

RELATIONSHIP AMONG DEGREE OF FAMILY  
VIOLENCE, PROTECTIVE PARENTING, AND  
CHILDREN'S SOCIAL COMPETENCE

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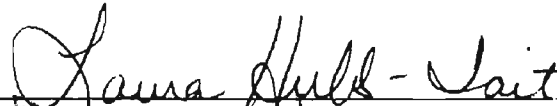
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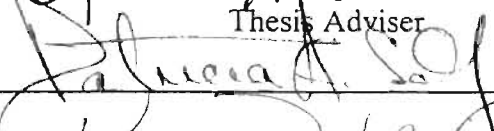
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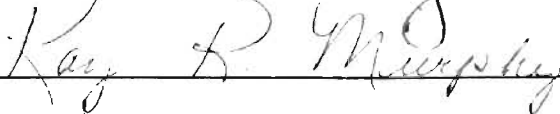
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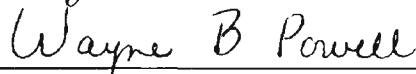
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## PREFACE

This study was conducted to provide new knowledge pertinent to the relationships among degree of family violence, protective parenting, and children's social competence. The study examined relationships among maternal reports of family violence, maternal reports of parenting skills, teacher ratings of child behaviors, and the kindergarten child's report of his/her peer and maternal acceptance. The sampling frame was all U.C.A.P. Head Start children in six north central Oklahoma communities in fall of 1995, with two sites added in the fall of 1996. The sampling unit is the 112 kindergarten children and their mothers who chose to participate either in the fall of 1996 and spring of 1997 or in the fall of 1997 and spring of 1998. Field research was utilized for this study, allowing data to be collected from self-administered questionnaires that the mother completed in the presence of the researcher, child self-reports, and self-administered questionnaires completed by the child's teacher.

The outcomes of this study indicate that increased maternal verbal conflict relates to increased child externalizing and internalizing behaviors, confirming that children who live in a violent family climate are directly affected by the verbal conflicts occurring in the familial environment. A portion of the study also indicates that teachers base ratings of child internalizing and externalizing behaviors on gender, whereas maternal ratings of

child internalizing and externalizing behaviors reveal no association to the child's gender.

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## CHAPTER ONE

### INTRODUCTION

Approximately 3 million children living in the United States are exposed to traumatic events such as family violence each year (Schwartz & Perry, 1994). Family violence is more traumatic than street violence because the victims and perpetrators are people children are emotionally attached to and physically dependent upon to meet their needs (Osofsky, 1998). However, children are often not identified as either direct or indirect victims of family violence. Also, the mothers are often blamed for failing to protect their children (Erikson, in Link, 1993). This attitude endangers and isolates children and mothers who live in a violent family climate. This position disrupts the potential for a strong alliance between mothers and children that is needed in their pursuit of safety (Hart, in Link 1993). Yet, it was not until 1980 that professionals began to make a pronounced effort to understand the effect of family violence on children (Carlson, n.d.).

As silent victims of family violence, children come to view the world as dangerous and unpredictable and respond with feelings of helplessness and incompetence (Groves, 1994). These children lose basic trust, repressing the natural curiosity that drives learning and exploration of the environment (Groves, 1994). Violence has also been found to affect development of neurotransmitters and regulation of the autonomic nervous system in the child's brain (Groves, 1994). Thus, profound emotional, behavioral, physiological, cognitive, and social problems may occur during the child's development (Perry, 1996).



### Purpose of this study

The purpose of this study is to broaden awareness of family violence and its impact on a child's development. The Stillwater Domestic Violence Services 1997 statistics support the fact that children living in urban and rural Oklahoma are affected by family violence. Stillwater Domestic Violence Services reported 1,034 nights spent by children in the shelter, averaging 86 children per month, 3 children per night in the 1996-1997 fiscal year (Cochran, 1997). Cochran states these statistics are average for the state of Oklahoma. This study will analyze data from north-central Oklahoma homes. The questions being asked are: "What degree of violence is occurring in the family climate?"; "How does the degree of violence in the family climate relate to the child's social competence?"; and "What protective parenting skills can be utilized to support the child's social competence?" The study will examine associations among maternal reports of family violence, maternal reports of parenting skills, teacher ratings of peer relations, and the kindergarten child's report of his/her peer and maternal acceptance.

The current literature shows that data have been provided by parental (mainly maternal) reports and child self-reports. This study will make it possible to further explore the development of social competence in children who live in a violent family climate with the addition of teacher reports to the data. The unbiased teacher ratings will provide a measure of the child's social competence that is independent of maternal perceptions that might be influenced by her psychological state when in a violent family climate. The projected outcome of this research is that a violent family climate negatively affects a child's development of social competence. A second projected finding is mothers who are able to sufficiently perform their parenting role and whose

parenting practices function as protective factors will minimize the adverse effects of a child's exposure to family violence.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### Theoretical Background

Bronfenbrenner's Human Ecology theory and Erikson's Eight Ages of Man provide guidelines for the interpretation of the relationships among degree of family violence, protective parenting, and children's social competence.

