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THE EFFECTIVENESS OF FAMILY CLIMATE ON  
ADOLESCENT SELF-ESTEEM

© by Robert H. Dimitri

Thesis presented to the School of Graduate  
Studies of the University of Ottawa,  
Ontario, in partial fulfillment of the  
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## CURRICULUM STUDIORUM

Robert H. Dimitri was born April 3, 1944, in Somerville, Massachusetts. He received his Bachelor of Arts degree from Suffolk University in Boston, Massachusetts, in 1968. He received his Master of Education degree in community counseling from Northeastern University in Boston, Massachusetts, in 1971.

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## INTRODUCTION

Individuals within the counseling profession have recognized the family environment as a powerful influence upon adolescents' attitudes and behaviors. This recognition has stimulated the widespread group counseling of parents. However, empirical investigations and support for these parent counseling efforts are limited or inadequate in design and scope. The limits or inadequacies of empirical investigations as to the relative effectiveness of the parent counseling medium accentuate the need for the present study.

The present study was designed to provide greater clarity in measuring the effectiveness of parent counseling by placing the focus upon two commonly held theoretical models of parent counseling. The relationship of parental practices to the development of adolescent self-esteem is examined within the study. Specifically, the formulations of Adler and Rogers regarding the development of facilitating family climates through parent counseling are critically examined. An empirical investigation follows to determine the effectiveness of such climates upon adolescent self-esteem.

## INTRODUCTION

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The thesis is developed within the following chapters: I. Parent Counseling Models, II. Research Design, III. Presentation and Discussion of Results, IV. Summary, Conclusions, and Recommendations. Several appendices are included which pertain to various facets of each parent counseling model.

## CHAPTER I

### PARENT, COUNSELING MODELS

The theoretical effectiveness of both Adlerian and Rogerian family climates on adolescent self-esteem is examined in this chapter. The chapter is comprised of sections on the concept of self-esteem, Adlerian theory and Rogerian theory of adolescent self-esteem development with respective subsections on parent counseling models, critical review of empirical research, summary and conclusions, statement of problem and hypotheses.

#### 1. The Concept of Self-Esteem

The concept of self-esteem and its importance to the present research investigation is presented in this section.

Self-esteem is defined in terms of evaluative attitudes toward the self and is considered a major variable by several personality theorists: Adler<sup>1</sup>, Erickson<sup>2</sup>,

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1 Heinz L. Ansbacher and Rowena R. Ansbacher, The Individual Psychology of Alfred Adler, New York, Basic Books, 1956, p. 124-125.

2 Erik H. Erikson, Identity Youth and Crisis, New York, W. W. Norton and Company, 1968, p. 208-209.

Rogers<sup>3</sup>, and Snygg and Combs<sup>4</sup>. Adler<sup>5</sup> and Rogers<sup>6</sup> utilize the terms self-esteem and self-regard, respectively, to explain how the adolescent strives for personal worth in the family climate. Adler<sup>7</sup> defines the term self-esteem as a feeling of personal significance and value, whereas Rogers<sup>8</sup> defines self-regard as positive attitudes toward oneself. However, Rogers<sup>9</sup> has recently utilized the terms self-esteem and self-regard. The terms, self-esteem and self-regard, whether used by Rogers or by Adler, are judged to express the same essential meaning of positive feelings and attitudes toward oneself. This definition of

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3 Carl Rogers, On Personal Power, New York, Delacorte Press, 1977, p. 242.

4 Donald Snygg and Arthur W. Combs, Individual Behavior, A New Frame of Reference for Psychology, New York, Harper, 1949, p. 62-63.

5 Ansbacher, Op. Cit., 1956, p. 155.

6 Carl Rogers, "A Theory of Therapy, Personality and Interpersonal Relationships, as Developed in the Client-Centered Framework," in S. Koch, Editor, Psychology: A Study of a Science, Vol. III. Formulations of the Person and the Social Context, N, 1959, p. 209.

7 Ansbacher, Op. Cit., 1956, p. 155.

8 Rogers, Op. Cit., 1959, p. 209.

9 Rogers, Op. Cit., 1977, p. 242.

self-esteem will be referred to throughout the present research.

The importance of self-esteem has been supported through research investigations<sup>10</sup> as a key variable which differentiates the creative, contributing person from the nonproductive person. Furthermore, adolescent self-esteem appears to be directly related to parental behaviors and practices which characterize an adolescent's family climate. Coopersmith<sup>11</sup> reports that individuals with high self-esteem tend to be reared under parental practices of acceptance, clear definition of rules, respect, and appear to develop competent and socially skillful behaviors.

Westley and Epstein<sup>12</sup>, in focusing upon the issue of parental control, report that families marked by well-defined limits of behavior, clear statements of rights and privileges, and less harsh forms of punishment, seem to rear children with high self-esteem.

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10 John V. Gilmore, "The Productive Personality," in Journal of Education, Boston University School of Education, Vol. 154, No. 1, 1971, p. 8.

11 Stanley Coopersmith, The Antecedents of Self-esteem, San Francisco, Freeman, 1967, p. 236-237.

12 William A. Westley and Nathan B. Epstein, Silent Majority, San Francisco, Jossey-Bass, 1970, p. 73-89.

Coopersmith<sup>13</sup> states the control and acceptance, expressed by children with high self-esteem, are more complex than they appear on the surface, for they are likely to contain what may be construed as contradictory components. Thus, the parents of children with high self-esteem, who are more caring and accepting about their children, may also be more demanding.

Coopersmith<sup>14</sup> suggests that parental control apparently provides the adolescent with an interpretation of acceptable behavior that markedly reduces the range of permissible alternatives and provides a context that is more concrete and manageable. Furthermore, restrictions seem likely to provide a greater sense of order and more frequent occasions for mastering a circumscribed environment, whereas respect and acceptance lead to self-respect and positive self-evaluations.

It is difficult to assess whether the restrictions<sup>15</sup> rather than the other parenting practices promote high self-esteem. Research findings by

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13 Coopersmith, Op. Cit., 1967, p. 256.

14 Ibid., p. 259-260.

15 Ibid., p. 259.

Backman<sup>16</sup>, Gecas<sup>17</sup>, Gilmore<sup>18</sup>, Medinnus<sup>19</sup>, and Rosenberg<sup>20</sup> lend support to the previously reported findings, and by way of summary, characterize an equalitarian family climate as being one of acceptance, warmth or love, clear empathic communication, cultivating independence or autonomy, shared responsibilities, and some form or semblance of control as being necessary requisites for high self-esteem, full maturity, and social usefulness or productivity.

Although an adolescent's self-esteem<sup>21</sup> reflects his own self-evaluations, these evaluations are in turn

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16 J. H. Backman, Youth in Transition, University of Michigan, Institute for Social Research, Vol. 2, 1970, p. 135.

17 Victor Gecas, "Parental Behavior and Dimensions of Adolescent Self-evaluation," in Sociometry, Vol. 34, December 1971, p. 466-482.

18 John V. Gilmore, The Productive Personality, San Francisco, Albion Publishing Co., 1974, p. 226-233.

19 Gene R. Medinnus, "Adolescents' Self-Acceptance and Perceptions of Their Parents," in Journal of Consulting Psychology, Vol. 29, No. 2, 1965, p. 153-154.

20 Morris Rosenberg, Society and the Adolescent Self-Image, New Jersey, Princeton University Press, 1965, p. 144-145.

21 E. Douvan and M. Gold, "Modal Patterns in American Adolescence," in Review of Child Development Research, New York, Russell Sage Foundation, Vol. II, p. 516.

dependent on the evaluations reflected to him by other people -- in particular, parents. Researchers, Bowerman and Kinch<sup>22</sup>, Chorost<sup>23</sup>, and Baumrind<sup>24</sup>, imply that in adolescents domination, rejection, and punishment on the part of parents may serve to lower self-esteem and foster rejection and withdrawal from parental, school, and community influences. External forces such as peers become the essential motivational forces in the adolescent's search for positive self-definition.

The present research has been founded on the recognized importance of the concept of self-esteem and that self-esteem appears to be directly related to parental behaviors and practices which characterize an adolescent's family climate. Adlerian and Rogerian theories of adolescent self-esteem development are examined in the following sections.

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22 C. E. Bowerman and J. W. Kinch, "Changes in Family and Peer Orientation of Children between Fourth and Tenth Grades," in Social Forces, Vol. 37, 1959, p. 207-211.

23 Sherwood Bruce Chorost, "Parental Child-Rearing Attitudes and Their Correlates In Adolescent Hostility," in Genetic Psychology Monographs, Vol. 66, No. 1, 1962, p. 85-86.

24 Diana Baumrind, "Effects of Authoritative Parental Control On Child Behavior," in Child Development, Vol. 37, 1966, p. 892-904.

## 2. Adlerian Theory of Adolescent Self-Esteem Development

A theoretical examination of the following question is presented in this section: Does the Adlerian family climate promote an increase in adolescent self-esteem?

The examination of Adler's concept of "social interest" is central to the theoretical examination of the role of family climate in the development of adolescent self-esteem. Adler<sup>25</sup> formulates social interest as an innate potentiality which necessitates training to become a useful tool for social living. Behaviorally, social interest refers to the skill<sup>26</sup> of making contact and cooperating<sup>27,28</sup> with people as well as compensating for feelings of inferiority. Intellectually<sup>29</sup>, social interest refers to the individual's social understanding and empathy for self and for other people. Once developed, social

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25 Ansbacher, Op. Cit., 1956, p. 134-135.

26 Ibid., p. 295.

27 Ibid., p. 135.

28 Ibid., p. 154.

29 Ibid., p. 135-137.

interest<sup>30</sup> is assumed to acquire secondary characteristics, in the form of attitudes and interests, which develop self-esteem and influence<sup>31</sup> the direction of the individual's goal-directed strivings.

Adler<sup>32</sup> argues that the child's degree of social interest and thus the child's self-esteem, can either be augmented or diminished by parental practices (family climate). The parental practices<sup>33</sup> of acceptance, encouragement, management policies, and cooperative efforts of family members develop a productive goal rather than a fictional goal of superiority. The family climate which develops from the practices of parents may then become the resource for cultivating the innate social potentiality of the adolescent. An adolescent<sup>34</sup> trained according to the practices of social interest becomes concerned with gaining self-esteem by overcoming difficulties which are

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30 Ibid., p. 119.

31 Ibid., p. 142.

32 Ibid., p. 127.

33 Ibid., p. 114.

34 Ibid., p. 144.

appreciated by self and by family members as well as other individuals. His goal of superiority now includes the welfare of others which in turn generates positive feelings of self-esteem.

Of course, the family climate<sup>35</sup> may also be perceived by the child in a biased or mistaken fashion because of immaturity and inadequate parental training in social interest. According to Adler, these mistaken meanings and inadequate parental behaviors are the major sources of inferiority feelings or low self-esteem. The more excessive<sup>36</sup> the inferiority feelings that have been experienced in the family climate, the more imperative is the compensatory striving to overcome them. A fictional goal<sup>37</sup> of success is constructed by the adolescent to experience a feeling of superiority amidst present inferiorities. Hence, increasing adolescent self-esteem<sup>38</sup> would parallel enhancement of social interest which decreases feelings

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35 Ibid., p. 134-135.

36 Ibid., p. 116.

37 Ibid., p. 99.

38 Ibid., p. 155.

of inferiority. Therefore, the blending<sup>39</sup> of social interest with the striving for superiority is a necessity; otherwise, the striving tends toward the non-productive side of life.

In summary, Adler describes the adolescent as striving for self-esteem in a family climate of social interest. Parental practices initiate this family climate and should increase self-esteem through cooperative efforts and family management policies. The family climate which is generated by all members becomes a resource for increasing positive self-feelings rather than feelings of inferiority.

A theoretical examination of how the Adlerian family climate may develop and increase adolescent self-esteem is presented in the following section.

a. The Adlerian Parent Counseling Model

Within the Adlerian<sup>40</sup> parent counseling model is delineated a didactic method of re-educating parents in

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39 Ibid., p. 145

40 Rudolf Dreikurs, R. Corsini, R. Lowe, and M. Sonstegard, Adlerian Family Counseling, University Press, University of Oregon, 1959, p. 17.

developing a family climate which may increase adolescent self-esteem. Group facilitators<sup>41</sup> initiate the re-educative process by didactically offering to parents Adlerian child-raising practices. The expected outgrowth of the didactic process is Adlerian parental practices which encompass a family climate of social interest. Parents introduce the Adlerian practices<sup>42</sup> as an integral part of the family climate through the process of encouragement and organizational methods which are then hopefully propagated by the entire family group. The family climate would then be characterized by acceptance, autonomy, and firm control.

Parents initiate the development of the Adlerian family climate<sup>43</sup> by not utilizing critical or derogatory statements in attempting to correct adolescent misbehavior. Parents' negative communication may serve only to lower adolescent self-esteem and increase reliance on fictional

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41 Vicki Soltz, Study Group Leader's Manual, Chicago, Alfred Adler Institute, 1967, p. 12-13.

42 Rudolph Dreikurs, Shirley Gould, and Raymond J. Corsini, Family Council, Chicago, Henry Regnery, 1974, p. 5.

43 Rudolph Dreikurs, Children: The Challenge, New York, Hawthorn Books, 1964, p. 37-38.

goals for personal security. Resistance toward working cooperatively within the family may also occur. According to Adler, the parental emphasis<sup>44</sup> should become a deliberate and consistent encouragement of positive adolescent attitudes and behaviors. He argues that parents should consistently encourage their adolescent's first attempts or efforts to help family members. The results of parental encouragement<sup>45</sup>, support, and acceptance are the enhancement of positive communication and a non-restricted view of the adolescent's capabilities. Consequently, communication<sup>46</sup> between parent and adolescent may be utilized for the sharing of positive feelings and opinions which reduces personal threat and devaluation. Parents<sup>47</sup> who try to encourage open and clear communication in the family climate are fostering adolescent self-esteem, autonomy, and a willingness to strive cooperatively toward family ideals.

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44 Ibid., p. 54.

45 Alfred Adler, The Education of Children, Chicago, Henry Regnery, 1930, p. 126.

46 Ibid., p. 121.

47 Dreikurs, Op. Cit., 1974, p. 19

Parents<sup>48</sup> may maintain open and clear communication as part of the family climate by initiating weekly family council meetings. The council meetings become a forum for family members to review achievements and problems of the week which should de-emphasize daily quarreling and arguing. Therefore, less attention by the family may be devoted to conflicts and more to cooperative efforts. The Adlerian model illustrates the importance of mutual cooperation by utilizing<sup>49</sup> initial council meetings to ascertain individual household responsibilities which are rotated weekly among family members. Everyone in the family should become aware of the necessity to contribute to the positive growth of the family. Parents no longer assume all household responsibilities thereby depriving others of the opportunity to learn skills and contribute to the family's management. Consequently, the organization of family needs, the establishment of order, and the sharing of responsibilities by family members removes the focus of authority from parents and shifts it to the family as a unit.

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48 Ibid., p. 19.

49 Ibid., p. 61.

The family council meeting<sup>50</sup> is the only authority which can exert firm control upon members. Adlerian firm control<sup>51</sup> does not imply a harsh, restrictive climate but one in which shared responsibilities, mutual respect, acceptance, the encouragement of autonomous functioning, and cooperation are bound together to promote a family climate of social interest. Because of firm control, disciplinary concerns are no longer met with rewards and punishments. Parents are re-educated to initiate<sup>52</sup> the Adlerian practice of logical consequences which defines situations where a consequence is forthcoming when rules, agreed upon by family members, are broken or disturbed. Due to the consistent order that regulates parental and adolescent behavior, parents are able to maintain an attitude of acceptance.

The practice<sup>53</sup> of logical consequences replaces reward and punishment which, according to Adler, are

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50 Dreikurs, Op. Cit., 1959, p. 31.

51 Dreikurs, Op. Cit., 1974, p. 3-6.

52 Dreikurs, Op. Cit., 1959, p. 5.

53 Rudolf Dreikurs and Loren Grey, Logical Consequences, A New Approach To Discipline, New York, Hawthorne, 1968, p. 66-67.

ineffective in guiding adolescents because of the insurgence<sup>54</sup> of equalitarian values in the social climate of Western culture. Consequently, adolescents no longer regard a reward as an expression of a benevolent authority but merely as a personal right.

Family members<sup>55</sup> may reach decisions through discussions and mutual agreements during the family council meeting which should complement the equalitarian social climate. This cooperative process is encouraged by parents who regard competition as the antithesis to family unity, cohesiveness, and mutual respect. In addition, parents<sup>56</sup> do not display attitudes which compare, overprotect, dominate, pamper or enhance dependency.

Family<sup>57</sup> activities and goals are planned in the interests of the unique capabilities of each family member. The fear of failure, which is detrimental to self-esteem and learning, may be thereby eradicated. At the same time, each family member's autonomous style is enhanced by his/her

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54 Dreikurs, Op. Cit., 1959, p. 18-19.

55 Ibid., p. 19-20.

56 Adler, Op. Cit., 1930, p. 112.

57 Dreikurs, Op. Cit., 1959, p. 29-31.

cooperative and productive efforts to benefit the family. The Adlerian family climate of social interest<sup>58</sup> developed above is best characterized by parental practices of acceptance, the granting of autonomy, and firm control. In such a family climate, it is expected that each family member's innate capacity for social interest may be developed and become the motivational force for enhancing self-esteem.

In summary, according to Adler, the development of a family climate of social interest characterized by acceptance, autonomy, and firm control may be stabilized through the process of encouragement and organizational methods. As the family climate develops, the adolescent's inferiority feelings are expected to decrease and social interest and self-esteem to increase.

A critical review of Adlerian parent counseling research is presented in the following section with a focus as to whether or not parents and children acquire and benefit from the child-rearing practices in Adlerian parent group programs.

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58 Ibid., p. 28.

b. Critical Review of Adlerian  
Parent Counseling Research

Berrett<sup>59</sup> assessed the effects of a ten-week Adlerian parent study group upon mothers' attitudes and behaviors and upon children's behavior. An additional research focus was to investigate reliability and validity of the following instruments: the Attitude Toward the Freedom of Children-II ATFC-II developed by Shaw and Wright, 1967; the Child Rearing Practices Scale (CRPS); and The Children's Behavior Checklist (CBC), both designed by Freeman, 1971.

Three experimental groups were utilized, two with eleven mothers each and one with five mothers. The larger groups were obtained by sending letters to parents of elementary school children explaining the purpose of the study and welcoming their participation. Mothers who volunteered were randomly assigned to groups A, B, and C. Groups A and C received the Adlerian parent study group program. Group B was designated as the control group. All three groups were administered pre- and post-tests. The

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59 Richard D. Berrett, "Adlerian Mother Study Groups: An Evaluation," in Journal of Individual Psychology, Vol. 31, 1975, p. 179-182.

smaller group C consisted of mothers of hearing-impaired children who were students in a special education program within the same school district. The data analyses consisted of independent and dependent t-tests between appropriate means. Mothers who participated in the study groups (A and C) displayed lower scores on the ATFC-II, which indicated more liberal attitudes versus authoritarian attitudes towards their children. The CRPS is designed to assess the effectiveness of Adlerian study groups in affecting mothers' child-rearing practices and children's behaviors. The CRPS necessitates utilizing an informant selected by each mother to observe and rate mother's behavior in various areas of child-rearing. Observer ratings suggested that mothers were applying child-rearing practices discussed in the study group.

Findings reported on the CBC show that although children in the experimental group tended toward a lower occurrence of bothersome behaviors, they were not significantly different from children of mothers who had not attended the group. Berrett reports that the children's bothersome behaviors decreased as mothers applied the practices discussed. However, a lower occurrence of bothersome behaviors was found for the learning-impaired children.

The findings reported by Berrett must be regarded as inconclusive because of design limitations and weaknesses. The possibility exists that the dependent variables were affected by variables other than the study group. Each mother selected her own informant to assess her child-rearing practices and her child's behavior. A direct assessment of the above variables would have been more appropriate and would have dispensed with the resulting ambiguities.

Croake and Burness<sup>60</sup> attempted to investigate how many Adlerian parent study group sessions were necessary before measurable changes occurred in the parents and their children. The effectiveness of Adlerian parent study groups was evaluated after four and six sessions utilizing results from several instruments: the ATFC-II was used to measure parents' child-rearing attitudes, the CRPS to assess parents' behavior in relation to their child, and CBC to evaluate the percentage of bothersome behaviors which occur.

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60 James W. Croake and Mary Regel Burness, "Parent Study Group Effectiveness After Four And Six Weeks," in Journal of Individual Psychology, Vol. 32, No. 1, 1976, p. 108-111.

Two experimental groups were drawn from ten Adlerian parent study groups which were pre-tested following the initial meeting. Group A was composed of forty-three mothers and post-tested during the week following the fourth meeting; group B, composed of thirty-two parents, was post-tested during the week following the sixth meeting. It is unclear as to whether or not these groups were established prior to the beginning of the research program. Furthermore, random assignment procedures are not reported.

Three control groups were formed, two of which completed the pre-test in the first week and the post-test in the fourth week (group C, N=11) or the sixth week (group D, N=13). Group E consisted of eight mothers who voluntarily completed one set of questionnaires per week for eight weeks. The questionnaires completed during the fourth week were considered as the post-test measures between Groups A and C; those completed during the sixth week were used in comparisons between Groups B and D. Pre- to post-test gain scores were computed on all groups for each subject with complete data on each of the four variables being studied: the ATFC-11, the CRPS, and the two parts of the CBC.

Parents who were tested in study group A after four weeks made significantly greater (prob. 6.05) mean gains on the ATFC-II and the CRPS than both control Groups C and E. The researchers report that parents' attitudes and behaviors were effectively changed after four sessions. Parent study group B, tested after six weeks, did not show significantly more change than control Groups D and E. Statistically significant differences were not found between the Adlerian parent study groups and the control groups on the CBC. The researchers' explanation for the positive attitude and behavior change by parents who were tested after four weeks versus the lack of statistically significant findings for those tested after six weeks lies with the repeated measures.

No evidence that children's behavior improved during the course of the Adlerian parent study groups was found. Major design weaknesses prevent interpretation of the reported findings. It is difficult to determine whether parent volunteers were already part of a pre-existing Adlerian parent study group program. Random assignment of parents to groups, children's ages and sex, and follow-up features are not reported.

Frazier and Mattes<sup>61</sup> assessed the effect of a parent education program based on an Adlerian model and another based on a behavioral counseling model. Both models were assessed relative to each other and to a control group with reference to parental child-rearing attitudes and their children's behavior. A total of fifty-five parents volunteered to participate in the program. Their children were elementary school age. Forty-nine parents were randomly assigned to one of two Adlerian or one of two behavioral parent groups and the remainder to a control group. Nineteen additional parents volunteered after the program began and were assigned to the same control group.

The four groups of parents met for ten weeks. Each counselor taught one parent group which studied the Adlerian approach and one parent group which studied the behavioral approach. Parents who attended at least sixty percent of the meetings as well as parents in the control group who completed all research instruments were included in the study. This resulted in eighteen parents from the Adlerian

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61 Fred Frazier and William A. Mattes, "parent education: a comparison of adlerian and behavioral approaches," in Elementary School Guidance and Counseling, Vol. 10, No. 1, October 1975, p. 31-38.

group and seventeen from the behavioral group being used in the data analyses.

Frazier and Mattes report that counselor effect on each group approach was controlled not only by assigning counselors to teach each approach but by parental evaluations of the counselors. Parents completed The Facilitator Rating Scale, in order to identify different behaviors related to group leadership skills, knowledge of subject matter, and leader bias.

Several instruments were administered to parents upon completion of the program. The ATFC-II was employed to assess parental attitudes toward freedom for children. Significant differences were reported among parents in the Adlerian, behavioral, and control groups at the .001 level. Parents in the Adlerian groups had a significantly higher mean ( $M=137.07$ ) than parents in the behavioral groups ( $M=117.16$ ) and those in the control group ( $M=105.75$ ). The difference between the parents in the behavioral and control groups was significant at the .05 level. Frazier and Mattes concluded that parents in the Adlerian group were less restrictive in their attitudes toward children than either the behavioral or control group. Parents in the behavioral

group were less restrictive than those in the control group.

The CRPS was utilized to gather information regarding differences in parental child-rearing behaviors. The information was gathered through a one-week observation of the parent-child relationship by an observer familiar with the home environment. Frazier and Mattes report that parents in the Adlerian group seem to exhibit more frequent employment of Adlerian thinking, e.g., logical consequences, than parents in either of the other groups.

The remaining instrument employed was the CBC, where a parent observes and reports a child's behavior during a specific twenty-four hour period. The information obtained from the checklist indicated no significant difference among parent groups on the percentage of bothersome behaviors, e.g., thumb-sucking.

Frazier and Mattes suggest that parent education programs do have an impact, but the research results are limited by the loss of parent subjects between pre- and post-testing and the type of control group established. Although the attitudes and behavior of the parents differed significantly on various dimensions, there was no apparent impact on the children's behavior. In concluding, Frazier

and Mattes stress the need to examine the validity of the assumption that to change the child you change the parent.

It would seem that design considerations limit the findings of this study. Several limiting factors are noted, such as the inclusion of additional parents into the control group after parent volunteers had been randomly assigned, absence of information and identifying data on parents' children, the observer utilized in the CRPS, and attrition rate. Furthermore, children's behaviors which were expected to change were not identified theoretically nor assessed directly by Frazier and Mattes.

Freeman<sup>62</sup> assessed the effects of Adlerian mother study (AMS) groups and traditional mother discussion (TMD) groups on mother's child-rearing attitudes and practices, relative to each other and to a control group. In the TMD groups, mothers present concerns within their group for discussion; whereas, in the AMS group a set curriculum is provided to all parents.

