining three (15%) mothers had some education beyond high school.

Table 4  
Participating Caregivers Educational Level

	STEP			Control		
	Grade 8	12	Beyond	8	12	Beyond
Father	5	12	3	5	12	3
Mother	3	14	3	5	14	1

The Control Group father education was exactly the same as the STEP Group. Mothers in the Control Group differed only slightly. Five (25%) mothers had completed the eighth grade. Fourteen (70%) of the mothers completed high school. Only one (5%) mother had education beyond high school.

Information on the number of siblings for each participating child was questionnaire item six. Three (15%) STEP children were only children. Four (20%) children had one sibling. Twelve (60%) children had two siblings. One child (5%) had seven siblings.

In the Control Group, four (20%) children were only children. Six (30%) children had one sibling. Six (30%) children had two siblings and three (15%) children had three siblings. One child (5%) had six siblings. Table 5 includes this data.

Table 5  
Siblings

	STEP		Control	
	No.	%	No.	%
0	3	15	4	20
1	4	20	6	30
2	12	60	6	30
3			3	15
6			1	5
7	1	5		

Prime caregivers were asked to circle areas of the country in which the child had lived for the seventh item. Seventeen (85%) STEP children had always lived in East Tennessee. Three (15%) children had lived outside that immediate area. One hundred percent of the Control Group had always lived in East Tennessee. Items concerning locale are found in Table 6.

Table 6  
Locale of Participating Children

	STEP		Control	
	No.	%	No.	%
East Tenn.	17	85	20	100
S. W. Va.				
Other	3	15		

For the STEP Group, an analysis of the number of days per week a child was read to regularly indicated seven (35%) children were read to four days a week. Three (15%) children were read to five days per week. One child was read to seven days per week and the same percentage (5%) accounted for one child only read to one time per week. Two (10%) children were read to six times a week while four (20%) children were only read to twice a week. Two (10%) children were read to three times a week.

Control Group caregivers indicated one (5%) child was read to six times a week and two (10%) children were read to seven times a week. Three (15%) children were read to three times per week; six (30%) children

were read to five days per week; and four (20%) children were read to four days per week. Three (15%) children were read to two days per week and one (5%) child was not read to at all. Data concerning prime caregivers reading regularity (item 8) is shown in Table 7.

Table 7  
Caregiver's Reading Regularity

Days Per Week	STEP		Control	
	No.	%	No.	%
7	1	5	2	10
6	2	10	1	5
5	3	15	6	30
4	7	35	4	20
3	2	10	3	15
2	4	20	3	15
1	1	5	0	
0	0		1	5

Previous nursery school attendance was questionnaire item nine. Only one child in the total participating groups had previous nursery school attendance. That child was in the Control Group.

Table 8 illustrates the findings on item ten. Thirteen (65%) STEP children had more than 15 children's books in the home. One (5%) child had 0-4 books. Four (20%) children had 5-9 books at home and two (10%) children had 10-14 books.

Table 8  
Children's Books in the Home

No. Books	STEP		Control	
	No.	%	No.	%
0-4	1	5	2	10
5-9	4	20	4	20
10-14	2	10	2	10
15+	13	65	12	60

Sixteen (80%) Control Group children had 15 or more children's books at home. Two (10%) children had 0-4 books and two (10%) other children had 10-14 children's books.

Questionnaire item 11 requested data on the number of hours of television per day that were watched by the child. Table 9 includes these findings. In the STEP Group six (30%) children watched four hours per day and an equal number watched three hours per day. Two (10%) children watched two hours and six (30%) children watched one hour per day.

Five hours of television per day was watched by one (5%) child in the Control Group. Two (10%) children watched two hours of television per day. Six (30%) children watched three hours of television and an equal number watched only two hours of television per day. Four (20%) children watched one hour and one (5%) child watched no television per day.



