

TRAINING PARENTS OF LEARNING DISABLED CHILDREN  
IN FACILITATIVE COMMUNICATION SKILLS

A DISSERTATION

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We hereby recommend that the dissertation prepared under  
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## INTRODUCTION

The school psychologist and elementary school counselor can be viewed as working with three different groups of clients: children, teachers, and parents. Developmental programs are available for group work with children (such as DUSO, SRA Focus, Magic Circle). A segment of the pupil-clients may even be subgrouped as those who are in special education. In Texas, the Plan A concept created a new type of intervention program for children with learning disabilities in which the children remain in the main stream, but receive special instruction in their deficit areas from a special education teacher. The children actually constitute a large proportion of the school psychologist's and counselor's caseload. Contact with the parents of these children is usually on a negative basis. Gilmore (1974) suggested an alternative model for the school psychologist (or counselor) parent contact to a consultation model with the goal being to facilitate parents' use of problem-solving behavior based on their present skills. Bricklin (1970) found that parent guilt emerges rapidly in counseling parents of children with learning disabilities and they must learn to face these feelings. The need for parents to

learn to really listen to the child and become accurate observers was stressed.

Involvement of parents in special education programs in the past has met with some success (Adamson, 1972; Baker, 1970; Bricklin, 1970; Carkhuff and Bierman, 1970; Kelly, 1973; McPhail, 1972; McWhirter, 1974; Rose, 1974; Rose, 1974; Runyan, 1972; Studholme, 1964; Sundstrom, 1967). Shaw (1969) explored the feasibility of parent group counseling in elementary schools and found the major parental concerns changing during the course of the sessions from control of child behavior to an increasing concern for the child as a separate entity. Two major factors appeared to differentiate schools with high and low amounts of parent group participation: socioeconomic and ethnic composition and the principals' attitude toward guidance.

#### Program Models

Larson (1972) found that parent effectiveness training did improve family communication among junior high parents and their children. Baker (1970) in applying the Truax and Carkhuff Scales to play therapy and maternal counseling found that those mothers who received training in facilitative skills improved in their ability to interact with their children in a play modality. McWhirter and Kahn (1974) reported on an extensive program in the Devereux Day School in Scottsdale, Arizona. Part of the tuition at the private

school for children with learning disabilities includes a compulsory fee for a parent training group program. The purpose was to train parents in skills of active listening and conflict resolution using the models presented in Gordon (1970) and Carkhuff (1973). Evaluation of this program, unfortunately, was based upon value judgments rather than a well designed research methodology. The content of the training sessions closely resembles the training procedures to be used in the study proposed herein, however, with the important difference being that rigorous research techniques will be used to evaluate the effectiveness of the training procedures in the present study.

McPhail (1972) found that by adding a parent training component to an existing learning disability program, increased academic improvement in the students was observed. Similar results were observed in Rogers, Arkansas (Penn & Bolding, 1974) with group counseling sessions for parents and teachers. In this project, counselors used active listening as a primary reinforcer for participation in group discussions as well as a modeling technique for the training of facilitative skills. Using the Metropolitan Achievement Test as one criterion measure, the children of these parents showed some evidence of consistent gains.

Sundstrom (1967) using a parent training program emphasizing contingency management techniques hypothesized that



during reading instruction underachievers whose parents simultaneously undergo psychological training will make significantly greater gains in reading proficiency than underachievers whose parents do not undergo such training. He only found limited support for this hypothesis, but he did find support for attitude change in the parents toward their child's disability in a positive direction according to an analysis of the Parent Attitude Research Instrument (PARI) for Factor II.

#### Generalizability of Programs

Difficulty in the generalizability of the training to natural (or field) settings has been a recurring problem. Carkhuff and Bierman (1970) suggested that training with the children be stressed. Stearn (1971) assessed the parent training model of Gordon (1970) to determine if PET changed parent attitudes regarding family life. While findings indicated that the experimental group of parents became more democratic, the perception of the parent's acceptance by the child remained low. There was no positive relationship between the democratic attitudes of the parents and the perceived acceptance by the child. Although parents were given homework assignments to practice listening skills with their children, no actual attempt was made to assess the effectiveness of this procedure. An attempt in the present study was made to make this assessment.

A survey of the results of research studies consistently has indicated that the facilitative level of functioning of significant others (parents, teachers, counselors, therapists) is highly correlated with the level of functioning of children, students, or clients (Aspy, 1972; Aspy & Roebuck, 1972; Carkhuff, 1967; Carkhuff, 1971; Kratochvil, Carkhuff, & Berenson, 1969). The value of using an already established significant other (parents) rather than developing a new significant other (counselor) as an effective change agent has been suggested by Carkhuff (1971). Wagner (1973) emphasized that the learning disabled child should not be treated separate from the entire family constellation. Treating the child in isolation emphasizes his already low-esteem separate position in his family. Goodman (1975) pointed out the effectiveness of modeling in changing behaviors, with the parent as the most effective change agent. Several successful programs teaching parents a learning theory based (behavior modification) approach to child management have been reported in the literature (Horne, 1974; Peine & Munro, 1973; Rose, 1974; Wilhelm, 1972; Zwick, 1974), with the emphasis on the fact that parents are the most effective agents of change. Strom (1974) in his review of the literature reported that parents appear to be the greatest single influence on the child's self-concept



and language development. This has been evidenced in a shift from Head Start programs to Home Start programs in the past few years. Strom's Toy Talk as a medium for adult-child conversation appears to be a logical downward extension of facilitative levels of communication skills to the pre-school age level.

Taylor and Hoedt (1974) found that an indirect approach (Adlerian group counseling with significant adults) was more effective in reducing behavior problems than the direct approach of working with the child himself. Gilmore (1967) reached a similar conclusion in a study of parental counseling and academic achievement. It appears that the responsibility which the parents take for the development of the child's skills is a very significant factor in causing variability in academic achievement. Cook (1970) also found the most effective way of helping underachieving ninth-grade students to improve their desire to learn and their school marks was to work with the parents only in small group discussions.

#### Methods of Training

Different techniques have been used with parent groups. Behavior modification approaches have been taught to parents through the use of teaching exercises, role-playing, modeling, and programmed texts (Horne, 1974; Rose, 1974;

Sundstrom, 1967; Wilhelm, 1972). Beals (1974) used a role-playing approach to promote group discussion and learning among parents.

Several approaches have been based on PET (Gordon, 1970) which used didactic lectures, role-playing, practicing of specific skills in group situations, and outside class assignments (Lillibridge, 1972; McPhail, 1972; McWhirter & Kahn, 1974; Stearn, 1971; Thompson & Patrick, 1975). DeRosis (1970) trained school counselors to conduct parents groups using the group techniques of identification (identify what the problem actually is), planning (alternatives suggested and discussed), and action.

Adlerian based parent study groups have been used in working with children with extreme reading problems (Runyan, 1972) and with behavior problems (Taylor and Hoedt, 1974). Also along Adlerian lines are the "C" groups described by Dinkmeyer (1973). These groups are courses in child rearing with the group discussions topic centered (Dinkmeyer & McKay, 1974). He saw the counselor-group leader as having developed competencies in group processes and communication, specifically: systematically exploring specific parent-child interactions; utilizing therapeutic forces of the groups to promote development of members; understanding the meaning of behavior; clarifying, confronting, and obtaining

commitments from parents; encouraging parents to become aware of their strengths and to utilize the strengths of their children.

Carkhuff's training model which has proven so effective in training lay professionals (Carkhuff, 1967, 1968a, 1969b, 1971a; Carkhuff & Banks, 1970; Carkhuff & Griffin, 1970) has also been used to train parents in communication skills (Carkhuff, 1971b; Carkhuff & Bierman, 1970; McWhirter & Kahn, 1974; Penn & Bolding, 1974). Several of these studies have used the Carkhuff training model in conjunction with Gordon's (1970) parent effectiveness training model. The level of functioning of the trainer is considered a significant variable in the Carkhuff model which focuses attention on the core dimensions of empathy, congruence, and positive regard from the writings of Carl Rogers (1961). Modeling is therefore an important component as well as didactic teaching and shaping of behavior. Role playing is also used in a systematic manner. This particular model has proved itself quite applicable to research designs requiring rigorous techniques due to its objective nature in being able to put affective components into operationally defined terms.

#### Problems in Research

It appears established in the literature that parents are an important variable to be considered in any program

with their children. In public and private school situations where some type of systematic parent training has been attempted, gains have been reported in various areas ranging from self-esteem of the parent and child to academic achievement gains of the child. The degree of improvement has varied considerably, perhaps due to a failure on the part of the researcher to consider the trainer as a very important variable in the study. Carkhuff (1969c) has summarized research in this variable which clearly shows it to be a most critical component in any study. Carkhuff and Berenson (1967) summarized the scales developed by Truax and Carkhuff and found them to be a viable means of assessing the functioning level of the trainer (or parent, counselor, or therapist). These same scales also are applicable in assessing the growth of helpers-in-training such as lay counselors, school counselors, and parents.

Another difficulty observed in interpretation of research results has been the source of validation of parents generalizing the skills they learn in training to interaction with their child. Carkhuff and Bierman (1970) made a clinical observation of the parent interacting with the child in a play therapy modality as a final assessment of training outcome, and recommended earlier and more frequent assessment of the actual interaction of parents and child. A possible means of accomplishing this is through the use



of audio tape recordings, similar to the methods used by Aspy (1972) to assess teacher functioning. Teachers were required to submit an hour length tape each week of a reading lesson with their students. Among the various ratings was an evaluation of the tape as to level of functioning on the Truax and Carkhuff scales in communication and discrimination skills. This technique is also used for training counselors (Carkhuff, 1969a).

Parent study methods using behavior modification have appeared successful in managing behavior problems and the multiple baseline designs are able to satisfy rigorous research analysis requirements; however, the Carkhuff training model appears to be more applicable in the analysis of an affective variable such as interpersonal family communication skills. The actual training procedures used in the Carkhuff model included several techniques using learning theory such as modeling and shaping of skills.

#### Purpose of Study

The purpose of the study was to test the following research hypotheses: (1) parents will be able to learn facilitative communication skills as demonstrated by a significant gain on the Communication and Discrimination Indexes developed by Carkhuff (1969b), (2) parental attitudes of the training group will change in a facilitative direction as measured by a semantic differential

specifically constructed for this study, (3) attitudes of those students whose parents have undergone training will change in a facilitative direction as measured by a semantic differential specifically constructed for this study, (4) achievement of those students whose parents have received training will be significantly greater than those not trained, (5) attendance of those students whose parents were trained will be significantly higher than those not trained.

#### METHOD

##### Subjects

The parents of children in Plan A Resource Rooms in four elementary schools in a large metropolitan North Central Texas school system and in six elementary schools located in a suburban North Central Texas school system were the pool of subjects used in this study. Permission was obtained from the school administration in each district to conduct the study. The schools varied in size from a total school population of 200 to over 500. The children in the large school system were bused and therefore a full range of socio-economic levels and racial composition was present. The suburban district was much more limited with mainly a white population of lower-middle to upper-middle class. Two of the schools had a Spanish-surname minority of about 15 per cent. The suburban district had administered the

Otis-Lennon Mental Ability Test. The metropolitan district does not administer group ability tests; however, a Stanford-Binet or Wechsler Intelligence Scale for Children had been administered to each child in the study from this district. For those children from whose parents complete pre and post test data were obtained, the I.Q ranged from 76 to 123, with a mean of 89.7.

### Procedures

Obtaining subjects. A letter of invitation was sent home during the first week of November, 1975, to the parents of all children enrolled in the Resource Rooms in the participating schools. This letter also included a release form giving consent for release of information from the student's records concerning level of achievement and estimated ability level (see Appendix A). Parents were asked to return the consent form for two conditions: (1) if they wanted to participate in the training but would complete a Parent Survey (Appendix B). Of a total Resource population of 369, 135 parents returned the form, with 64 students' parents indicating a desire to participate. Eight of these forms were returned after the deadline and the study had already begun. Thirty-six of these returns were from the suburban district and 20 were from the large metropolitan district. In other returns, the parents while not wanting



to participate in the training sessions, did agree to complete the parent survey and allow their children to be tested. In a previous study involving a parent education program conducted in the same suburban district, Overman (1974) sent letters to the parents of each child enrolled in grades 2-4 in 9 elementary schools (total N about 2700) and received 350 replies, with 292 indicating a desire to attend and 30 parents actually receiving training.