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62 Charles Way Freeman, Adlerian Mother Study Groups and Traditional Mother Study Groups: A Comparison of Effectiveness. Unpublished Doctoral Thesis, University of Oregon, 1972, p. 1-160.

Forty-eight mothers of elementary school children were randomly assigned to five groups: two Adlerian, two traditional, and one control group. Nine mothers dropped out by the initial meeting due to personal reasons, and three mothers refused to fill out measurement scales. Therefore, the total number of mothers participating in the study for which data were available was thirty-six. The total number of children, on whom data were gathered, was fifty-five.

There were two group leaders utilized in the study; one was trained in the Adlerian approach while the second was trained in the traditional or open-ended discussion method. Each leader led one of each group so that various effects of treatment could be controlled. All study groups met for ten weekly one and one-half hour meetings, while the control group was given no parent education program.

Several instruments were administered to parents in all groups. On the ATFC-II, which measures parents' child-rearing attitudes, the Adlerian group of mothers reported significantly less restrictive child-rearing attitudes than did the control group of mothers. Mothers in the Adlerian groups held significantly different practices from the

control group on the CRPS which measures parents' behavior in relation to their children. The remaining instrument was the CBC, designed to measure mothers' reports on the percentage of bothersome behaviors that occur with their children. Although no significant differences occurred among all groups, the researcher reports that the trend was towards mothers in the Adlerian group reporting fewer troublesome behaviors than mothers in the traditional discussion groups and those in the control group.

The finding that mothers of the Adlerian group held significantly less authoritarian attitudes than mothers in the control group cannot be regarded as conclusive due to design limitations. The limited number of groups--two within each approach--consisting of thirty-six mothers, whereas the control group was comprised of nine mothers, seems inadequate to support any generalization from the findings.

Goula<sup>63</sup> investigated the effects of an Adlerian parent study group with a communication training component

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63 John Robert Goula, The Effect of Adlerian Parent Study Groups With And Without Communication Training On The Behavior of Parents And Children, Unpublished Doctoral Dissertation, The University of Arizona, 1976, p. 1-71.

and one without a communication training component relative to each other and to a no-treatment control group. The sample consisted of forty-two volunteer mothers and their children (ages 4 to 11) with whom they wished to improve their relationship. Fifteen mothers were randomly assigned to each of the experimental groups and twelve to the control group. A total of eleven mothers were excluded from the data analysis for not attending at least five of ten sessions and not completing the administered tests. The group size at the time of the data analysis was ten mothers in the Adlerian group with the communication training component and eleven in the second experimental group without the communication component.

Two group leaders were randomly assigned to treatment groups and selected according to the criteria of prior leadership training in a parent study group, prior participation in an Adlerian parent study group, and group leadership skills as determined by an expert in the field of Adlerian parent study groups.

The Adlerian Parental Assessment of Child Behavior Scale (APACBS) developed by McKay was utilized to measure mothers' perception of their children's behavior. The

Mother-Child Interaction Exercise (MCIE) developed by Goula and McKay, a decision-making exercise, was utilized to measure the number of facilitating and non-facilitating statements made by mothers to their children.

This study utilized a pre- and post-test control group design. Hypotheses were tested at the .05 level of significance. No significant differences were found among all groups on any of the dependent variables, mothers' perception of their children's behavior, mothers' facilitating statements, and mothers' non-facilitating statements to their children.

Several design weaknesses limit interpretation of the reported results. Goula reported that the instruments employed in this study may need refining to measure what was intended. It is unfortunate that children were not assessed directly rather than totally relying on mothers' subjective ratings of their children's behavior for the study. It is also unclear as to why eleven mothers failed to meet minimum criteria for inclusion into the data analysis. The absence of follow-up features is an additional weakness.

Gruen<sup>64</sup> investigated the comparative effectiveness of an Adlerian-based parent study group program, Systematic Training for Effective Parenting, STEP, facilitated by lay versus professional leaders. The effectiveness of the program was based upon the measurement of changes in parental child-rearing attitudes, child behavior, and parental behavior.

The research population consisted of thirty-two parent volunteers, sixteen couples, of pre-school children. Parent research subjects were randomly assigned to one of three groups. Professional group leaders, who had experience using the STEP program as well as leading parent groups, facilitated experimental group I while group II was co-facilitated by male and female lay leaders who had no experience in leading parent groups or the STEP program. Group III was a control--no program group. Parents in each experimental group met for two hours weekly for nine weeks.

Instruments administered to all parents as pre- and post-tests were the ATFC-II which measures parents'

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64 Shirley Neugebauer Gruen, Effects of A Systematic Parent Training Program On Parental Attitudes And Child Behavior, Unpublished Doctoral Dissertation, Texas A & M University, 1978, p. 1-87.

child-rearing attitudes, the APACBS which measures mothers' perception of their children's behavior, and the Child Rearing Practices Scale (CRPS) which assesses parents' behavior in relation to their children's. On each of the three scales administered to parents, significant differences were reported among the pre- and post-test means of all three groups on each variable measured. Parents in STEP group I and II developed more liberal, democratic child-rearing attitudes, more effective child-rearing practices, and fostered more responsible behavior in their children. Similar changes were not found in the control group. Gruen interpreted these findings as indicating that regardless of group leader expertise, STEP is an effective program for changing child-rearing attitudes of parents, as well as the behavior of parents' children.

The reported significant changes are important but require additional research investigation, especially the findings related to children's behavior. The findings would likely have been more valid if children's behavioral changes were directly assessed rather than through mother's observations. Furthermore, a follow-up testing period would have strengthened the findings if changes remained stable or

increased over a two- or three-month period after the program's completion.

Mahoney<sup>65</sup> investigated the comparative effectiveness of several group treatments in reducing parental disciplinary beliefs, in reducing the need to overprotect children, and in increasing skills of recognizing children's goals, as well as coping with their mistaken goals.

Sixty-two parent volunteers who had children between the ages of nine and twelve in the Calgary Catholic School System were randomly assigned to an Adlerian parent study group, a counseling group which was eclectic in nature, and a control group. In addition, a group of parents read about the Adlerian method but did not meet as a group to discuss Adlerian child-rearing principles. The control and reading groups were delayed while the Adlerian study group and counseling groups began first.

One instrument was utilized in this study, the Maryland Parent Attitude Survey (MPAS) a child-rearing attitude scale, of which only the Disciplinarian,

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65. Kent F. Mahoney, The Effect of Adlerian Groups On The Authoritarian Child-Rearing Practices of Parents, Unpublished Doctoral Dissertation, University of Wyoming, 1974, p. 1-174.

Protection, Goal Recognition, and Correction Measure subscales were employed. The instrument was administered to Adlerian and counseling groups at the closing session; whereas, the control and reading groups were tested at the beginning of their delayed session.

No differences were found on the Disciplinary or Protection subscales. Significant differences (.05 level) were reported when comparing the Adlerian study group and counseling groups on the Goal Recognition and the Correction Measure subscales to the control and reading groups.

Although disciplinary attitudes and overprotection did not change, a significant increase in parental skills in goal recognition and correction was found. It is unfortunate that the scope of this research did not extend to assessment of treatment effects upon children's behavior and employment of appropriate follow-up procedures, especially since the overall design appeared to be carefully implemented.

McKay<sup>66</sup> assessed the effectiveness of an Adlerian-based parent study group program, Systematic Training for

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<sup>66</sup> Gary Dean McKay, Systematic Training For Effective Parenting: Effects On Behavior Change of Parents And Children, Unpublished Doctoral Dissertation, The University of Arizona, 1976, p. 1-83.

Effective Parenting (STEP), in changing mothers' perceptions of their children's behavior and mothers' verbal behavior.

The research subjects involved were twenty-six volunteer mothers who had a child between the ages of four and thirteen. Fourteen mothers were randomly assigned to the STEP group and twelve to the control group. Mothers who attended at least seven of the nine STEP group sessions were included in the data analysis. Two mothers in the control group dropped out of the program for personal reasons. This resulted in ten mothers in each group. The leader of the STEP group was skilled in Adlerian parent study groups.

The pre-test - post-test control group design was utilized in this study. Hypotheses were tested at the .05 level of significance. The instruments utilized were the APACBS to measure parents' perceptions of their children's behaviors and the MCIE to measure the number of facilitating and non-facilitating statements made by mothers to their children. Mothers in the STEP program perceived their children significantly more positively than the control group. All other dependent measures yielded non-significant results.

Several design weaknesses make interpretation of the reported findings difficult. Sample size was small; children were not directly assessed for attitude or behavioral change, and the skill of the observer in utilizing the MCIE to objectively rate mothers on facilitating and non-facilitating statements is also questionable. Whether the observer received training is not clearly reported in the research. Lastly, the absence of follow-up testing further weakens the reported findings.

Meredith and Benninga<sup>67</sup> assessed the effectiveness of an Adlerian-based program, Systematic Training for Effective Parenting (STEP), upon children's self-concepts. Parents of eighty-five children in grades kindergarten through two were informed by letter of the parent study program. Of the parents who volunteered, fourteen were randomly assigned to an experimental group and fourteen to the control group. All parents were administered a pre-test instrument which only five control group parents completed according to instructions. Because of the unexpected result

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67 Ruth Meredith and Jacques S. Benninga, "counseling with parents to benefit children," in Elementary School Guidance and Counseling, Vol. 14, No. 1, October 1979, p. 36-42.

with the control group parents, Meredith and Benninga chose a second control group from teachers, who were also parents, attending a graduate course at a university.

The experimental group consisted of four couples, five mothers who attended without their husbands, one divorced mother, and their eleven children. The control group consisted of six fathers, nineteen mothers, and their twenty-eight children. This particular STEP program met for eight weekly two-hour sessions and was led by an experienced elementary school counselor.

Parents were administered two instruments as pre- and post-tests, the F-Scale (Adorno, 1950) which provided a measure of anti-democratic tendencies, and the ATFC-II which provided a measure of parental attitudes toward children's rights and freedom.

Children were administered the Self-Concept Appraisal (SCA) developed by Crouthamel, 1975, pre- and post-test. Children scoring below the mean only were involved in this study. As a result, from a total of eighty-five children, forty-six scored above the mean on the SCA measure and were not further involved in this study.

No significant differences were reported from the analysis for all groups on the ATFC-II. Although non-significant, a tendency for parents in the experimental group to be less restricting is reported. The F-Scale analysis revealed a significant difference existed between experimental and control groups in that experimental group parents held less authoritarian attitudes. No significant differences were found for children's self-concepts; self-concepts increased for controls and decreased for experimental subjects.

Interpretation of the results is made difficult because of several confounding factors. The inclusion of a second control group weakened the initial random assignment of subjects to groups. No explanation is provided as to the control group children's self-concept increase over the experimental period. Furthermore, reliability and validity data on the SCA instrument were not reported.

Noble<sup>68</sup> investigated the differential effects of two systematic approaches to educating parents, Parent

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68 Robert Dwight Noble, An Evaluation of Parent Effectiveness Training and Adlerian Parent Groups: Changing Child-Rearing Attitudes, Unpublished Doctoral Dissertation, Indiana University, 1976, p. 1-79.

Effectiveness Training (PET) and Adlerian parent groups.

The PET and the Adlerian parent group approaches are didactic, educational programs. However, the PET program has similarities in content, e.g., communication skills, with the Rogerian counseling approach. Parent child-rearing attitudes regarding controlling techniques, awareness of the emotional needs of children, and parent-child communications were examined in this study. The research subjects consisted of thirty-three volunteer parents who were randomly assigned to both programs. Twelve parents were assigned to PET, twelve to the Adlerian parent group, and nine to a control group. Both programs met once a week for two hours over a six-week period. Research subjects were pre- and post-tested on the Parent Attitude Research Instrument (PARI) developed by Schaefer and Bell. Six parents ceased their involvement in the study and did not complete the post-test.

Three factors of the PARI were utilized as dependent variables in this study: controlling techniques, awareness of emotional needs of children, and parent-child communications. Data analysis procedures include one-way analysis of variance. Significant changes were defined at .05 level. No significant differences between the two programs and

control groups were reported by Noble. However, parents in both programs changed significantly (.01) on their expressed attitudes toward the employment of controlling techniques with their children. Neither group of parents significantly changed awareness of their children's emotional needs, or parent-child communications, as measured by the PARI.

Noble suggests that similar principles within each program may be the reason for this finding. Additional research exploring basic principles within each program may serve to clarify and support this finding. Furthermore, Noble fails to identify why six parents did not complete the administered post-test. The inclusion of children's ages and sex as well as follow-up features would have strengthened the research design.

Runyan<sup>69</sup> assessed the effects of Adlerian parent study upon parents' attitudes and upon children's reading achievement, locus of control, and home-school behaviors. The sample was selected from eight public elementary schools and one parochial school involved in a federally funded

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69 Anita Joan Runyan, Parent Education With Families of Children With Extreme Reading Problems, Unpublished Doctoral Dissertation, University of Oregon, 1972, p. 1-122.

Extreme Learning Problems (ELP) program. Families of children with the most severe adjustment problems were referred by the ELP teacher in each of the schools. The children ranged from grades one through six. Parents and their children were randomly assigned, with parochial school subjects alternately assigned to one of the two experimental groups and a control group.

The experimental group consisted of twenty-seven parents, twelve fathers and fifteen mothers, and their sixteen children, eleven boys and five girls. The control group included thirty parents, ten fathers and twenty mothers, and their twenty-one children, sixteen males and five females. Parents in the two experimental groups received the Adlerian study program for twelve two-hour weekly sessions. Three families were excluded due to absence or attendance at less than half the sessions.

Pre-tests and post-tests were administered for the five dependent variable measures. The dependent measures were the Metropolitan Reading Achievement Test (MRAT), the ATFC-II which measures parents' child-rearing attitudes, the Children's Locus of Control Scale (CLCS), which measures internal or external control behaviors, the Children's

Behavior Checklist (CBC), which measures the percentage of bothersome behaviors which occur, and the Walker Problem Behavior Identification Checklist (WPBIC), which measures the percentage of bothersome behaviors in school. Data were analyzed using two-way analysis of variance with a repeated measure design. Significance was determined at .01 level.

Runyan reported that the MRAT had to be excluded from analysis due to faulty administration. On the ATFC-II, parents in the experimental groups were significantly different from control group parents in holding less authoritarian child-rearing attitudes. Children of parents in the experimental groups had significantly improved behavior in comparison to control group children on the CBC and the WPBIC. Runyan reported that the results support the effectiveness of Adlerian parent study groups in changing parental attitudes and children's behavior at home and at school.

Uncontrolled variables may have affected the dependent variables. The subjective assessment of child behavior and absence of follow-up procedures further weaken the research design and limit the reported findings. Additional research seems necessary before a statement of

effectiveness of Adlerian parent study groups in changing parents' and their children's attitudes and behavior can be made without reservation.

Turrall<sup>70</sup> investigated the differential effects of sensitivity and Adlerian parent training upon adolescent underachievers' grade point averages, self-esteem, and parental child-rearing attitudes. The research subjects were 135 male adolescents in grades nine, ten, and eleven at four Canadian secondary schools and their parents. Families were randomly assigned to one of four groups, each led by a professional leader. The research design incorporated the pre-test - post-test control group design with follow-up.

Group 1 was exposed to six successive 2 1/2 hours of sensitivity training experience based on the National Training Laboratory Model; group 2 was exposed to six successive 2 1/2 hours of parent training based on Adlerian child-rearing principles; group 3 to separate but simultaneous experiences--sensitivity training for students and Adlerian

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70 Graham Malcom Turrall, Differential Effects of Sensitivity Training And Adlerian Parent Training Upon The Self-Esteem of Academic Underachievers, Unpublished Doctoral Dissertation, Boston University, 1975, p. 1-73.

parent training for parents; group 4 was considered a control group.

The instruments utilized in this study were the SEI and the Maryland Parent Attitude Survey (MPAS). Parent groups were administered the MPAS as a pre- and post-test. The SEI was administered to adolescents as a pre- and post-test and again three months later as a follow-up measure. One-way analysis of covariance was the statistical method utilized to test main hypotheses. The covariate used was the pre-test scores. Hypotheses were tested at the .05 level of significance.

The group programs had no differential effect upon students' mean grade point averages and self-esteem. However, the three-month follow-up testing revealed self-esteem as increasing significantly when fathers participated in Adlerian parent training and their adolescents in sensitivity training. An absence of differential effects in changing parental attitudes toward child rearing was also reported.

Turrall's finding that adolescent self-esteem increased when they received sensitivity training in combination with their fathers receiving Adlerian parent training

requires further research. It would seem according to Turrall, that not only is a father's involvement a crucial ingredient to developing adolescent self-esteem but that offering adolescents a simultaneous treatment program designed to enhance self-awareness is necessary.

The review of Adlerian-related research has helped to provide a sharper focus as to whether or not parents learn Adlerian child-rearing practices through parent group programs. Frazier and Mattes, Gruen, Noble, and Turrall have reported that Adlerian parenting skills and less restrictive child-rearing attitudes were acquired from parent participants. By less restrictive child-rearing attitudes, one is able to surmise that the degree of Adlerian control includes parental acceptance and the granting of autonomy within defined social limits.

Changing children's behavior as a result of their parents' practices has not been found. However, the majority of the research reviewed did not directly assess children's attitudes and behavior changes but relied upon mothers' evaluations. Consequently, evidence that children's behavior changes due to their parent's participation in an Adlerian parent group program is unclear. Turrall

is the major exception in that adolescent self-esteem increased significantly. However, this occurred only when fathers participated in an Adlerian parent program and their adolescents received sensitivity training.

Changes in parental attitudes and behaviors as a result of participating in an Adlerian program were found. However, the research limitations, which included lack of random assignment of parents to groups, restricted sample size, absent comparison groups, subjective measurement of dependent variables, and lack of follow-up accentuate the need for further empirical investigation.

To conclude, the adolescent's innate potentiality for social interest was ascertained to be in need of parental encouragement and guidance. An increase in adolescent self-esteem appears to parallel the development of social interest in a family climate where members received acceptance and autonomous functioning bound by encouragement and the cooperative goals of the family. Parental authority was replaced by agreed upon rules for responsible behaviors.

The Adlerian child-rearing practices are closely interrelated to provide a family climate of acceptance, the granting of autonomy, and firm guidelines or control

of each family member's behavior. It appears that firm control is mandatory for the family climate's development. Adolescents receive consistent encouragement because of their display of cooperation with other family members along with their strivings toward common family goals. Acceptance and autonomy are granted if family goals are engaged by each person. The importance of ignoring misbehavior is readily apparent in that parental acceptance and encouragement is forthcoming only when members follow the Adlerian design. Furthermore, an absence of critical or derogatory statements certainly exerts a firm pressure to seek parental acceptance from socially approved goals. The control exerted is subtle in that initiation by parents is soon adhered to and supported by family members. As a result, the family climate exerts firm control on all family members' behaviors and attitudes.

The granting of autonomy and sharing responsibilities is predicated upon cooperative, social behaviors. Since responsibilities necessitate the practice of new skills, eventually the adolescent is expected to expand his personal capabilities within the family unit. Feeling inferior to other family members is not reinforced or

encouraged, especially since competition, overprotection, domination, and pampering are extinct values in the Adlerian family climate.

Manipulation and control of behavior through the use of rewards and punishment are no longer utilized; rather the organizational policies and logical consequences are relied upon to change behavior. Rational discussion of points of conflict are encouraged.

The Adlerian practices are expected to permeate the family climate rather than to be focused upon specific adolescent behaviors. The Adlerian parent counseling program relies upon parents to transfer their acquired Adlerian knowledge into attitudes and behaviors which hopefully will be perceived by adolescent and other family members. Implementing a changed structure is certainly dependent upon the flexibility of parents, for a personal change in parental attitudes and behaviors may be contrary to ingrained personality features which contradict an equalitarian approach to family living.

In summary of this section, the critical review of Adlerian research reported above does not offer clear evidence for changes in children's behavior due to their

parents' participation in an Adlerian child-rearing program. It was also reported that, although changes occurred in parental attitudes and behavior as a result of participating in an Adlerian program, the limits and inadequacies of the available research accentuate the need to empirically investigate the Adlerian model.

Included in the following section is a theoretical examination of the following question: Does the Rogerian family climate promote an increase in adolescent self-esteem?

### 3. Rogerian Theory of Adolescent Self-Esteem Development

The development of adolescent self-regard<sup>71</sup> according to Rogers rests upon his supposition of a growth-enhancing energy source within the person, referred to as the actualizing tendency. The actualizing tendency serves to enhance the person by meeting his basic needs, as well as his moving toward greater autonomous functioning. Rogers postulates that a major expression of actualization is the development of self-regard which may be augmented or may be diminished

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<sup>71</sup> Rogers, , Op. Cit., 1977, p. 246-247.

by parental child-rearing practices, in particular, those which reflect parental acceptance.

Presumably, the adolescent's need<sup>72</sup> to be accepted by parents at times is contrary to the needs of the adolescent's actualizing tendency. The values and behaviors of which the adolescents are aware are sometimes contrary to parental values which Rogers refers to as conditions of worth. The adolescents may take into their own system of self-regard those experiences receiving parental acceptance and avoid those which do not. These conditions<sup>73</sup> for parental acceptance would then become part of the adolescent's self-regard system. Accordingly, positive or negative self-regard may be experienced depending upon which self-experiences are in accord with the parental conditions of worth.

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72 Ibid., p. 246-247.

73 Carl R. Rogers, "Toward a Modern Approach to Values," in Journal of Abnormal and Social Psychology, Vol. 68, 1964, p. 225.

In order for adolescents<sup>74</sup> to maintain their positive self-regard, their actions should be in accordance with parental conditions of worth. However, the<sup>75</sup> actualizing tendency does not necessarily cease upon being denied expression. Its persistence poses a special problem. The adolescent may perceive experiences selectively, now defined in part by the conditions of worth and the actualizing tendency. Rogers believes this occurrence would cause the adolescent's perceptions to become distorted or denied and a state of incongruence between self and experience would exist. The presence of anxiety can result in defense mechanisms which help to protect one's self-regard. Because of the need to defend against accurate perceptions of experiences which are contrary to parental conditions of worth and the actualizing tendency, a rigidity of self-perceptions may result which would produce negative self-regard.

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<sup>74</sup> Carl R. Rogers, "A Theory of therapy, personality and interpersonal relationships, as developed in the client-centered framework," in S. Koch, Editor, Psychology: A Study of a Science, Vol. III. Formulations of the person and the social context, New York, McGraw-Hill, 1959, p. 226.

<sup>75</sup> Rogers, Op. Cit., 1977, p. 247-250.

In the Rogerian<sup>76</sup> family climate, adolescents should receive parents' unconditional acceptance and understanding, whereby they become aware of previously denied experiences and the full expression of the actualizing tendency is fostered. Therefore, Rogers postulates this family climate assists in exchanging conditions of worth for a trust and valuing of the wisdom of the actualizing tendency. In conclusion, the Rogerian parent counseling program is the theoretical vehicle, the re-educative process, by which adolescent self-regard may be increased.

A theoretical examination of how the Rogerian family climate may develop and increase adolescent self-esteem is presented in the following section.

a. The Rogerian Parent Counseling Model

Within the Rogerian parent counseling model is delineated an experiential process of re-educating parents in developing a family climate which may increase adolescent self-regard. Group facilitators initiate the process by

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76 Ibid., p. 246-247.

assisting parents to experience<sup>77</sup> in a non-threatening group climate the inter-related attitudinal qualities of genuineness, empathic understanding, and unconditional positive regard. The expected outgrowth of the experiential process is parents<sup>78</sup> who trust and value themselves as originators of responsible and productive parenting practices.

Theoretically, parents develop a Rogerian family climate<sup>79</sup> by relating with their adolescent as a psychologically equal partner. Parental<sup>80</sup> genuineness is vital to this partnership. The parents convey present feelings without a pretence of gaining some degree of power over adolescents. Furthermore, parents<sup>81</sup> should not be thinking or feeling one thing and then communicating something else

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<sup>77</sup> Carl R. Rogers and Charles B. Truax, "The Therapeutic Conditions Antecedent to Change: A Theoretical View," in Carl R. Rogers, Editor, The Therapeutic Relationship And Its Impact, A Study of Psychotherapy With Schizophrenics, Madison, The University of Wisconsin Press, 1967, p. 11.

<sup>78</sup> Rogers, Op. Cit., 1977, p. 30.

<sup>79</sup> Ibid., p. 29-30.

<sup>80</sup> Ibid., p. 9.

<sup>81</sup> Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change," in Journal of Consulting Psychology, Vol. 21, No. 2, April 1957, p. 98.

which would jeopardize the partnership. It is expected that whatever parents reveal is a genuine aspect of themselves, not a response growing out of defensiveness or need to overpower.

The absence of a need to overpower may enable the parent<sup>82</sup> to empathically understand the adolescent's expressed feelings and attitudes. Imagining<sup>83</sup> what it would be like to live the adolescent's experience is one way for the parent to develop empathic understanding. In this manner, the parent's understanding, according to Rogers, is organismic, that is, both intellectual and emotional. Consequently adolescents<sup>84</sup> may perceive parental empathy as an unconditional acceptance of their feelings and attitudes.

Consequently, both parent and adolescent begin to express genuine feelings<sup>85</sup> without concern for evaluative

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82 Rogers, Op. Cit., 1977, p. 10.

83 Betty D. Meador and Carl R. Rogers, "Client Centered Therapy," in Raymond Corsini, Editor, Current Psychotherapies, Illinois, F. E. Peacock Publishers, 1973, p. 138.