Table 9  
Children's Television Viewing

Hours Per Day	STEP		Control	
	No.	%	No.	%
5			1	5
4	6	30	2	10
3	6	30	6	30
2	2	10	6	30
1	6	30	4	20
0			1	5

#### Prime Caregiver

The home visitors compiled data identifying the prime caregiver with whom the STEP program was initiated. Examination of the data for STEP children indicated that the child's mother accounted for 100% of caregiving.

Sixteen (80%) control caregivers were the child's mother. One (5%) caregiver was a grandmother and two (10%) were babysitters. A guardian (5%) accounted for one caregiver. One set of caregivers (mother and grandmother) was, for the purpose of convenience, categorized with the caregiver present the majority of the time.

There was an attrition of eight subjects during the experiment. Experimental mortality was due to lack of interest (1), late ontry (3), moving (3), and illness (1). An equal number (4) of the STEP and Control groups were lost.

### Testing of Hypotheses

To facilitate statistical analyses, the hypotheses presented in Chapter 1 are presented here in the null form. A repeated measurement analysis of covariance was used to determine the statistical significance of treatment effects. A separate analysis, conducted by the East Tennessee University Computer Center on an IBM 370/135 computer, was made for each of the three variables: verbal intelligence, self-concept, and assessment of behavior. A .05 level of confidence was established to determine statistically significant differences between group means.

#### H<sub>01</sub>

There will be no significant difference in the verbal intelligence group means scores of children whose prime caregivers participate in the STEP program and the verbal intelligence group mean scores of children whose prime caregivers do not participate in the STEP program.

The adjusted posttest means for the STEP Group and the Control Group were analyzed by an analysis of covariance with the pretest as covariate. As presented in Table 10, the F ratio was not significant at a .05 level of confidence. The results of the analysis of covariance for the verbal intelligence variable indicated that no significant difference existed between group means. The obtained F ratio was 0.054, which did not equal or exceed .05 F value. Thus Hypothesis 1 was not rejected.

#### H<sub>02</sub>

There will be no significant difference in the learner self-concept group mean scores of children whose prime caregivers participate in the

Table 10

Summary of the Analysis of Covariance of Pretest  
and Posttest Data for Peabody Picture  
Vocabulary Test

Analysis of Covariance: Total $n = 40$				
Source	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>
Between	2.114	1	2.114	0.054
Within	1457.164	37	39.383	
Total	5079.875	39	130.253	

STEP program and the learner self-concept group mean scores of children whose prime caregivers do not participate in the STEP program.

Table 11 incorporates the data provided by the analysis of covariance. The F ratio obtained was 0.355, which did not equal or exceed a .05 F value. The adjusted posttest means for the STEP Group and the Control Group were analyzed by an analysis of covariance with the pretest as covariate. The results of the analysis of covariance for the self-concept variable indicated that no significant difference existed between group means. Thus Hypothesis 2 was not rejected.

### H<sub>03</sub>

There will be no significant difference in the assessment of the child's behavior group mean scores of prime caregivers who participate in the STEP program and the assessment of the child's behavior group mean scores of prime caregivers who do not participate in the STEP program.

Table 11

Summary of the Analysis of Covariance of Pretest  
and Posttest for the Florida Key

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Analysis of Covariance: Total $n = 40$				
Source	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>
Between	71.895	1	71.895	0.99
Within	7497.801	37	202.643	
Total	15889.840	39	407.432	

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The adjusted posttest means for the STEP Group and the Control Group were analyzed by an analysis of covariance with the pretest as covariate. As presented in Table 12, the  $F$  ratio was not significant at a .05 level of confidence. The results of the analysis of covariance for the verbal intelligence variable indicated that no significant difference existed between group means. The obtained  $F$  ratio was 0.091, which did not equal a .05  $F$  value. Thus Hypothesis 3 was not rejected.

Summary

Chapter 4 included an itemized presentation of all data collected. Results from each item on the questionnaire were reported. Analyses of the data required for testing the hypotheses were included prior to testing. Analyses of data not directly concerned with testing of hypotheses were also included.