Randomization. Those parents indicating a desire to participate in the parent training groups (N = 56) were randomly assigned by means of a table of random numbers to either a treatment or a volunteer control group. The returned consent forms were coded for this purpose and to insure the privacy of the participants. An equal number of non-volunteer parents (those parents who did not wish to participate in the parent study groups, but did return the consent form) were randomly selected from the available pool of non-volunteer respondents. These parents were sent home (by mail in the large school system and in a sealed envelope by the child in the suburban district) the parent survey during the second week in November. Follow-up letters and phone calls were made after 10 days to those parents who had not returned the surveys. Of the 84 surveys sent, 52 were returned.

Derivation of parent scores. The first session and the last session included an assessment of the level of functioning in communication and discrimination skills of the participants using the assessment procedure developed by Carkhuff (1969b) and reproduced in Appendix D. The Communication Index consists of 16 stimulus conditions in which a hypothetical helpee presents a problem. The responses to these stimulus expressions are evaluated on a scale from one to five, with three being the minimum facilitative level. To check the reliability of the ratings, two raters independently rated the Index with a 95% inter-rater reliability. The Discrimination Index presents the same stimulus conditions, with four responses (taken from actual tapes of counseling sessions) following each problem. The subject is asked to rate each of these responses on a scale from one to five, with three being the minimum facilitative level. The subject is rated on his deviation from the standardized norms for each response (Carkhuff, 1969b). The volunteer control group also received copies of the Indexes. Several returns on the Indexes were not scoreable due to misinterpretation of the directions. These were returned for correction if feasible. Three parents (two in the training group and one in the volunteer control group) refused to complete the Indexes, saying the language and problem situations were offensive. This reaction to the Indexes is not reported

in the literature. The large metropolitan area in which the present study took place is primarily conservative and previous studies involving general populations (and parents in particular) had been conducted in the Northeast (Carkhuff, 1969b). Following these objections, the metropolitan district informed any parents who had not returned the indexes to disregard them if found objectionable. As a result, four parents returned only the pre Discrimination Index and three completed only the post evaluation Communication Index. Thus, only 20% returned both the pre and post test forms.

Parent Surveys were sent to all three groups for completion. No objections were made to this form and the return was much greater (64% for the pretest). Follow-up letters and phone calls were made after about 10 days. The post test Parent Surveys were sent only to those who had returned the pre test Survey, with a return rate of 67%.

Derivation of children scores. A semantic differential based on the same concerns as in the parent form, but from the child's view-point was given to the children of every parent (N = 84) who received the pre test Parent Survey. Due to probable reading problems, this measure was read to the students by the educational diagnostician serving the particular school. The diagnostician also administered the

Wide Range Achievement Test (WRAT) for an evaluation of the student's achievement level in Spelling, Reading, and Arithmetic. These same measures were again given in early March to those children whose parents had received the post test Parent Surveys. It was necessary to require this amount of time lapse between testing so that real gains in achievement could be observed and not simple test-retest variability. Because the diagnosticians had heavy case loads at mid year, this researcher did all the post testing.

Training. The training sessions for the parents were conducted by four professionals highly trained in the Carkhuff method. These trainers had conducted training sessions for teachers and counselors in several states. Two of the trainers had developed the Listening Skills Modules to be used in training parents. The Listening Skills Modules were developed as a part of the Parental Involvement Component of Communication Skills: Primary Level by the Louisiana Educational Laboratory (Louisiana State Department of Education, 1973). These modules systematically present skills based on the training techniques of Carkhuff (1969a). Skill development is divided into two main parts: prehelping, which includes the skills of attending, observing, and listening; and helping, which includes the skills of responding (making interchangeable responses and additive understanding) and initiating



(problem solving, program planning, and program implementation). Specific directions to the trainer and the modules themselves are contained in Appendix C. Six training sessions two hours in length were conducted by the trainers. Sessions were held once each week at each individual district for six weeks at a time most convenient for the trainer and the parents. These turned out to be a Thursday morning in the large metropolitan district and a Tuesday evening in the suburban school district. The sessions were held in a meeting room of a local church in the large metropolitan school district and in a school cafeteria in the suburban district. Sessions began the third week in November and continued into January with a three-week break starting the week before and during the Christmas holiday. Of the 28 parents placed in the treatment group in the randomization procedure, 20 parents actually showed for training, with 7 completing training in the large metropolitan district and 5 in the suburban district.

Attendance. The average daily attendance for each six week period in previous years of attendance in the school district was computed and used as a pre-evaluation measure. The average daily attendance for the period during which this study was conducted (60 school days) was computed and used as the post-evaluation measure. The gain score

between the pre and post evaluations was the data used in the analysis.

Semantic Differentials. Parent and Child Surveys constructed for this study were composed of fifteen stimulus items each followed in each case by eight adjective pairs. Adjective pairs chosen were those high on the evaluative component as reported in the Semantic Atlas (Snider & Osgood, 1969). The intensity of a rating is indicated by the position of a subject's check mark on a seven-step scale where four is the neutral position. The stimulus items chosen were those problems often reported by parents (Brantley, 1969; Burks, 1973; Cubbe, 1965; McWhirter & Cabanski, 1972; Wagner, 1973). The problems were: irritation problems (hyperactivity, dependency, physical punishment), living together (family meetings and discussions, family outings, the child's friends), school (helping with homework, the present school situation, reading problems, the child's ability to learn, remedial classes, physical punishment by the teacher), and knowing my child (communication, the child's goals, the child's feelings). Appendix B contains both the Parent Survey and the Child Survey.

## RESULTS

The design for this study contained three groups: treatment, volunteer control, and non-volunteer control.

These three groups were constructed with the purpose of two preplanned (or a priori) comparisons intended. Specifically, comparison of the treatment group (parents trained in facilitative communication skills) to the other two non-treatment groups, and comparison of the volunteer control group to the non-volunteer control group. The minimum required level of significance was set at  $p < .05$ . Carkhuff's Communication and Discrimination Indexes, the semantic differentials for the parents and children, the Wide Range Achievement Test, and the average daily attendance of the students were dependent variables.

#### Carkhuff Indexes

Analysis of the Carkhuff Indexes was made separately for the treatment group versus the volunteer control group by means of a two sample  $t$  Test on the gain scores (Glass & Stanley, 1969). The non-volunteer control group did not complete the Indexes since the purpose of using the Indexes was to assess the level of training in communication skills and was therefore given to those who desired training. Because of the difficulties previously discussed, the number of completed pre and post evaluations was small and the results are of limited generalizability. The Communication Index gain score for the treatment group was significantly greater ( $p < .001$ ) than that for the volunteer control group. There were no differences in the gain scores of



deviations from the standardized response on the Discrimination Index. Tables 1 and 2 summarize the analysis of this data.

### Surveys

The Surveys could be analyzed in terms of total scores for each concept (range from 8 to 56), score total for the four apparent concept factor groupings, and a total score (range 120 to 840). Within each stem the variability for each adjective pair could possibly balance each other from one administration to the other, thus giving the appearance of no change if not accounted for in analysis of the concept and total score. It therefore appeared necessary to provide for the analysis of the change for individual adjective pairs for each stimulus item to ascertain if such a counterbalancing was taking place. The distance or change between each concept, and each of the four factor groupings, was determined by the  $\underline{D}$  measure of profile similarity, where  $\underline{D}$  is the square root of the sum of the squared distances between coordinate items on the two profiles (Cronbach & Bleser, 1953; Osgood, 1952). This  $\underline{D}$  value was the statistic which was then used to determine pre and post test changes attributable to the treatment procedure. The rank order correlation coefficient,  $\underline{\rho}$ , could be used, but may be considered as a special case of  $\underline{D}$  in that it reflects only profile similarities (shape) while the  $\underline{D}$  statistic

Table 1

Comparison of Gain Scores on the Communication Index  
For Treatment and Volunteer Control Groups

Subject	Facilitative Level		Gain Score
	Pre	Post	
<u>Treatment Group</u>			
1	1.78	2.73	0.95
2	1.81	2.91	1.10
3	2.16	2.53	0.37
4	1.94	2.94	1.00
5	2.00	2.75	0.75
			$\bar{X} = -0.8340$
			$s^2 = 0.08353$
<u>Volunteer Control</u>			
1	2.59	1.72	-0.87
2	1.84	1.34	-0.50
3	1.81	1.38	-0.43
4	1.69	1.54	-0.15
5	1.56	1.36	-0.20
6	1.34	1.09	-0.25
7	1.75	1.88	0.13
8	1.84	1.53	-0.31
			$\bar{X} = -0.3225$
			$s^2 = 0.08539$
$t = 6.97023^*$			

\*  $p < .001$

Table 2

Comparison of Gain Scores on the Discrimination Index  
For Treatment and Volunteer Control Groups

Subject	Absolute Deviation		Gain Score
	Pre	Post	
<u>Treatment Group</u>			
1	0.80	0.65	-0.15
2	0.89	1.02	0.13
3	0.85	0.53	-0.32
4	1.13	0.80	-0.33
5	1.84	0.62	-1.22
6	0.99	0.90	-0.09
			$\bar{X} = -0.33$
			$s^2 = 0.21876$
<u>Volunteer Control</u>			
1	1.40	1.56	0.16
2	1.13	1.13	0.00
3	1.45	1.38	-0.07
4	1.21	1.10	-0.11
5	1.25	1.16	-0.09
6	1.47	1.40	0.07
			$\bar{X} = -0.03$
			$s^2 = 0.01004$

$$t = -1.53633$$

takes into account both the absolute discrepancy and the profile similarities (shape, scatter, and elevation). The four main subscale total gain scores and the D scores for the four subscale scores were used in the analysis. Table 3 gives the ANOVA Summary Table for the D value gain scores for each of the four problem areas and the total gain scores for the four problem areas. The critical F value is  $F_{.05}(2,33) = 3.29057$ . None of the results was significant.

#### WRAT

The Wide Range Achievement Test (WRAT) yielded three subtest scores: Reading, Spelling, and Arithmetic. The grade placement scores were used for the analysis of gain scores. Table 4 gives the ANOVA Summary Table for the gain scores. The critical F value remains the same at 3.29057. None of the results was significant.

#### Attendance

The effect of parent training on the average daily attendance was not found to produce significant change. These children tended to have very good attendance regardless of the group they were in. Even with the flu epidemic during the course of the 60 school days this study encompassed, no child in any group missed more than four days. Table 5 gives the ANOVA Summary Table for the attendance values.

Table 3

ANOVA Summary Table for D Value Gain Scores and Total Value Gain Scores  
for Parent Survey and Children Survey

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Variable 1: <u>D</u> value for Irritation Problems, Parent Survey				
Between	12.6447	2	6.3224	0.4660
Within	447.7499	33	13.5682	
Total	460.3946	35		
Variable 2: <u>D</u> value for Living Together, Parent Survey				
Between	32.2524	2	16.1262	1.0841
Within	490.8906	33	14.8755	
Total	523.1430	35		
Variable 3: <u>D</u> value for School Problems, Parent Survey				
Between	47.8969	2	23.9484	1.5070
Within	524.4134	33	15.8913	
Total	572.3103			

Table 3 (continued)

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Variable 4: <u>D</u> value for Knowing my child, Parent Survey				
Between	9.4824	2	4.7412	0.6319
Within	247.5852	33	7.5026	
Total	257.0677	25		
Variable 5: <u>D</u> value for Irritation Problems, the Children Survey				
Between	133.0826	2	66.5413	2.9958
Within	732.9837	33	22.2116	
Total	866.0663	35		
Variable 6: <u>D</u> value for Living Together, the Children Survey				
Between	97.0390	2	48.5195	3.2017
Within	500.0872	33	15.1542	
Total	597.1262	35		



Table 3 (continued)

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Variable 7: <u>D</u> value for School Problems, the Children Survey				
Between	123.2897	2	61.6448	2.1471
Within	947.4629	33	28.7110	
Total	1070.7526	25		
Variable 8: <u>D</u> value for Knowing my child, the Children Survey				
Between	365.9661	2	182.9830	1.4257
Within	4235.4116	33	128.3458	
Total	4601.3777	35		
Variable 9: Total Score, Irritation Problems, Parent Survey				
Between	2486.8889	2	1243.4444	3.0778
Within	13332.0833	33	404.0025	
Total	15818.9722	35		



Table 3 (continued)

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Variable 10: Total Score Living Together, Parent Survey				
Between	1590.3889	2	795.1944	1.4559
Within	18024.1667	33	546.1869	
Total	19614.5556	35		
Variable 11: Total Score School Problems, Parent Survey				
Between	3552.8889	2	1776.4444	1.4239
Within	41170.3333	33	1247.5859	
Total	44723.2222	35		
Variable 12: Total Score Knowing my child, Parent Survey				
Between	248.1667	2	124.0833	0.8015
Within	18385.8333	33	557.1465	
Total	18634.0000	35		