84 Rogers, Op. Cit., 1977, p. 11.

85 Carl R. Rogers, On Becoming a Person, A Therapist's View of Psychotherapy, Boston, Houghton Mifflin, 1961, p. 326-327.

judgments which previously lessened adolescent self-regard. Since parent and adolescent may now enter into each other's frame of reference with acceptance, the personal choice of adolescent behaviors is a result of the balancing of both points of view, i.e., lax control.

Although lax control reflects an absence of firm rules and regulations, the control aspect is present in that parents<sup>86</sup> may express judgments about their adolescent's behavior, yet unconditionally accept their adolescent as a person. Adolescents may then retain open "ownership" of their feelings. Lax control would then mean that adolescents' behaviors would be a realistic balance, taking into consideration their own feelings and the known and open feelings of parents. A possible result<sup>87</sup> would be the development of both parent and adolescent as autonomous individuals with unique goals and values.

Consequently, adolescent self-regard is enhanced by parental trust in the adolescent to choose in any situation

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86 Carl R. Rogers, "Barriers and Gateways to Communication," in Harvard Business Review, Vol. 30, No. 4, July-August 1952, p. 46.

87 Rogers, Op. Cit., 1977, p. 30.

in which they feel capable of bearing the consequences of that choice. Parent and adolescent mutually work toward developing a self-discipline that is an integral part of autonomy with responsibility and lax control which may emerge from the reciprocal communication of feelings.

Because both parent and adolescent<sup>88</sup> are presumably continually aware of their own feelings which have been expressed and accepted, both develop with a minimum of defensive and negative self-feelings. These hoped for parental practices should be infused with the attitudinal qualities which entail the Rogerian family climate and characterize it as being one of acceptance, the granting of autonomy, and lax control. The family climate now should be perceived by parent and adolescent as a source for mutual self-enhancement.

In summary, the Rogerian family climate and the attendant attitudinal qualities of acceptance, genuineness, and empathic understanding should serve to encourage both parent and adolescent to experience self-acceptance, autonomous growth, along with lax control which emerges from the caring and prizing of each other's communication.

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88 Ibid., p. 31.

Release from conditions which depreciate self-regard and productive growth is possible for the adolescent as well as the parent.

A critical review of Rogerian parent counseling research is presented in the following section with a focus as to whether or not parents and children benefit from the child-rearing practices in Rogerian parent group programs.

b. Critical Review of Rogerian  
Parent Counseling Research

Rogers has provided substantial empirical support for the necessity of the attitudinal qualities in the therapy relationship. He has addressed<sup>89</sup> the need to investigate whether or not these same attitudinal qualities are necessary and sufficient in the parent-child relationship. However, there appears to be limited empirical research into the Rogerian group counseling of parents.

Parent Effectiveness Training (PET)<sup>90</sup> is one approach developed by Gordon which utilizes elements of

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89 Rogers, Op. Cit., 1977, p. 249.

90 Thomas Gordon, Parent Effectiveness Training, New York, Wyden Books, 1970, p. 29.

Rogers' theory of therapy, such as active listening and "I-messages." Active listening incorporates the attitudinal conditions of nonjudgmental positive regard; whereas, "I-messages" involve the communication of genuine statements of feelings. PET programs usually consist of eight three-hour weekly sessions which include lectures, readings, demonstrations, and homework assignments. Program goals include parental acquisition and use of therapy skills to improve the parent-child relationship.

PET is a parenting program separate from Rogers' parent group counseling model, despite the identification with certain Rogefian practices. However, because of this identification with Rogers' approach, several research studies will be reviewed.

Larson<sup>91</sup> investigated the comparative effectiveness of a Parent Effectiveness Training group, an Achievement Motivation Program group and a Discussion-Encounter group. The PET group was composed of forty-three mothers who received a standard program. The Achievement Motivation

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91 R. S. Larson, "Can parent classes affect family communications?": in The School Counselor, 1972, Vol. 19, p. 261-270.

Program group was composed of thirty-three mothers who received training in personal goals, values, and conflicts of values in the context of individual strengths. The Discussion-Encounter group was composed of eleven mothers who received training in being directly and accurately expressive of their emotions. Each of the three groups met for a total of twenty-four hours of training.

The Parent Attitude Survey (PAS), developed by Hereford, 1969, was administered to parents as a pre- and post-test in order to assess parental child-rearing attitudes. The PET and Achievement Motivation Program groups showed slightly greater pre- to post-test improvements than the Discussion-Encounter groups. However, an absence of inferential statistics makes interpretation of these results impossible. Furthermore, research subjects were not randomly assigned to groups but were assigned to the group of their choice.

In the following study Rogers' theoretical position in regard to parent-child relationships is investigated. Therefore, it must be considered apart from the review of Rogerian parent group counseling literature.

Novak and van der Veen<sup>92</sup> investigated the hypotheses that the disturbed child perceives less positive attitudes, positive regard, empathic understanding, genuineness, and unconditional regard than the non-disturbed sibling and control group of normal children.

The subjects of this study were thirteen clinic families each having a disturbed child, ages eleven to eighteen, and at least one other adolescent sibling who did not have serious emotional problems. The control group consisted of adolescent children who were high in social and emotional school adjustment, one from each of thirteen communities. The experimental groups of children, patients, normal siblings, and normal controls, had a mean age of fifteen years each.

Each group of children was administered the RI in their homes, for the purpose of assessing children's perceptions of whether or not their parents' provided a facilitating relationship. Measured in the RI is a person's perceptions of the way in which another person relates to him

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92 Arthur L. Novak and Ferdinand van der Veen, "Perceived Parental Relationships As A Factor In The Emotional Adjustment of Adolescents," Reprint from the Proceedings of the 77th Annual Convention, 1969, p. 563-564.

along four major variables: positive regard, empathic understanding, genuineness, and unconditional regard. Scores on each variable were combined into a total score.

The results of the testing were that the patient group saw both fathers and mothers as providing a less facilitative relationship than did their siblings and the control group. They saw both parents as lower on positive regard and empathic understanding and the father as lower on genuineness.

Therefore, the first prediction that disturbed adolescents perceive the parent as lower in the four variables than non-disturbed siblings and normal children in the control group was supported with the exception of unconditional regard. A non-significant difference was reported for the second prediction that the non-disturbed sibling does not differ from the normal control child in his perceptions of parents' attitudes toward him. The remaining prediction that maternal and paternal attitudes tend to be viewed similarly by the child was supported. In addition to these findings, a significant trend was noted for mothers to be rated higher on the variables than fathers with the exception of unconditional regard.

The researchers discuss the failure of differentiation between any of the groups on unconditional regard. It is suggested that this variable does not differentiate positive from negative parent-child relationships, which is in strong contrast to what has been found for the psychotherapy relationship. On the other hand, the other three variables appear important both to therapy and parent-child relationship.

Although the predictions were supported with the exception of unconditional regard, the limited number of research subjects is inadequate to regard the findings as conclusive. Nevertheless, the significant research findings lend support to Rogers' theoretical position. Furthermore, the effectiveness of the direct application of Rogers' attitudinal qualities to parents is a research area which apparently has not been investigated extensively.

Perkins and Wicas<sup>93</sup> investigated the effectiveness of Rogerian group counseling with underachieving ninth grade males and/or their mothers. Dependent variables were school

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93 John A. Perkins and Edward A. Wicas, "Group Counseling Bright Underachievers and Their Mothers," in the Journal of Counseling Psychology, Vol. 18, No. 3, 1977, p. 273-278.

absences, grade point averages, self-acceptance, study habits, anxiety levels, and teacher ratings. Five male counselors from the participating junior high schools were selected and trained to offer the programs in their respective schools. Counselors averaged two years of counseling experience in the Client-Centered counseling approach.

Each counselor also completed a forty-hour, ten-session training program based upon Truax and Carkuff, 1967, which focuses upon the development of Rogerian attitudinal qualities. Counselors developed prescribed functional levels of accurate empathy, positive regard, and genuineness. Each counselor's operational level for these conditions was measured by Truax's (1967) Therapist Rating Scales.

The sample consisted of twenty-four ninth grade boys and eighteen mothers drawn from each of five junior high schools. Counselors randomly established four groups of underachieving ninth grade boys and their mothers in their respective school settings. Underachievers received group counseling sessions on school premises during the day while mothers received group counseling in the evening. Treatment group I was composed of six boys who met for twelve weekly one-hour group counseling sessions. Treatment

group II was composed of six boys who met for one hour a week for twelve weeks while their mothers were placed in a second group and received the same treatment. Six boys in group III received no treatment while their six mothers received twelve weekly one-hour group counseling sessions. Six boys and their six mothers were placed in a fourth group which was designated as a no-treatment control group.

Pre- and post-test data were collected on six dependent variables and five months later as a follow-up measure. Instruments utilized were the Interpersonal Check List (ICL) developed by LaForce and Suczek, 1955, to measure self-acceptance, Survey of Study Habits and Attitudes by Brown and Holtzman, 1956, to measure study habits, the IPAT Anxiety Scale (Cattell, 1957), a measure of anxiety, and the Haggerty-Olson-Wickman Behavior Rating Scale, Schedule B, an assessment of underachievement. Each boy's midyear grade point average and school absences were collected by the counselors. Group counseling in comparison to a control group produced a significant ( $P < .01$ ) increase in grade point average and self-acceptance. Groups II and III which involved mothers had a significant positive impact on underachievers' self-acceptance. Since the effect on

self-acceptance with boys alone was no greater than the control group, mothers' involvement in group II which provided the same treatment to both mother and son and group III in which mothers alone received the treatment appeared to have significant influence. Furthermore, follow-up post-test measures showed that mothers in treatment III were a strong contributing factor to their child's grade point averages.

However, results of the follow-up testing five months after treatment ended showed that limited results were sustained. Perkins and Wicas suggested that to sustain results, underachievers would need additional focused help, i.e., supportive efforts and attitudes which emphasize empathy, positive regard, and genuineness from counselors and mothers. The findings regarding the Rogerian group counseling of mothers and their significant effects upon their underachieving male children warrants further research consideration.

The review of Rogerian research has helped to provide a sharper focus as to whether or not parents transfer the Rogerian experiential learnings acquired in Rogerian parent group programs. The reported study by Novak and

van der Veen was not reviewed with reference to parent counseling models but to lend further support to Rogers' theoretical position.

Perkins' and Wica's findings are important in that Rogerian group counseling of mothers had a significant impact upon their underachieving sons' grade point averages and self-acceptance. However, the available research materials reviewed on the Rogerian group counseling of parents is extremely limited and those that have been reviewed are either severely limited by scope and design features or are initial research investigations.

To conclude, the adolescent's self-regard may be increased in a family climate where parents are genuine, unconditionally accepting of their adolescent's feelings, and empathic in understanding his point of view. These interrelated attitudinal qualities are expected to eventually be reciprocated by the adolescent which may encourage both parent and adolescent to develop autonomously with unique values and goals. Furthermore, the need to overpower each other becomes absent since their mutually empathic communication allows each to become less anxious and defensive and more willing to listen, accept, and

incorporate each other's communication. Theoretically, parents are free to judge and express their judgment on adolescent behavior which they find unacceptable. However, firm rules and regulations which would reflect a conditional parental acceptance are absent. The important ingredient in this process is that feelings can be owned and accepted by parent and adolescent. The parental control is lax in that the outcome should be a balancing both of both points of view.

The Rogerian attitudes are expected to permeate the family climate rather than be focused upon specific adolescent behaviors. The Rogerian parent counseling program relies upon parents' transference to their adolescent of their relationship experience with their co-facilitators in the parent group. Hopefully, the parent group experience will affect parents personally so that a new family climate can develop.

The critical review of Rogerian research reported above does not offer clear evidence for changes in children's behavior due to their parents' involvement in a Rogerian parent program. It was also reported that, although changes occurred in parental attitudes and

behaviors as a result of participating in a Rogerian program, the researcher, in particular those dealing with PET, are severely limited in scope and research design. The studies reported were limited by many of the following: an absence of inferential statistics, random assignment of research subjects to treatment groups, an absence of comparison groups which enhances speculation that reported differences may be a function of non-specific variables other than treatment, subjective assessment of child's behavior, and a limited number of research subjects,

Consequently, evidence that children's behavior changes due to their parents involvement in a Rogerian parent group program is unclear. As a result, the need to empirically investigate the Rogerian parent group model is accentuated.

The following section is a summary of the discussion of both Adlerian and Rogerian parent counseling models.

#### 4. Summary and Conclusions

The Adlerian parent counseling model provides a didactic method of re-educating parents in Adlerian child-raising practices which encompass a family climate of social

interest. It is argued that parental application of these practices results in an increase in social interest and adolescent self-esteem. The practices become an integral part of the family climate through the process of encouragement and organizational methods which are presented to the parent and are practiced by the entire family unit. The family climate of social interest is characterized by mutual acceptance, autonomy, and firm control. Firm control is established through the sharing of responsibilities in the family which shifts authority from parents to the family as a unit. The effectiveness of the Adlerian family climate on increasing adolescent self-esteem rests specifically on the decrease of inferiority feelings through cooperative efforts which support the unique capabilities of the adolescent.

The Rogerian parent counseling model is an experiential process of re-education whereby parental behaviors and practices are infused with attitudinal qualities which characterize the family climate. Parental application of these qualities results in an increase in adolescent self-regard. The Rogerian family climate with the attendant attitudinal qualities of genuineness, acceptance, and empathic understanding encourage both parent and adolescent

to experience self-regard and autonomous growth. This results in lax control which emerges from the caring, praising, and incorporation of each other's communication. The absence of firm rules and regulations permits the adolescent and parent to be released from conditions of worth which depreciate self-regard and productive growth.

The development of self-regard rests upon the theoretical supposition of an enhancing source of energy referred to as the actualizing tendency. A major component of actualization is the development of self-regard which is dependent upon parental attitudinal qualities which enable the inherent tendency to fulfill its organismic purpose. The effectiveness of the Rogerian family climate on increasing adolescent self-regard rests specifically on the expression of the adolescent's actualizing tendency which involves exchanging parental values and judgments, conditions of worth, for a trust in the wisdom of the actualizing tendency.

The Adlerian and Rogerian theories of adolescent self-esteem development are interrelated to their respective parent counseling models. Both positions clearly delineate why and how the family climate increases adolescent

self-esteem. However, limited research has been accomplished to empirically evaluate the Adlerian parent counseling model. The available research was limited in scope and research design. Control conditions and follow-up were also noted as either absent or inappropriate. The available Rogerian research lends further support to the theoretical effectiveness of the Rogerian parent counseling model but fails to empirically evaluate it. The overall limited research in both Adlerian and Rogerian parent counseling models accentuates the need to empirically investigate each model.

The section following concludes Chapter I with a statement of problem and research hypotheses.

#### 5. Statement of Problem and Hypotheses

The purpose of this study is to investigate the effectiveness of the Adlerian and the Rogerian family climates as a means of increasing adolescent self-esteem.

The major hypothesis for this empirical study is:

Adolescents whose parents have experienced an Adlerian or Rogerian parent counseling program exhibit higher self-esteem than adolescents whose parents have not

experienced an Adlerian or Rogerian parent counseling program.

The minor hypotheses for this empirical study are:

1. Adolescents whose parents have experienced an Adlerian or Rogerian parent counseling program perceive more change in their family climate than those adolescents whose parents have not experienced a parent counseling program.

2. Adolescents whose parents have experienced an Adlerian parent counseling program perceive a greater degree of firm control than do adolescents whose parents have experienced a Rogerian parent counseling program.

## CHAPTER II

### RESEARCH DESIGN

The explanation of procedural steps and materials used in implementing the research design of this study is presented in this chapter. The chapter is divided accordingly: 1. Research Subjects, 2. Instrumentation, 3. Counselor Training Programs, 4. Evaluation of Parent Sessions, 5. Data Collection and Data Analysis.

#### 1. Research Subjects

The research subjects in this study were parishioners, parents and their adolescents, from urban churches within the city limits of Ottawa, Ontario. The researcher contacted the clergy of two Anglican, eight Roman Catholic, and two United Church of Canada churches and requested permission to conduct a parent counseling program within each of the church communities. Clergy of eight churches, six Roman Catholic and two Anglican, accepted the invitation. Clergy from the remaining four churches expressed an interest in the program but because of prior commitments were unable to participate.

A personal interview was scheduled with each parish priest during the initial telephone contact. The purpose of

the interview was to explain the parent counseling program and request that certain procedures be followed for disseminating pertinent information to parents. A letter (appendix one) addressed to parents which introduced the parent counseling program to parishioners was provided to parish priests. The program was presented in the parent letter as an opportunity for parents having adolescents to improve the parent-adolescent relationship and their adolescents' self-confidence.

Parish priests read the letter at the conclusion of Sunday church services and posted the letter on their respective church bulletin boards for four weeks prior to the beginning of the parent counseling program. Also, parish priests announced to parishioners at the conclusion of Sunday church services pre-arranged dates, times, and church locations for meetings with the researcher so that clarification of parental concerns and program guidelines could be discussed and finalized.

Parents volunteered for the program by giving their names, addresses, and telephone numbers to their respective parish priests. At this time, each parish priest reiterated to parents the pre-arranged date, time, and place for a

meeting with the researcher.

At the conclusion of the fourth week of advertising, the researcher was telephoned by each parish priest who presented the names of all parent volunteers who agreed to meet with the researcher at the pre-arranged dates, times, and church locations.

At the scheduled parent meetings, the researcher explained the purpose of the research study and the benefits parents could reasonably expect to accrue. It was further explained that, through a random selection procedure, a limited number of parents from certain churches would not receive the parent counseling program at the present time, but that the program would be offered at some later date if they would still be interested. It was also explained that parents would be randomly assigned into groups and then one of two counseling approaches would be randomly assigned to their group. This was necessary for research purposes. In addition, all parents agreed to have their adolescents complete two instruments to aid in the researcher's attempt to measure adolescents' perceptions of self and parent. The researcher expressed to parents that such an attempt should help to improve the effectiveness of the parent counseling program.

The remainder of the parent meeting was utilized to finalize tentative dates for the first parent counseling session. A consensus for the initial starting date was arrived at through discussion with parents. The starting date was then confirmed by telephoning each parent volunteer one evening in advance. Parents were also told, at this time, which parent program and group they had been assigned to in their respective churches.

The research subjects of this study consisted of 152 parent volunteers, sixty-nine parent couples, and fourteen single parents, and their eighty-four adolescents. The adolescent subjects ranged from thirteen to seventeen years of age. One or more parent groups were formed in each church, depending on the number of parents volunteering. Since the number of parents volunteering varied within each church, the size of the groups formed varied. The number of Adlerian, Rogerian, and control groups within each of the eight churches are presented in Table I.

The parent counseling program's effectiveness was compared to a control group which was selected randomly from two churches of the original eight. It was comprised of fifty-eight parent volunteers, twenty-seven couples and

Table I.- The Number of Adlerian, Rogerian and Control Groups Formed Within Eight Churches

Groups	1	2	3	4	5	6	7	8	Total N
Adlerian	X*	XX		X	X				5
Rogerian	XX	X					X	X	5
Control			X			X			2

\* Group.

four single parents, and their thirty-two adolescents. This procedure of randomly selecting churches rather than people as controls ensured that the parents would remain in their respective churches to receive the counseling program.

Parents in the remaining churches were randomly assigned to groups and then each group formed was randomly assigned either the Adlerian or Rogerian counseling program. Fifty-five parent volunteers, twenty-six couples and three single parents, and their twenty-nine adolescents formed five groups and were assigned the Adlerian counseling program while thirty-nine parent volunteers, sixteen couples, and seven single parents, and their twenty-three adolescents formed five groups which were assigned the Rogerian counseling program.

In the following section, the two measuring instruments utilized in the study are examined.

## 2. Instrumentation

The two measuring instruments utilized were Stanley Coopersmith's Self-Esteem Inventory (S.E.I.) and Earl S. Schaefer's Children's Reports of Parental Behavior: An Inventory (C.R.P.B.I.). The Self-Esteem Inventory was

chosen because both Adler's<sup>1</sup> and Rogers'<sup>2</sup> definitions of self-esteem and self-regard, respectively, reported above, are in agreement with Coopersmith's conception of self-esteem. Coopersmith states that, "[...] self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself."<sup>3</sup> Adolescents' total self-esteem and self-esteem parent subscale will be assessed with this instrument. The adolescent's perceptions of parental practices in the home were evaluated using Schaefer's C.R.P.B.I. which was designed by him for this purpose. The eight dependent variables in this research are mothers' and fathers' acceptance versus rejection, mothers' and fathers' autonomy versus control, mothers' and fathers' firmness versus lax control, total self-esteem, and self-esteem parent subscale.

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<sup>1</sup> Heinz L. Ansbacher and Rowena R. Ansbacher, (Editors), The Individual Psychology of Alfred Adler, New York, Basic Books, 1956, p. 99.

<sup>2</sup> Carl R. Rogers, On Becoming A Person, A Therapist's View of Psychotherapy, Boston, Houghton Mifflin, 1961, p. 91.

<sup>3</sup> Stanley Coopersmith, The Antecedents of Self-Esteem, San Francisco, W. H. Freeman, 1967, p. 5.

Stanley Coopersmith's Self-Esteem Inventory

There are two forms (appendix two) of Coopersmith's Self-Esteem Inventory. Form A<sup>4</sup> contains fifty-eight items and a total of five subscales (General Self, Social, Parents, School, Lie Reaction), and Form B contains twenty-five items and no subscales. Form A provides a general assessment of self-esteem which may be differentiated into component subscales depending on the researcher's goals. It takes approximately five minutes to complete. The total scores of Form A and Form B correlate .86. Since Form B was based on an analysis of twenty-five items from Form A which showed the highest item, total-score correlation, this high correlation is not surprising.

The fifty-eight items of the S.E.I. Form A<sup>5</sup> are responded to by placing a checkmark in either the "Like Me" or "Unlike Me" column. Each item reflecting high or low self-esteem receives two or one points respectively. For each omission on the S.E.I. a score of 1.5 was assigned. Eight items are designated as being defensive reactions

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4 Ibid., p. 9-10.

5 Ibid., p. 265-266.

which assess extremely socialized response sets. Subjects with a defensive score of five or more are usually excluded from research participation.

Coopersmith<sup>6</sup> reports that Form A has been used without difficulty on a group basis with populations ranging from ages nine to twenty-three. Coopersmith has found no significant differences in self-esteem between males and females, and points out that the curve is skewed in most samples in the direction of high self-esteem, with means from 70 to 80 and standard deviations of 11 to 13. The composite norm for ages nine to twenty-three is 73. Specific norms are listed for females ages nine to fifteen as 70.1, for males ages nine to fifteen as 72.2, and for young adults ages sixteen to twenty-three as 76.0. Kuder-Richardson-20 reliability is reported for 757 males and 738 females in the eighth grade as .90; for 100 students in grades nine and twelve respectively, as .86 and .80. In concluding, the S.E.I. is judged to be a relatively reliable and valid instrument to assess adolescent self-esteem.

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6 Ibid., p. 10.

Earl S. Schaefer's Children's Reports of Parental Behavior: An Inventory (C.R.P.B.I.)

The 1965 revision of the C.R.P.B.I.<sup>7</sup> (appendix three) is a 192-item description of concrete, specific, easily observable parental behaviors which are combined into eighteen scales of either eight or sixteen items. The eighteen scales comprise three major dimensions of parenting behaviors.

The eighteen scales<sup>8</sup> of the C.R.P.B.I., six of which are based on sixteen items and twelve of which are based on eight items, consist of parental behaviors which the research subject responds to by choosing one of the following responses: "Like," "Somewhat Like," or "Not Like" the parent being described. The responses for each item are scored three, two, one respectively and summed to yield scores on individual dimensions. A value of "two" is assigned a missing response. In appendix four the eighteen:

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7 Earl S. Schaefer, "A Configurational Analysis of Children's Reports of Parental Behavior," in Journal of Consulting Psychology, Vol. 29, No. 6, 1965, p. 552-553.

8 The scoring instructions were received in an information packet for C.R.P.B.I. research from Dr. Earl S. Schaefer, August, 1974.

scales and the respective items describing parental behavior are listed. Various researchers, including Schaefer, report that the C.R.P.B.I. has been used without difficulty on a group basis.

Schaefer<sup>9</sup> developed the C.R.P.B.I. from previous analyses of psychologists' ratings of parental attitude measures. A hypothetical circumplex model for parent behavior that included many molar parent behavior concepts was developed from a generalization of empirical data.

The scales of the C.R.P.B.I. were designed to sample all sectors of the circumplex model. Criteria for item selection were "[...] high predicted item variability, high predicted item-scale correlation, and applicability of the item to both maternal and paternal behavior."<sup>10</sup>

The items<sup>11</sup> were then administered by Schaefer and colleagues to various groups of children. Three dimensions labelled acceptance versus rejection, psychological autonomy

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9 Earl S. Schaefer, "A Circumplex Model for Maternal Behavior," in Journal of Abnormal and Social Psychology, Vol. 59, 1959, p. 226-235.

10 Schaefer, Op. Cit., 1965, p. 552.

11 Ibid., p. 552-555

versus psychological control, and lax control versus firm control were then obtained through factor analyses of four correlation matrices of the eighteen scales of reports of maternal and paternal behavior by children. Each of the four correlation matrices was analyzed using the principal components method. It was judged that the first three principal components included most of the common variance of each of the four matrices. The three principal components were then rotated to simple structure by the varimax method separately for each of the four factor matrices.