The three null hypotheses were not rejected, because the analysis did not indicate significant differences between the STEP and Control

Table 12

Summary of the Analysis of Covariance of Pretest  
and Posttest Data for the Adlerian Parental  
Assessment of Child Behavior Scale

Analysis of Covariance: Total $n = 40$				
Source	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>
Between	23.656	1	23.656	0.091
Within	9584.445	37	259.039	
Total	17063.434	39	437.524	

Groups. Treatment sessions, for prime caregivers who participated in nine STEP sessions, did not result in a more positive assessment of their child's behavior, nor did it effect significantly different cognitive or affective performances of their children.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### Problem

The problem was to determine the extent a selected parent education program influenced the cognitive and affective development of educationally deprived Appalachian pre-school children and to determine to what extent the program influenced the prime caregivers' assessment of the child's behavior.

##### Procedure

Forty-eight Appalachian children and their caregivers, from four intact home-based early childhood classrooms in a small city school system, were randomly assigned to STEP or Control Groups. Prime caregivers completed a questionnaire indicating willingness to participate prior to the initiation of the study. Prime caregivers were pre- and posttested in their homes on the APACBS. Children were pre- and posttested in the center for verbal intelligence (PPVT) and learner self-concept (Florida Key). STEP Group caregivers received the STEP parent education program for nine weeks. Control Group caregivers continued their regularly scheduled home visit format for nine weeks, but received no treatment (parent education).

An analysis of covariance was completed for each of the variables to determine whether differences between groups existed at a .05 level of confidence. The statistical program assumptions were in order.

### Findings

From the statistical data, the following findings were reached in reference to the hypotheses:

#### Hypothesis 1

Hypothesis 1 stated there would be no significant difference on the between group scores for the cognitive variable. The results of the analysis of covariance for the verbal intelligence variable indicated that no significant difference existed between the group means. The obtained  $F$  ratio was 0.054, which did not equal or exceed the .05  $F$  value. Hypothesis 1 was not rejected.

#### Hypothesis 2

Hypothesis 2 suggested there would be no significant difference in the affective variable between group mean scores. The  $F$  ratio was 0.355 for the learner self-concept; therefore, the results indicated no significant difference between the group means. Hypothesis 2 was not rejected.

#### Hypothesis 3

Hypothesis 3 proposed there would be no significant difference in the prime caregiver's assessment group mean scores between the STEP Group and the Control Group. On the third variable, the  $F$  ratio was 0.091, which indicated there was no significant difference between the group means for the assessment of child behavior.

### Conclusions

Since the findings indicated that there were no significant differences on the stated variables the following conclusions were

reached. The past decades have been enriched with research efforts concerning the effects of varied intervention treatment with young children. The present study attempted an indirect approach of determining what effect changed parenting behavior would have upon the cognitive and affective development of a select group of Appalachian children. The results indicated there was no significant change in the children's behavior after a nine week treatment of the prime caregivers.

The present study has presented findings which vary in several important aspects from the work of McKay (1976) and Bauer (1977). The mothers in these studies were reported to show a statistically significant positive change in perception of their children's behavior on the measurement scales following the STEP treatment. These studies involved a small number of subjects, and group teaching methods. Since one of the purposes of this study was to test the applicability of this technique with lower socioeconomic Appalachian prime caregivers, the mode of presentation was varied. The mode of presentation was individual and in the home of the prime caregiver, which was considered to be an original aspect of the design of this study. Such an approach was considered important in order to reach parents who had been previously designated as unreachable. Having analyzed the data, and finding no significance in the STEP treatment, the only conclusion which can be drawn is that during the assigned interval of time and following the prescribed methodology, Appalachian prime caregivers did not perceptibly change their outlook on their perceived behavior as a parent.

Another unique aspect of the present study was the attempt to find if there was an influence from the treatment of the prime caregivers in



the demonstrated development and achievement of the children. No such relationship was found.