Table 3 (continued)

Source	Sum of Square	Degree of Freedom	Mean Square	F Ratio
Variable 13: Total Score Irritation Problems, the Children Survey				
Between	2140.0556	2	1070.0278	1.0749
Within	32849.8333	33	995.4495	
Total	34989.8889	35		
Variable 14: Total Score Living Together, the Children Survey				
Between	977.3889	2	488.6944	1.1662
Within	13838.1667	33	419.0354	
Total	14805.5556	35		
Variable 15: Total Score School Problems, the Children Survey				
Between	6922.8889	2	3461.4444	0.2485
Within	459743.3333	33	13931.6162	
Total	466666.2222	35		

Table 3 (continued)

Source	Sum of Squares	Degree of Freedom	Mean Square	<u>F</u> Ratio
Variable 16: Total Score Knowing my child, the Children Survey				
Between	236.0556	2	118.0278	0.1671
Within	23303.5000	33	706.1667	
Total	23539.5556	35		

Table 4

## ANOVA Summary Table for Wide Range Achievement Test Gain Scores

Source		Sum of Squares	Degree of Freedom	Mean Square	F Ratio
Spelling					
	Between	0.8517	2	0.4258	1.6579
	Within	8.4758	33	0.2568	
	Total	9.3275	35		
Reading					
	Between	0.5067	2	0.2533	0.7029
	Within	11.8933	33	0.3604	
	Total	12.4000	35		
Arithmetic					
	Between	1.1622	2	0.5811	1.8355
	Within	10.4475	33	0.3166	
	Total	11.6097	35		



Table 5

## ANOVA Summary Table for Attendance Gains

Source	Sum of Squares	Degree of Freedom	Mean Square	F Ratio
Between	0.0015	2	0.0008	0.3219
Within	0.0794	33	0.0024	
Total	0.0809	35		

Comparison of Treatment Means

Comparison among treatment means was based on a priori contrasts. The mean of the treatment group (those parents receiving training in facilitative communication skills) was compared to the average of the means of the volunteer control and non-volunteer control groups for each variable. A comparison was also made between the means of the two control groups on each variable. Planned comparisons can be made whether the omnibus  $F$  is significant or not and may each be evaluated at the same per comparison error rate set for this study at .05. With a total  $N$  of 36 in this study and 3 treatment groups, the critical value for contrasts performed on linear combinations of variables was  $F_{.05(1,33)} = 4.14507$ . Table 6 summarizes the results of the treatment versus control group comparisons. The only variable to

Table 6

Comparison of the Gain Score Means Between the Treatment Group  
and the Average of the Means of the Two Control Groups

Variable	Mean Square: Contrast	Mean Square: Error	F Ratio
Parent Survey: <u>D</u> Values			
Irritation	5.37392	13.5682	0.39607
Living Together	26.45030	14.8755	1.77811
School	2.32848	15.8913	0.14653
Knowing My Child	8.39000	7.5026	1.11828
Children Survey: <u>D</u> Values			
Irritation	13.5553	22.2116	0.61028
Living Together	12.7765	15.1542	0.84310
School	35.2363	28.7110	1.22728
Knowing My Child	10.5341	128.3458	0.00779

Table 6 (continued)

Variable	Mean Square: Contrast	Mean Square: Error	<u>F</u> Ratio
Parent Survey: Total Score			
Irritation	2426.7300	404.0025	6.0071*
Living Together	22.2223	546.1869	0.04069
School	1386.8900	1247.5859	1.11166
Knowing My Child	1.12504	557.1465	0.00202
Children Survey: Total Score			
Irritation	1369.3900	995.4495	0.00100
Living Together	387.3480	419.0354	0.92438
School	1701.3900	13931.6162	0.12212
Knowing My Child	193.3890	706.1667	0.27386

\*  $p < .05$

Table 6 (continued)

Variable	Mean Square: Contrast	Mean Square: Error	<u>F</u> Ratio
WRAT:			
Spelling	0.04496	0.2568	0.17508
Reading	0.50008	0.3604	1.38757
Arithmetic	0.68056	0.3166	2.14959
Attendance	0.00007	0.0024	0.03162

reach significance was the ninth variable, the total subscale score on the Parent Survey for irritation problems (hyperactivity, dependence, physical punishment by the parent), which suggest more tolerance toward the child in these areas. Table 7 summarizes the comparison between the two control groups. Two variables reached significance in this comparison. The D values on the Children's Survey for the subscales of irritation problems and living together were both significant.

#### Analysis of Data

The program used for the analysis of the data was from the North Texas State University Statistical Library ST001: Analysis of Variance (one-way design), revised June, 1975. The means for the gain scores and the standard deviations are given in Table 8. The raw score data for the Parent and Child Survey subscale total scores is located in Appendix E.

### DISCUSSION

#### Communication Index

It was anticipated that the parents who received training in facilitative communication skills would be able to demonstrate their ability to make responses at a minimum facilitative level following training. The Communication Index (Carkhuff, 1969b) has been devised,



Table 7  
Comparison of the Gain Score Means Between the Volunteer  
Control and Non-Volunteer Groups

Variable	Mean Square: Contrast	Mean Square: Error	F Ratio
Parent Survey: <u>D</u> Values			
Irritation	7.2710	13.5682	0.53589
Living Together	5.8017	14.8755	0.39001
School	45.5699	15.8913	2.86760
Knowing My Child	0.6835	7.5026	0.09110
Children Survey: <u>D</u> Values			
Irritation	119.5320	22.2116	5.38151*
Living Together	84.2630	15.1542	5.56037*
School	88.0500	28.7110	3.06677
Knowing My Child	355.4350	128.3458	2.76935

\*  $p < .05$

Table 7 (continued)

Variable	Mean Square: Contrast	Mean Square: Error	F Ratio
Parent Survey: Total Score			
Irritation	60.1680	404.0025	0.00248
Living Together	1568.1700	546.1869	2.87112
School	2166.0000	1247.5859	1.73615
Knowing My Child	246.7830	557.1465	0.44294
Children Survey: Total Score			
Irritation	770.6200	995.4495	0.77414
Living Together	590.0800	419.0354	1.40819
School	5221.5000	13931.6162	0.37480
Knowing My Child	42.6709	706.1167	0.06043

Table 7 (continued)

Variable	Mean Square: Contrast	Mean Square: Error	<u>F</u> Ratio
WRAT:			
Spelling	0.0056	0.2568	0.02181
Reading	0.0065	0.3604	0.01815
Arithmetic	0.08038	0.3166	0.26153
Attendance	0.0015	0.0024	0.61667

Table 8

Means and Standard Deviations for the Gain Scores on the  
Parent Survey, Children Survey, WRAT, and Attendance

Variable	Means			Standard Deviations		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
1	8.03	7.76	6.66	3.064	4.417	3.436
2	7.77	6.34	5.35	4.165	3.804	3.579
3	10.99	11.82	9.07	4.310	3.711	3.915
4	7.50	6.62	6.29	2.642	2.749	2.822
5	12.14	13.09	8.62	5.692	4.420	3.834
6	6.74	9.87	6.12	4.314	3.860	3.456
7	11.83	15.85	12.02	6.406	5.529	3.812
8	10.32	15.32	7.62	3.995	18.955	3.129
9	8.58	10.42	7.25	18.579	24.784	15.892
10	1.50	7.92	-8.25	31.908	18.618	16.548
11	3.50	-0.17	-19.17	32.439	39.508	33.609
12	2.25	5.08	-1.33	28.760	19.299	21.723

Table 8 (continued)

Variable	Means			Standard Deviations		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
13	3.67	-15.08	-3.75	39.846	27.720	25.103
14	2.75	-9.17	0.75	11.395	27.801	18.825
15	3.50	32.83	3.33	36.230	198.231	34.447
16	-1.83	-8.08	-5.41	31.144	30.973	13.754
17	0.26	0.00	0.37	31.144	0.416	0.512
18	0.47	0.20	0.23	0.0930	0.276	0.375
19	0.44	0.01	0.29	0.547	0.618	0.518
20	-0.01	-0.02	0.00	0.043	0.061	0.040



standardized, and validated in empirical research to the extent that the communication assessments derived from responses to the stimulus expressions appear to be a most valid means of evaluating persons equipped to function effectively in the helping role. An analysis of the gain scores of the treatment group on this index (see Table 1) revealed a highly significant change in response levels toward a more facilitative level. The post Index group mean of 2.77 is comparable to that found by Carkhuff (1969b) for experienced counselors. It was most unfortunate that some of the trainees found the stimulus expressions to contain language and situations which they found to be objectionable and that the number of complete pre and post evaluations was so small. This reaction had not been reported in the literature, which contained several studies in which the lay-public was assessed, including Indexes which were mailed to the subjects. It is to be remembered that the previous studies all took place in the Northeast, while this study took place in North Central Texas, a highly conservative area. While objecting to the Index, the parents did attend the sessions and expressed positive feelings concerning the training procedures. Approximately ten per cent of the parents in the volunteer control group did not complete the Index correctly and were dropped from the study. It was necessary to make follow-up phone calls

to about 25% of the volunteer control group to encourage return of the Indexes. Reasons for not returning the Indexes included not enough time, inability to understand the directions, and objection to the language and stimulus expressions. Of the original 28 subjects assigned to the volunteer control group, 8 completed both the pre and post Communication Indexes, while 12 completed both pre and post Parent Surveys. A comparison of the post Communication Index scores of those parents in the treatment group who did not complete the pre Communication Index but did do a post Communication Index ( $N = 3$ ) to those who had complete data indicated no significant difference between the two groups (see Table 9).

Table 9

## Comparison of Post Communication Index Scores

Group	N	Mean	Variance	$t$
Complete Data	5	2.77	0.0415	2.10002
Post Test Only	3	2.50	0.0100	

To ascertain if there were any differences between parents dropping out of the sessions and those completing

training, the pre Communication Index scores for those who completed training and those who dropped out were compared using a two sample  $t$  Test. No significant differences were found. Table 10 shows the data.

Table 10

Comparison of Pre Communication Index Scores Between  
Parents Completing Training and Drop-Outs

Group	N	Mean	Variance	$t$
Completing Training	5	1.938	0.02413	2.18927
Dropping Out	7	1.69	0.0463	

The drop-outs gave several reasons: divorce, eye surgery, and a church meeting time conflict. Both married couples dropped, stating time conflicts for the husband as the reason. A curious result was found for the married couples in that they each had the same score as the spouse on the pre Communication Index.

The Discrimination Index, a measure of the ability to rate the facilitative level of another person's response, did not show a significantly acceptable amount of gain in those trained over those not trained. In both groups, the level of discrimination for both groups was higher than

the previously reported in the literature for parents on both the pre and post testing. Therefore, while training in facilitative communication skills did significantly improve the ability to formulate facilitative responses, it did not significantly improve the ability to rate the facilitative level of another person's response.

#### Semantic Differential

The problem areas which composed the Parent Survey, a semantic differential constructed specifically for this study, fell into four basic areas: irritation problems (hyperactivity, dependency, physical punishment), living together (family meetings and discussions, family outings, the child's friends), school (helping with homework, the present school situation, reading problems, the child's ability to learn, remedial classes, physical punishment by the teacher), and knowing my child (communication, the child's goals, the child's feelings). These were analyzed both for D score values and for the total score on each of the four areas. None of the D score values reached accepted significance levels. The total score for the first area, that of irritation problems, did show a significantly different score for the treatment group when compared to the average of the mean scores for the two control groups. The mean total score for the treatment group on the post test was actually less (mean gain -8.58333) which suggests that the training produced more tolerance in concern for irritation problems.



The Children's Survey was constructed to evaluate any possible effects on the attitudes of the students of having their parents receive training in facilitative communication skills. During administration of this measure, the diagnosticians were asked to give an opinion as to how well the child appeared to understand the nature of the task. In general, a mental age of at least eight appeared to be necessary for comprehension of what the task involved. One item, XI. What I Want, was determined to be too ambiguous, and the evaluators substituted the phrase "What I will probably be doing in ten years" orally in its place. The assessment needs of this study did not call for an in-depth analysis of the responses on the survey measures; however, there is obviously a great deal of additional analysis that could be done on these measures in isolation from the main concern of this study--that of evaluating a parent training procedure. It is felt that the randomized nature of the design allows use of this measure for this purpose. The comparison between the two control groups indicated that significant differences in the D score were present in the problem areas of Irritation and Living Together on the Children's Survey. As in previous studies, the training procedure did not appear to significantly change the feelings of the children, at least as measured by the Children's Survey. There did



appear to be differences between children whose parents volunteered for training and those whose parents did not. This result indicates some differences may be present between parents (or the children of these parents) who desire training and those who do not. Further investigation of these possible differences appears to be warranted.