All of the scales have substantial loading on one or more of the first three factors and the communality of each scale for those three dimensions is roughly proportional to the scale reliability. The three dimensions extract an average of 66% of the total variance, which is estimated as approximately 90% of the reliable variance. Since the scales probably contain some specific variance, it was judged that only three dimensions can be identified from these matrices. Various researchers, Cross<sup>12</sup>, Renson

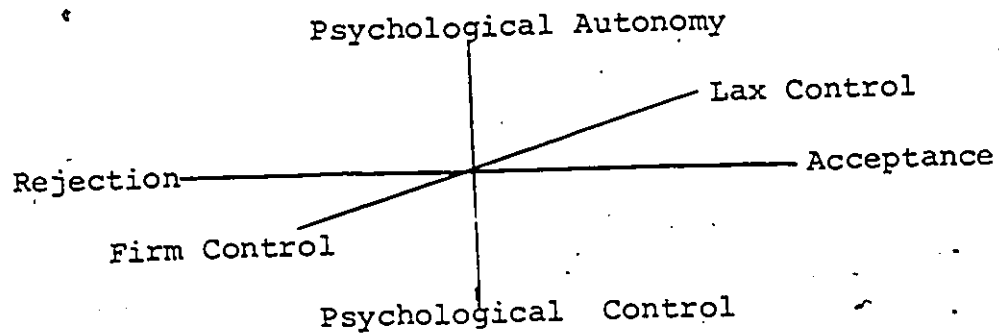
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12 Herbert J. Cross, "College Students' Memories Of Their Parents: A Factor Analysis Of The C.R.P.B.I.," in Journal of Consulting and Clinical Psychology, Vol. 33, No. 3, 1959, p. 275-278.

Schaefer and Levy<sup>13</sup>, and Schludermann and Schludermann<sup>14</sup>, and Armentraut and Burger<sup>15</sup>, have obtained through factor analyses the same dimensions.

Schaefer's three-dimensional model<sup>16</sup> which accounted for a major portion of the variance of parental behavior is presented in Figure 1.

Figure 1.- Three Dimensional Model of Parental Behavior



13 Gisele J. Renson, Earl S. Schaefer, Bernard I. Levy, "Cross-National Validity Of A Spherical Conceptual Model For Parent Behavior," in Child Development, 1968, Vol. 39, p. 1229-1235

14 Shirin Schludermann and Eduard Schludermann, "Adolescent Perception of Parent Behavior (C.R.P.B.I.) In Hutterite Communal Society," in The Journal of Psychology, 1971, Vol. 79, p. 29-39.

15 James A. Armentraut and Gary K. Burger, "Children's Reports of Parental Child-Rearing Behavior at Five Grade Levels," in Developmental Psychology, 1972, Vol. 7, No. 1, p. 44-58.

16 Earl S. Schaefer, "A Circumplex Model for Maternal Behavior," in Journal of Abnormal and Social Psychology, Vol. 59, 1959, p. 226-235.

The defining scales<sup>17</sup> for the psychological autonomy versus psychological control dimension are: control, hostile control, instilling persistent anxiety, control through intrusiveness, control through guilt, enforcement possessiveness, and withdrawal of relations. Such defining scales describe "[...] covert, psychological methods of controlling the child's activities and behaviors that would not permit the child to develop as an individual apart from the parent."<sup>18</sup> For autonomy versus control the range of scores is 240-80. A low score reflects a greater degree of autonomy, whereas a high score reflects a greater degree of control.

The defining scales<sup>19</sup> for the acceptance-rejection dimension are: acceptance, positive involvement, child-centeredness, acceptance of individuation, hostile detachment, and rejection. Schaefer has reported that the heaviest negative loadings for this dimension indicated "[...] a more detached, less involved type of hostile

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17 Schaefer, Op. Cit., 1965, p. 555.

18 Ibid., p. 554.

19 Ibid., p. 555.

reaction to the child."<sup>20</sup> The thirty-two items which comprise the hostile detachment and rejection scales are negatively loaded and require reverse scoring. For acceptance versus rejection the range of scores are 237-79. A low score reflects a greater degree of rejection, whereas a high score reflects a greater degree of acceptance.

The defining scales<sup>21</sup> for the lax control versus firm control dimension are: nonenforcement, lax discipline, extreme autonomy, and inconsistent discipline. The positive loadings reflect for this dimension "[...] the degree to which the parent makes rules and regulations, sets limits to the child's activities, and enforces these rules and limits."<sup>22</sup> For firm versus lax control the range of scores are 96-32. A low score reflects a greater degree of firm control whereas a high score reflects greater degrees of lax control.

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20 Ibid., p. 554.

21 Schaefer, Op. Cit., 1965, p. 555.

22 Ibid., p. 555.

Presented in appendix five are loadings<sup>23</sup> on the varimax (orthogonal) rotated factors and the communalities for each C.R.P.B.I. subscale. Also presented is the proportion of common variance of each scale and total variance accounted for by each factor obtained using the data of a representative study.

The median internal consistency reliability by Schaefer<sup>24</sup> and others on the scales for both mothers and fathers by adolescent males and females was .76 (ranging from .56 to .93). Table II which follows contains KR-20 reliability and test-retest reliability data<sup>25</sup> on each of the eighteen subscales. The C.R.P.B.I. is judged to be an instrument with adequate reliability for the purposes of the present study.

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23 Philip J. Patsula, The Individual's Felt Powerlessness as Related to Perceived Parental Behavior, Unpublished Doctoral Dissertation, University of Alberta, 1969, p. 160-163.

24 Schaefer, Op. Cit., 1965, p. 552.

25 Ibid., p. 49.

Table II.- Reliability Measures of the C.R.P.B.I. Subscales\*

Subscale	No. of Items	Pearson Product Moment test-retest reliability, one-month interval		KR <sub>20</sub> Internal consistency index	
		N=56 Mother	N=56 Father	N=220 Mother	N=220 Father
1. Acceptance	16	538	579	926	890
2. Child-centeredness	8	694	324	784	802
3. Possessiveness	8	452	335	563	641
4. Rejection	16	656	686	878	875
5. Control	8	476	632	614	745
6. Enforcement	8	548	480	744	784
7. Positive Involvement	16	619	470	864	831
8. Intrusiveness	8	654	368	731	760
9. Control through Guilt	8	416	473	762	796
10. Hostile Control	16	732	597	837	837
11. Inconsistent Discipline	8	396	606	647	688
12. Nonenforcement	8	616	535	662	685
13. Acceptance of Individuation	16	598	486	861	864
14. Lax Discipline	8	526	370	674	730
15. Instilling Persistent Anxiety	8	554	516	794	795
16. Hostile Detachment	16	666	611	891	848
17. Withdrawal of Relations	8	498	488	780	788
18. Extreme Autonomy	8	662	412	784	753

\*Decimal points have been omitted.

### 3. Parent Counselor Training Programs

Twenty-one graduate students in the counseling program at the University of Ottawa and three graduates of the same program were trained in either the Adlerian or Rogerian parent counseling approaches. Among the twenty-four counselors, twelve had practical experience in counseling. Each of the experienced counselors was randomly paired with one of the other twelve who had no practical experience. This procedure ensured that each dyad had one counselor with some degree of practical experience in counseling. As a precautionary measure against unforeseen difficulties, there was an extra dyad in each approach. The Adlerian and Rogerian parent counseling programs were then randomly assigned to each dyad.

The trainers, a Ph.D. student having specialized training in Adlerian counseling and a staff member having specialized training in Rogerian counseling, were selected from the University of Ottawa's Faculty of Education. Their specialized training involved intensive academic study, training workshops, and practical experience with their respective counseling approaches. Each trained twelve counselors in their respective approaches according

to the procedures and identified materials in the Adlerian (appendix six) and Rogerian Trainer's Manuals (appendix seven). The organized procedures and identified materials, texts, articles, and role-playing exercises were utilized by trainers to ensure that counselors obtained a cognitive understanding of pertinent information as well as key elements necessary to effectively counsel the parent groups.

The Adlerian Counselor's Manual (appendix eight) was developed by the researcher from Adlerian materials, which specified child-rearing practices and methods of leading a parent counseling group. In addition, the Parenting Manual (appendix nine) was developed from Adlerian texts and articles which encompass standard Adlerian child-rearing practices offered in Adlerian parenting programs. This particular manual was used in the training of counselors in Adlerian practices and was used as a framework for re-educating parents during each session. Counselors and parents used the manual as a reference for discussing each parenting practice.

The Rogerian Counselor's Manual (appendix ten) was developed by the researcher from Rogerian materials

and texts which specified guidelines as to how to implement attitudinal conditions with a parent counseling group.

The respective manuals were used by trainers and counselors to maintain established Adlerian and Rogerian standards of training and practice. The reliance upon standard training materials and practices ensured that parents would receive their respective programs as theoretically prescribed. Rogers' guidelines consisted primarily of attitudes and behaviors which the counselor offered parents in the group. An absence of didactic materials is characteristic of this group program.

In addition, all counselors completed, with paper and pencil, Carkhuff's Discrimination Scale (appendix eleven) for the purpose of assessing counselor's facilitative level of functioning. In the present study, each counselor was judged to be functioning adequately, with the average score attained being 54.8. Carkhuff reports a maximum score of 60.5 and a minimum score of 40 on the scale.

Presented in Table III are the individual scores attained by counselors on the scales. The mean score for

Table III.- Counselor's Scores on Facilitative Level of Functioning

Counselors	
Adlerian Scores	Rogerian Scores
59.5	57.5
58.5	59.5
50.0	57.0
57.5	50.0
52.0	57.5
50.0	50.0
46.5	56.0
60.5	58.5
60.0	48.5
53.0	59.5
51.5	54.5
51.5	56.0
$\bar{X}=54.21$	$\bar{X}=55.4$

Rogarian counselors is slightly higher than the mean score for Adlerian counselors. This was expected since the scale items reflect the attitudes and behaviors which predominate in the Rogarian facilitator approach. The high scores for the Adlerian counselors seem also to reflect a grasp of communication skills which were addressed during the training program.

An assessment of each counselor's facilitative level of functioning was one necessary step to ensure that parents in the Adlerian and Rogarian groups would be well counseled. A second step was the dyadic model of group counseling employed in both the Adlerian and Rogarian parent counseling programs. In the Adlerian program, the dyadic model was comprised of a task-centered counselor and a group-centered counselor, the former counselor being the presenter of parental practices and the latter the clarifier of parents' feelings and attitudes with regard to other group members and their practices.

Within the Rogarian dyadic model both counselors were group-centered and their major role was to clarify parents' feelings and attitudes towards other group

members during the group discussions. The complementary nature of the dyadic parent counseling model ensured that both parents were dealt with more effectively than if only one counselor were responsible for a parent group. Trainers then personally evaluated each counselor as adequately prepared to counsel the assigned parent groups.

#### 4. Evaluation of Parent Sessions

Ten counselors of the five Adlerian and eight counselors of the four Rogerian parent groups audio tape-recorded five out of ten sessions which were randomly selected by the researcher. The reason for four rather than five Rogerian groups was that one parent group dropped out of the program after the first session. Parent participants consented to the audio-taping procedures. Upon completion of the ten-week treatment, five segments of two consecutive minutes of taped interaction were randomly selected from each of the five Adlerian parent counseling sessions and the four Rogerian parent counseling sessions. The segments were then rated by five judges, four Ph.D. students and one Master's

student in the counseling program.

Each judge was well versed in both Adlerian and Rogerian theories and was given a one-hour training program which included discussion of the criteria (appendix twelve) to be utilized in evaluating and classifying audio-tape segments as representative of the Adlerian or the Rogerian parent counseling models. As a practice exercise, six segments exclusive of the random segments were evaluated according to the discussed criteria. Agreement in evaluating and classifying the six practice taped segments representative of the Adlerian or the Rogerian parent counseling models was 90%. This practice procedure established judge reliability in that each judge was evaluating the audio-tape segments uniformly according to stated criteria.

Following the training program, the judges as a group listened to the forty-five taped segments and evaluated each segment as being either representative or non-representative of the Adlerian or Rogerian counseling approaches. The evaluation of forty-five rather than fifty taped segments as reported above resulted because one Rogerian parent group discontinued the counseling

program after the first session. These parents discontinued the program expressing a desire for more specific information regarding adolescent development. Percentages of agreement in evaluating and classifying the forty-five taped segments as representative of the Adlerian or the Rogerian parent counseling models by the judges for each of the Adlerian and Rogerian groups are provided in Table IV.

The percentage of agreement (72%) for Rogerian group four was somewhat lower than the other groups. However, the evaluation procedure established that parents did in fact receive the proposed counseling approach assigned to their group.

#### 5. Data Collection

The researcher provided all parents, at the first session of the parent counseling program, with the short Form (B) of the S.E.I. to be completed by their adolescents as a pre-test. The general purpose of this initial procedure was to assess all adolescents' self-esteem levels. In addition, the pre-test provided an assessment as to whether or not the adolescent

Table IV.- Classification by Judges of Audio-Taped Segments of Parent Counseling Sessions

The percentages of agreement by five judges in five randomly selected two-minute tape segments appear below.

Groups,	Percentages of Agreement By The Judges
1. Adlerian	84%
2. Adlerian	92%
3. Adlerian	92%
4. Adlerian	80%
5. Adlerian	84%
<hr/>	
1. Rogerian	76%
2. Rogerian	80%
3. Rogerian	84%
4. Rogerian	72%
5. Rogerian	- (group was dropped)

groups were homogeneous along the self-esteem variable pre-test. The control group returned the S.E.I. through the mail service since parents were unable to bring their adolescents to their respective churches due to prior commitments. The counseling group parents returned their S.E.I.'s at the beginning of the second session.

Adolescents in the experimental groups and the control group were group post-tested with the S.E.I. long form (A) and C.R.P.B.I. in their respective church halls during the conclusion of the tenth parent counseling session. Parents in the counseling groups brought their adolescents to be tested at the last counseling session. Adolescents of parents in the control group agreed to be tested in their respective church halls at the pre-arranged date and time.

Adolescents were verbally instructed to respond to the S.E.I. items designated as either "Like Me" or "Unlike Me." For items reflecting high or low self-esteem, the "Like Me" option was assigned a value of two or one, respectively.

Upon completion of the S.E.I., adolescents were administered separate but identical forms of the C.R.P.B.I. for mothers and fathers in contra-balanced order. Adolescents of single parents were asked to complete one form. Adolescents were verbally instructed to respond to the C.R.P.B.I. items designated as either "Like," "Somewhat Like," or "Not Like" their parent at the present time by filling in the space marked A, B, or C, respectively, on the answer sheets provided. The Adlerian, Rogerian, and control group data for mothers' and fathers' acceptance versus rejection, control versus autonomy, lax versus firm control, adolescent self-esteem, and self-esteem parent subscale appear in appendix thirteen. Scores for each adolescent in the Adlerian, Rogerian, and control groups appear in appendix fourteen. Table V, which follows, contains the number of adolescents in the control, Adlerian, and Rogerian groups at the pre- and post-test periods.

One set of parents and their adolescent in the control group refused to complete the post-tests due to personal reasons. In the Rogerian post-test group, one parent and his adolescent refused to take the post-test. Although three parents in the Rogerian group discontinued

Table V.- Number of Adolescents in the Control, Adlerian, and Rogerian Groups at Pre- and Post-test Periods.

Groups	Pre-Test N	Post-Test N
Control	32	31
Adlerian	29	29
Rogerian	23	22
Total N	N=84	N=82

the program after the first session expressing a desire for more specific information regarding adolescent development, their adolescents completed the post-tests.

#### Analysis of Data

All hypotheses testing was done using the means of each counseling group as the units of analysis. The pre- and post-test measures of self-esteem were analyzed using an univariate analysis of variance. A multivariate analyses of variance was used for each of the three pairs of mothers' and fathers' scores on the three dimensions of autonomy versus control, acceptance versus rejection, and firm versus lax control of the C.R.P.B.I. The level of significance was set at .05.

## CHAPTER III

### PRESENTATION AND DISCUSSION OF RESULTS

This chapter is a presentation and discussion of the results of testing the hypotheses and research findings. A brief summary concludes the chapter.

#### 1. Presentation of Results .

A pre-test was given to eighty-four adolescents on the short form (B) of the S.E.I. to assess adolescents' self-esteem levels. The pre-test self-esteem means and standard deviations appear in Table VI. The univariate analysis of variance completed on the pre-test S.E.I. revealed similarity of adolescent self-esteem means across the control, Adlerian, and Rogerian groups. The self-esteem means were below the norms reported in Chapter II. These results on adolescent self-esteem were expected because the program was advertised as a possible method of improving adolescent self-esteem.

Table VII contains the post-test group means and standard deviations for each of the six dependent variables (three pairs); acceptance versus rejection, autonomy versus control, and firm versus lax control for adolescents' perceptions of mothers' and fathers' practices.

Table VI.- The Pre-Test Group Means and Standard Deviations on the Dependent Variable of Adolescent Self-Esteem

Groups	means	Pre-Test sd	N
Control	68.5	17.8	32
Adlerian	68.5	17.4	29
Rogerian	64.6	18.1	23

Table VII.- Post-Test Data

The Group Means and Standard Deviations of the Dependent Variables: Acceptance vs. Rejection, Autonomy vs. Control, Firm vs. Lax Control for Adolescents' Reports of Mothers' and Fathers' Behaviors and Practices.

Groups	Acceptance vs. Rejection		Autonomy vs. Control		Firm vs. Lax Control				No. of Groups				
	Mother X	Father SD	Mother X	Father SD	Mother X	Father X	Mother SD	Father SD					
Control	162.6	14.1	151.7	6.1	170.3	6.4	172.9	6.4	53.3	4.7	54.7	4.5	5
Adlerian	157.5	9.0	141.8	8.3	174.9	2.0	179.0	5.5	52.9	3.7	53.8	5.2	5
Rogerian	158.3	11.6	145.2	7.4	178.6	6.7	175.4	6.4	54.0	3.6	54.5	6.7	4

8.5

For each of the three dimensions a high mean score reflects a greater degree of parental acceptance, psychological control, and lax control respectively.

The reported means on the dependent variable of acceptance versus rejection for mothers' and fathers' practices in both the Adlerian and the Rogerian parent counseling groups were expected to be higher than the control group reflecting greater degrees of acceptance. Although the means were not in the expected direction, the difference in comparison to the control group is slight.

For autonomy as well, the means were not in the expected direction. Once again, the slight difference in means found in the counseling groups in comparison to the control group were unexpected.

It was expected that Adlerian groups would be reported as having firm control, whereas Rogerian groups would be reported as having lax control. However, the results were unexpected since the means across all three groups were quite similar.

In Table VIII are adolescents' total self-esteem and self-esteem parent subscale mean scores and standard deviations for each of the three groups. The means for

Table VIII.- Post-Test Data

The Group Means and Standard Deviations of the Dependent Variables: Total Self-Esteem and Self-Esteem Parent Sub-Scale.

Groups	Total Self-Esteem		Self-Esteem Parents' Sub-Scale		No. of Groups
	X	SD	X	SD	
Control	70.2	4.4	11.0	1.0	5
Adlerian	75.7	6.1	12.3	1.6	5
Rogierian	73.6	2.1	11.5	1.86	4

the total self-esteem and self-esteem parent sub-scale were higher for Adlerian and Rogerian groups as compared to the control group. These results were in the expected direction.

Table IX contains the correlations amongst the dependent variables. The differences in sample size for some of the dependent variables reflects adolescents from single parent families.

The researcher's expectation was that the dependent variables would be moderately to highly correlated. Mothers' and fathers' scores on each of the three dimensions were correlated moderately; acceptance ( $r=.40$ ), psychological control ( $r=.39$ ), and lax control ( $r=.39$ ). The support found in these correlations are of a size which encourages the use of a multivariate analysis of variance with three separate pairs of dependent variables, mothers' acceptance and fathers' acceptance, mothers' lax control and fathers' lax control, and mothers' psychological control and fathers' psychological control. It is interesting to note that the correlations amongst most of the other combination of dependent variables are very low. While values are small, there seems to be a consistent relationship between lax.

Table IX. -- Correlations Among the Dependent Variables:  
 Adolescents' Reports of Mothers' and Fathers' for  
 Acceptance vs. Rejection, Autonomy vs. Control,  
 Firm vs. Lax Control, Adolescents' Total Self-Esteem,  
 and Adolescents' Self-Esteem Parent Sub-Scale.

	MACC 1	MPCO 2	MLCO 3	FACC 4	FPCO 5	FLCO	SETOT	SEPAR
MACC 1	1.00 (82)*							
MPCO 2	.14 (82)	1.00 (82)						
MLCO 3	-.31 (82)	.11 (82)	1.00 (82)					
FACC 4	.40 (76)	.16 (76)	-.14 (76)	1.00 (76)				
FPCO 5	.18 (76)	.39 (76)	.07 (76)	.43 (76)	1.00 (76)			
FLCO 6	-.04 (76)	.00 (76)	.51 (76)	-.39 (76)	.07 (76)	1.00 (76)		
SETOT 7	-.04 (82)	.07 (82)	-.21 (82)	.08 (76)	.00 (76)	-.24 (76)	1.00 (82)	
SEPAR 8	-.02 (82)	.31 (82)	-.26 (82)	.07 (76)	.16 (76)	-.24 (76)	.68 (82)	1.00 (82)

\*Sample size.

control and the total self-esteem and self-esteem parent sub-scale scores. Also, a low negative correlation is found for acceptance and lax control.

Table X contains the results of testing the hypotheses, utilizing a multivariate analyses of variance on each of the pairs of dependent variables; mothers' and fathers' acceptance versus rejection, autonomy versus control, and firm versus lax control. The results of a univariate analysis of variance on the dependent variables of total self-esteem and self-esteem parent sub-scale are also reported in Table X. No significant differences were found on any of the dependent variables.

Because of the unexpected research results, a decision was made by the researcher to gain follow-up data two and one-half months later on subjects who were available. Adolescents in the experimental groups and control group were tested with the S.E.I. Long Form A as a follow-up measure. The parent sub-scale on the S.E.I. was not utilized during the follow-up testing because the number of research subjects was reduced.

Counselors of each parent group contacted parents and requested that their adolescents complete the S.E.I.

Table X.- Post-Test Data

The Results of Multi- and Univariate Analyses  
of Variance for Testing Hypotheses.

Dependent Variables	df	Approximate F	P
Father's Acceptance vs. Rejection Mother's Acceptance vs. Rejection	4,22	1.1761	.35
Father's Autonomy vs. Control Mother's Autonomy vs. Control	4,22	1.7631	.17
Father's Firm vs. Lax Control Mother's Firm vs. Lax Control	4,22	.0855	.99
Total Self-Esteem	2,12	2.1052*	.16
Self-Esteem Parent Scale	2,12	.8497*	.45

\*Exact F Statistic.

once again. Parish priests were also contacted by the counselors and an agreed upon time and date were set whereby space was made available for sixty-eight adolescents to be group administered the S.E.I. in their respective churches. Parents of the control group were telephoned by the researcher and asked to cooperate with the follow-up testing procedures.

The purpose of the follow-up S.E.I. test was explained to parents and parish priests as a method of determining the possible self-esteem benefits adolescents may have accrued during the two-and-one-half-month interval since the counseling program's conclusion. It was also explained that possible benefits could be a result of their continued application of learnings obtained from the program.

At the follow-up testing period, many adolescents in the control group were unwilling to meet at a church hall at a specified time. Parental consent was received to test their adolescents with the S.E.I. in their respective homes at pre-arranged times, on two consecutive days.

The follow-up testing of adolescents in the control group in their respective homes was an unavoidable

departure from the research design. As a consequence, the results obtained must be interpreted guardedly due to uncontrolled variables which may have been operative. In addition, ten adolescents and their parents were unable to participate in the follow-up testing due to prior personal commitments.

In the Adlerian group, one adolescent and parent decided to discontinue participation in the follow-up testing because of personal reasons.

The three parents in the Rogerian group, who discontinued the program after the first session but completed the post-tests, refused to allow their adolescents to participate in the follow-up testing.

Table XI, which follows, contains the follow-up means, standard deviations, and number of adolescents in the control, Adlerian, and Rogerian groups. The Adlerian and Rogerian group means in comparison to the control group were higher and in the expected direction. Table XII contains the results of testing on the ten-week follow-up for the dependent variable of adolescent self-esteem (Long Form A). No significant differences were found.

Table XI.- The Ten-Week Follow-Up  
Means and Standard Deviations  
on Adolescent Self-Esteem

Groups	X	SD	No. of Groups	Total Subjects Tested
Control	74.5	9.8	5	21
Adlerian	81.1	7.9	5	28
Rogerian	71.9	4.8	4	19

Table XII.- Univariate Analysis of Variance  
on the Ten-Week Follow-up  
of Adolescent Self-Esteem.

Source	ss	df	ms	F
Between Groups	208.45	2	104.23	1.65
Within Groups	696.87	11	63.35	
Totals	905.32	13	167.58	

Two interesting relationships were shown by the correlations which are worthy of speculation. First, scores for both mothers' and fathers' lax control were correlated negatively with total self-esteem and self-esteem parent sub-scale. This finding would seem to suggest that lax control is not as effective as firm control in increasing self-esteem. When parents are perceived by adolescents as practicing lax control, self-esteem seems lower. This relationship seems to suggest that parental practices with few firm limits may be a relationship which doesn't produce very high adolescent self-esteem. This speculation certainly lends support to the Adlerian rationale for parenting practices which include firm control in order to improve self-esteem.

Secondly, for mothers' score, a negative relationship with acceptance and lax control was found. The same relationship was present when examining fathers' scores. This relationship seems to suggest that when parents are perceived to follow lax control practices they may not be perceived as accepting of their adolescent as when they follow firm control practices. In addition, adolescents just may perceive lax control as too much freedom, that

is a lack of acceptance. However, this also may be a function of the measuring instruments.

On the other hand, Rogers' theory would not seem to gain support for its advocacy of acceptance with lax control. However, Rogerian theory doesn't argue for a total absence of control but a more subtle control which parents deliver through their communication of feelings. This subtle control may be more difficult to measure. Further research directed toward these dependent variables of acceptance and lax versus firm control may clarify whether these findings were merely accidental or real.