The home visitors reported that a majority of the prime caregivers had difficulty reading the program handbook. Elements of the program including such concepts as differentiating encouragement from praise, the family meetings, brainstorming, exploring alternatives and expressing feelings to children appeared to confuse the subjects. This confusion continued even though interaction with the home visitor endeavored to present the materials and concepts in simpler terminology and to apply the principles to the immediate family situation.

In discussion with the home visitors certain speculative beliefs were apparent to them as observers. During the pretest situation, many prime caregivers seemed to indicate a higher level of behavior of the children than the home visitors had ever witnessed. This behavior was considered to be an attempt to please the home visitor and to perform at what was considered a high functioning level. A sizeable number of the prime caregivers considered that the reason they were chosen for the study was because their children were the higher performing children in the group. Every attempt had been made to control for experimental bias, such as the Hawthorne effect; but these attempts appeared to have been in vain.

### Recommendations

1. Further research should consider objectively rating the behaviors of children described on the APACBS and correlating the prime caregiver's perception of the same behaviors.

2. Investigations should be made concerning the Appalachian prime caregiver's perception of child-rearing skills, learning styles, and maladaptive behaviors.

3. Educational supervisors need to provide leadership to enable prime caregivers of educationally deprived pre-schoolers to perceive maladaptive child behaviors before the child enters school.

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## APPENDICES

APPENDIX A

VALIDITY AND RELIABILITY OF THE CRITERION INSTRUMENTS

### Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test (PPVT) is a nonvocal measure of word knowledge, with alternate forms. The test is "a highly usable test, of moderate reliability, and largely unestablished validity" (Buros, 1965, p. 550).

### Florida Key

The Florida Key (Purkey, Cage, & Graves, 1973) is a simple scale developed to allow classroom teachers to infer learner self-concept of students. Four factors were identified accounting for 92% of the common factor variance. They were labeled:

1. relating,
2. asserting,
3. investing, and
4. coping.

The Florida Key evidences significant validity and reliability for the student (Purkey, Cage, & Graves, 1973).

### Adlerian Parental Assessment of Child Behavior Scale

The Adlerian Parental Assessment of Child Behavior Scale (McKay, 1976) is a seven point interval Likert-type rating scale that measures the mother's perception of the target child's behavior. Content validity was performed by a panel of three judges familiar with the STEP program. A reliability test was conducted with the following results: Cronbach's

alpha test .90-.91 and Pearson r test for stability over time .97  
(McKay, 1976).

**APPENDIX B**  
**MANUAL DIRECTIONS FOR THE SESSIONS**

### Manual Directions for the Sessions

The STEP Leader's Manual enumerates the following specific directions for sessions:

1. Statement of Objectives. The session begins with an overview of what the parents will be learning.
2. Discussion Guide Cards and Posters. The cards present guidelines for effective discussions. The poster illustrates the major message for the session.
3. Discussion of Previous Week's Activity Assignment. Near the end of each session, an assignment is made for the coming week. Ask parents to share their experiences.
4. Discussion of Assigned Reading. The reading in the Parent's Handbook is to acquaint parents with the concepts to be presented in the session.
5. Charts. The charts are visual aids which set forth the major concepts and principles of the program. There is a different chart for each session.
6. Tapes and Exercises. Introduce each tape to the parents by reading the introductory material from the Lesson Guide in this manual. The exercises simulate parent-child interaction so that parents can practice the essential STEP skills.
7. Problem Situations. Each problem situation presents a brief, unfinished description of a typical conflict in a family. Have the parents read the situation and discuss how they would answer the questions.

8. Summary. This is an essential part of the STEP program. Because a summary is held at the close of each meeting and each parent is expected to contribute to the summary, participants become more conscious of what they are learning during the session.

9. Activity for the Week. Each week parents are assigned a designated activity for the coming week.

10. Points to Remember. These are lists of the basic principles taught in each session. The principles have been presented on a single page in the Parent's Handbook which can be removed and posted as a reminder of essential steps for effective parenting.

11. My Plan for Improving Relationships. This plan permits participants to assess their own progress privately. Each parent identifies one or two major concerns and his typical response to these problems.