#### Achievement

The Wide Range Achievement Test was used to determine any changes in achievement (specifically reading, spelling, and arithmetic) which may be attributable to the training procedure. No significant differences were found. All children tended to gain two-to-three months, which is the approximate time between the pre and post testing. Resource room placement appeared facilitative in general.

#### Attendance

No significant differences were found in the analysis of attendance figures. Again, all of these children, regardless of group assignment had excellent attendance.

#### Working With Parents

Many school districts are now becoming more aware of the need to have programs beyond that of the traditional PTA concept. This is especially true in the area of special education. Many parents do not understand just what is meant by learning disabilities, what the programs are that the school is offering, and how this affects their child.

Not only this, these parents perhaps more acutely than other parents have day-to-day encounters with their children that bring frustration both toward the child and the school. This brings up the question as to what agency or agencies should provide the needed services. The school obviously must supply information concerning the nature of the programs offered; however, should it also assume a therapeutic role in offering training sessions such as the one proposed in the present study. A program such as this one goes beyond information giving, it is designed to bring about real changes in behavior.

Another problem, and one school administrators with limited budgets must consider, is how worthwhile offering such a program would be. In the study conducted by Overman (1974) in the same suburban school district used in the present study, about 11% of the total population indicated a desire to participate with about 10% of these actually being trained. An ongoing parent information program is conducted by the large metropolitan school district's special education department on Saturday mornings about twice-a-month. Attendance varies from over 200 to less than 25. In the present study, 15% of the total resource room population in participating schools indicated a desire to participate in the program. Of the 28 parents assigned to the training group, 20 (or 71%) showed. Attrition after the

first two meetings was 40%. The parents gave many reasons for not continuing: other commitments such as church or sports, work schedules, illness in the family, divorce, and in only two instances that the program was not what they thought it was going to be. It was necessary to either call or send a post card each week to those who participated to insure attendance however. Two fathers began the sessions, but neither completed them.

Where Overman used elementary school counselors presently employed in the suburban district, this study used two trainers with doctorates assisted by two doctoral students. The primary trainers have actually worked with Robert Carkhuff and were the authors of the training program used. Rated on facilitative levels, they are high functioning trainers. It in fact would be difficult for even a large school district to employ either of these trainers for their own use. It may be assumed therefore that the training conducted in the present study represents the extreme in ideal conditions as far as the abilities of the trainers is concerned. The analysis of the Communication Index (although the N is small) indicated that the training produced significant changes in the ability to make facilitative responses. Carkhuff (1968b) has stressed that the facilitative level of the trainer is a highly important factor in the amount of gains to be made by the

trainees. For this program to be used by others this important factor must be kept in mind as the parents taking the training must be trained by someone who is at least one level or more above them in facilitative ability.

Problem areas, other than the apparent effect of increasing tolerance toward irritation problems, did not appear to be significantly affected, and no apparent differences were found in the children of the trained parents compared to untrained. It could be that the six week period between the end of the program and the evaluation of the students was not sufficient to detect changes which may have been taking place. The methods used to assess the changes may not have been sensitive enough to detect changes perhaps in progress. Further use of the assessment measures with a general population of both students and parents appears warranted. The instruments appear to have good potential; however, a much larger sample than that used in the present study would need to be used for adequate analysis. It is of course possible that different training methods may produce differential results in the assessment measures as well. Comparison of other training methods such as PET, Adlerian techniques such as Dinkmeyer's "C" Group, or behavior modification techniques with the training method used in this study is definitely recommended.



Working with parents therefore appears warranted in that they do demonstrate the ability to learn new behaviors. The school psychologist or director of counseling would need to make a decision as to whether participation by about 10% would warrant the time and effort. Considering such a program as an alternative to crisis intervention, which may consume more than 50% of the school psychologist's time with a much smaller percentage of the total population, the consideration to conduct such a program for parents on a continuing basis does appear to be worthwhile. Perhaps as more opportunities for parent involvement are made over a period of time and parents become more accustomed to and aware of the importance of their involvement in the educational program of their children, the greater the percentage of parent participation may become.



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## APPENDICES

## APPENDIX A

Dear Parents,

You are invited to participate in a training program in communication skills to be provided for the parents of students enrolled in resource room classes. The purpose of this program is to help parents in dealing more effectively with their children and to help them do better in school. There is no charge for this program, only your attendance at six 2 hour sessions to be held during November and December. Your trainer is from Texas Woman's University in Denton, Texas and has held these classes for teachers and school counselors. This is a research program and those who volunteer will be chosen by chance to either participate now or in the Spring.

Whether or not you are interested in attending, please return the Parent Release Form. If you return the form, whether or not you are planning to attend, you will be asked to complete a survey of common parent-child concerns so that our program can be designed to meet your needs (or the common needs of many parents if you cannot attend). Your privacy in completing this survey form will be respected and only a number code, no names, will be used.

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PARENT RELEASE FORM

\_\_\_\_\_ I am interested in participating in the training program in communication skills. Both morning or evening meetings may be scheduled, depending on the need.

\_\_\_\_\_ I am not able to participate in the parent training program, but I am returning the Parent Survey Form and the Record Release Form.

I hereby give permission to the Texas Woman's University research team conducting the parent communication skills training sessions to use the following information for research purposes only from my child's records: school attendance; Achievement Tests; Ability Tests. I understand that my child will be given an individual achievement test now and again in early March and that I am entitled to knowledge of these scores.

\_\_\_\_\_  
Child's Name (please print)

\_\_\_\_\_  
Parent's Signature

## APPENDIX B



## Parent Survey

## I. Communication With My Child

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
6. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter
7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## II. Helping With Homework

1. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
2. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
3. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
5. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
6. Valuable:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Worthless
7. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind
8. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good

## III. Present School Situation

1. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
2. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
4. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter
5. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
6. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel
7. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
8. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant

## IV. Reading Problems

1. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
2. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
3. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
4. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
5. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind
6. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
7. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
8. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice

## V. My Child's Ability To Learn

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
3. Valuable:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Worthless
4. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
5. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
6. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
7. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## VI. Family Meetings and Discussions

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
6. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## VII. Remedial Classes

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
4. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad

5. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
6. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
7. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## VIII. Hyperactivity of My Child

1. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
2. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind
3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
5. Valuable:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Worthless
6. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
7. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
8. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet

## IX. Family Outings

1. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
2. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
5. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
6. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
7. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## X. My Child's Friends

1. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
2. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter
3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
5. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
6. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
7. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## XI. My Child's Goals

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
5. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
6. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
7. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## XII. Dependency of My Child

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
2. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
3. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
4. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
5. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair



6. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 7. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad  
 8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## XIII. Physical Punishment by the Teacher

1. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel  
 2. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good  
 3. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad  
 4. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant  
 5. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet  
 6. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 7. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 8. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair

## XIV. Physical Punishment by the Parent

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad  
 2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant  
 3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair  
 5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 6. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter  
 7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy  
 8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## XV. My Child's Feelings

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
6. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## Children's Survey

## I. Telling My Parents About What I Am Thinking

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
6. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter
7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## II. My Parents Helping With Homework

1. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
2. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
3. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
5. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
6. Valuable:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Worthless
7. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind
8. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good

## III. How I Feel About This Year In School

1. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
2. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable

4. Sweet:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Bitter
5. Sad:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Happy
6. Kind:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Cruel
7. Good:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Bad
8. Unpleasant:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Pleasant

## IV. How Well I Read

1. Unfair:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Fair
2. Worthless:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Valuable
3. Bitter:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Sweet
4. Sad:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Happy
5. Cruel:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Kind
6. Bad:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Good
7. Unpleasant:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Pleasant
8. Awful:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Nice

## V. How Well I Can Learn Things

1. Good:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Bad
2. Nice:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Awful
3. Valuable:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Worthless
4. Happy:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Sad
5. Unpleasant:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Pleasant
6. Unfair:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Fair
7. Bitter:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Sweet
8. Cruel:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Kind

## VI. Family Meetings and Talking Together

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
6. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## VII. Going To The Resource Room

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
4. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
5. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
6. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair
7. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## VIII. Being Quiet and Staying In My Seat In Class

1. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
2. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind
3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice
4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
5. Valuable:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Worthless



6. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good  
 7. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant  
 8. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet

## IX. Going Places With My Family

1. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair  
 2. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet  
 5. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad  
 6. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant  
 7. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good  
 8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

## X. How My Parents Like My Friends

1. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad  
 2. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter  
 3. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair  
 5. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 6. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant  
 7. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad  
 8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

# XI. What I Want - What I Will Probably Be Doing in Ten Years

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad
2. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy
3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
4. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
5. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
6. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
7. Pleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unpleasant
8. Cruel:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Kind

# XII. Doing Things On My Own Without Being Asked

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
2. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet
3. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
4. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful
5. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair
6. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable
7. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

# XIII. Being Spanked At School

1. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel
2. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good
3. Happy:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sad
4. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant
5. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet

6. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 7. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 8. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair

## XIV. Being Spanked At Home

1. Good:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bad  
 2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant  
 3. Nice:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Awful  
 4. Unfair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Fair  
 5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 6. Sweet:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Bitter  
 7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy  
 8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

## XV. My Parents Know What I Am Feeling

1. Bad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Good  
 2. Unpleasant:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Pleasant  
 3. Awful:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Nice  
 4. Fair:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Unfair  
 5. Worthless:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Valuable  
 6. Bitter:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Sweet  
 7. Sad:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Happy  
 8. Kind:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:Cruel

APPENDIX C  
LISTENING SKILLS MODULES

## LISTENING SKILLS

## MODULE I

## ANSWERING EFFECTIVELY A

## INTRODUCTION (For your information only)

Explain to the parents what we will cover in this module.

1. An overview of the seven modules
2. The crucial first step in responding to your child.
3. Assign Homework - Assignment

## I. Overview

Read the following to your parents:

"We are about to start a number of exercises that are quite helpful in learning more about yourself and your children. Some of the exercises will seem like good old common sense to you; some will be quite challenging; but all of them avoid the use of large words and encourage success. In short, they were written to help you be more effective with your children in a straightforward way".

## II. Answering: The first step

A. Read the following to your parents:

"When your child tells something to you, no matter what you say, you are going to answer him. We have no choice as to if we will answer--we will.



If we ask a lot of questions, our answer is that we are in a hurry to find out everything at once. If we say nothing, we let him know how we feel about what he has said. There are many more examples; the point is that our only choice is not if we will answer but how we are going to answer. The most effective first step in answering your child is responding to how he feels about what he is saying. Responding to the content (i.e. asking questions or giving advice) right off is almost always a dead-end street.

Let's look at the following examples and practice responding to feelings.

Step 1a: Instruct your audience to copy on their worksheets the following expression that you will read.

Expression 1. "I got in a fight today with Mike!"

Step 1b: Have each parent read over the expression and ask herself what the child could be feeling at the moment.

Step 1c: Have each parent write down one feeling word describing how the child may feel. (Example: angry, mad, hurt, unhappy, etc.) This is written by 1b on the worksheet.

Step 1d: Have each parent put that one word into a sentence that would tell the child that you understand. This is written by 1c on the worksheet.

EXAMPLE: "It sounds like you're pretty mad!"

Step 1e: Ask for some examples from your audience.  
(The key here for you, the trainer, is to (1) make sure there is a feeling word in the sentence, (2) make sure the sentence is short, and (3) make sure it reflects a feeling and doesn't ask about it.)

Step 2: Repeat Steps 1a - 1e, using the following expressions in order to give more practice in identifying the feeling.

Expression 2. "I'm not going to school anymore.  
The teacher doesn't like me."

Possible response: "That teacher really hurt your feelings."

Expression 3: "I got a 100 on my spelling test!  
I spelled them all correctly."

Possible response: "Wow, that's really something to be excited about!"

Expression 4. "Sometimes I think I'm really stupid."

Possible response: "I guess you're pretty unhappy with yourself right now."

Expression 5. "Don't tell my father, please d-d-don't tell my father."

Possible response: "You're really scared of what he will do."

B. Read the following to your parents:

The brief exercise we just went through demonstrates that no matter what a child says, we can respond to the feeling immediately.