## 2. Discussion of Results

The researcher's purpose in the present study was to determine the effectiveness of an Adlerian parent counseling program and a Rogerian parent counseling program on increasing adolescent self-esteem. In addition, adolescents were expected to perceive higher parental practices of acceptance, autonomy, and either firm or lax control. Since no significant differences were found among the Adlerian, Rogerian, and control groups for any of the dependent variables, the research hypotheses were not supported. In view

of these findings, a discussion of several factors is in order.

The unexpected findings would not seem to be due to a defective research design. Randomization procedures were adhered to rigorously. Adlerian and Rogerian trainers and training programs were designed and offered as theoretically prescribed. Counselor's facilitative levels and understanding of their respective counseling approaches were assessed and reported to be within a helpful range. Random taped segments of parenting sessions were carefully analyzed by trained judges to ensure that parent volunteers received their respective programs as theoretically prescribed. Reliable, objective testing instruments were used in the hope of accurately assessing the dependent variables. Perhaps additional parenting groups and counselors would have been advantageous to this research. However, the difficulties involving advertising the parenting program and selecting and organizing many more volunteers from churches were not possible due to limited resources at the time this research was undertaken.

The unexpected results may be due to the use of parent volunteers as research subjects. Parents may in

fact change or be changed because of their act of deciding they needed help or needed to change. Therefore, adolescents in the control as well as experimental groups may perceive a changed or changing parent. If, in fact, adolescents did perceive change, then it would be reasonable to expect that they may have developed more positive self-concepts.

To test this possibility, a "t" test was utilized to examine changes in adolescent self-esteem of all fourteen parent groups. There was a significant difference from pre-test to post-test self-esteem measures, ( $t=3.014$ ,  $df$  13,  $P<.01$ ). On the pre- to follow-up self-esteem measure, significant differences are also reported, ( $t=3.9$ ,  $df$  13,  $P<.01$ ). These significant findings would seem to suggest that the fact parents volunteer may indicate that they have already begun to change their behaviors toward their adolescents in such a way as to improve adolescent self-esteem.

The parent volunteers involved in this research may have been unusual in several other aspects. There is reasonably good evidence that a strong relationship existed between parents and their adolescents with the clergy.

involved in this study. This influential relationship may also have been a counseling relationship. Consequently, parents may have been receiving long-term individual counseling concurrently while participating in the parent counseling program. This may also have been the case for many of the adolescents and be partly responsible for the changes in their self-esteem. As a result, it seems reasonable to speculate that their relationship with their clergy was important and influential, especially since the relationship may have been counseling oriented.

Support for adolescents' direct counseling as well as parent counseling to improve self-esteem was pointed to in two particular studies reviewed. Turrall's study pointed to improved adolescent self-esteem when fathers participated in an Adlerian parenting program, while their adolescents received sensitivity training. Perkins' and Wicas' study pointed to improvements occurring in adolescents' self-acceptance and grade point average when mothers participated in Rogerian group counseling. For the benefits which occurred to continue, Perkins and Wicas suggest mothers' long-term supportive efforts would be mandatory. However, there may be other variables which affected the

results of this research, but they seem difficult to identify within this research.

In concluding, the present research addressed the need for empirical clarification of the effectiveness of Adlerian and Rogerian parent counseling models on increasing adolescent self-esteem. Limited research in the area of adolescent self-esteem and family climate has been accomplished. The designs of prior research attempts, noted in Chapter I, in the Adlerian model appear limited in design and scope, especially when the verbal reports of parents were the criteria for improvement in their children's attitudes and behaviors. The majority of studies focused only upon younger children. Similarly, "Rogerian research" appears to be limited by the amount of research in the group counseling of parents. Consequently, the theoretical and practical model of counseling parents of adolescents in groups seems not to have been investigated or clarified empirically.

Although no significant results were found in the present research, several interesting relationships were noted. The possibility that parent volunteers' decision to participate in the parent counseling program was sufficient

impetus to change or begin changing was offered, as a possibility in explaining experimental and control groups' improvement in adolescents' self-esteem.

The interesting negative relationship between mothers' and fathers' lax control and self-esteem, mothers' and fathers' acceptance and lax control, as well as the low positive relationship found between mothers' and fathers' acceptance and psychological control may provide insights into Adlerian and Rogerian theories which can be empirically investigated. As a result, the findings of the present research help expand the scope of investigations into the group counseling of parents with adolescents and offer different directions for further replications and extensions into two models which appear in whole or in part in various parent counseling programs.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter is a brief summary of the research and the conclusions which developed from the testing of the hypotheses. The chapter is concluded with recommendations for further research.

#### 1. Summary and Conclusions

The purpose of the research was to determine the relative effectiveness of an Adlerian parent counseling model and a Rogerian parent counseling model as a means of increasing the self-esteem of adolescents. In Adlerian and Rogerian theories, self-esteem and a family climate characterized by parental practices of acceptance, autonomy, firm and/or lax control are positively related. Adolescent self-esteem was measured by Coopersmith's Self-Esteem Inventory, and parental practices were measured by Schaefer's Children's Report of Parental Behaviors: An Inventory. The research subjects were 152 parent volunteers and their eighty-four adolescents.

The test of the theories involved the following major and minor research hypotheses. The major hypothesis for this empirical study is:

Adolescents whose parents have experienced an Adlerian or Rogerian parent counseling program exhibit higher self-esteem than adolescents whose parents have not experienced an Adlerian or Rogerian counseling program.

The minor hypotheses for this empirical study are:

1. Adolescents whose parents have experienced an Adlerian or Rogerian parent counseling program perceive more change in their family climates than those adolescents whose parents have not experienced a parent counseling program.

2. Adolescents whose parents have experienced an Adlerian parent counseling program perceive a greater degree of firm control than do adolescents whose parents have experienced a Rogerian parent counseling program.

The pre-test data on adolescent self-esteem were analyzed by means of a univariate analysis of variance. The results were that no significant differences existed. The Adlerian, Rogerian, and control group means were observed to be below the norms.

Three separate multivariate analyses of variance were completed on each of the dependent variables; mothers' and fathers' acceptance versus rejection, autonomy versus control, and firm versus lax control. Two separate univariate analyses of variance were completed on the total self-esteem and self-esteem parent subscale. No significant differences were observed among the means of the dependent variables. As a result, the research hypotheses were not supported. A univariate analysis of variance was completed on the ten-week follow-up measure of adolescent self-esteem (Long Form A). No significant differences were observed.

The researcher discussed the non-significant findings among the Adlerian, Rogerian, and control groups and the non-support of the research hypotheses. The discussion focused upon the possibility that parent volunteers in this study changed or were changing

because of their act of deciding they needed help or needed to change. A "t" test was then utilized to examine changes in adolescent self-esteem of all fourteen parent groups. The significant differences reported seemed to suggest that volunteering by itself may be sufficient.

## 2. Recommendations for Further Research

1. Replication of the present study is recommended with a major focus upon the parent volunteers' decision to receive help which may be the beginnings of change for parent and adolescent.

2. Replication of the present study is recommended with parent and adolescent volunteers from representative community groups. Having parents volunteer from the community would seem to avoid powerful and influential extraneous influences, long-term counseling experiences with their clergy, upon parents and adolescents in developing a family climate which may increase self-esteem. Appropriate time considerations for the formation of volunteer parent groups through advertisements are an important consideration for this research approach.

3. Research to identify the following variables may be considered in future research: expectations of parents prior to participation in a parent program, as well as prior participation in a parent program, and prior counseling involvement.

4. Research is also recommended into the relationships between the parent variables of mothers' and fathers' lax control and adolescents' self-esteem, mothers' and fathers' acceptance and psychological control, as well as other variables. This would serve to further clarify Adlerian and Rogerian theories as well as the appropriateness of parenting practices in promoting self-esteem and identifying variables detrimental to self-esteem in adolescents.

5. The use of Schaefer's Parent Attitude Research Instrument to assess parents' perceptions of their practices is suggested in addition to Coopersmith's S.E.I. and Schaefer's C.R.P.B.I.

In summary, recommendations for replicating the present study were offered. The recommendations focused upon the variables of parent volunteers, identification of intervening variables prior to initiating parent counseling,

and parenting variables which are related to improving adolescent self-esteem.

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-----, and Loren Grey, Logical Consequences, New York, Hawthorn Books, 1968, 216 p.

The authors distinguish between natural and logical consequences in disciplining children. Written in simple language, the treatment is nonetheless exhaustive and theoretically sound. Excellent for parents and all educators.

-----, Children the Challenge, New York, Hawthorn Books, 1964, 335 p.

A handbook for parents based on a consistent philosophical approach and illustrated with an abundance of individual case studies. Its strength lies in its easy-to-follow format couched in simple language.

-----, and R. Corsini, R. Lowe and M. Sonstegard, Adlerian Family Counseling, Oregon, University of Oregon Press, 1959, 170 p.

Presents a series of articles designed to acquaint the reader with Adlerian principles as well as practical measures in setting up Adlerian Family Centers. Of practical value and special interest to professional educators interested in parent education.

-----, Psychology in the Classroom, New York, Harper and Row, 1957, 284 p.

A manual for teachers combining helpful theory and effective techniques for dealing with behavior problems in a democratic setting. Stresses changing motivation and group discussion as a means to problem solving.

-----, The Challenge of Parenthood, New York, Hawthorn Books, 1948, 334 p.

Contains practical advice for specific problems in parenting. Suggests basic attitudes of mind and heart toward child training designed to encourage and reassure parents. Excellent manual for both parents and professionals.

Gilmore, John V., "Parent Counseling And The Productive Personality," Journal of Education, Vol. 154, No. 1, October 1971, p. 2-92.

A model of re-educating parents is presented. The productive personality is the theoretical base from which parents are shown how to raise their children more effectively. An innovative approach to parent counseling.

Rogers, Carl R., On Encounter Groups, New York, Harper and Row, 1970, 172 p.

The four necessary and sufficient conditions of therapy are applied to groups with additional emphasis on therapist transparency. Very practical in its approach to problems in business organizations and school systems.

-----, Freedom To Learn, Ohio, Charles E. Merrill, 1969, 358 p.

This book treats concerns such as peace, family stability and personal growth. The author outlines defects in present methods of education. Also deals with human values in science..

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The necessary conditions for therapeutic personality change to take place are applied to a schizophrenic population with success and failure. The results of the intensive study show that certain counseling variables are more successful with certain groups than with others. Unconditional positive regard appears to be ineffective with schizophrenic patients. Not accepting certain behaviors appears more helpful.

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-----, Client-Centered Therapy, Boston, Houghton Mifflin Company, 1965, 415 p.

This book is a synthesis of the rationale of Client-Centered therapy. The final chapter is an especially useful coverage of Client-Centered theory.

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-----, "The Process Equation of Psychotherapy," American Journal of Psychotherapy, Vol. 15, No. 7, January 1961, p. 27-45

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-----, "A Note on the Nature of Man," Journal of Counseling Psychology, Vol. 4, No. 3, 1957, p. 199-203.

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Rogers presents his concept of the perceptual field as the real determinant in behavior and adjustment.

-----, Counseling and Psychotherapy, Boston, Houghton Mifflin, 1942, 450 p.

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-----, The Clinical Treatment Of The Problem Child, Boston, Houghton Mifflin, 1939, 385 p.

Rogers offers an answer to the question: "To what extent have we developed rational means of treating childhood symptoms so as to prevent later serious consequences?" This work is valuable in that it traces the beginnings of Rogerian theory.

Stoltz, Vicki, Study Group Leader's Manual, Chicago, Alfred Adler Institute, 1967, 141 p.

A handbook designed to assist leaders who lead groups based on "Children: The Challenge."

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Parent Letter

## Parent Letter

September 29, 1974

Dear Parents:

An opportunity is being offered for you to improve communication with your teenage son or daughter. A parent education program offered by Bob Dimitri with the cooperation of the Counselor Education Department of the University of Ottawa will begin the second week in October. Small groups of parents will meet one evening a week for ten weeks with two counselors from the University of Ottawa. The focus of the program is the improvement of the parent-adolescent relationship and adolescent self-confidence.

This program is specially designed for Parents and Single Parent families who have teenagers. Please show your interest in this program by speaking with your priest or minister. There is no fee for this program.

Thank you,

Bob Dimitri

Self-Esteem Inventory

Forms A and B

SELF-ESTEEM INVENTORY (SEI), Form A

Please mark each statement in the following way:  
 If the statement describes how you usually feel, put an (X) in the column "LIKE ME."  
 If the statement does not describe how you usually feel, put an (X) in the column "UNLIKE ME."  
 There are no right or wrong answers.

		LIKE ME	UNLIKE ME
	1. I spend a lot of time daydreaming.		
	2. I'm pretty sure of myself.		
	3. I often wish I were someone else		
	4. I'm easy to like.		
	5. My parents and I have a lot of fun together.		
LIE	6. I never worry about anything.		
	7. I find it very hard to talk in front of the class.		
	8. I wish I were younger.		
	9. There are lots of things about myself I'd change if I could.		
	10. I can make up my mind without too much trouble.		
	11. I'm a lot of fun to be with.		
	12. I get upset easily at home.		
LIE	13. I always do the right thing.		
	14. I'm proud of my school work.		
	15. Someone always has to tell me what to do.		
	16. It takes me a long time to get used to anything new.		
	17. I'm often sorry for the things I do.		
	18. I'm popular with kids my own age.		
	19. My parents usually consider my feelings.		
LIE	20. I'm never unhappy.		
	21. I'm doing the best work that I can.		
	22. I give in very easily.		
	23. I can usually take care of myself.		
	24. I'm pretty happy.		
	25. I would rather play with children younger than me.		

		LIKE ME	UNLIKE ME
	26. My parents expect too much of me.		
LIE	27. I like everyone I know.		
	28. I like to be called on in class.		
	29. I understand myself.		
	30. It's pretty tough to be me.		
	31. Things are all mixed up in my life.		
	32. Kids usually follow my ideas.		
	33. No one pays much attention to me at home.		
LIE	34. I never get scolded.		
	35. I'm not doing as well in school as I would like to.		
	36. I can make up my mind and stick to it.		
	37. I really don't like being a boy - girl.		
	38. I have a low opinion of myself.		
	39. I don't like to be with other people.		
	40. There are many times when I'd like to leave home.		
LIE	41. I'm never shy.		
	42. I often feel upset in school.		
	43. I often feel ashamed of myself.		
	44. I'm not as nice looking as most people.		
	45. If I have something to say, I usually say it.		
	46. Kids pick on me very often.		
	47. My parents understand me.		
LIE	48. I always tell the truth.		
	49. My teacher makes me feel I'm not good enough.		
	50. I don't care what happens to me.		
	51. I'm a failure.		
	52. I get upset easily when I'm scolded.		
	53. Most people are better liked than I am.		
	54. I usually feel as if my parents are pushing me.		
LIE	55. I always know what to say to people.		
	56. I often get discouraged in school.		
	57. Things usually don't bother me.		
	58. I can't be depended on.		

S.E.I., Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Please mark each statement in the following way:

If the statement described how you usually feel, put a check ( ) in the column "LIKE ME."

If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME."

There are no right or wrong answers

LIKE ME	UNLIKE ME
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Example: I'm a hard worker. \_\_\_\_\_

\*\*\*\*\*

	LIKE ME	UNLIKE ME
1. I often wish I were someone else. _____		
2. I find it very hard to talk in front of the class. _____		
3. There are lots of things about myself I'd change if I could. _____		
4. I can make up my mind without too much trouble. _____		
5. I'm lots of fun to be with. _____		
6. I get upset easily at home. _____		
7. It takes me a long time to get used to anything new. _____		
8. I'm popular with kids my own age. _____		

PLEASE TURN TO PAGE TWO. THANK YOU.

## S.E.I. (continued)

Name \_\_\_\_\_

	LIKE ME	UNLIKE ME
9. My parents usually consider my feelings.		
10. I give in very easily.		
11. My parents expect too much of me.		
12. It's pretty tough to be me.		
13. Things are all mixed up in my life.		
14. Kids usually follow my ideas.		
15. I have a low opinion of myself.		
16. There are many times when I'd like to leave home.		
17. I often feel upset in school.		
18. I'm not as nice looking as most people.		
19. If I have something to say, I usually say it.		
20. My parents understand me.		
21. Most people are better liked than I am.		
22. I usually feel as if my parents are pushing me.		
23. I often get discouraged in school.		
24. Things usually don't bother me.		
25. I can't be depended on.		

THE END.

THANK YOU.

CHILDREN'S REPORT OF PARENTAL BEHAVIORS:  
AN INVENTORY  
(C.R.P.B.I.)

C.R.P.B.I.

## INSTRUCTIONS

We are interested in learning more about the different experiences people have had in their families. We are, therefore, asking a number of people to report their experiences during their home life. If you did not grow up with your real mother or father, but someone took the place of that parent in your life, please describe that person.

Read each item on the following pages and black-in on the answer sheet the answer that most closely describes the way each of your parents acts toward you. BE SURE TO MARK EACH ITEM FOR EACH PARENT.

If you think the item is LIKE your parent, black-in "A" on the answer sheet.

If you think the item is SOMEWHAT LIKE your parent, black-in "B" on the answer sheet.

If you think the item is NOT LIKE your parent, black-in "C" on the answer sheet.

LIKE	SOMEWHAT LIKE	NOT LIKE
A	B	C
....	....	....
....	....	....

Section "A" deals with your mother's behavior in relation to you.

Section "B" deals with your father's behavior in relation to you.

Note: When you have finished the questionnaire, please place your answer sheets into the large brown envelope provided. This envelope will be sealed after all of the students' answer sheets have been placed in it.

PLEASE BEGIN.

Form for Mother and Father	Some- what Not Like Like Like
1. Makes me feel better after talking over my worries with him.	
2. Likes to talk to me and be with me much of the time.	
3. Isn't very patient with me.	
4. Sees to it that I know exactly what I may or may not do.	
5. Says I'm very good-natured.	
6. Wants to know exactly where I am and what I am doing.	
7. Decides what friends I can go around with.	
8. Soon forgets a rule he has made.	
9. Doesn't mind if I kid him about things.	
10. Is easy with me.	
11. Doesn't talk with me very much.	
12. Will not talk to me when I displease him.	
13. Seems to see my good points more than my faults.	
14. Doesn't let me go places because something might happen to me.	
15. Thinks my ideas are silly.	
16. Is very strict with me.	
17. Tells me I'm good-looking.	
18. Feels hurt when I don't follow advice.	
19. Is always telling me how I should behave.	
20. Usually doesn't find out about my misbehavior.	
21. Enjoys it when I bring friends to my home.	
22. Worries about how I will turn out, because he takes anything bad I do seriously.	
23. Spends very little time with me.	
24. Allows me to go out as often as I please.	

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Form for Mother and Father	Some- what Not Like Like Like
25. Almost always speaks to me with a warm and friendly voice.	
26. Is always thinking of things that will please me.	
27. Says I'm a big problem.	
28. Believes in having a lot of rules and sticking to them.	
29. Tells me how much he loves me.	
30. Is always checking on what I've been doing at school or play.	
31. Keeps reminding me about things I am not allowed to do.	
32. Punishes me for doing something one day, but ignores it the next.	
33. Allows me to tell him if I think my ideas are better than his.	
34. Lets me off easy when I do something wrong.	
35. Almost never brings me a surprise or present.	
36. Sometimes when he disapproves, doesn't say anything but is cold and distant for a while.	
37. Understands my problems and my worries.	
38. Seems to regret that I am growing up and am spending more time away from home.	
39. Forgets to help me when I need it.	
40. Sticks to a rule instead of allowing a lot of exceptions.	
41. Likes to talk about what he has read with me.	
42. Thinks I'm not grateful when I don't obey.	
43. Tells me exactly how to do my work.	
44. Doesn't pay much attention to my misbehavior.	
45. Likes me to choose my own way to do things.	
46. If I break a promise, doesn't trust me again for a long time.	
47. Doesn't seem to think of me very often.	
48. Doesn't tell me what time to be home when I go out.	

Form for Mother and Father	Some- what Not Like Like Like
49. Enjoys talking things over with me.	
50. Gives me a lot of care and attention.	
51. Sometimes wishes he didn't have any children.	
52. Believes that all my bad behavior should be punished in some way.	
53. Hugs and kisses me often.	
54. Asks me to tell everything that happens when I'm away from home.	
55. Doesn't forget very quickly the things I do wrong.	
56. Sometimes allows me to do things that he says are wrong.	
57. Wants me to tell him about it if I don't like the way he treats me.	
58. Can't say no to anything I want.	
59. Thinks I am just someone to "put up with."	
60. Speaks to me in a cold, matter-of-fact voice when I offend him.	
61. Enjoys going on drives, trips or visits with me.	
62. Worries about me when I'm away.	
63. Forgets to get me things I need.	
64. Gives hard punishments.	
65. Believes in showing his love for me.	
66. Feels hurt by the things I do.	
67. Tells me how to spend my free time.	
68. Doesn't insist that I do my homework.	
69. Lets me help to decide how to do things we're working on.	
70. Says some day I'll be punished for my bad behavior.	
71. Doesn't seem to enjoy doing things with me.	
72. Gives me as much freedom as I want.	

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Rev. 1-64

Form for Mother and Father	Some- what Not Like Like Like
73. Smiles at me very often.	
74. Often gives up something to get something for me.	
75. Is always getting after me.	
76. Sees to it that I'm on time coming home from school or for meals.	
77. Tries to treat me as an equal.	
78. Keeps a careful check on me to make sure I have the right kind of friends.	
79. Keeps after me about finishing my work.	
80. Depends upon his mood whether a rule is enforced or not.	
81. Makes me feel free when I'm with him.	
82. Excuses my bad conduct.	
83. Doesn't show that he loves me.	
84. Is less friendly with me if I don't see things his way.	
85. Is able to make me feel better when I am upset.	
86. Becomes very involved in my life.	
87. Almost always complains about what I do.	
88. Punishes me when I don't obey.	
89. Always listens to my ideas and opinions.	
90. Tells me how much he has suffered for me.	
91. Would like to be able to tell me what to do all the time.	
92. Doesn't check up to see whether I have done what he told me.	
93. Asks me what I think about how we should do things.	
94. Thinks and talks about my misbehavior long after it's over.	
95. Doesn't share many activities with me.	
96. Lets me go anyplace I please without asking.	

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Rev. 1-64

Form for Mother and Father	Some- what Not Like Like Like
97. Enjoys doing things with me.	
98. Makes me feel like the most important person in his life.	
99. Gets cross and angry about little things I do.	
100. Believes in punishing me to correct and improve my manners.	
101. Often has long talks with me about the causes and reasons for things.	
102. Wants to know with whom I've been when I've been out.	
103. Is unhappy that I'm not better in school than I am.	
104. Only keeps rules when it suits him.	
105. Really wants me to tell him just how I feel about things.	
106. Lets me stay up late if I keep asking.	
107. Almost never goes on Sunday drives or picnics with me.	
108. Will avoid looking at me when I've disappointed him.	
109. Enjoys working with me in the house or yard.	
110. Usually makes me the center of his attention at home.	
111. Often blows his top when I bother him.	
112. Almost always punishes me in some way when I am bad.	
113. Often praises me.	
114. Says if I loved him, I'd do what he wants me to do.	
115. Gets cross and nervous when I'm noisy around the house.	
116. Seldom insists that I do anything.	
117. Tries to understand how I see things.	
118. Says that some day I'll be sorry that I wasn't better as a child.	
119. Complains that I get on his nerves.	
120. Lets me dress in any way I please.	

Form for Mother and Father	Some- what Not Like Like Like
121. Comforts me when I'm afraid.	
122. Enjoys staying at home with me more than going out with friends.	
123. Doesn't work with me.	
124. Insists that I must do exactly as I'm told.	
125. Encourages me to read.	
126. Asks other people what I do away from home.	
127. Loses his temper with me when I don't help around the house.	
128. Frequently changes the rules I am supposed to follow.	
129. Allows me to have friends at my home often.	
130. Does not insist I obey if I complain or protest.	
131. Hardly notices when I am good at home or at school.	
132. If I take someone else's side in an argument, is cold and distant to me.	
133. Cheers me up when I am sad.	
134. Does not approve of my spending a lot of time away from home.	
135. Doesn't get me things unless I ask over and over again.	
136. Sees to it that I obey when he tells me something.	
137. Tells me where to find out more about things I want to know.	
138. Tells me of all the things he has done for me.	
139. Wants to control whatever I do.	
140. Does not bother to enforce rules.	
141. Makes me feel at ease when I'm with him.	
142. Thinks that any misbehavior is very serious and will have future consequences.	
143. Is always finding fault with me.	
144. Allows me to spend my money in any way I like.	

Form for Mother and Father	Some- what Not Like Like Like
145. Often speaks of the good things I do.	
146. Makes his whole life center about his children.	
147. Doesn't seem to know what I need or want.	
148. Sees to it that I keep my clothes neat, clean, and in order.	
149. Is happy to see me when I come from school or play.	
150. Questions me in detail about what my friends and I discuss.	
151. Doesn't give me any peace until I do what he says.	
152. Insists I follow a rule one day and then forgets about it the next.	
153. Gives me the choice of what to do whenever possible.	
154. I can talk him out of an order, if I complain.	
155. Often makes fun of me.	
156. If I've hurt his feelings, stops talking to me until I please him again.	
157. Has a good time at home with me.	
158. Worries that I can't take care of myself unless he is around.	
159. Acts as though I'm in the way.	
160. If I do the least little thing that I shouldn't, punishes me.	
161. Hugged or kissed me goodnight when I was small.	
162. Says if I really cared for him, I would not do things that cause him to worry.	
163. Is always trying to change me.	
164. Lets me get away without doing work I had been given to do.	
165. Is easy to talk to.	
166. Says that sooner or later we always pay for bad behavior.	
167. Wishes I were a different kind of person.	
168. Lets me go out any evening I want.	