12. Reading Assignment. To close the session, assign the designated Parent's Handbook reading for the next session and explain its purpose.

(Dinkmeyer & McKay, 1976, pp. 18-20)

APPENDIX C  
INSTRUMENTS



# QUESTIONNAIRE

CHILD'S NAME \_\_\_\_\_ SEX \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

FATHER'S NAME \_\_\_\_\_ LEVEL OF EDUCATION (No. of Years) \_\_\_\_\_

GRADE SCHOOL \_\_\_\_\_ HIGH SCHOOL \_\_\_\_\_ COLLEGE \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_ LEVEL OF EDUCATION (No. of Years) \_\_\_\_\_

GRADE SCHOOL \_\_\_\_\_ HIGH SCHOOL \_\_\_\_\_ COLLEGE \_\_\_\_\_

NAMES OF BROTHERS AND SISTERS SEX AGE

Circle the areas of the country where your child has lived.

East Tenn. Southwest Virginia Other \_\_\_\_\_

Does someone read to your child regularly? How many days per week?

7 6 5 4 3 2 1 0 (Circle)

Has your child attended nursery or day care programs before this year?

Yes No If Yes, what center? \_\_\_\_\_ For how long? \_\_\_\_\_

How many children's books are in your home? (Circle)

0-4 5-9 10-14 15 or more

How much TV does your child watch each day? (Circle)

5 hours 4 hours 3 hours 2 hours 1 hour 0

I understand that any information obtained from this research project will be confidential. I voluntarily choose to participate. I understand I may withdraw at any time without prejudice to me.

Signed: \_\_\_\_\_

Questionnaire adapted from High/Scope Environment Scale and the Child Characteristic Questionnaire developed by Michelle Pardew, University of North Dakota. October 1978

Adlerian Parental Assessment of Child Behavior Scale (APACBS)\*

Name \_\_\_\_\_ Date \_\_\_\_\_  
 (First) (Last)

IDENTIFIED CHILD\* \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
\*One of your children with whom you want to improve your relationship.

**DIRECTIONS:** Please circle the number for each item which best describes your identified child's behavior as you see it. Please try to respond to every item. This information is for the purposes of research only. Your responses will be held in strictest confidence.

**Your Identified Child:**

ALWAYS  
VERY OFTEN  
OFTEN  
SOMETIMES  
SELDOM  
VERY SELDOM  
NEVER

- |    |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|
| 1. | Has to be called more than once to get out of bed in the morning.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Gets dressed for school <u>without</u> being coaxed.  | 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 coaxed.  | 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 |

<u>Your Identified Child:</u>		ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
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
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 annoyed.	1	2	3	4	5	6	7
25.	Behaves in such a way that you find yourself feeling hurt.	1	2	3	4	5	6	7

<u>Your Identified Child:</u>		ALWAYS	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	VERY SELDOM	NEVER
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 personal 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

\*Author, McKay (1976). Used by permission of the author.

Florida Key - Elementary School Form

William W. Purkoy  
Bob N. Cugo  
William Graves

NEVER: 0      VERY SELDOM: 1      ONCE IN AWHILE: 2      OCCASIONALLY: 3      FAIRLY OFTEN: 4      VERY OFTEN: 5

Name of Student to be Evaluated

Compared with other students his age, does this student:

- |   |            |       |
|---|------------|-------|
| 1. Get along with other students?                       | _____      |       |
| 2. Get along with the teachers?                         | _____      |       |
| 3. Keep calm when things go wrong?                      | _____      |       |
| 4. Say good things about his/her school?                | _____      |       |
| 5. Tell the truth about his/her school work?            | _____      |       |
|   | RELATING:  | _____ |
| 6. Speak up for his/her own ideas?                      | _____      |       |
| 7. Offer to speak in front of the class?                | _____      |       |
| 8. Offer to answer questions in class?                  | _____      |       |
| 9. Ask meaningful questions in class?                   | _____      |       |
| 10. Look people in the eye?                             | _____      |       |
| 11. Talk to others about his/her school work?           | _____      |       |
| 12. Join in school activities?                          | _____      |       |
|   | ASSERTING: | _____ |
| 13. Seek out new things to do in school on his/her own? | _____      |       |
| 14. Offers to do extra work in school?                  | _____      |       |
|   | INVESTING: | _____ |
| 15. Finish his/her school work?                         | _____      |       |
| 16. Pay attention to class activities?                  | _____      |       |
| 17. Do his/her school work carefully?                   | _____      |       |
| *18. Read in class?                                     | _____      |       |
|   | COPING:    | _____ |
|   | TOTAL      | _____ |