This isn't the answer to everything that comes up; but without it as the first step, our changes of resolving difficulties are very poor.

### III. Homework

Pick a time of day that you are going to make a real effort to answer your child. When he or she gets home from school is a good time.

1. Before you do anything else, before you ask him to take out the garbage or to clean up his room, respond to the feeling of what your child is saying. If he or she isn't saying anything try to get an idea from the feeling of your child from the way he looks (happy, tired, etc.) In any event, react to your child's feeling.

P.S. This doesn't necessarily mean praising your child; it means responding to him.

2. Use the chart on your worksheet to fill in a daily report of what went on.

NOTE TO THE TRAINER: Go over the example on the homework sheet with the group to be sure they understand what they are to do.

## ANSWERING EFFECTIVELY A

## WORKSHEET

## I. Expression 1

(Write expression

in first person.)

a.

(Feeling word

describing child's

expression)

b.

(Your response)

c.

## Expression 2

a.

b.

c.

## Expression 3

a.

b.

c.

## Expression 4

a.

b.

c.

## Expression 5

a.

b.

c.



NOTE TO PARENTS:

The following homework will help you learn more about how you and your children affect each other. It will be valuable to you in becoming more aware of the influence you can have on your children.

HOMEWORK:

Pick a time of day that you are going to make a real effort to respond to your child. When he or she gets home from school is a good time.

1. Before you do anything else, before you ask him to take out the garbage or clean up his room, respond to the feeling of what your child is saying. If he or she isn't saying anything, try and get an idea from the way he looks (happy, tired, etc.). In any event, react to your child's feeling.

P. S. This doesn't necessarily mean praising your child; it means responding to him.

2. Use the chart on your worksheet to fill in a daily report of what went on.

Child: "There's just nothing to do at school. All of the games are stupid, and the work is too easy."

Your

Response: School seems awfully boring for you, I'll bet it makes you very tired.

What

happened

next: We talked more about how unhappy John was with school, and I promised him I would talk to his teacher about it.

Child: \_\_\_\_\_

Your

Response: \_\_\_\_\_

What

happened

next: \_\_\_\_\_

Child: \_\_\_\_\_

Your

Response: \_\_\_\_\_

What

happened

next: \_\_\_\_\_

Child: \_\_\_\_\_

Your

Response: \_\_\_\_\_

What

happened

next: \_\_\_\_\_

## LISTENING SKILLS

## MODULE II

## DEVELOPING A FEELING WORD VOCABULARY

INTRODUCTION - Explain to the parents what you will cover in this module.

1. A review of previous homework.
2. Development of a list of feeling words to be used in dealing with our children.
3. Homework assignment.

I. Review and discuss homework.

1. Ask your parents how many of them found their worksheets helpful.
2. Ask for some examples of answers that parents made and what their children did with them.

II. Developing a feeling word list.

A. Read the following to your audience:

In many cases when listening to children speak of how they feel about one thing or another, it is difficult for us to put into words just how we think the child is feeling. As a result, we often say things like "I know how you feel" or "I can understand why you feel that way." Well, the reality of such statements is that unless we can tell the child how he feels, our knowing how he feels won't help him.

Sometimes we can't tell him how he feels because we really aren't listening; but more often we just don't know how to express what we hear. The following exercise will be helpful in learning how to use the right word, at the right time.

B. Instruct your parents to look on their worksheets for the four numbered headings.

Step 1. Announce to your parents that since there are many, many different feelings, we are going to use four basic categories to make our lists easier to develop.

Step 2. Tell your parents that the four basic categories are "Happy," "Sad," "Angry," "Scared," and ask them to fill in the four categories, in that order, on their worksheets.

Step 3. Now have each parent, working on his own (we'll share ideas later), write down as many feeling words as he can think of in each category (allow seven to ten minutes).

Step 4. In order to expand each parent's list, you should now have each of them read by category the words he has while the others write down new words they don't have. This should take another five to eight minutes. In some cases different people put the same word into different categories.

Don't worry about it for right now. The goal for right now is to develop the list and not to explore what different words mean to different people.

Step 5. The following are some basic words that you should read after Step 4 is completed to make sure everyone has written down:

<u>Happy</u>	<u>Sad</u>	<u>Angry</u>	<u>Scared</u>
excited	bad	mad	afraid
good	disappointed	furious	lost
great	unhappy	burned-up	confused
calm	hurt	jealous	helpless
relaxed	sick	annoyed	
comfortable	lonely	uptight	
turned-on	drained	tense	
		hot	

C. Trimming off the excess.

READ THE FOLLOWING:

"You've probably all noticed that some of the words we've been hearing may be quite difficult for children to understand. This makes more problems for the child if he has to think hard or not completely understand what you've said.

Step 6. Have your parents go through their lists and cross out the words that may be confusing or too

intellectual for their children. The key here is to cross out any word that does not represent an innermost feeling. For example, depressed really isn't a feeling. It's a way of describing a feeling such as sad, unhappy, down, low. Agitated is another example; it's quite intellectual and could describe angry, frightened, nervous. (Five to ten minutes)

D. Summary

Review what we have done.

1. Developed a larger feeling word vocabulary.
2. Eliminated the confusing and intellectual words which may cause more problems than they would solve.

E. Homework.

Step 7A. Have each parent post his list in a convenient place at home. Some individuals like to put the list next to their mirrors. It doesn't have to be put out in broad daylight. (As a matter of fact, your parents probably won't want it that way.)

Step 7B. Tell your parents each day to put a tally mark by the words that they use in answering their children. In this way they can check both themselves and their children. How do they feel much of the time? How flexible are parents in their responses?



Step 7C. The second part of your worksheet is for you to use with your child. You can teach him some things about describing how he or she feels at different times. This is a great way to start helping your children to better understand how they feel about lots of things.

F. A final note - "Not a magic formula."

## WORKSHEET

## Worksheet for Parents

I. _____	Tally Marks	II. _____	Tally Marks	III. _____	Tally Marks	IV. _____	Tally Marks

# LISTENING SKILLS

## MODULE II

### WORKSHEET

#### HOW TO USE THE PARENT-CHILD WORKSHEET

1. Get situated with your child or children so you can work without interruptions.
2. Look over the four pictures and get your child to identify the four feelings (happy, sad, angry, scared) and WRITE THEM IN THE BLANKS.
3. The next part explains itself. Have your child (or you can do it) fill in one blank for each feeling. IN ADDITION YOU USE ANOTHER FEELING WORD from your list which describes his feeling.  
 EXAMPLE: Should your child write, "I feel happy when we have recess," you might say,  
 "Recess is really exciting."
4. Repeat step 3 until your heart's content.
5. You can use the back of the sheet to develop a feeling word list that your child with your help thinks up.

## LISTENING SKILLS

## MODULE II

## WORKSHEET

## HOW DO I FEEL?

_____	1. I feel _____ when I _____
	2.
	3.
	4.
_____	1. I feel _____ when I _____
	2.
	3.
	4.
_____	1. I feel _____ when I _____
	2.
	3.
	4.
_____	1. I feel _____ when I _____
	2.
	3.
	4.

## LISTENING SKILLS

## MODULE III

## ANSWERING EFFECTIVELY B

INTRODUCTION: Explain to the parents what we will cover in this module.

1. A discussion of homework
  2. "What's he saying about himself?" A key to giving effective answers.
  3. Assignment.
- I. HOMEWORK: Review the previous assignment.
- A. Did their increased vocabulary help?
  - B. What did you learn from the tally marks?
  - C. How did your children react to the worksheet?
- II. "What's he saying about himself?" A key to giving effective answers.
- A. Read the following to your parents:

"Very often many of us seem to get into uncomfortable and tense situations because we don't understand the real questions our children are asking us. In a sense they don't "say" what they are really "asking." There are many reasons for a child putting up these smoke screens; but, the important thing to remember is that your child probably isn't really comfortable in asking his

real questions yet. We generally have been taught and teach our children to hide their feelings.

Step 1: Tell your parents that they are going to read an interchange between a parent and child in which the parent gets caught up in the smoke screen and misses what the child is really asking about himself.

Step 2: Choose two parents from your audience to act as parent and child (they will be able to read the excerpts from their worksheets).

Step 3: Tell your audience that people (adults as well as children) never even open their mouths without involving some feeling about themselves. So the key is to make sure we respond to the feeling of what is said as well as to the content of what people are asking. Ask them to listen to what this child is asking about himself.

Step 4: Have the two parents read over the parent-child interchange and, when they are ready, read it aloud, with feeling!

Child: "How many orphans are there in Louisiana?"



Parent: "That's hard to say, dear. We would have to look it up. By the way, I'm glad to see you're thinking about other people."

TRAINER: After looking up the exact number of orphans in Louisiana the child asked his next question.

Child: "Well, how many orphans are there in the United States?"

Parent: "You sure are interested in orphans! Why do you want to know so much about them; are you doing a project in school?"

Child: "No, it's not for school. Just wondering, I guess."

Step 5: Ask for another volunteer to tell you what the child was asking about himself.  
Question: "Would you ever abandon me?"  
or, "What would happen to me if I were an orphan?"

Step 6: Before you reread and respond to the parent-child interaction, review the steps for making effective responses and fill in the worksheets.

Ask parents if they can recall from Module I what the four steps are. Try

to get as much as you can from the parents and then have them fill in the rest on their worksheets.

1. Write expression in the first person.
2. Read over the expression and determine one way the child might be feeling.
3. Express that feeling in one word.
4. Write a short sentence with that feeling word included which will show that you understand.

B. Step 7: Read the following to your parents: "Now, let's go back and try it again; except this time we will fill in the blanks and avoid the smoke screen to see if we can get to the hidden question."

Step 8: Have your two parents read Part II, this time with the parent formulating his or her own responses to the child's feelings as we did in the previous exercise.

- a. Read child's expression.
- b. Have everybody think of one possible feeling word the child is expressing about himself and write it in the space.

- c. Have everyone write a short response with the feeling word included as a response to the child.
- d. Ask for several possible responses your audience.
- e. Have the other parent volunteer to read the child's next expression.
- f. Repeat a through d until interchange is over.

Step 9: Ask other parents for examples of their responses.

Step 10: Review what this module has covered.

- a. Answering children or adults effectively means that, at first, you must respond to their feelings.
- b. Responding to how the child or adult feels about himself in the situation is a key to effective communication.

LISTENING SKILLS

MODULE III

RESPONDING EFFECTIVELY B

TRAINER'S COPY

PART I

Child: "How many orphans are there in Louisiana?"

Parent: "That's hard to say. We would have to look it up.  
By the way, I'm glad to see you're thinking about  
other people; you're getting to be quite grown up.

Trainer: After looking up the exact number of orphans in  
Louisiana, the child asked his next question:

Child: "Well, how many orphans are there in the United  
States?"

Parent: "You sure are interested in orphans! Why do you  
want to know so much about orphans, are you doing  
a project in school?"

Child: "No, it's not for school. Just wondering I guess."

Steps to making a helpful response:

1.

2.

3.

4.

A. Write expression.

- B. Have everybody think of one possible feeling word the child is expressing about himself and write in the space.
- C. Formulate a short response with the feeling word included and respond to the child. (Have parent volunteer.)
- D. Ask for several possible responses from your audience.

## PART II

- A. Child: "How many orphans are there in Louisiana?"  
Parent: "I don't know but it surely must be lonely sometimes being an orphan."
- B. Child: "Yeah, sometimes it makes me feel bad just thinking about what it would be like."  
Parent: "You'd be real unhappy if you were an orphan, wouldn't you?"
- C. Child: "I'll say! I hope that never happens to me."

## LISTENING SKILLS

## MODULE III

## RESPONDING EFFECTIVELY B

## WORKSHEET

PART I

Child: "How many orphans are there in Louisiana?"

Parent: "That's hard to say, dear. We would have to look it up. By the way, I'm glad to see you're thinking about other people; you're getting to be quite grown up."

Trainer: After looking up the exact number of orphans in Louisiana, the child asked his next question:

Child: "Well, how many orphans are there in the United States?"

Parent: "You sure are interested in orphans! Why do you want to know so much about orphans; are you doing a project in school?"

Child: "No, it's not for school. Just wondering, I guess."

Steps to making a helpful response:

- 1.
- 2.
- 3.
- 4.



- A. Write expression.
- B. Have everybody think of one possible feeling word the child is expressing about himself and write it in the space.
- C. Formulate a short response with the feeling word included and respond to the child. (Have parent volunteer.)
- D. Ask for several possible responses from your audience.