Form for Mother and Father	Some- what Not Like Like Like
169. Seems proud of the things I do.	
170. Spends almost all of his free time with his children.	
171. Tells me to quite "hanging around the house" and go somewhere.	
172. I have certain jobs to do and am not allowed to do anything else until they are done.	
173. Is very interested in what I am learning at school.	
174. Almost always wants to know who phoned me or wrote to me and what they said.	
175. Doesn't like the way I act at home.	
176. Changes his mind to make things easier for himself.	
177. Lets me do things that other children my age do.	
178. Can be talked into things easily.	
179. Often seems glad to get away from me for a while.	
180. When I upset him, won't have anything to do with me until I find a way to make up.	
181. Isn't interested in changing me, but likes me as I am.	
182. Wishes I would stay at home where he could take care of me.	
183. Makes me feel I'm not loved.	
184. Has more rules than I can remember, so is often punishing me.	
185. Says I make him happy.	
186. When I don't do as he wants, says I'm not grateful for all he has done for me.	
187. Doesn't let me decide things for myself.	
188. Lets me get away with a lot of things.	
189. Tries to be a friend rather than a boss.	
190. Will talk to me again and again about anything bad I do.	
191. Is never interested in meeting or talking with my friends.	
192. Lets me do anything I like to do.	

C.R.P.B.I., DIMENSIONS AND ITEMS

C.R.P.B.I., DIMENSIONS AND ITEMSACCEPTANCE, DIMENSION II

Makes me feel better after talking over my worries with her.  
Seems to see my good points more than my faults.  
Almost always speaks to me with a warm and friendly voice.  
Understands my problems and worries.  
Enjoys talking things over with me.  
Enjoys going on drives, trips or visits with me.  
Smiles at me very often.  
Is able to make me feel better when I am upset.  
Enjoys doing things with me.  
Comforts me when I'm afraid.  
Enjoys working with me in the house or yard.  
Cheers me up when I am sad.  
Often speaks of the good things I do.  
Seems proud of the things I do.  
Has a good time at home with me.  
Hugged and kissed me goodnight when I was small.

CHILDCENTEREDNESS, DIMENSION II

Likes to talk to me and be with me much of the time.  
Is always thinking of things that will please me.  
Gives me a lot of care and attention.  
Often gives up something to get something for me.  
Makes me feel like the most important person in his/her life.  
Makes his/her whole life center about his/her children.  
Spends almost all of his/her free time with his/her children.  
Enjoys staying at home with me more than going out with friends.

POSSESSIVENESS, DIMENSION I

Doesn't let me go places because something might happen to me.  
Seems to regret that I am growing up and spending more time away from home.

POSSESSIVENESS, (CONT'D)

Worries about me when I'm away.  
 Does not approve of my spending a lot of time away from home.  
 Becomes very involved in my life.  
 Usually makes me the center of his/her attention at home.  
 Worries that I can't take care of myself unless he/she's around.  
 Wishes I would stay at home where he/she could take care of me.

REJECTION, DIMENSION II

Thinks my ideas are silly.  
 Forgets to help me when I need it.  
 Acts as though I'm in the way.  
 Says I'm a big problem.  
 Always complains about what I do.  
 Sometimes wishes he/she didn't have any children.  
 Forgets to get me things I need.  
 Is always getting after me.  
 Doesn't get me things unless I ask over and over again.  
 Doesn't seem to know what I need or want.  
 Gets cross and angry about little things I do.  
 Makes me feel I'm not loved.  
 Tells me to quit "Hanging around the house" and go somewhere.  
 Isn't very patient with me.  
 Often blows his/her top when I bother him/her.  
 Doesn't work with me.

CONTROL, DIMENSION I

Sees to it that I know exactly what I may or may not do.  
 Believes in having a lot of rules and sticking to them.  
 Believes that all my bad behavior should be punished in some way.  
 Sees to it that I'm on time coming home from school or for meals.  
 Believes in punishing me to correct and improve my manners.  
 Insists that I must do exactly as I'm told.

CONTROL, (CONT'D)

I have certain jobs to do and am not allowed to do anything else until they are done.  
Sees to it that I keep my clothes neat, clean and in order.

ENFORCEMENT, DIMENSION I

Is very strict with me.  
Always sticks to a rule instead of allowing a lot of exceptions.  
Sees to it that I obey when he/she tells me something.  
Almost always punishes me in some way when I am bad.  
Punishes me when I don't obey.  
Gives hard punishments.  
If I do the least little thing that I shouldn't, punishes me.  
Has more rules than I can remember, so is often punishing me.

POSITIVE INVOLVEMENT, DIMENSION II

Says I'm very good-natured.  
Tells me how much he/she loves me.  
Tells me I'm good-looking.  
Hugs and kisses me often.  
Believes in showing his/her love for me.  
Likes to talk about what he/she has read with me.  
Tries to treat me as an equal.  
Always listens to my ideas and opinions.  
Often has long talks with me about the causes and reasons for things.  
Often praises me.  
Is happy to see me when I come home from school.  
Says I make him/her happy.  
Is very interested in what I am learning at school.  
Encourages me to read.  
Often speaks of the good things I do.  
Tells me where to find out more about things I want to know.

CONTROL THROUGH INTRUSIVENESS,, DIMENSION I

Always wants to know exactly where I am and what I am doing.  
Is always checking on what I've been doing at school or at play.  
Asks me to tell everything that happens when I'm away from home.  
Always wants to know with whom I've been when I've been out.  
Keeps a careful check on me to make sure I have the right kind of friends..  
Asks other people what I do away from home.  
Questions me in detail about what my friends and I discuss.  
Always wants to know who phoned me or wrote to me and what they said.

CONTROL THROUGH GUILT, DIMENSION I

Feels hurt when I don't follow advice.  
Thinks I'm not grateful when I don't obey.  
Feels hurt by the things I do.  
Tells me how much he/she has suffered for me.  
Tells me of all the things he/she has done for me.  
Says if I loved him/her, I'd do what he/she wants me to do.  
Says if I really cared for him/her, I wouldn't do things that cause him/her to worry.  
When I don't do as he/she wants, says I'm not grateful for all he/she has done for me.

HOSTILE CONTROL, DIMENSION I

Decides what friends I can go around with.  
Keeps reminding me about things I am not allowed to do.  
Is always telling me how I should behave.  
Always tells me exactly how to do my work.  
Tells me how to spend my free time.  
Wants to control whatever I do.  
Doesn't forget very quickly the things I do wrong.  
Keeps after me about finishing my work.  
Would like to be able to tell me what to do all the time.

HOSTILE CONTROL, (CONT'D)

Is unhappy that I'm not better in school than I am.  
 Loses his/her temper with me when I don't help around  
 the house.  
 Gets cross and nervous when I'm noisy around the house.  
 Doesn't give me any peace until I do what he/she says.  
 Doesn't like the way I act at home.  
 Is always trying to change me.  
 Doesn't let me decide things for myself.

INCONSISTENT DISCIPLINE, DIMENSION III

Soon forgets a rule he/she has made.  
 Insists I follow a rule one day, but forgets about  
 it the next.  
 Punishes me for doing something one day and ignores  
 it the next.  
 Depends upon his/her mood whether a rule is enforced  
 or not.  
 Keeps rules when it suits him/her.  
 Frequently changes the rules I am supposed to follow.  
 Changes his/her mind to make things easier for  
 himself/herself.  
 Sometimes allows me to do things that he/she says are  
 wrong.

NON-ENFORCEMENT, DIMENSION III

Usually doesn't find out about my misbehavior.  
 Doesn't pay much attention to my misbehavior.  
 Doesn't check up to see whether I have done what  
 he/she told me.  
 Doesn't insist that I do my homework.  
 Seldom insists that I do anything.  
 Does not bother to enforce rules.  
 Lets me get away without doing work I had been given  
 to do.  
 Lets me get away with a lot of things.

ACCEPTANCE OF INDIVIDUATION, DIMENSION II

Doesn't mind if I kid him/her about things.  
 Enjoys it when I bring friends to my home.

ACCEPTANCE OF INDIVIDUATION, (CONT'D)

Likes me to choose my own way to do things.  
 Allows me to tell him/her if I think my ideas are better than his/hers.  
 Makes me feel free when I'm with him/her.  
 Makes me feel at ease when I'm with him/her.  
 Wants me to tell him/her about it if I don't like the way he/she treats me..  
 Lets me help to decide how to do things we're working on.  
 Really wants me to tell him/her just how I feel about things.  
 Allows me to have friends at my home often.  
 Tries to understand how I see things.  
 Asks me what I think about how we should do things.  
 Lets me do things that other children my age do.  
 Tries to be a friend rather than a boss.  
 Gives me the choice of what to do whenever possible.  
 Is easy to talk to.

LAX DISCIPLINE, DIMENSION III

Is easy with me..  
 Lets me off easy when I do something wrong.  
 Does not insist I obey if I complain or protest.  
 Can be talked into things easily.  
 Can't say no to anything I want.  
 Excuses my bad conduct.  
 Lets me stay up late if I keep asking.  
 I can talk him/her out of an order, if I complain.

INSTILLING PERSISTENT ANXIETY, DIMENSION I

Says some day I'll be punished for my bad behavior.  
 Thinks that any misbehavior is very serious and will have future consequences.  
 Thinks and talks about my misbehavior long after it's over.  
 Worries about how I will turn out because he/she takes anything bad I do seriously.  
 Says that some day I'll be sorry that I wasn't better as a child.  
 Says that sooner or later we always pay for bad behavior.

INSTILLING PERSISTENT ANXIETY, (CONT'D)

If I break a promise, doesn't trust me again for a long time.

Will talk to me again and again about anything bad I do.

HOSTILE DETACHMENT, DIMENSION II

Never brings me a surprise or present.

Doesn't seem to think of me very often.

Thinks I am just someone to "put up with."

Doesn't seem to enjoy doing things with me.

Doesn't talk with me very much.

Spends very little time with me.

Doesn't show that he/she loves me.

Almost never goes on Sunday drives or picnics with me.

Doesn't share many activities with me.

Hardly notices when I am good at home or in school.

Often seems glad to get away from me for a while.

Complains that I get on his/her nerves.

Wishes I were a different kind of person.

Is always finding fault with me.

Often makes fun of me.

Is never interested in meeting or talking with my friends.

WITHDRAWAL OF RELATIONSHIP, DIMENSION I

Will not talk to me when I displease him/her.

Speaks to me in a cold, matter-of-fact voice when I offend him/her.

If I take someone else's side in an argument, is cold and distant for a while.

If I've hurt his/her feelings, stops talking to me until I please him/her again.

Sometimes when he/she disapproves, doesn't say anything but is cold and distant for a while.

Is less friendly with me if I don't see things his/her way.

When I upset him/her, won't have anything to do with me until I find a way to make up.

Will avoid looking at me when I've disappointed him/her.

EXTREME AUTONOMY, DIMENSION III

Allows me to go out as often as I please.  
Doesn't tell me what time to be home when I go out.  
Gives me as much freedom as I want.  
Lets me dress in any way I please.  
Lets me go out any evening I want.  
Allows me to spend my money in any way I like.  
Lets me go anyplace I please without asking.  
Lets me do anything I like to do.

C.R.P.B.I., FACTOR LOADINGS

6

FACTOR PATTERNS FROM FACTOR ANALYSES  
OF THE C.R.P.B.I. (Mother) SUBSCALES

N=220 eighth grade students for each sample<sup>1</sup>

Subscale	Sample I			Sample II			h <sup>2</sup>		
	varimax orthogonal factor loadings	h <sup>2</sup>	varimax orthogonal factor loadings	h <sup>2</sup>	varimax orthogonal factor loadings	h <sup>2</sup>			
	I	II	III	I	II	III			
1. Acceptance	-174	920	-015	877	877	-160	920	-027	873
2. Childcenteredness	126	892	100	822	822	048	842	125	727
3. Possessiveness	646	333	066	533	533	721	238	111	588
4. Rejection	562	-701	186	843	843	581	-681	212	847
5. Control	722	047	-394	678	678	778	-009	-382	751
6. Enforcement	734	-165	-313	664	664	669	-299	-284	658
7. Positive Involvement	017	907	-062	826	826	024	891	-028	796
8. Intrusiveness	728	071	-242	594	594	764	-033	-109	597
9. Control Through Guilt	703	-216	257	607	607	712	-122	112	535
10. Hostile Control	859	-344	-040	857	857	810	-431	042	844

(Continued)

<sup>1</sup> Patsula, Op. Cit., 1969, p. 62.

FACTOR PATTERNS FROM FACTOR ANALYSES  
OF THE C.R.P.B.I. (Mother) SUBSCALES

N=220 eighth grade students for each sample  
(Continued)

Subscale	Sample I			Sample II			h <sup>2</sup>
	varimax orthogonal factor loadings			varimax orthogonal factor loadings			
	I	II	III	I	II	III	
11. Inconsistent Discipline	452	-220	516	519	376	-224	575
12. Non-enforcement	-058	-094	871	770	-031	-040	755
13. Acceptance of Individuation	-248	819	168	761	-246	840	776
14. Lax Discipline	009	177	849	752	002	194	727
15. Instilling Persistent Anxiety	782	-319	047	716	803	-309	741
16. Hostile Detachment	479	-733	263	836	442	-741	832
17. Withdrawal of Relations	645	-404	209	623	589	-418	619
18. Extreme Autonomy	-181	006	758	608	-226	-043	540
Proportion of Common Variance	400	375	225		404	374	222
Proportion of Total Variance	287	263	161		287	266	157

FACTOR PATTERNS FROM FACTOR ANALYSES  
OF THE C.R.P.B.I. (Father) SUBSCALES

N=220 eighth grade students for each sample

Subscale	Sample I			h <sup>2</sup>	Sample II			h <sup>2</sup>
	varimax orthogonal factor loadings				varimax orthogonal factor loadings			
	I	II	III		I	II	III	
1. Acceptance	-119	921	065	866	-155	916	-043	866.
2. Childcenteredness	097	903	080	831	021	852	154	751
3. Possessiveness	617	424	098	571	528	472	269	574
4. Rejection	635	-564	338	836	721	-509	270	852
5. Control	764	145	-260	672	741	119	-374	703
6. Enforcement	803	-092	-209	696	756	-111	-321	688
7. Positive Involvement	111	899	047	823	111	893	033	811
8. Control Through Intrusiveness	775	155	-024	625	732	206	039	579
9. Control Through Control	765	-120	286	681	731	041	365	670
10. Hostile Control	891	-203	082	842	884	-192	104	829

(Continued)

FACTOR PATTERNS FROM FACTOR ANALYSES  
OF THE C.R.P.B.I. (Father) SUBSCALES

N=220 eighth grade students for each sample  
(Continued)

Subscale	Sample I			Sample II				
	varimax orthogonal factor loadings	h <sup>2</sup>	h <sup>2</sup>	varimax orthogonal factor loadings	h <sup>2</sup>	h <sup>2</sup>		
	I	II	III	I	II	III		
11. Inconsistent Discipline	390	-100	692	642	537	-074	570	618
12. Non-enforcement	000	-033	877	771	.125	-010	845	731
13. Acceptance of Individuation	-202	856	132	791	-183	849	-006	754
14. Lax Discipline	-000	232	813	714	084	247	812	728
15. Instilling Persistent Anxiety	854	-197	077	774	827	-140	163	730
16. Hostile Detachment	533	-640	362	824	567	-579	391	809
17. Withdrawal of Relations	649	-305	399	674	685	-321	383	719
18. Extreme Autonomy	-129	108	765	614	-055	-044	776	607
Proportion of Common Variance	428	334	237	432	323	245		
Proportion of Total Variance	315	246	175	313	233	177		

ADLERIAN TRAINER'S MANUAL

## ADLERIAN TRAINER'S MANUAL

The trainer of the Adlerian program will provide each counselor with the following reading materials:

- (a) Pepper, Floyd C., "Why Children Misbehave," in Newsletter of the Council for Children with Behavioral Disorders, Vol. 9, No. 1, Fall 1971, p. 1-11.
- (b) Stolz, Vicki, "Why Not Praise?" in Study Group Leader's Manual, Alfred Adler Institute of Chicago, 1967, p. 69-71.
- (c) Dreikurs, Rudolf, Children: The Challenge, New York, Hawthorn Books, 1964, p. 335.
- (d) Dimitri, Robert H., Principles for Effective Parenting, Unpublished Adlerian Parent Manual, 1974, p. 1-20. (Appendix nine)
- (e) Adlerian Counselor Training Manual. (Appendix eight)

It will be indicated to all counselors that the materials must be thoroughly understood by the end of the training program.

The primary goals of the Adlerian training program consist of the cognitive understanding of the following list of key elements necessary to provide the Adlerian parent counseling model to parents of adolescents:

- (a) personality theory and counseling methodology.
- (b) principles for effective parenting.

- (c) familiarity with Dreikurs' text, Children: The Challenge.
- (d) counselor responsibilities and behaviors.
- (e) dyadic competency.

Dates for training sessions:

- Session I: September 25, Wednesday, 4:00 P.M.
- Session II: September 30, Monday
- Session III: October 1, Tuesday
- Session IV: October 3, Thursday

Objective: Session I will provide a clear understanding of the Adlerian personality theory, counseling model, the differences between praise and encouragement, and reason for children's misbehavior.

1. The trainer of the Adlerian program will indicate to all dyads that approximately 30 minutes will be allotted for the reading and discussion of the materials dealing with personality theory and parent counseling model. The trainer will decide upon the appropriate time to bring all dyads into one group for further discussion and feedback as to the accuracy of their interpretations of the reading materials (approximate time for No. 1, one hour).

2. Coffee break.

3. The trainer will indicate to all dyads that approximately 30 minutes will be provided for the reading and discussion of the articles by Floyd Pepper and Vicki Stolz. The trainer will decide upon the appropriate time to bring all dyads into one group for discussion and feedback as to the accuracy of the counselor interpretations and understanding of the articles (approximate time for No. 3, 1/2 hour).

4. The trainer will ask all counselors to read the complete Dreikurs' text, Children: The Challenge, during the course of the training program. All counselors will be asked to be prepared to discuss Chapters one and two of Dreikurs' text for Session II.

Objective: Session II will provide an understanding of the dyadic model, counselor responsibilities, and principles found in Topic II: Encouragement of the Parent Manual.

1. The trainer will devote approximately one hour to facilitating discussion and understanding of the materials dealing with the dyadic model and counselor responsibilities.

2. The trainer will ensure, through group discussion, that all dyads have a proper understanding of Chapters

one and two of Dreikurs' text, Children: The Challenge (approximate time, 20 minutes).

3. Two pairs of dyads, in rotation, will counsel the group utilizing the Parent Manual. The dyads not counseling the group will be asked to develop a psychological mind-set, i.e., parents of adolescents with various concerns. They will try to react to the practices being dealt with as they think their parent groups will react.

4. The practices found in Topic II: Encouragement will be dealt with during this session.

5. The trainer will observe all dyads and provide feedback so that all dyads may begin to function in terms of the dyadic model and according to the counselor responsibilities and behaviors.

Objective: Session III will provide a thorough understanding of the dyadic model, counsel responsibilities and behaviors, through role playing exercises which will utilize Topic III: Family Climate of the Parent Manual.

1. The trainer will encourage all dyads to develop a psychological mind-set, i.e., parents of adolescents with various concerns. Beginning with Topic III: Family Climate within the Parent Manual, dyads will counsel the group for

approximately 20 minutes. All other dyads will assume the counselor's role in an orderly rotation.

2. The trainer will observe the dyads counseling the group and offer suggestions and feedback to ensure that the dyadic model and attendant counselor responsibilities and behaviors are thoroughly understood.

Objective: Session IV will complete the full understanding of the remaining topics: Communication and Competition of the Parent Manual and further enhance counselor responsibilities and behaviors.

- The trainer will employ Topic IV: Communication and Topic V: Competition of the Parent Manual within the same framework utilized for Session III according to the counselor responsibilities and behaviors.

ROGERIAN TRAINER'S MANUAL

## ROGERIAN TRAINER'S MANUAL

The trainer of the Rogerian program will provide each facilitator with the following reading materials:

- (a) Rogers, Carl, Carl Rogers on Encounter Groups, New York, Harper, 1970, p. 172.
- (b) -----, "Some Elements of Effective Interpersonal Communication," Talk given at the California Institute of Technology, Pasadena, California, November 9, 1964.
- (c) -----, "The Inter-personal Relationship: the Core of Guidance," in Harvard Educational Review, Vol. 32, 1962, p. 416-429.
- (d) -----, "Barriers and Gateways to Communication," in Harvard Business Review, Vol. 30, No. 4, 1952, p. 46-50.
- (e) The Rogerian Counselor's Training Manual (appendix nine).

It will be indicated to all counselors that the materials must be read thoroughly for Session II of the training program.

The primary goals of the Rogerian training program consist of the cognitive and experiential understanding of the following list of key elements necessary to provide the Rogerian parent counseling model to parents of adolescents:

- (a) personality theory and counseling methodology.
- (b) the necessary and sufficient facilitative conditions.

(c) counselor guidelines.

(d) dyadic competency.

Dates for training sessions:

Session I: September 24, Tuesday, 4:00 P.M.

Session II: September 30, Monday.

Session III: October 1, Tuesday

Session IV: October 3, Thursday

#### Training Session I

Objective: Session I will provide a clear understanding of how the Rogerian orientation relates to the group counseling of parents in terms of personality theory, counseling rationale and counselor behaviors.

1. The trainer of the Rogerian program will indicate to all dyads that approximately 30 minutes will be allotted for the reading and discussion of the materials dealing with personality theory and counseling model. The trainer will decide upon the appropriate time to bring all dyads into one group for further discussion and feedback as to the accuracy of their interpretations of the reading materials. (Approximate time for No. 1 - one hour.)

2. Coffee break.

3. The trainer will indicate to all dyads that approximately 30 minutes will be provided for the reading and discussion of the materials entitled "The Group" and guidelines for counselors. The trainer will decide upon the appropriate time to bring all dyads into one group for an initial discussion and feedback as to the accuracy of the counselor's interpretations of the reading materials. Further discussion of the counselor's guidelines will be provided in the remaining sessions. (Approximate time for No. 3 - 1/2 hour.)

4. The last 1/2 hour of the first training session will be devoted to a group role-playing exercise. Dyads will be asked to take several minutes to develop a psychological mind-set, i.e., parents of adolescents with various concerns. A dyad will be asked by the trainer to counsel the remaining dyads who are role-playing parents of adolescents. The instructor will observe and provide feedback to all counselors.

#### Training Session II

Objective: Session II will provide an initial understanding of the process, dynamics, and therapeutic conditions of working with a parent group. Also dyadic

competency will be enhanced in creating a Rogerian counseling group.

1. The trainer will indicate to all dyads that group discussion and feedback will ensue for approximately 50 minutes dealing with the following materials:

- (a) Carl R6gers on Encounter Groups.
- (b) "Some Elements of Effective Interpersonal Communication."
- (c) "The Interpersonal Relationship: The Core of Guidance."
- (d) "Barriers and Gateways to Communication."

Key elements encompassing articles (a), (b) and (c) are the dynamics and process of groups, and the creation of a counseling relationship, i. e., key attitudinal qualities of congruency, empathy and unconditional positive regard. Item (d) is self-explanatory and serves as a general methodology of applying the key elements. The trainer will facilitate a clear understanding of these key elements to emerge within each of the dyads.

2. The trainer will ask the dyads to develop a psychological mind-set, i.e., parents of adolescents with various concerns. Each dyad will counsel the group in orderly rotation for approximately 20 minutes each. The

trainer will observe and provide feedback to the dyads counseling the group.

Note: The feedback provided by the trainer should entail the academic transference of the key elements and counselor guidelines to their practical application.

### Training Session III

Objective: Session III will further enhance the understanding of the process, dynamics and facilitative conditions of working with a parent group, also, dyadic competency in creating a Rogerian parent counseling group.

1. The trainer will initiate the third session by providing all dyads an opportunity to meet with him personally to share any and all concerns that they may have within the parameters of the parent counseling program.

2. The trainer will engage the group of dyads in a discussion of the remaining two articles which further enhance the key elements and behaviors necessary for creating a counseling relationship.

3. The last hour will be devoted to the continuation of the role-playing exercise with dyads rotating the counseling of the group.

Training Session IV

Objective: A thorough understanding of the process, dynamics, and facilitative conditions of working with a parent group and dyadic competency in creating a Rogerian parent counseling group will be attained.

1. The trainer will initiate the fourth session with the role-playing exercise, ensuring that all dyads have an opportunity to counsel the group. This exercise should last for approximately 1 1/2 hours. The instructor will provide appropriate feedback at any time during the exercise.

2. During the last 1/2 hour, a question-answer period will be provided for the concern of all dyads. The researcher, Bob Dimitri, will arrive to present additional information concerning the time, place, and necessary materials for initiating the first session of the parent counseling group.

ADLERIAN COUNSELOR'S TRAINING MANUAL

### ADLERIAN COUNSELOR'S TRAINING MANUAL

The dyadic model of group counseling is comprised of a task-centered and group-centered counselor, the former being the presenter and the latter the clarifier. This model emphasizes that both counselors understand each other's role to ensure that they will maintain their particular role emphasis but also complement each other by interchanging roles when the need emerges. The complementary nature of this model will ensure that all parents will be dealt with more effectively than if one counselor were responsible for a particular parent group.

The counseling model, as applied to the Adlerian<sup>1</sup> parent groups, is presented in the following pages with specified functions appropriate to both counselor roles.