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student's: Sex \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

\*Changed to tells a story, poem, or nursery rhyme by permission of the author. Used by permission of the author.

APPENDIX D  
LETTERS OF APPROVAL

Board of Education  
 DR. D. L. FORD, President  
 DR. JAMES W. GADSDEN, JR.  
 MRS. VERA A. BODDEN  
 DR. W. L. BIRD JR.  
 DR. CLAYTON BRYANT  
 MRS. GENEVA SHARP  
 Secretary to the Superintendent  
 DR. ROBERT H. CLIFT  
 Assistant Superintendent  
 DR. DANIEL R. FIELDS  
 Director of Adult Education  
 MRS. CAMILYN R. WILKINS  
 Director of Handicapped Education

## KINGSPORT CITY SCHOOLS

1701 East Center Street  
 KINGSPORT, TENNESSEE 37664  
 PHONE 615/245-3155

DR. RALPH E. EVANS, Superintendent

October 5, 1978

DR. JACK BRADY  
 Coordinator of Science and  
 Environmental Education  
 DR. THOMAS J. BELL  
 Director of Maintenance  
 and Transportation  
 MRS. WANDA N. BLEDSOE  
 Director of Special Programs,  
 Attendance and Budget  
 DR. JIMMY WARD  
 Supervisor of Instruction  
 DR. PAUL L. BRIDGEMAN  
 Coordinator of Fine Arts  
 DR. THOMAS D. BRIST  
 Director of Health, Physical  
 Education and Athletics  
 MRS. BANCY CARTER  
 Director of Cafeteria

Mrs. Jean Scogin  
 4538 Brookridge Drive  
 Kingsport, TN 37664

Dear Jean:

I am glad to hear that you want to do some detailed research with the children and parents with whom you are working. I shall be anxious to hear about the results obtained and maybe suggestions as to how we can better serve these and future participants.

Best of luck with your dissertation.

Sincerely,

*Wanda*

Wanda N. Bledsoe

EAST TENNESSEE STATE UNIVERSITY  
JOHNSON CITY, TENNESSEE 37601

COLLEGE OF MEDICINE  
Department of Pediatrics

October 9, 1978

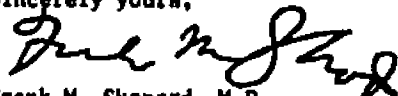
Ms. Jean Thompson Scoggin  
4538 Brookridge Drive  
Kingsport, Tennessee 77664

Dear Ms. Scoggin:

The Institutional Review Board Subcommittee has reviewed and approved your proposal "The Effect of a Systematic Training for Effective Parenting Program upon the Self Concept and Verbal Intelligence of Preschool Children". I find the study acceptable in all aspects of protection of human subjects, including the matter of informed consent protection of subject confidentiality. If any untoward events do occur to the subjects during the conduct of the study, we request that you inform the Institutional Review Board of such.

We wish you the best of luck in the conduct of your study.

Sincerely yours,

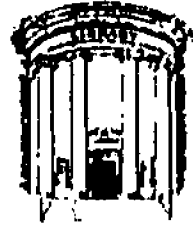


Frank M. Shepard, M.D.  
Professor and Chairman  
Department of Pediatrics  
Chairman, Institutional  
Review Board

FMS:bly



THE UNIVERSITY OF NORTH CAROLINA  
AT GREENSBORO



*School of Education*

May 14, 1979

Jean Thompson Scogin  
4538 Brookridge Drive  
Kingsport, TN 37664

Dear Jean:

Thank you for your letter of May 5, 1979 and for your interest in my research. I recall your earlier letter and our phone conversation and I'm glad to learn you're making good progress on your dissertation.