## PART II

- A. Child: "How many orphans are there in Louisiana?"  
Parent: \_\_\_\_\_  
\_\_\_\_\_
- B. Child: "Well, how many orphans are there in the United States?"  
Parent: \_\_\_\_\_  
\_\_\_\_\_
- C. Child: "No, it's not for school. Just wondering I guess."  
Parent: \_\_\_\_\_  
\_\_\_\_\_

## LISTENING SKILLS

### MODULE IV

#### PHYSICALLY ATTENDING TO YOUR CHILD

INTRODUCTION: Explain to your parents what you will cover in this module.

1. How to attend physically.
2. Homework assignment.

I. Physically attending: the richest source of information about behavior.

A. Read the following to your parents:

"A person's physical appearance tells us a great deal about that person before he says the first word. In very much the same way our physical appearance communicates a great deal to our children. Some of us have experienced the embarrassment of hearing our children or spouse say, 'I know you're not listening, you're not looking at me!'"

But statements like this only point out our mistakes; they don't teach us what to do. What we need then is some practice in physically attending while we are listening.

Physically attending is for many a difficult job, as we shall learn. But we shall also learn

physical cues are needed to make communication as effective as it can be."

Step 1a: Before getting into anything new, ask your parents for some ways they physically attend to their children already.

1. Walking over to them when they are telling you something important;
2. Kneeling down to listen; and
3. Holding them.

(These are several examples; but see whether or not you can draw examples, including these, out of your audience.)

Step 1b: Tell your parents that while there are many ways to physically attend (as we have just seen) our goal for right now will be to develop one effective way of sitting and listening to our children. This activity will be for the sake of practice only and will not seem natural. It is to make us more aware of what to do.

Step 1c: Choose two "brave" parents from your group and have them place their chairs so everyone can see them, possibly like the outline below:

```

                XX (volunteers)
              X      X
             X      X
                XX
  
```

Step 1d: Announce that you are going to point out several important tasks to accomplish when you are physically attending to a person. As you point out these tasks, the two brave parents will demonstrate what you mean. The rest of your audience will fill in their worksheets. Read the following to your parents:

"The most important thing to remember is that we want to communicate that we are ready to help. There is a long standing idea among many people that when you sit down to talk about something important you should be relaxed and casual. Nothing could be further from the truth! If you think about it, when we are really interested in someone or something we are physically very alert and ready to do. Nothing gets in the way of our listening!"

Step 2a: Facing squarely: The first task for your two parent volunteers is to face each other squarely. Before you go on make sure your two parents have done this.

Reason: By facing the child squarely we are now communicating that we are directing our energy and interest towards

him. Also, we are in the best position to see his expression.

Step 2b: Have your parents fill in the first task on their worksheets.

Step 2b:..."The first task in physically attending is to face your child squarely."

\*Note here that often we just sit down and have our children sit on our lap. This is great and this exercise shouldn't interfere with that at all. Just try to have him sit facing you.

Have your two volunteers relax in between tasks, but make sure they don't forget to do task one when they start task two, etc.

Step 2c: Eliminate distractions: The second task is to get rid of anything that might be distracting to the person to whom you are listening. This means keeping your hands free of objects (pens, books, cigarettes), not tapping your feet, and in general not fidgeting. Check out your two volunteers to make sure they've done this.

Reason: By leaning forward we tell the child that we are going to try and hear everything he or she says. When we

lean away, we communicate that we don't want to be close.

Step 2d: Have your parents fill in the second task on their worksheets.

"The second task of physically attending is to stop any activities that would make your child feel as if you are not paying him your full attention (foot tapping, playing with your hands or objects in your hands, i.e., pens, books, cigarettes, etc.)."

Step 2e: Posture: The third task for your two parents is to posture themselves to communicate a high level of interest. This means leaning forward and decreasing the distance between you and the person. It also tends to keep our feet flat on the floor.

Before you go on, make sure your two parents are postured effectively.

Reason: By leaning forward we tell the child that we are going to try and hear everything he or she says. When we lean away, we communicate that we don't want to be close.

Step 2f: Have your parents fill in the third task on their worksheets.



"The third task of physically attending is to posture yourself to communicate a high level of interest. This means leaning forward to hear every word."

Step 2g: Eye contact: The fourth task and most difficult task is eye contact. This means looking (not staring!) at the person watching him carefully as he speaks.

\*NOTE: This is a most difficult step. . Don't overload the circuits by trying to get your volunteers to look eye-to-eye for too long the first time (twenty seconds).

Reason: By maintaining eye contact with your child, you communicate that nothing is going to distract you. Additionally, maintaining eye contact insures that what we are hearing is accurate.

\*NOTE: The preceding steps are almost meaningless without eye contact. There are many times when we can't sit down to listen, but we can take time to look!

Step 2h: Now have your parents fill in the fourth task on their worksheets.

"The fourth task of physically attending is maintaining eye contact with your child."

Step 3: If you have time, have the rest of your parents pair off and practice.

1. Physically attending (using all four tasks)
2. Let one parent perform physically inattentive behaviors to let the other parent experience how it feels.

Read the following to your parents:

"This brief training session in physically attending gives you some idea of its importance. Of course, sitting down and listening to our children isn't the only way to attend physically; but it's one that most of us wish we did more often. For many people, going through this session is a very uncomfortable experience, and for good reason! Over the years most of us have been conditioned to avoid physically attending; i.e., not looking at people eye-to-eye, not facing people squarely. Unless we do something about it for ourselves, our children will learn not to physically attend to people and will miss a great deal of what life is all about."

Step 4: Review what we have covered in this module.

"Looking at your worksheets, you will see we have developed some essential tasks to accomplish in communicating readiness to listen and to respond:

1. facing your child squarely;
2. eliminating distractions;
3. posturing; and
4. maintaining eye contact."

II. HOMEWORK: Go over the following steps with your parents.

A. Choose someone you know who will not be hurt (husband or friend) and tell them you are going to practice physically attending behavior and you want to get their reaction of what it's like when you attend and when you don't attend.

1. Following the steps of this module, sit down with the person and ask him or her to talk about something of importance.
2. Vary your position from attending to non-attending (look around, tap your foot, chew gum, tap your fingers, lean away, etc.).
3. Ask the person what affect it had on him as you talked. Which did he appreciate more?

B. Translate what you have learned to your children. It doesn't have to be disguised. You might even

tell your child that you are going to try to really pay attention and that to do that means watching as well as listening. Start off with a couple of minutes a day and build up to fifteen or twenty minutes. This is hard work! But both you and your child will come to appreciate the time that you devote to him.

LISTENING SKILLS

MODULE IV

PHYSICALLY ATTENDING TO YOUR CHILD

WORKSHEET

1. The first task:
2. The second task:
3. The third task:
4. The fourth task:

HOMEWORK:

- A. Choose someone you know who will not be hurt (husband or friend) and tell them you are going to practice physically attending behavior and you want to get their reaction of what it's like when you attend and when you don't attend.
  1. Following the steps of this module, sit down with the person and ask him or her to talk about something of importance.
  2. Vary your position from attending to non-attending (look around, tap your foot, chew

gum, tap your fingers, lean away, etc.).

3. Ask the person what affect it had on him as you talked. Which did he appreciate more?

B. Translate what you learned to your children. It doesn't have to be disguised. You might even tell your child that you are going to try to really pay attention and to do that means watching as well as listening. Start off with a couple of minutes a day; build up to fifteen or twenty minutes. This is hard work! But both you and your child will come to appreciate the time that you devote to him.



LISTENING SKILLS  
OBSERVING PHYSICAL CUES  
MODULE V

INTRODUCTION

Tell your parents what we will cover in this module.

1. A review and discussion of homework.
2. Physical cues to behavior "flip the coin over."
3. Some basic cues to be aware of.
4. Homework: find out where they are.

I. Review and discussion of homework:

Ask your parents what the results were of their attending and non-attending behavior.

Did your children notice you when you were physically attending behavior?

Ask for some good examples of what happened when they physically attended.

II. Physical cues to behavior "flip the coin over."

Step 1. Read the following to your parents.

"In the previous module we talked a great deal about ways that we could be more responsive to our children by physically attending to them."

Step 2. Group your parents as you did in the previous module and select two new parents to sit in

the "hot seats." (Tell them they will not feel comfortable.)

Step 3. Go over the four tasks that we covered in our physically attending module. (First see if your parents can remember the four tasks and what we are communicating with each. They are listed below and on worksheets in case you have trouble.)

1. Facing squarely tells the person you are directing your energies towards him.
2. Eliminating distractions tells the person that you are comfortable and don't need any "crutches" to listen (like cigarettes, tapping fingers, radio, etc.)
3. Posturing tells the person you are closing the distance between him and you. It also tells him you are trying to hear every word.
4. Eye contact tells the person you are watching and ready to listen. It is perhaps the most effective form of physically attending.

Step 3a. First cover the point that "what's good for the parent is good for the child." In other words, as the person you are listening to does destructive things, he is communicating the same things you would if you failed to attend.

Step 3b. Go over the four tasks again; this time discuss what not attending might mean. Have one of your two parents in the "hot seat" attend fully while the other varies her inattentive behavior as you move from task to task.

Involve the parents in a discussion. Ask for their interpretations of each of the distractions before supplying your answers. Try to get them to come up with similar thought.

1. Facing away: "I don't want you to see what or who I really am." In a way it's as though the person is hiding something from you.
  - a. Looking around: "Something makes me very uneasy and uncomfortable about looking at you."
  - b. Staring at the floor: "I really don't have any directions or energy at all right now."
2. Developing distractions: (Like foot tapping or cigarette smoking) "If I create a diversion-- foot tapping, or a smokescreen (cigarettes)--the focus won't really be on me."
3. Leaning away: "I can't get too close right now; it might be too overwhelming."
4. Slumping: "I just don't have enough energy to make it."

5. Ask for other particularly revealing behaviors they have observed.

Step 4. After you have had one of your two volunteers go through all of these inattentive behaviors, have your parents pair off.

Let one attend while the other assumes any position she wants. Have them discuss with each other what their behaviors may mean (two to three minutes).

### III. Practice in responding to physical cues.

Read the following to your parents:

"The preceding were some examples of what might be going on in person's thoughts. But, what to do with it all? Well, it's no different from responding to verbal expressions, except that it's easier. We can't really be led off track by what our children do, but sometimes what they say is confusing. For example, when you ask your son or daughter how his/her day was at school and he/she says, 'It was good,' but you notice his/her head hung low and his/her feet dragged, you know which cues to trust--the physical. Let's try a few practice rounds to see how well we can respond to physical cues."

- Step 5. Get two new parents for the "hot seats" and instruct them--one to listen and the other to express something which is on his/her mind.

The topic doesn't have to be deep or extremely personal, but it should be something that has some meaning. Also, it should only take twenty or thirty seconds or should be only two or three sentences.

- Step 6. Instruct the person who is to listen as to what you want him to do:
- a. Listen with your ears to what the person says, but more important, listen with your eyes.
  - b. Observe one physical behavior the person is using and determine from the list on your worksheets which of the feeling states it represents (happy, sad, angry, scared).
  - c. Have the parent tell you what the feeling is and what physical behavior helped her to spot it.
- Step 7. The rest of your parents should be filling in their worksheets, using the same format the listener is using.
- Step 8. You check out the accuracy of the feeling with the person telling the problem.
- Step. 9. Ask one or two parents for their responses and check them out with the parent who explained a problem.



Step 10. Repeat steps 1 - 9 for everybody in the group.

\*NOTE: Don't get caught up in a lot of details.

It will slow progress. The goal right now is to see how many different kinds of behaviors a person expresses.

We don't have time to discuss all the implications of that behavior now.

SUMMARY: Briefly review what we have covered.

1. "What's good for the parent is good for the child." Inattentive behavior on our part tends to teach our children the same thing.
2. Physical cues by themselves are often enough to determine how a person is experiencing his world.

#### IV. HOMEWORK

1. Try to compete with yourself. Pick one or two times of day when the whole family is together. Starting with one person at a time, observe a physical behavior and respond to it verbally. Give yourself two points every time you are right and take away one point when you are wrong.
2. When you feel comfortable with it, introduce it to your spouse and see how good you both can do.



LISTENING SKILLS

OBSERVING PHYSICAL CUES

MODULE V

WORKSHEET

I. What physically attending communicates

1. Eliminating distractions.
2. Facing squarely.
3. Posturing.
4. Eye contact

II. What physically unattend-  
ing communicates

- 1.
- 2.
- 3.
- 4.