#### Task Centered: Role of Presenter

1. The presenter initiates each parent counseling session.
2. He presents the Adlerian practices and possible methods of applying them in the home.

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<sup>1</sup> Soltz, Vicki, Study Group Leader's Manual, Chicago, Alfred Adler Institute, 1967, p. 7-34.

3. He initiates discussion of all the Adlerian practices.

4. He review preceding material offered during each session.

5. He offers advice when it appears to be necessary due to an improper understanding of how to apply any of the practices.

6. He keeps parents informed as to the successes achieved by parents in applying the practices discussed in order that all members may feel encouraged about general progress.

7. He will offer parents the opportunity to examine specific problems relating to their adolescent, or in terms of their application of the Adlerian practices.

Group Centered: Role of Clarifier

1. He is sensitively aware and responsive to emerging parental concerns and clarifies them in relation to themselves, their adolescent, and the practices presented.

2. He is sensitively aware and responsive to non-verbal communications and clarifies this reaction in order to facilitate greater understanding and group participation.

3. He is sensitively aware and responsive as to how parents are receiving information from the presenter.

4. He is sensitively aware and responsive toward parental reactions in terms of the Adlerian practices.

5. He is sensitively aware and responsive to group apathy, indifference, acceptance or resistance.

6. He is sensitively aware and responsive to group interaction.

7. Sensitivity and awareness to the previous items (1-6) will enable the counselor to clarify, elaborate, paraphrase or recapitulate any or all of the above reactions, ensuring that each individual parent will thoroughly understand the Adlerian practices, receive encouragement to apply the Adlerian practices in their respective homes, and to change their own behaviors in relationship to their adolescent.

The training sessions will include, besides the previous material presented, a thorough understanding of the following statements and counselor responsibilities so that the quality of implementing them in the parent groups will increase, resulting in a more effective offering of the parent model.

1. The counselor will be responsible for establishing a non-threatening, relaxed, and open group climate during each session.

2. The counselor will emphasize to parents that patience is needed for the successful implementation of the Adlerian practices, for their present family situation took time to form and will require patience to change.

3. The counselor will stress the importance of both parents attending the group sessions and applying the Adlerian practices.

4. The counselor will maintain a sense of humor and show empathic understanding to all group members.

5. The counselor will encourage all parents to implement the practices at home. Encouragement is a prime factor in motivating parents to acquire a working knowledge of the practices of equality and their application to family living.

6. The counselor will invite parents to discuss their individual successes and difficulties in implementing the practices at the beginning of each session. Anecdotes may include what the parents did, said, and felt and what their adolescent did, said, and appeared to feel. Parents

who have been immediately successful will serve as a major impetus to those parents meeting with difficulties.

7. The counselor will invite parents who have specific problems to examine, together with the group, which practices would be most helpful as a corrective action.

8. The counselor's emphasis will be on presenting the practices for discussion rather than a detailed discussion of the examples presented in Dreikurs' text,

Children: The Challenge.

9. The counselor will permit silent periods to encompass the group in the hope that parents are reflecting upon what has occurred in the group. When group silence continues, after a reasonable time passes the counselor will restore group communication.

10. The counselor will refer to behavior as being effective or ineffective, which emphasizes the action and performance rather than right or wrong, which involves a loss of personal worth.

11. Counselors must recognize that some guilt may be present with the parents and may interfere with their acceptance of recommendations or suggestions. To overcome

this, the counselors must take the opportunity to reassure the parents of their good intentions and desire to help their adolescent.

The First Session of the Adlerian parent group will be dealt with as follows:

1. The counselors will arrange chairs in a circular fashion and provide coffee for all group members.
2. Counselors will pass out the S.E.I. near the end of the session and ask parents to encourage their adolescent to complete the entire instrument. Counselors will encourage parents to return the S.E.I. at the beginning of Session II.
3. The counselors will introduce themselves and explain the purposes of the counseling sessions. They will indicate that the purpose is founded in the belief that their adolescent has the potential to achieve in school more than he is at present, to increase in creativity, leadership, and feel self-confidence or esteem.
4. The counselor will invite all parents to introduce themselves.
5. Dreikurs' text, Children: The Challenge, will be sold to parents and/or made available at a special

lending rate for those unable to afford the text.

6. The counselor will receive a copy of the Adlerian Parent Manual with the Adlerian practices organized into ten sessions. Parents will also be given a copy of the manual so that a handy reference is immediately available for each session and home use.

7. The counselor will explain that five sessions will be recorded to aid the researcher in examining counselor's effectiveness in facilitating the parent sessions.

8. Parents will be encouraged to read the assigned chapters for each session so that abstracted key practices delineated for each session will be more easily understood and applied to the family situation.

9. The counselor will impress upon all parents that although many of the problems presented by adolescents have little in common with those of younger children, the basic practices found in Dreikurs' text always apply in any interpersonal relationship.

10. The counselor will impress upon all parents that the examples in Dreikurs' text are not recipes to follow, but ideas for considering other effective alternatives.

Sessions 2-9 will be dealt with in accordance with the organization of the Adlerian Parent Manual. Parents will be asked to bring their adolescent son or daughter to the last session for the purpose of completing questionnaires.

Session 10 will conclude the Adlerian counseling program with any comments parents wish to make. Instruments will be administered to all adolescents.

ADLERIAN PARENT MANUAL:  
PRACTICES FOR EFFECTIVE PARENTING

ADLERIAN PARENT MANUAL:  
PRACTICES FOR EFFECTIVE PARENTING

The Adlerian practices and readings presented in this manual will aid parents in organizing a home environment characterized by positive communication, responsibility, cooperation, affection, independence, and firmness. If parents apply these practices and show a positive accepting attitude, changes in their adolescent's behavior should occur and improvement in his or her school functioning. The solutions to difficult situations of adolescent and other family members usually lie in the following practices and readings.

TOPIC I: INTRODUCTION

Session One

1. The assigned readings for all the sessions (1-10) are selected from Rudolf Dreikurs' Children: The Challenge.

2. The assigned readings for Session Two are:

- Chapter 1 - Our Present Dilemma
- Chapter 2 - Understanding the Child
- Chapter 3 - The Child's Mistaken Goals
- Chapter 11 - Eliminate Criticism and  
Minimize Mistakes

Weekly Goal: Encourage your child when he least expects it; even a comment about something small and insignificant to parents may have great importance to a child.

TOPIC II: ENCOURAGEMENT

Session Two

1. Encourage every positive achievement, keeping in mind that the child's greatest need is to be accepted as a person and not for his skills. If your child is overly concerned with personal acceptance, he cannot develop adequate skills. Parental recognition of this basic need increases an individual's self-esteem and serves as a major indicator of parental acceptance.
2. Watch for your child's first attempts to help you or to do things for himself. Encourage these attempts.
3. Do not refer to your child as lazy. A statement such as, "You could accomplish so much if you were not so lazy," serves only to indicate your lack of acceptance, and your child becomes convinced that he no longer has to prove his ability.
4. Give deliberate and systematic encouragement for all positive attitudes and behaviors to help develop confidence in any skill and ability. If your child reaches

certain levels of achievement or makes marked improvement, parents can give extra privileges in addition to encouragement.

5. Encourage your child's efforts, whether successful or unsuccessful, by showing affectionate enthusiasm for every accomplishment, whether great or small. Quiet acceptance or the absence of criticism is not enough. Consistently express appreciation for your adolescent's appearance and manner of dress.

6. Avoid finding fault in family members but emphasize the correct way. The former always discourages and impedes an individual's achievement.

Assigned Readings:

- Chapter 22 - Refrain from Overprotection
- Chapter 23 - Stimulate Independence
- Chapter 27 - Don't Feel Sorry

Weekly Goal: Give deliberate and consistent encouragement for all positive attitudes, behaviors, and efforts. Express appreciation for manner of dress and appearance.

Session Three

7. Arrange for the display, or at least the open approval, of your child's achievement. Provide opportunities in the family for each member to do well in some

activity or have a leading part without being compared with others in the family.

8. Talk in terms of goals to be reached in all activities. Discuss remote educational or vocational goals of his choice and the needed level of achievement required to reach those goals.

9. "Never do for a child what he can do for himself" is an adage that parents should apply. Overprotecting, dominating, pampering, indulging, oppressing and neglecting your child result in the breakdown of a person's self-esteem, self-reliance, and foster dependency.

10. Feeling pity for your child can be harmful, leading to self-pity and to the belief that life owes him something. Life's satisfactions depend upon one's ability to move with the tide.

Assigned Reading:

Chapter 39 - The Family Council

Weekly Goal: Provide opportunities in the family for each member to do well in some activity or have a leading part without being compared with others in the family.

TOPIC III: FAMILY CLIMATESession Four

11. An excellent technique for enhancing family cooperation, cohesiveness and security is to organize a family council. Its purpose is to deal with family concerns such as: information giving, making plans, establishing rules, expressing and settling complaints or conflicts, reaching agreements, and making decisions. All problems and complaints are expressed only at the scheduled council meetings. By following this pattern, daily quarreling and arguing are eliminated. Parents must also keep all their complaints for the family council meeting. The principles which follow are essential for the implementation and practice of the family council:

(A) A parent should be the first chairman of the family council, and each succeeding week this function rotates to the other family members. The most important aspect is that each member experiences the privilege of being chairman and its accompanying responsibilities.

(B) The chairman's duties involve beginning and closing the meeting at the prearranged time, despite late or absent members. A meeting will usually last for an hour at the maximum.

7

(C) The chairman maintains order so that each family member can be heard. He makes certain that all points of view are heard by encouraging everyone to participate. The group focuses on each issue, permitting no changes until opportunity is given for complete discussion and resolution of concerns.

(D) Remember that the family council requires persistence, a willingness to see and learn from our mistakes, the ability to change our attitudes and to respect those of other family members. The emphasis is always on improvement, not solution.

(E) Each family member is given the opportunity to express himself in personal matters as well as those pertaining to the family group, and to participate in the family's responsibilities. When a person is speaking, no interruptions or complaints about the individual's behavior or speech are permitted.

(F) The council meeting is the most beneficial time for dealing with recurring problems that cause conflict. In times of conflict, the individuals involved are mainly concerned with victory and venting their emotions, but the meeting should provide a chance to review the problem in a calm setting.

(G) As members begin discussing concerns and try to convince each other of the virtue of their own choice, the discussion widens, viewpoints change and agreement becomes possible. Agreement can be reached only if each member feels satisfied at the logic of the total situation.

(H) Not all meetings need to deal with complaints. Many parents find opportunities to communicate any progress family members are making in areas such as: academics, neighborhood activities, athletics, school clubs, etc. Announcement of coming events such as vacation plans, weekend trips, etc., is a matter for the council's attention.

(I) Parents should not preach or impose their will, nor should the council deteriorate into a gripe session. Each parent can merely submit his point of view to the group in the same way as each child can and should. Parents will gain cooperation more easily by allowing their adolescent to participate in decision-making that affects him directly. Plans and decisions are more satisfactory when they result from group thinking, increased involvement, and the cooperation of all family members.

(J) Members can object and criticize whatever they dislike and seek solutions. At the same time, everyone has

to accept responsibility for what occurs in the family.

(K) An appeal to your child's good sense is more effective in the council discussion than an attempt to subdue him intellectually. Adolescents are usually more reasonable in an objective discussion of their problems. For example, the question of how late an adolescent may stay out is a common concern of parents. Parents should ask them what time they feel they should be home. When this approach is used, parents are often surprised to find their children harder on themselves than the parents would have been. Since this cannot be guaranteed, parents have the last word in case the adolescent's request is 3:00 A.M.!

(L) Attendance in the council is voluntary. No one is urged or forced to attend the meetings. Decisions can be made that influence members who choose not to attend.

(M) The nature of decisions to be made by the council requires careful consideration. They should serve the benefit of all, and not any one particular interest. It is important that the emphasis is always on what we can do rather than on what one member should do. A discussion of the most effective method to share responsibilities and cooperate in accomplishing tasks is necessary. Rotating

responsibilities among members seems to be the most democratic practice. There are a variety of necessary tasks to be accomplished which involve the preparation of food, clearing the table, dishwashing, garbage disposal, housecleaning, and running errands. Too many parents assume all the responsibilities, depriving other family members of the opportunity to learn skills, contribute to the family and become independent.

(N) Wrong decisions are favorable educational experiences. Instead of trying to prevent a wrong decision, parents should allow their children to experience the consequences. At the next meeting, they will be more willing to accept an alternative which parents may consider as more appropriate.

(O) All decisions can be changed only at another meeting except when life is endangered. Any emergency meetings or cancellations require unanimous agreement.

(P) When no unanimous decisions or agreements can be reached on issues, the matter may be put aside until next week's meeting. The natural consequence of a lack of agreement is that family members cannot act in that area until agreement is reached. Voting should take place only if

everyone agrees in advance to abide by the majority's will.

(Q) The family council is the only authority. No individual member can impose his will or make decisions for other members. On the other hand, no one person is burdened with the responsibility for the well functioning of the household. Parents must be careful not to act as authorities, or as if it is their meeting. This is a family meeting between equals who are treated with respect.

(R) As each weekly meeting is concluded, a listing of decisions and responsibilities for all family members should be posted in a frequented area of the home.

(S) The family council meetings may be ineffective for a short period, but they should not be discontinued. Making the council effective may impose hardships on the parents for the time being, but in the future produces beneficial effects for all concerned.

#### First Family Council Session

1. Parents should meet with the entire family and explain their offering of a weekly family meeting. The purposes and necessary functions for council meetings should be thoroughly discussed.

2. Parents should then proceed to ask their children if they would like to join. Those who do are asked to help decide on a meeting place and time. Should none of the children want to join, the parents will announce that they will have their meeting at a specific place and time and invite the children to attend if they wish to.

3. Parents should be at the agreed place on time. They should not call the other family members or remind them or send one of the children to call the others. If the children should not arrive, the parents begin the meeting between themselves.

Assigned Readings:

- Chapter 5 - The Fallacy of Punishment and Reward
- Chapter 6 - The Use of Natural and Logical Consequences
- Chapter 9 - Induce Respect for Order
- Chapter 12 - Maintain Routine
- Chapter 14 - Win Cooperation

Weekly Goal: Parents should find out how each individual in the family feels about a given friction point and what can be done by the family as a whole to improve matters.

Session Five

12. Family order is to be maintained through adherence to rules which are subject to no exceptions. Each

family member has definite rights and responsibilities and must be granted full importance as a significant and appreciated member of the group.

13. Family members must be clearly aware of their responsibilities before adjusting properly. Children and adults learn due to the recurrence of similar experiences and, hence, can comprehend definite rules only if they apply consistently at all times under all circumstances.

14. Reward and punishment are ineffective means of dealing with your child. Although your child may temporarily conform to your desires, reward and punishment serve only to indicate your power and authority. A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish others, and the retaliation of adolescents is usually more effective than adult punishment.

15. Orderliness and peacefulness can be secured if each family member understands the logical consequences which follow his behavior. Logical consequences define situations where the consequence is forthcoming when the rules, agreed upon by the family members, are broken or somehow disturbed. This practice allows a benevolent

attitude to be maintained by all individuals, especially parents, since it is the consistent order that regulates your behavior as well as your child's. As a result, the person is accepted although the behavior is not.

Example: During the family council meeting (see No. 11), all members have agreed to place their unclean clothing into the clothes basket or hamper. If this is not done by any member, his clothes will not be cleaned. Thus, no one is to be pitied or blamed because the choice was clearly presented: to have clean clothes one must deposit them into the clothes basket or hamper.

16. Distinguish between positive and negative attention. Positive attention is any action toward the child that is basically friendly, while negative attention is basically one of annoyance, anger, etc. If your child benefits from his inappropriate behavior (negative attention), he will continue with this course of action.

Assigned Readings:

- Chapter 16 - Sidestep the Struggle  
for Power
- Chapter 17 - Withdraw from the Conflict
- Chapter 24 - Stay Out of Fights!
- Chapter 34 - Downgrade "Bad" Habits
- Chapter 21 - Avoid that First Impulse:  
Do the Unexpected
- Chapter 15 - Avoid Giving Undue Attention

Weekly Goal: Ensure that all family members are aware of their weekly responsibilities either through the family council alone, or by posting individual responsibilities in a frequented area of the home.

Session Six

17. Avoid all conflicts when your child attempts to involve you in a power struggle or seeks undue attention. When parents feel challenged and inclined to prove to their child that they can make him do "it," the child is usually striving for significance through his goal of power. Withdraw from this provocation, not your child, by finding a neutral area in your home--preferably the bathroom. The less attention received when disturbances occur, the more that is needed when cooperating. Parents must decide to avoid both fighting and giving in and then discuss the difficulty with the whole family. Logical consequences are not applicable to the power-driven child.

18. Fighting within the home prevents the development of family solidarity and damages the parent-child relationship. The occurrence of fighting indicates a violation of respect for the other individual and surrender is disrespect of one's own dignity. Either alternative creates

additional conflicts where the losers seek other opportunities to re-establish their lost prestige. Therefore, reaching agreement without conflict or surrender is a goal to be emphasized in the family.

19. Providing attention for negative behaviors such as lying and improper language merely strengthens their use.

20. Refrain from acting on a first impulse which tends to intensify a person's misbehavior patterns and habits rather than to correct them.

#### Assigned Readings

- Chapter 31 - Listen
- Chapter 38 - Talk With Them, Not To Them
- Chapter 32 - Watch Your Tone of Voice
- Chapter 18 - Action! Not Words /
- Chapter 19 - Don't Shoo Flies

Weekly Goal: Avoid all conflicts with your child by withdrawing from the situation.

#### TOPIC IV: COMMUNICATION

##### Session Seven

21. Arrange some time when you can talk quietly alone with your child, encouraging open expression of feelings, whether negative or positive. Parents should attempt to recognize the feelings as well as the content of their child's talking. Encourage him to tell you anything that

has happened in school, or in any situation, without fear of criticism. Permit him to do most of the talking while you listen.

22. Avoid the use of all derogatory statements, for they only serve to humiliate your child. Criticism, threats and persuasion do not increase a person's desire to do better in school or any other area of achievement. These reactions damage his self-esteem, which results in greater inferiority feelings, and strengthen his resistance toward working cooperatively with the family.

23. Separate the deed from the doer. A parent's tone of voice and manner should imply that the person is valued even though his actions are not. This can be accomplished more easily by talking with rather than at your child.

24. Talking should not be employed as a means of discipline. Decide whenever you talk with your child whether you wish to speak for the release of your own tensions, annoyance, anger, or to help your child understand. Talking when calm places parents in the position to speak constructively.

25. Replace the word must with may: the former deprives your child of acting voluntarily and is the dictate of individual authority.

26. Reserve commands or direct orders only for real emergencies, otherwise they lose their intended effect. Many commands can be replaced with suggestions such as: "I would like having you do...."

Assigned Readings:

- Chapter 20 - The Care in Pleasing: Have the Courage to Say "No"
- Chapter 8 - Show Respect for the Child.
- Chapter 25 - Be Unimpressed by Fears
- Chapter 33 - Take It Easy
- Chapter 29 - Follow Through -- Be Consistent
- Chapter 10 - Induce Respect for the Rights of Others
- Chapter 7 - Be Firm Without Dominating

Weekly Goal: Share your ideas and feelings with your child but do not employ talking as a means of discipline.

Session Eight

27. Remember that parents serve as models for their child's behavior. Positive actions and statements, as well as the opposite, bring similar behaviors from your children.

28. Parents should be specific when answering all questions from their child. Generalizations will direct

your child to another individual, possibly outside your home.

29. Ask for your child's judgment, advice, and opinions about family matters. Parents should not hesitate to reveal their personal concerns, but emphasis should be placed upon reaching agreement over any difference.

30. Firmness is necessary in guiding a child's development. The firmness of our intention is brought from the inflection of the voice. This naturally excludes a loud and angry tone.

31. Show some physical or verbal expression of affection such as a smile, bear hug; or simply touching your child's arm while speaking with him can do wonders to increase his personal worth.

32. Write a letter weekly, indicating your affection, if you find it difficult to express yourself verbally and physically.

Assigned Readings:

- Chapter 35 - Have Fun Together
- Chapter 30 - Put Them All in the Same Boat
- Chapter 13 - Take Time for Training

Weekly Goal: Ask for your child's judgment, advice, and opinions about family matters, remembering that parents

serve as models for their child's behavior.

## TOPIC V: COMPETITION

### Session Nine

33. Develop activities in which the entire family can cooperate and participate, such as camping trips, athletic events, games, movies, plays, house chores, etc.

34. De-emphasize competition in the family, which serves only to stress winning rather than cooperation and contribution. Competition also disrupts the unity of activity, common interests and family cohesiveness.

35. Comparing your child with other individuals in any area (behavior, appearance, school) serves only to decrease his personal significance and increase feelings of inferiority.

### Assigned Reading:

Chapter 26 - Mind Your Own Business

Weekly Goal: De-emphasize all competitive efforts by family members.

### Session Ten

36. Parents should cultivate a sense of humor. Laughing with your child helps to relieve the strain and tension in yourself and your child. Other necessary

qualities to be cultivated for effective family living are tolerance for others, honesty, and frankness.

37. Promises made by parents should be kept, otherwise your trust and reliability are shaken. Asking your child to make a promise is not a good idea since their keeping may be impossible and the result is a stigma of faithlessness and unreliability.

38. Create a completely permissive atmosphere during mealtimes, encouraging your child to relate his daily experiences.

39. Disregard the influences of other adults, but accept responsibility for what you can do. Utilize the full potential of your own constructive influence.

40. Parents should not imitate the acts of their children. Remember what you as a child had to suffer from your parents' inadequacies.

Optional Readings:

- Chapter 36 - Meet the Challenge of T.V.
- Chapter 37 - Use Religion Wisely

ROGERIAN COUNSELOR'S TRAINING MANUAL

## ROGERIAN COUNSELOR'S TRAINING MANUAL

The material which follows will serve as guidelines<sup>1</sup> for the co-facilitators' behaviors, and as a training device to enhance the effective offering of the attitudinal qualities to the parent members. As the theory states, if the parent members perceive these attitudinal qualities to a minimal degree, then certain parent attitudes and behaviors will result, such as: less dependence, reduced perceptual distortions, greater reliance on one's own valuing process and less reliance upon introjected values. Clear, empathic communication and positive self-attitudes (high self-esteem) will also characterize parental attitudes and behaviors.

The dyadic model as employed in the Rogerian model conceives of both counselors as being group-centered and their major role as that of clarifier. This dyadic model ensures that each parent member will be effectively and therapeutically counseled toward becoming a more fully functioning parent. The guidelines are:

1. The counselors are responsible for providing a non-threatening group climate and facilitating clear

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<sup>1</sup> Rogers, Carl, Carl Rogers on Encounter Groups, New York, Harper, 1970, p. 172.

communication within and between group members.

2. The counselors will be no other person than what they really are: honest and personally congruent individuals. The key to the counselor's congruence is his/her intense concentration upon his own accurate awareness of his ongoing experiences in the relationship.

3. The counselor will develop a psychologically safe group climate for all parents by respecting and listening to all of their communication as authentic expressions of themselves whether personal, absurd, hostile, or cynical..

5. The climate established by the counselors will induce parents to lower their natural defensiveness and utilize the situation to explore and express their attitudes and feelings in relation to the counselors, themselves, their adolescent, and other parent members.

5. The counselors' empathic understanding and communication will help to clarify within and between parents the superficialities, contradictions, and inconsistencies in attitudes and behaviors which are expressed.

6. The counselor may employ, tentatively, some techniques or modes of responding such as reflecting and paraphrasing to initially clarify the parent member's

communication. It would be unnatural, initially, to be oneself with complete strangers. The counselor's movement is always from technique to person, with the counselors becoming more freely themselves in the relationship.

7. The counselor will be patient and accept the group exactly where it is, even if the parent members intellectualize, discuss superficial problems, or are frightened by personal communication.

8. Counselors will become as much participants in the group as the parent members and at times express their feelings, attitudes, and thoughts primarily directed toward facilitating the growth of other parent members.

9. The counselor will make it clear that the occurrences in the group are a result of the group's choices. As the counselors become increasingly participating members of the group, they will carry their share of influence.

10. The counselors will be willing for silent periods to envelop the group provided it is not unexpressed pain or resistance.

11. The counselors will attend to different aspects of the group process. While one counselor is centered upon the parent who is speaking, the other is centered upon the

remaining group members and is sensitively aware and eventually responsive to any non-verbal communication.

12. The counselors will "validate" each parent member by listening as carefully, accurately, and sensitively as possible to each parent's verbal and non-verbal expressions whether superficial or significant.

13. The counselors will give some sign, verbal or non-verbal, to indicate to parents that they are psychological companions to them during moments of pain and joy.

14. The counselors will accept parental communication at face value, permitting parents to correct their communication at some later session.

15. The counselors will extend their empathic understanding to both sides of a difference in feeling which is being expressed by any parent member.

16. The counselors will attempt to understand the exact meaning of what each parent is communicating. This kind of understanding extricates the excess details and returns to the parent member the meaning that he/she has communicated. This process clarifies the message for the speaker and aids the group to understand and not waste time asking questions about or responding to the complicated

details presented.

17. The counselors will respond to parental communication selectively. They will be less interested in the details than in the meaning and accompanying feelings that the communication has for each parent.

18. The counselors will select, when parental communication is generalized or intellectualized, the self-referent meanings to respond to out of the total context.

19. The counselors need not answer parental questions but should respond empathically to the other messages in it which are more important than the question itself.