My interest in self concept has led me to application. You may want to look at my latest book, Inviting School Success. The book offers additional information on the Florida Key.

You certainly have my permission to include the Key in the appendix of your dissertation. Good luck on a fast completion!

Best wishes,

*William W. Purkey*  
William W. Purkey  
Professor and Chair  
Division One, School  
of Education

WWP:nlc

Enclosures

GREENSBORO, NORTH CAROLINA 27412

THE UNIVERSITY OF NORTH CAROLINA is composed of the sixteen public higher institutions in North Carolina

Jean Thompson Scogin  
4538 Brookridge Drive  
Kingsport, Tennessee 37664  
May 5, 1979

Dr. Gary D. McKay  
1800 W. Heatherbrae  
Tucson, Az. 85715

Dear Dr. McKay:

I am searching current research (published or unpublished) on parent education, self concept, and verbal intelligence that involves preschool children and/or their parents. The ERIC search cut off date was August, 1978. Do you have any more recent studies in these areas? - NO

We are beginning the seven week STEP training. I am excited! To be teaching some of our parents. Great!

May I have your permission to use a copy of the APACAS in the appendix of my dissertation?

I am grateful for your help.

Sincerely,  
Jean Scogin

Yes

G. D. McKay

How about a copy  
OF your research?

**VITA**

## VITA

### JEAN THOMPSON SCOGIN

**Personal Data:**    Date of Birth:    August 29, 1932  
                         Place of Birth:    Edinburgh, Scotland  
                         Marital Status:    Widow

**Education:**        Public Schools:    Nashville, Tennessee  
   Jackson, Mississippi  
   Auburn, Alabama  
   Cullman, Alabama  
                         Birmingham-Southern College, Birmingham,  
   Alabama; music, elementary education,  
   B.A., 1954.  
                         George Peabody College for Teachers, Nashville,  
   Tennessee; elementary education, M.A., 1954.  
                         East Tennessee State University, Johnson City,  
   Tennessee; educational supervision, Ed.D., 1979.

**Professional Experience:**    Teacher, Inglewood Elementary School; Nashville,  
   Tennessee, 1954-1955.  
                         Teacher, Washington Elementary School; Kingsport,  
   Tennessee, 1955-1956.  
                         Director-Teacher, Mt. View Methodist Kindergarten;  
   Kingsport, Tennessee, 1969-1973.  
                         Acting Coordinator of Student Teachers, Early  
   Childhood; East Tennessee State University,  
   Summer, 1973.  
                         Teacher, Madison Elementary School; Kingsport,  
   Tennessee, 1973-1974.  
                         Leader, Early Childhood Program; Kingsport City  
   Schools, 1974-present.  
                         Instructor, Clinch Valley College; Wise, Virginia,  
   Summer, 1974.  
                         Intern: Supervisor of Elementary Education; Bristol,  
   Tennessee, Spring, 1977.  
   Director of University School; East Tennessee  
   State University, Summer, 1977.

**Publications:**        Scogin, Jean T. "Issues in early childhood education  
   programs." In Skills for curriculum development.  
   Johnson City: East Tennessee State University,  
   1977, pp. 92-95.

Scogin, Jean T. "Human resource development."  
In Seminar in supervision: supervisory skills.  
Johnson City: East Tennessee State University,  
1977, pp. 22-25.

Honors and  
Awards:

Academic Scholarship, George Peabody College  
Doctoral Fellowship, East Tennessee State University  
Kappa Delta Epsilon, Birmingham-Southern College  
Kappa Delta Pi, George Peabody College  
Phi Delta Kappa, East Tennessee State University  
Delta Kappa Gamma, Kingsport  
American Association of University Women, Kingsport,  
President, 1958