LISTENING SKILLS  
OBSERVING PHYSICAL CUES  
MODULE V  
WORKSHEET

III. Physical  
Behavior

Feeling  
Behavior

Word  
Describing

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_
- k. \_\_\_\_\_

# LISTENING SKILLS

## MODULE VI

### ANSWERING EFFECTIVELY C

#### I. Introduction

Explain to your parents what will be covered in this module.

1. A discussion of homework from last module.
2. A review of Parts I and II of Answering Effectively.
3. "How he feels right now" - another important cue in responding.
4. Practice in making responses to each other.
5. Assignment.

#### II. Homework

Involve your parents in a discussion of how well they were able to observe and respond to physical cues.

#### III. A quick review - Parts I and II

Read the following to your parents:

"The first two modules on making effective responses have covered two important points:

- A. The first point is that in making a response, you will be most helpful if you answer to your child's feelings and not to the content or details. While content and details are important, they only have meaning when you know how your child feels about them.

B. The second point is that in giving an answer, you will be most helpful if you focus on what the child is saying about himself. Often children ask us questions that have special meanings to them. We should always be ready to hear what the child is saying about himself behind the surface questions."

IV. "How he feels right now" - another important cue in responding.

Step 1. Instruct your parents that they are going to learn one more important cue; then they will begin practicing giving answers.

Step 2. As review, instruct your parents that you are going to read two expressions and that you would like them to follow the format that we used before which was:

1. Write in the first person the expression that I will read to you.
2. Read over the expression and ask themselves what the child might be feeling.
3. Write down one feeling word describing child's experience.
4. Give (one sentence) an answer that incorporates that feeling and communicates that you understand.

Step 3. Instruct your parents that initially the most effective responses are ones that incorporate the feeling of the person right now.

Look at the example on your worksheet. Child:

"I got in a fight today with Mike!" Answer:

"It sounds like you're pretty mad."

Notice how the parent responded to the feelings of the here and now about what went on four hours ago.

\*Step 4. Read the following two expressions and have your parents fill in their worksheets.

Expression I: "The teacher told me I wrote the best story in the whole class." Possible answer:

"Hey, you're feeling really proud of yourself."

Expression II. "I can't decide if I should try out for the team or keep taking music lessons." Possible answer: "You feel torn because you would like to do both."

Step 5. Ask your parents for some of their responses.

To be effective they should:

1. Include feeling words,

2. Include feeling words about the child himself, and
3. Should be about the here and now.

\*NOTE the parents who made the most effective response.

You will use them in the next step.

#### IV. Practice in responding - the real thing.

Step 6. Select two parents who made effective responses in Section III and have them position themselves away from tables so the rest of the group can see them, possibly like this:

```

      XX
    X   X
  X       X
      XX
  
```

Step 7. Inform your parents that there will be a task for the audience and a task for the two parents.

Task for two parents: One parent will talk about something that is on her mind. It doesn't have to be a deep dark secret, it might even be something to do with her feeling about the training. To build in success for the listener, it should also be no more than twenty or thirty seconds and about two or three sentences in length.



The other parent will listen and formulate a response to the first parent according to the format we have been using. (Except she won't have to write it down.)

Task for the rest of the parents: Write down the important points (in the first person) of what the person with the problem is saying and formulate in writing a response according to the format we have been using. See Step 2 of this module. (Expression III on their Worksheets)

Step 8. Ask each of the audience whether or not the first parent (the listener) accurately incorporated the feeling of the second parent. Ask the second parent whether or not she felt it was effective and why it was or wasn't a good response.

Step 9. If you have time, switch roles of the two parents; but don't go any further than these two parents. Inform your audience that the next module will deal with more practice of Steps 7 and 8.

## V. SUMMARY

We have covered the following:

1. Reviewed two essentials of effective communications.

- a. respond to feelings
  - b. respond to child's feeling about himself in the situation
  - c. respond to feeling of the here and now
2. Began to practice "live" what we've been practicing in writing.
  3. Most of the work we have been doing has been to prepare us for the next module which will deal exclusively with practice in responding to each other.

Go over the following instructions with your parents.

1. You are to the point now where you should be able to try sitting down with each of your children (and your spouse) and do nothing else but listen and physically attend to them. It would be best if you set a specific time of day for it.
2. If you haven't done so already, you should be your own trainer with your spouse. In other words, he or she should be able to do what you can do in responding to your children. This means sitting down face to face and both of you take a turn at listening and responding to each other. As with your children, start off with one or two minutes a day and build up to fifteen or twenty minutes.

Here's the format again:

1. Listen: Start off with thirty seconds to one minute.
2. Wait: Think over what was said and at least one possible feeling word.
3. Formulate response: Put that one feeling word into a simple and short sentence that communicates you understand.
4. Respond: Verbalize what you have formulated in Step 3.
5. Don't skip steps!

## LISTENING SKILLS

## MODULE VI

## RESPONDING EFFECTIVELY C

## WORKSHEET

## Expression I.

(Write expression  
in first person)

a. \_\_\_\_\_

(Feeling word  
describing child's  
expression)

b. \_\_\_\_\_

(Write your response  
in one sentence  
including the feel-  
ing word)

c. \_\_\_\_\_

## Expression II.

(Write expression  
in first person)

a. \_\_\_\_\_

(Feeling word  
describing child's  
expression)

b. \_\_\_\_\_

(Write your response  
in one sentence  
including the feel-  
ing word)

c. \_\_\_\_\_

## Expression III.

(Write down important  
points in the first  
person)

a. \_\_\_\_\_

(Determine one feeling  
state the person is  
experiencing)

b. \_\_\_\_\_

(Write your response  
in one sentence  
including the feeling  
word)

c. \_\_\_\_\_

HOMEWORK

1. You are to the point now where you should be able to try sitting down with each of your children (and your spouse) and do nothing else but listen and physically attend to them. It would be best if you set a specific time of day for it.
2. If you haven't already done so, you should be your own trainer with your spouse. In other words, he or she should be able to do what you can do in responding to your children. This means sitting down face to face and both of you take a turn at listening and responding to each other. As with your children, start off with one or two minutes a day and build up to fifteen or twenty minutes.

Here's the format again:

1. Listen: Start off with thirty seconds to one minute.
2. Wait: Think over what was said and at least one possible feeling word.
3. Formulate response: Put that one feeling word into a simple and short sentence that communicates you understand.
4. Respond: Verbalize what you have formulated in Step 3.
5. Don't skip steps!

# LISTENING SKILLS

## ANSWERING EFFECTIVELY D

### MODULE VII

#### I. Introduction

Explain to your parents what we will cover in this module.

1. A review and discussion of homework.
2. Practice in making effective responses to each other.
3. Homework assignment.

#### II. Review and discussion of prior homework

What are the three points we have covered which help us to make effective responses?

1. Use feeling words.
2. Respond to how the person himself feels.
3. Respond to feelings of here and now.

Ask how successful your parents are becoming at making good responses.

#### III. Practice in making effective responses

- A. Read the following to your audience:

"This module is basically the same as Module III of responding effectively. The only real differences are that everybody will get a chance and it will incorporate everything we have learned up to this



point. This means we will physically attend as well as make verbal responses to the person."

Step 1. Have your parents arrange their chairs in the same way you did before.

```

      XX
    X      X
  X          X
      XX
  
```

Step 2. Starting with the best two parents, ask them to "volunteer" for the first round.

Step 2a. Tell the two volunteers what you expect of them.

a. Physically attend to the person.

1. Facing squarely.
2. Eliminating distractions.
3. Posture, leaning forward.
4. Eye contact.

b. Make one effective response using the format we have used before.

1. Listen to statement.
2. Determine one way the person is feeling.
3. Formulate a short response (one sentence) with that feeling word in it.
4. Repeat aloud to the person your formula response.

Step 2b. Tell the rest of the audience what you expect of them.

- a. Listen and make their own response (on worksheet).
- b. Determine if the first parent's response to the second parent was effective. It is effective if:
  1. It uses a feeling word.
  2. It is about how the person himself feels.
  3. It is about how the person feels right now.

Step 3a. As in the last part of the last module have one parent relate something in not more than two or three sentences.

Step 3b. Have other parent make an effective response.

Step 3c. Have other parents first decide yes or no whether or not it was effective.

Step 3d. Have the parent who presented her situation decide last if she thought it was an effective response.

Step 3e. You make an effective response to the person.

Step 3f. Have one or two parents who think they have good responses try them out.

Step 3g. If appropriate, you make an effective response.

Step 3h. Switch roles of the two parents and repeat 3a through 3g.

Step 4. Repeat steps 3a - 3g for all parents at least once in forty-five minutes.

IV. Homework: Go over the following briefly with your parents. Homework is basically the same except you should be able to make several responses in one sitting to your children or your spouse.

(Since this is the last module, instead of assigning any new homework, you should summarize the seven modules we have covered, answer questions, and discuss ways in which you might work further with your parents.)

## THE MODULES REVIEWED

1. Module I introduced the whole series and presented an effective way for you to answer your child.
2. Module II helped you to develop a larger feeling word vocabulary.
3. Module III picked up where Module I left off and gave us more information on answering effectively.
4. Module IV concerned itself with physically attending to your children and the importance of this activity.
5. Module V looked at the other side of the coin, and we developed some physical cues to look for when we are listening.
6. Module VI introduced us to live practice in answering in our group.
7. Module VII, this module, helped us to put it all together (answering using feeling words, and physically attending) to get some practice.

LISTENING SKILLS  
ANSWERING EFFECTIVELY D  
MODULE VII  
WORKSHEET

Format for Responding

1. Repeat in writing what the person says. Write the expression in the first person.
2. Determine one feeling the person is experiencing and write it down, using one word.
3. Formulate a response in writing, using the one feeling word in a short sentence.

Cues for deciding if it was a good response.

1. Does it use a feeling word?
2. Does the answer express how the person himself feels?
3. Does the answer express how the person feels right now?

Expression A.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

Expression B.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression C.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression D.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression E.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression F.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression G.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_

## Expression H.

1. Write response: \_\_\_\_\_
2. Feeling word: \_\_\_\_\_
3. Your response: \_\_\_\_\_



## APPENDIX D

## A DESCRIPTION OF HELPER STIMULUS EXPRESSIONS:

## AN INDEX OF COMMUNICATION

## Introduction and Instructions

The following excerpts represent 16 helpee stimulus expressions; that is, expressions by a helpee of feeling and content in different problem areas. In this case the same helpee is involved in all instances.

You may conceive of this helpee not necessarily as a formal client but simply as a person who has come to you in a time of need. The helpee, for example, may be a close friend. We would like you to respond as you would if someone came to you seeking assistance in a time of distress.

In formulating your responses keep in mind those that the helpee can use effectively in his own life.

In summary, formulate responses to the person who has come to you for help. The following range of helpee expressions can easily come in the first contact or first few contacts; however, do not attempt to relate any one expression to a previous expression. Simply try to formulate a meaningful response to the helpee's immediate expression.

Excerpt 1

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 any more. I get upset and come home depressed and have headaches. It seems all 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 that time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

Helper:

Excerpt 2

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:

Excerpt 3

Helpee: 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 any more. 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 Mama. 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:

Excerpt 4

Helpee: It's not an easy thing to talk about. I guess the heart of the 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 enjoy and look forward to making love. I used to have an orgasm but I don't any more. 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:

Excerpt 5

Helpee: Gee, those people! Who do they think they are? I just can't stand interacting with them any more. 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 any more. 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:

Excerpt 6

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 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. They are looked down upon. That makes me sick.

Helper:

Excerpt 7

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. Damn! What potential! What she could do with what she has. There are times she doesn't need 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:



Excerpt 8

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:

Excerpt 9

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 that 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:



Excerpt 10

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:

Excerpt 11

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:

Excerpt 12

Helpee: I'm really excited the way things are going at home with my husband. It's just amazing. We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

Helper:

Excerpt 13

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:

Excerpt 14

Helpee: Silence. (Moving about in chair)

Helper:

Excerpt 15

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 just is no hope.

Helper:

Excerpt 16

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--ah--it makes me so God damn mad!

Helper:

Stop! If the reader is being administered the standardized helpee stimulus expressions in order to assess level of communication, he should proceed no further until all relevant persons have responded in accordance with instructions.

## A DESCRIPTION OF HELPER RESPONSES

## TO HELPEE STIMULUS EXPRESSIONS:

## AN INDEX OF DISCRIMINATION

## Introduction and Instructions

The following excerpts involve a number of helpee stimulus expressions and in turn a number of helper responses. There are 16 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 excerpts, keeping in mind that those helper responses which the helpee can employ most effectively are rated the highest.

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

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 feeling of other persons and guides discussions 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 read 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 above continuum.