20. The counselors and parents will experience each other as fully as possible due to the unconditional positive regard of the counselors. The essential communication which is often implicit is, "With me you are free to be who you are." Behaviors that are harmful or potentially harmful to other parent members are limited by the counselors communicating their feelings about such behaviors. In this sense, the term unconditional positive regard is a misnomer, for no one is totally unconditional in relation to another individual.

21. The unconditionality of the counselors involves the suspension of all potentially psychotoxic feelings, attitudes, and judgments which may have a restrictive or destructive effect upon the expressions and behaviors of the parents. This kind of communication establishes the basis for a secure relationship within which the parents can experience and experiment among themselves.

22. The counselors will not furnish an interpretation, judgment, diagnosis of the meaning or causes of parents' experiences or experiencing process, for this may arouse defensiveness or strip them of their defenses, leaving them vulnerable. Parent members are to generate their own understanding of the meaning of their experiences. In this way, parents become aware of and accept the validity of their own experiencing process as a guide for behavioral action.

23. The counselors will make use of their own feelings as they exist in the present moment, whether in relation to the group as a whole, or to one individual, or to themselves.

24. The counselors will be sensitive to moments when a parent member is feeling a readiness to speak.

25. The counselors may communicate to the group members persistent feelings which they may experience toward the group as something existing within themselves. Such expressions may occur in the latter part of the parent group.

26. The counselors may confront individuals on specifics of their behaviors if they contradict previously given communication. If the confrontation distresses the individual, the facilitators will ask the parent if he/she would like to be left alone.

27. The counselors will employ role-playing exercises in order to extend and clarify parental communication. A counselor or parent may play the adolescent role while another parent assumes the same role and the experience being dealt with is played out.

28. The counselors will refrain from making comments as to the progress of the group; this should come from the parents.

### Parent Sessions

#### Session I

(a) The counselors and parents will introduce each other while coffee is being served.

(b) Counselors will explain to parents that five sessions will be recorded to aid the researcher in examining counselor's effectiveness in facilitating the parent sessions.

(c) The counselors will initiate the first session with an introduction as to the purpose of the meetings, indicating that everyone present in the group has an adolescent who has the potential to increase his academic achievement, creativity, leadership ability, and self-confidence or esteem, and that parents may find it beneficial to share their concerns with the group so that clarification of their desires and methods of achieving them will be more probable.

#### Sessions 2-10

Since the client-centered counseling sessions are less didactic, emphasizing the experiential factor, the structure for all remaining sessions becomes the counselor's consistent employment of his person to attain the guidelines previously and the attitudinal qualities inherent to them. It is assumed that by facilitating discussion between group members and encouraging the sharing of personal feelings and experiences, such as the material and

parent-adolescent relationship, parents will be more able to transfer this experiential learning to their respective family situations. Thus, the parent-adolescent relationship will eventually encompass the qualities which Rogers believes to be necessary for the mature, fully functioning individual.

A DESCRIPTION OF HELPER RESPONSES  
TO HELPEE STIMULUS EXPRESSIONS:  
INDEX OF DISCRIMINATION

A DESCRIPTION OF HELPER RESPONSES  
TO HELPEE STIMULUS EXPRESSIONS:  
INDEX OF DISCRIMINATION<sup>1</sup>

The following excerpts involve a number of helpee stimulus expressions and, in turn, a number of helper responses. There are sixteen expressions by helpees of problems and, in response to each expression, there are four possible helper responses.

These helpees can be considered to be helpees in very early contacts. They may not be formal helpees. They may simply be people who sought the help of another person in a time of need. In this example, the same helpee and the same helper are involved. You may rate these taped expressions, keeping in mind that those helper responses which the helpee can employ most effectively are rated the highest.

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions

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<sup>1</sup> Robert R. Carkhuff, Helping and Human Relations, A Primer for Lay and Professional Helpers, Vol. 1, Selection and Training, New York, Holt, Rinehart and Winston, 1969, p. 114-123.

with those persons into specific feelings and experiences. He communicates confidence in what he is doing, and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, in his commitment to the welfare of the other person he is quite capable of active, assertive and even confronting behavior when it is appropriate.

You will hear a number of excerpts taken from therapy sessions. Rate each excerpt 1.0...1.5; 2.0...2.5; 3.0...3.5; 4.0...4.5; or 5.0, using the continuum below:

1.0	1.5	2.0	2.5	3.0	3.5
None of these conditions are communicated to any noticeable degree in the person.		Some of the conditions are communicated and some are not.		All of the conditions are communicated at a minimum facilitative level.	
4.0			4.5		5.0
All of the conditions are communicated, and some communicated fully.				All of the conditions are fully communicated simultaneously and continually.	

EXCERPT ONE

HELPEE: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games anymore. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at the time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

## HELPER

- RESPONSES:
1. You know you have changed a lot. There are a lot of things you want to do but no longer can.
  2. You are damned sure who you can't be any longer, but you are not sure who you are. Still hesitant as to who you are yet.
  3. Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
  4. So you have a social problem involving interpersonal difficulties with others.

EXCERPT TWO

HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but, on the whole, I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then again, I wonder if there is more for me. Others say there has to be. I really don't know.

## HELPER

RESPONSES: 1. Hmmm. Who are these other people?

2. So you find yourself raising a lot of questions about yourself--educationally, vocationally.

3. Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.

4. While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

EXCERPT THREE

## HELPER:

Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby--well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it anymore. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school--breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

## HELPER

- RESPONSES:
1. So you find yourself raising a lot of questions as to if what you are doing is right for your child.
  2. Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise--where the child can gain some independence?
  3. Could you tell me--have you talked to your husband about this?
  4. While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going--not sure who you are.

EXCERPT FOUR

HELPEE: It's not an easy thing to talk about. I guess the heart of this problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable for my husband either, although we don't discuss it. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

## HELPER

- RESPONSES:
1. Perhaps you feel your marriage and role of mother is holding you back and preventing

you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.

2. What about your relationship with your husband, his role as father and companion?

3. You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.

4. What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage.

#### EXCERPT FIVE

HELPEE:

Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

HELPER

RESPONSES:

1. They really make you very angry. You wish you could handle them more effectively than you do.

2. Damn, they make you furious! But it's not just them. It's with yourself, too, because you don't act on how you feel.

3. Why do you feel these people are phony? What do they say to you?

4. Maybe society itself is at fault here-- making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

EXCERPT SIX

HELPEE:

They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think that they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives...that they are looked down upon. That makes me sick.

HELPER

RESPONSES:

1. You really resent having to meet the goals other people set for you.
2. What do you mean by "it makes me sick"?
3. Do you honestly feel a degree makes a person worse or better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree? You must realize how doors are closed unless you have a degree, while the ditches are certainly open.

4. A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of--something about yourself in relation to these other people.

EXCERPT SEVEN

HELPEE:

I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just--I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me--I'm not an understanding mother or something. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be as ornery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER

RESPONSES:

1. So you find yourself screaming and yelling at your daughter more frequently during the past three months.
2. Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her. No excuses.
3. While she frustrates the hell out of you, what you are really asking is: "How can I help her? How can I help myself? How can I help myself, particularly in relation to this kid?"

4. While she makes you very angry, you really care what happens to her.

EXCERPT EIGHT

HELPEE:

He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do--not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid--I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me--it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER

RESPONSES:

1. It really angers you when you realize in how many ways he has taken advantage of you.
2. Tell me, what is your concept of a good marriage?
3. Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.
4. It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your struggle for your own identity. And you don't know where this relationship is going.

EXCERPT NINE

HELPEE:

I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding and I just love them! It's just marvelous.

HELPER

RESPONSES:

1. Sounds like you found someone who really matters to you.
2. Why do these kind of people accept you?
3. That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
4. Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget other types who make you anxious. Spend your time with the people who can understand and be warm with you.

EXCERPT TEN

HELPEE:

I'm really excited! We are going to California. I'm going to have a second

lease on life. I found a marvelous job! It's great! It's so great I can't believe it's true--it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New Horizons are unfolding. I just can't wait to get started. It's great.

## HELPER

## RESPONSES:

1. Don't you think you are biting off a little more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
2. Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
3. Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.
4. It's a good feeling to contemplate doing these things.

EXCERPT ELEVEN

## HELPEE:

I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous.

HELPER

- RESPONSES:
1. It's a good feeling to have your kids settled once again.
  2. Is it possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
  3. Do you feel this is a permanent change?
  4. Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

EXCERPT TWELVE

HELPEE: I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

HELPER

- RESPONSES:
1. Gratitude is a natural emotion.
  2. This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
  3. That's a good feeling.
  4. Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

EXCERPT THIRTEEN

HELPEE: No response. (Moving about in chair.)

HELPER

- RESPONSES:
1. You can't really say all that you feel at this moment.
  2. A penny for your thoughts.
  3. Are you nervous? Maybe you haven't made the progress here we hoped for.
  4. You just don't know what to say at this moment.

EXCERPT FOURTEEN

HELPEE:

Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so--doggone it--I don't know what I'm going to do, but I know you can't help me. There is just no hope.

HELPER

- RESPONSES:
1. I have no reason to try and not to help you. I have every reason to want to help you.
  2. Only when we establish mutual understanding and trust, and only then, can we proceed to work on your problem effectively.
  3. It's disappointing and disillusioning to think you have made so little progress.
  4. I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you, both of us?" Can we work something out?

EXCERPT FIFTEEN

HELPEE:

Who do you think you are? You call yourself a therapist! Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard of such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time. The minute the hour is up, you push me out the door whether I have something important to say or not. I--uh--it makes me so goddamn mad!

HELPER

RESPONSES:

1. You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
2. I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
3. You are pretty displeased with what has been going on here.
4. All right, you are furious, but I wonder if it's all mine or is there something else eating you.

TRAINING PROGRAM FOR JUDGES:  
THE EVALUATION AND CLASSIFICATION OF TAPED  
SEGMENTS OF PARENT COUNSELING SESSIONS

TRAINING PROGRAM FOR JUDGES:  
THE EVALUATION AND CLASSIFICATION OF TAPED  
SEGMENTS OF PARENT COUNSELING SESSIONS

The intent of this one-hour training program is to examine the criteria which you, the judges, will utilize in evaluating and classifying audio-taped segments of parent counseling sessions. Your task is to determine whether the taped segments are representative of the Adlerian or Rogerian parent counseling model. Your evaluation and classification will lend support to whether or not each model was implemented by the counselors as specified in the Adlerian and Rogerian counselors' training programs (see appendices eight and nine). The materials which follow are divided into several sections: 1. Training Program; 2. Criteria: Counselor and Parent Behaviors; 3. Classification and Evaluation of the Random Taped Segments.

1. Training Program

The procedure outlined below will comprise your training in evaluating and classifying the random taped segments as either representing the Adlerian or Rogerian counseling model.

(a) The Adlerian criteria will be discussed along with a corresponding taped example of each criteria.

The taped examples are gleaned from counseling sessions exclusive of the random taped segments.

(b) The Adlerian Parent Manual, which explicates the parenting practices, will be given to you. This manual will serve as a detailed extension of the Adlerian criteria.

(c) The Rogerian criteria will be discussed along with a corresponding taped example of each criteria. The taped examples are gleaned from counseling sessions exclusive of the random taped segments.

(d) A practice exercise consisting of the evaluation and classification of six segments of two consecutive minutes will be conducted. A discussion will begin this practice session so as to further clarify any concerns and difficulties which may be encountered in the actual evaluation and classification of the random taped segments.

## 2. Criteria: Counselor and Parent Behaviors

The material following is the normative criteria of counselor and parent behaviors with which you are to evaluate and classify the random taped segments as being representative of the Adlerian or Rogerian counseling model.

Adlerian Counseling Criteria: Didacticism and encouragement are the two comprehensive criteria which

characterize the behaviors of the dyads counseling the Adlerian parent group. The following material presents these criteria with their subdivisions.

1. Didacticism: Structure is brought to each parent session by the counselor in the form of a didactic presentation of Adlerian parenting practices.

(a) Participant: Counselors are active participants in the discussion of the practices.

(b) Information: Counselors didactically impart information regarding the Adlerian conception of personality development.

(c) Parent Manual and/or Text - Children: The Challenge, by R. Dreikurs: Counselors refer misunderstandings for clarification regarding the intent and use of the Adlerian practices to the manual or text.

2. Encouragement: Counselors encourage parents to employ the Adlerian practices in their respective homes with their adolescent.

(a) Empathy: Counselors attempt responding to the parents' frame of reference when discussing the Adlerian practices and their consequences. Parents feel encouraged to implement the practices with their adolescent.

(b) Attentive: Counselors are attentive to parental communication, encouraging them to discuss at each session their successes and difficulties in implementing the practices with their adolescent.

(c) Sharing: Counselors direct and ask parents to share their understanding of the Adlerian practices under discussion.

(d) Practices as Referent: Counselors encourage parents to operate from the Adlerian practices in order to overcome inconsistent behavior.

(e) Open-ended Questions: Counselors ask open-ended questions to encourage expansion of parental communication regarding the Adlerian practices for parenting.

(f) Clarification: Paraphrasing the content and reflecting the affective aspects of parental communication encourages the expression of vague feelings concerning their adolescent and the implementation of the Adlerian practices.

#### Parent Behaviors

(a) Encouragement: Parents encourage other parent members to implement the Adlerian practices.

(b) Questions: Parents ask questions as to how the practices are related to each other and as to their implementation.

(c) Sharing: Parents share personal occurrences about their adolescent and how the use of the Adlerian practices aided in helping both parent and adolescent overcome difficulties.

(d) Suggestions: Parents offer suggestions regarding the implementation and practice of the Adlerian practices.

(e) Adolescent Reactions: Parents refer to the positive and mixed reactions of their adolescents in regard to the implementation of the Adlerian practices.

Rogerian Counseling Criteria: The criteria listed below characterize the behaviors of the dyads counseling the Rogerian parent counseling groups. The criteria focus on the emerging contextual concerns of parents regarding their adolescents, which are clarified by the counselor's behaviors of empathy, unconditional positive regard, and congruency. The sessions reflect an emerging structure pervaded by a climate characterized as non-threatening.

Counselor Behaviors

(a) Silences: Verbal communication is not evident during periods of the parent sessions.

(b) Non-expert: Counselors do not provide answers to parental questions and confusions about parental

communications are stated.

(c) Participant: Counselors express their feelings, attitudes, and thoughts which are directed toward facilitating the growth of parent members.

(d) Attentive: Counselors are attentive to parental communication which conveys a prizing of each parent member. Parents are encouraged to verbalize and explore ideas and concerns.

(e) Empathic Understanding: Counselors' responses are indicative of attempting to achieve the parents' frame of reference.

(f) Selective Responses: Counselors select, when parental communication is generalized or intellectualized, self-referent meanings to respond to. They are less interested in details than in the meanings and accompanying feelings that the communication has for each parent.

(g) Unconditional Positive Regard: Counselors receive parental concerns in a non-judgmental fashion. Communication is accepted at face value, permitting parents to correct themselves at a later time.

(h) Summarization: Counselors' summarization brings the emerging concerns of parents into focus, where they can

be dealt with more adequately.

(i) Clarification: Paraphrasing content and reflecting the effective aspects of parental communication aids in bringing vaguely expressed feelings into parental awareness.

(j) Open-ended Questions: Parental communication is expanded by a counselor's employment of open-ended questions.

(k) Feed-back: Counselors point out, honestly and in a caring way, contradictions, superficialities, and inconsistencies in parental attitudes and behaviors. Feed-back is stressed as being from the counselor's point of view the accuracy of which is left to the parents to decide.

#### Parent Behaviors

(a) Expressivity: Parent expressivity indicates the existence of a non-threatening group climate.

(b) Questioning: Parents question the worth of the counseling sessions.

(c) Sharing: Parents offer their experiences as a guide for other parents in the group.

(d) Utilization of Group: Parents utilize the group situation to explore and express their attitudes and

feelings in relation to counselors, themselves, other parents, and their adolescents.

(e) Self as Guide: Parents generate their own understanding of the meaning of their experiences whereby they become aware of and accept the validity of their experiences as a guide to action.

3. Classification and Evaluation of the Random Audio-Taped Segments

The training program is not completed. Please read the following directives for the evaluation and classification of the random taped segments:

(a) Please listen to each recorded taped segment carefully. Refer to the listed criteria as frequently as needed.

(b) The sound of a bell indicates the completion of each taped segment. You may ask for the segment to be repeated if needed.

(c) Place a check (✓) in the column marked number one (1) if the segment is classified as representative of the Adlerian counseling model.

(d) Place a check (✓) in the column marked number two (2) if the segment is classified as representative of the Rogerian counseling model.

(e) Place a check (✓) in the column marked number three (3) if the segment is classified as not representative of either the Adlerian or Rogerian counseling model.

THANK YOU.

Tape Segments	1 Adlerian	2 Rogerian	3 Non- Classifiable
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Tape-Segments	1 Adlerian	2 Rogerian	3 Non- Classifiable
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Tape Segments	1 Adlerian	2 Rogerian	3 Non- Classifiable
41			
42			
43			
44			
45			

THE ADLERIAN, ROGERIAN, AND CONTROL GROUP DATA  
FOR MOTHERS' AND FATHERS' ACCEPTANCE VS.  
REJECTION, CONTROL VS. AUTONOMY, LAX VS.  
FIRM CONTROL, ADOLESCENT SELF-ESTEEM, AND  
SELF-ESTEEM PARENT SUBSCALE

THE ADLERIAN, ROGERIAN, AND CONTROL GROUP DATA  
 FOR MOTHERS' AND FATHERS' ACCEPTANCE VS.  
 REJECTION, CONTROL VS. AUTONOMY, LAX VS.  
 FIRM CONTROL, ADOLESCENT SELF-ESTEEM, AND  
 SELF-ESTEEM PARENT SUBSCALE

Groups	Mothers					Fathers					Total SEI	SEI Parent Subscale
	Acceptance vs. Rejection	Control vs. Autonomy	Lax vs. Firm	Acceptance vs. Rejection	Control vs. Autonomy	Lax vs. Firm	Acceptance vs. Rejection	Control vs. Autonomy	Lax vs. Firm			
Adler	1.	149.2000	174.4000	59.2000	133.2500	186.0000	61.5000	80.8000	14.0000			
	2.	161.0000	175.4300	51.2900	148.3300	183.0000	49.8300	73.1400	12.8600			
	3.	162.8000	171.6000	52.8000	147.8000	177.6000	49.2000	76.4000	13.2000			
	4.	167.0000	176.3300	49.6700	147.5000	175.8300	51.6700	80.6700	10.0000			
	5.	147.6700	176.5000	51.3300	132.1700	172.3300	56.6700	67.3300	11.3300			
Rogers	1.	166.3300	181.3300	52.3300	145.3300	172.6700	51.3300	74.0000	14.0000			
	2.	170.6700	178.3300	49.3300	152.6700	169.0000	45.6700	72.3300	11.0000			
	3.	145.6000	168.8000	58.6000	138.0000	170.8000	62.4000	74.0000	11.2000			
	4.	162.5000	187.2500	56.5000	152.5000	181.0000	59.7500	71.0000	12.5000			
	5.	146.5000	177.2500	53.0000	137.6700	183.3300	53.3300	76.5000	9.0000			
Control	1.	176.5000	180.8300	54.6700	145.8000	172.2000	61.4000	69.0000	11.6700			
	2.	174.8600	164.1400	52.5700	156.7200	163.7100	55.2900	75.4300	11.1400			
	3.	163.1700	167.6700	47.1700	159.0000	171.0000	50.0000	63.6700	11.3300			
	4.	156.5000	167.3300	51.8300	151.0000	180.4000	51.4000	70.3300	11.6700			
	5.	142.1700	171.3300	60.1700	145.8300	177.0000	55.8300	72.3300	9.3300			

SCORES FOR EACH ADOLESCENT IN THE  
ADLERIAN, ROGERIAN, AND CONTROL GROUPS

SCORES FOR EACH ADOLESCENT IN THE  
ADLERIAN GROUPS

Adler Groups	Mothers			Fathers				Total SEI	SEI Parent Subscale
	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm			
1	153	176	51	137	195	58	80	16	
	160	171	54	131	168	65	88	16	
	151	194	74	144	187	69	82	14	
	130	168	59	121	194	54	68	14	
	152	163	58	-	-	-	86	10	
2	165	173	57	165	182	43	80	14	
	167	168	54	115	189	62	56	10	
	147	195	50	154	190	51	82	16	
	171	182	51	-	-	-	80	12	
	179	165	48	164	180	51	48	10	
	152	183	54	157	185	45	78	12	
	146	162	45	135	172	47	88	16	
3	146	168	43	159	178	40	84	14	
	167	174	49	142	165	40	80	16	
	152	183	56	143	197	55	86	16	
	179	161	52	149	175	57	68	10	
	170	172	64	146	173	53	64	10	
4	146	162	51	127	142	48	88	8	
	167	154	43	142	177	49	92	14	
	127	175	52	116	156	56	88	12	
	183	185	54	134	198	71	68	6	
	161	185	41	164	185	37	86	14	
	218	197	57	202	197	49	62	6	
5	152	185	46	152	189	45	78	14	
	125	160	63	125	168	86	64	8	
	148	190	50	150	191	49	90	16	
	165	158	42	130	173	55	68	12	
	139	190	68	112	157	51	60	10	
	157	176	39	124	156	54	44	8	

SCORES FOR EACH ADOLESCENT IN THE  
ROGERIAN GROUPS

Rogers Groups	Mothers			Fathers				Total SEI	SEI Parent Subscale
	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm			
1	185	188	50	146	190	54	76	14	
	180	174	50	162	173	48	68	12	
	134	182	57	128	155	52	78	16	
2	145	169	49	152	158	39	88	14	
	179	206	63	181	210	60	38	4	
	159	189	50	132	146	55	70	10	
	178	160	44	150	178	40	72	12	
	142	152	46	146	165	39	66	10	
	161	194	44	155	157	41	100	16	
3	114	144	77	94	127	75	64	4	
	146	171	57	141	192	53	82	12	
	124	168	57	162	178	63	86	10	
	179	192	50	118	163	63	68	16	
	165	169	52	175	194	58	70	14	
4	185	190	58	157	176	64	60	12	
	155	190	54	179	186	50	88	12	
	145	184	45	134	171	46	78	14	
	165	185	69	140	191	79	58	12	
5	172	181	54	155	180	52	90	16	
	123	172	45	-	-	-	90	16	
	137	186	60	125	174	43	68	2	
	154	170	53	133	196	65	58	2	

SCORES FOR EACH ADOLESCENT IN THE  
CONTROL GROUPS

Control Groups	Mothers			Fathers				Total SEI	SEI Parent Subscale
	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm	Acc. vs. Rej.	Con. vs. Aut.	Lax vs. Firm			
1	166	195	39	-	-	-	90	16	
	183	188	66	178	205	46	48	10	
	146	175	60	140	165	64	60	8	
	170	184	59	159	168	55	72	16	
	233	156	52	120	181	78	68	6	
	161	187	52	132	142	64	76	14	
2	159	129	45	140	162	59	88	10	
	157	168	75	188	176	51	80	14	
	143	168	51	145	178	63	50	10	
	255	167	43	188	148	51	84	8	
	144	176	56	141	184	60	74	16	
	186	197	56	104	151	67	80	14	
	180	144	42	191	147	36	72	6	
3	190	169	38	195	208	61	80	16	
	150	155	43	187	165	38	68	10	
	143	152	56	118	162	56	74	10	
	167	200	53	164	176	51	54	14	
	158	180	48	-	-	-	78	16	
	171	150	45	131	144	44	28	2	
4	147	186	50	137	190	55	88	16	
	177	157	50	147	177	46	86	14	
	157	142	40	137	147	45	86	16	
	148	168	43	-	-	-	10	0	
	148	164	67	181	198	57	70	10	
	162	187	61	153	190	54	82	14	
5	142	176	70	174	188	64	80	6	
	175	158	52	135	183	63	70	8	
	110	162	77	127	154	60	64	8	
	116	157	71	133	165	63	44	4	
	137	179	53	133	176	47	80	14	
	173	196	38	173	196	38	96	16	

## ABSTRACT OF

The Effectiveness of Family Climate  
On Adolescent Self-Esteem

The purpose of the present study was to investigate empirically the effectiveness of Adlerian and Rogerian family climates on adolescent self-esteem. Fifty-five parents received the Adlerian parent counseling program; thirty-nine parents experienced the Rogerian parent counseling program; and fifty-eight parents received no counseling program. Both Adlerian and Rogerian programs were of ten weeks' duration.

The facilitators for the five Adlerian parent counseling groups and the five Rogerian parent counseling groups were twenty-four graduate students in the Master's counseling program at the University of Ottawa who had received specialized training in either Adlerian or Rogerian theory and methodology. The Adlerian and Rogerian programs were randomly assigned to each pair of counselors.

Following the ten-week program, twenty-nine adolescents whose parents received the Adlerian counseling program, twenty-two adolescents whose parents experienced the Rogerian counseling program, and thirty-one adolescents

whose parents received no counseling program were administered Schaefer's Children's Report of Parental Behavior: An Inventory and Coopersmith's Self-Esteem Inventory, thereby determining their perception of the family climate and measuring their level of self-esteem. Ten weeks later as a follow-up measure sixty-eight adolescents were re-administered the Self-Esteem Inventory.

The pre-, post-, and ten-week follow-up data on self-esteem were analyzed using separate univariate analyses of variance. Three separate multivariate analyses of variance were completed on three pairs of mothers' and fathers' acceptance versus rejection, autonomy versus control, and firm versus lax control. No significant results were obtained and the research hypotheses were not supported.

However, significant differences were reported from the results of a "t" test on adolescent self-esteem on all groups, pre-, post-, and follow-up. The unexpected research results may be due to the use of parent volunteers as research subjects. Following the discussion of results, a number of recommendations were made regarding replicating or expanding the present study.