### Excerpt 1

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 any more. I get upset and come home depressed and have headaches. 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 that time. I had no depth. I was what the crown 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 2

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) Hmm. 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 3

Helpee: Sometimes I question my adequacy of raising three boys, especially 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 any more. 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 4

Helpee: It's not an easy thing to talk about. I guess the heart of the 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 enjoy and look forward to making love. 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 5

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 just not 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--making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

Excerpt 6

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 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. 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? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many pre-requisites 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 7

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. Damn! What potential! What she could do with what she has. 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 and what you don't 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, particularly in relation to this kid?"
- \_\_\_\_\_ (4) While she makes you very angry, you really care what happens to her.

Excerpt 8

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 own struggle for your own identity. And you don't know where this relationship is going.

Excerpt 9

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 sometime 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 about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

Excerpt 10

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 bit 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 might 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 11

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 12

Helpee: I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased. I don't know what else to say.

## Helper Responses:

- \_\_\_\_\_ (1) It's a wonderful feeling when things are going well maritally.
- \_\_\_\_\_ (2) It's really exciting to be alive again, to feel your body again, to be in love again.
- \_\_\_\_\_ (3) Is your husband aware of these changes?
- \_\_\_\_\_ (4) Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.

Excerpt 13

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 14

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 15

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 just is not 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 16

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 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?

## APPENDIX E

# Raw Score Data for Subscale Total Scores On Parent and Children Surveys

(Parent Data Above Children's Data)

Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School Problems</u>		<u>Knowing My Child</u>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Training								
1	99	96	157	168	191	216	153	168
	139	83	158	168	287	305	153	168
2	96	114	95	117	225	224	108	159
	80	87	168	163	293	284	161	129
3	107	87	149	149	251	251	145	122
	142	117	167	152	294	288	156	108
4	145	99	149	98	293	245	160	123
	115	117	147	159	259	264	132	165
5	120	82	168	111	264	245	168	126
6	96	84	120	120	189	198	113	120
	128	75	162	156	218	262	155	168
7	86	80	94	154	207	245	136	154
	122	168	167	168	293	252	154	126
8	93	91	117	105	212	194	108	89
	80	117	168	168	240	228	80	105

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Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School Problems</u>		<u>Knowing My Child</u>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9	96 111	91 89	117 131	142 124	206 215	224 224	110 143	123 130
10	99 102	112 144	106 137	157 138	247 235	313 300	110 149	152 144
11	127 96	128 168	153 144	149 168	241 296	252 336	142 112	144 168
12	82 105	79 97	96 133	101 152	211 279	200 285	97 150	97 152
Volunteer								
1	131 168	96 144	149 168	145 162	309 335	289 270	152 162	122 156
2	109 89	114 30	112 159	124 138	243 271	217 183	125 108	125 156
3	136 112	133 96	150 128	156 96	292 249	302 222	161 132	161 144
4	100 105	88 90	153 154	133 168	252 256	231 266	141 159	136 113
5	86 104	78 109	80 126	102 132	230 257	189 185	104 127	95 112

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Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School Problems</u>		<u>Knowing My Child</u>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
6	96 87	107 67	122 132	126 126	216 271	255 240	122 111	131 115
7	100 77	148 107	147 135	165 110	177 273	234 230	147 150	156 101
8	86 114	92 120	165 132	165 121	197 267	189 281	132 148	140 137
9	92 118	156 141	111 155	164 131	211 250	327 309	115 119	168 132
10	91 112	117 104	111 144	126 128	210 269	231 247	98 92	111 96
11	168 120	168 112	167 168	168 120	327 282	330 240	167 156	166 168
12	106 92	116 48	163 151	168 141	286 262	248 189	154 168	168 159
Non-Volunteer								
1	125 113	125 126	135 141	139 168	224 287	238 306	127 145	134 149
2	121 86	155 48	118 125	101 115	223 224	275 237	118 135	151 113

Subject	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School Problems</u>		<u>Knowing My Child</u>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
3	97	92	150	141	235	204	146	118
	150	156	168	150	318	300	168	150
4	110	90	114	102	288	192	140	96
	105	72	142	276	276	213	154	144
5	152	152	168	168	294	288	168	168
	127	104	167	164	281	265	166	160
6	89	103	149	133	297	279	139	129
	93	75	135	168	239	229	156	126
7	109	140	161	168	253	272	147	168
	101	121	130	139	223	248	124	135
8	110	101	154	143	223	215	147	126
	140	128	168	160	310	224	168	156
9	126	148	168	162	322	323	162	168
	115	69	147	156	250	261	130	117
10	108	111	154	101	245	221	124	132
	127	152	160	168	252	256	143	152
11	145	165	162	168	316	325	162	158
	120	120	162	168	299	312	165	168
12	93	96	159	168	263	240	152	168
	126	141	164	168	270	330	157	164

## APPENDIX F

D Values For Parent and Child Surveys

Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School</u>		<u>Knowing My Child</u>	
	Parent	Child	Parent	Child	Parent	Child	Parent	Child
Treat- ment								
1	8.0623	19.1572	5.0000	4.2426	14.3875	14.8997	6.4031	5.9161
2	9.7980	4.6904	10.8167	3.0000	18.5742	7.8103	11.6190	10.5800
3	10.0000	10.0499	4.4721	4.3589	5.4772	5.4772	9.2195	15.2315
4	12.0830	1.0000	10.9087	6.0000	13.0000	8.5440	9.4339	9.9499
5	13.6382	15.7162	13.2288	10.2489	11.9164	15.6444	10.0000	12.4900
6	6.3246	18.7883	0.0000	8.2462	3.3166	12.9615	2.6458	3.8729
7	5.8309	13.0384	14.8661	1.0000	14.1067	28.1603	6.3247	16.9706
8	4.4721	15.6525	8.1240	0.0000	8.4853	6.0000	7.1414	8.7749
9	5.3852	11.5758	6.2450	9.6437	8.4853	10.9545	6.8557	6.5574
10	9.8487	15.3623	6.2450	12.7671	14.4914	16.1245	10.1980	10.9087
11	7.1414	14.6969	5.0909	8.4853	11.1803	9.3808	4.2426	14.6969
12	3.8729	6.1655	6.9282	12.9228	8.4262	6.0828	6.0000	8.0000

Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School</u>		<u>Knowing My Child</u>	
	Parent	Child	Parent	Child	Parent	Child	Parent	Child
Volunteer								
Control								
1	11.3137	12.0000	5.9161	6.0000	11.4891	19.9249	9.2736	6.0000
2	8.3066	17.8606	7.8740	13.7477	10.7703	25.7682	6.6333	16.4317
3	3.0000	13.2665	2.4495	9.2736	5.0909	14.4568	4.3589	10.3923
4	10.0995	9.6437	8.1240	6.1644	14.2478	9.3808	6.7082	11.7473
5	8.6766	15.0000	13.4907	11.8322	13.5277	20.7846	10.4403	14.8661
6	5.0000	19.0788	7.6158	12.1655	14.2478	14.5945	7.4162	7.4162
7	14.4914	15.1658	7.0711	13.4536	13.6015	21.7025	5.0000	13.6015
8	4.4721	7.3485	2.8284	9.4868	12.8062	10.8167	6.0000	9.7458
9	14.5602	15.3297	11.8743	9.2736	18.1108	18.3030	11.5326	10.2470
10	6.4807	4.2426	4.7958	5.6569	8.0622	8.8318	4.5826	4.0000
11	0.0000	16.9706	1.0000	16.9706	6.4031	15.8745	1.7321	8.4853
12	6.7823	11.1355	3.0000	4.4721	13.5647	9.7980	5.8308	4.1231

Subject:	<u>Irritation Problems</u>		<u>Living Together</u>		<u>School</u>		<u>Knowing My Child</u>	
	Parent	Child	Parent	Child	Parent	Child	Parent	Child
Non-Volunteer Control								
1	3.7417	13.2288	5.0990	8.6603	5.2915	9.1104	5.0000	10.4881
2	9.5917	13.3417	7.4162	4.8989	12.7279	12.2882	7.6812	9.3808
3	6.4031	6.0000	5.1961	10.3923	14.5258	16.4317	8.2462	10.3923
4	6.4807	11.0905	10.2956	5.0990	15.8114	14.2478	9.3808	10.1980
5	1.4142	7.1414	0.0000	2.2361	4.2436	7.4833	0.0000	4.4721
6	6.3246	10.3923	5.2915	13.0767	5.4772	18.2209	4.4721	11.2250
7	8.5440	6.0000	3.0000	6.6333	9.1104	7.8103	7.4833	7.8143
8	3.8729	6.9282	3.6056	2.8284	6.1644	16.3095	5.5678	5.6569
9	15.0333	12.5300	6.0000	8.4262	8.3066	11.4891	6.0000	10.5357
10	6.9282	8.8882	13.0767	2.8284	11.8322	8.9443	10.6771	3.3266
11	4.7958	0.0000	2.4495	6.0000	5.5658	7.8103	7.0711	3.0000
12	6.8557	7.9373	2.8284	2.4495	9.7980	14.0712	3.8730	5.0000



## APPENDIX G

Wide Range Achievement Test Pre and Post Test Grade Placement Scores

Subject	Spelling		Reading		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
Training Group						
1	3.0	3.2	4.5	5.1	3.0	3.2
2	1.6	1.8	1.6	1.8	2.6	2.8
3	3.2	3.2	3.1	3.6	3.0	3.9
4	2.6	2.5	2.3	2.4	2.6	2.8
5	1.6	1.7	1.9	1.6	3.0	2.8
6	1.3	1.5	1.5	1.6	2.4	2.2
7	3.0	2.9	2.5	2.5	3.2	3.2
8	2.6	2.3	2.6	2.3	3.2	3.9
9	2.7	4.5	2.6	5.7	2.6	3.6
10	1.2	2.2	1.4	2.5	1.9	2.2
11	1.2	1.3	1.1	1.3	1.9	1.9
12	3.0	3.0	3.9	4.4	2.4	3.6

Subject	Spelling		Reading		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
Volunteer						
Control						
1	2.6	2.9	2.9	3.5	1.9	1.2
2	1.1	1.6	1.3	1.7	1.8	1.6
3	3.7	3.9	3.5	3.6	3.9	3.9
4	3.2	3.2	3.0	3.6	3.2	4.2
5	3.0	3.2	3.6	3.8	3.6	3.9
6	2.9	2.5	3.3	3.0	4.2	3.0
7	2.5	2.0	2.5	2.3	3.9	2.8
8	2.9	2.9	2.9	3.3	2.6	3.0
9	2.9	3.0	2.9	3.3	3.9	3.9
10	2.9	2.0	2.6	2.8	3.6	3.9
11	2.0	2.3	2.2	2.3	1.8	3.1
12	1.8	2.2	1.5	2.0	1.9	1.9

Subject	Spelling		Reading		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
Non-Volunteer Control						
1	K.1	1.4	1.3	1.3	K.9	2.1
2	3.7	3.9	3.1	3.0	3.6	3.6
3	1.2	1.0	Pk.9	1.0	1.0	1.4
4	1.8	2.3	2.3	2.5	2.8	3.2
5	1.8	2.2	2.0	2.3	3.6	3.2
6	3.0	3.7	3.6	4.2	3.2	3.6
7	2.6	2.2	3.0	3.3	2.6	3.2
8	3.9	5.0	5.0	4.7	4.5	5.5
9	2.7	2.5	2.6	2.5	3.7	3.9
10	1.5	2.0	1.4	1.5	3.6	3.2
11	1.7	1.8	1.6	1.9	2.8	2.6
12	1.8	2.2	1.7	2.1	2.6	2.8

## APPENDIX H

# Attendance Data In Percent Present

Subject	Treatment Group		Volunteer Control		Non-Volunteer Control	
	Pre	Post	Pre	Post	Pre	Post
1	96.88	85.00	96.67	96.67	91.67	93.33
2	95.21	95.00	100.00	100.00	97.92	98.33
3	98.96	98.33	97.08	93.33	86.67	90.00
4	99.17	96.67	97.08	98.33	93.13	83.33
5	86.88	92.50	98.97	100.00	93.96	93.33
6	92.50	98.33	99.17	100.00	98.75	100.00
7	96.67	95.00	94.58	88.33	98.33	96.67
8	99.17	100.00	91.67	96.67	100.00	100.00
9	98.75	95.00	99.58	100.00	92.50	93.33
10	88.44	90.00	99.17	100.00	92.50	100.00
11	99.58	100.00	95.83	95.00	92.50	93.33
12	92.50	93.33	92.08	88.33	99.58	100.00