#### Human Ecology

The contextualist theory of human ecology is based on the belief that individuals rely on their interpretations of their environment rather than on the actual characteristics in their surroundings (Thomas, 1996). This theory emphasizes each child's characteristics as being vital to the child's personal course of development. Interactions between individuals, as well as individuals and objects in their environment are reciprocal and affect each person's human development differently (Bronfenbrenner, 1995).

Human Ecology can be divided into three main constructs. The first idea represents the interdependence of the child and his/her environment and describes the nature of this interaction. The family is the main environment in which a child's development occurs. The interdependency of the family and the child is known as an ecosystem (Bubolz & Sontag, 1993). The ecosystem allows the theory to follow development throughout the lifespan, accepting past and present experiences as variables in the child's current state of development. Thus, the ecosystem emphasizes the whole child and how his/her environment operates, each in relation to the other (Bubolz &

Sontag, 1993). The second idea is that the family supports its members, and the common good of society through its daily role of economic maintenance, psychological and nurturing activities, and physical-biological sustenance (Bubolz & Sontag, 1993). The final idea stated, global “ecological” health, is directly related to actions taken by children, their families, and nations, emphasizing the dependence of the political environment and individuals on each other (Bubolz & Sontag, 1993). The family’s actions and roles affect the society as a whole, and society affects the family. Together these three premises assert individuals, families, and cultures as influential on the society in which they function, while society in turn influences the cultures that affect families and individuals.

Application of the theory of Human Ecology to the cycle of family violence starts with a child growing up in a violent house, perceiving the violent interactions as appropriate. The child’s social skills develop accordingly, and his/her interactions with society show little social competence. The adult child searches for a partner often pairing with an individual with similar social models. This application suggests that a violent family climate in childhood may provide support for abrasive familial relationships that often perpetuate the cycle of violence in future relationships.

The theory of Human Ecology allows the child's perception of the cycle of violence to influence three items: behavior patterns, physical needs, and time boundaries (Thomas, 1996). These three dimensions act as a catalyst for the cycle of violence generation after generation. One possible way to stop this vicious circle is by placing protective factors into the child’s environment. Protective factors would include

practices allowing the child to perceive the modeled violent behaviors as inappropriate, get his/her physical needs met, and have suitable guidance given to him/her. Parent educators and family practitioners could use these protective factors as motivation for positive change within a violent family climate.

### Eight Ages of Man

Erikson's 1963 chapter "Eight Ages of Man" focuses on human development from birth through late adulthood. According to Erikson, development is triggered by a crisis that occurs within the child's life. Erikson believes the child must resolve the crisis in order to move forward to the next stage of development. The crisis places the child in an active role working to further his/her development. This theory also recognizes that social influences parallel the child's perception of being in a state of crisis. Thus, the child's environment and social influences affect his/her development of social competence and identity. Therefore, Erikson suggests that all children are to go through the predetermined order of stages. Yet, the child's environment and social influences will affect the resolution of the crisis and the direction of the child's development (Erikson, 1963).

The application of Erikson's theory to a child living in a violent family climate suggests that the child's development of social competence could be affected in the following way. The child is active in all familial violence, if not physically, then emotionally. The intensity and percentage of crisis encountered by the child is often to blame for his/her level of social competence. Through familial interactions, during or after violent events, the child learns helplessness and/or aggressive tendencies (Groves,

1994). Therefore, the possibility that daily violent family interactions will hinder the child's development of social competence exists, because the child is unable to successfully resolve the crisis and move to the next stage of development.

### Child Social Competence

Young, low-income families with young children demonstrate the greatest amounts of family violence (Fantuzzo, DePaola, Lambert, Martino, Anderson, & Sutton, 1991). Research by Cummings and Davies (1994) indicates children with these life stresses are likely to have more behavior problems. Internalizing behavior problems, such as depression, anxiety, and withdrawal, and externalizing behavior problems, such as aggression, acting out, or social incompetence are two ways a violent family climate affects a child's development (Davis & Carlson, 1987; Fantuzzo et. al., 1991; Jaffe, Wilson, & Wolfe 1986). The extent of developmental problems seen in a child living in a violent family climate correlates with the quantity of violence occurring in the home (Shepard, 1992). Cummings and Davies (1994) report that the least common effect of family violence on children is unresponsiveness. Furthermore, this is also the effect providing the fewest clues for interpretation. The literature indicates that physical violence between parents positively relates to children's physical aggression (Cummings & Davies, 1994). Family violence often correlates with juvenile crime. Conduct disorders and antisocial behaviors, even at age seven are partial predictors of violence toward partners in adolescence and early adulthood (Cummings & Davies, 1994). Fantuzzo et. al. (1991) review studies showing that children who witness violence between their parents are more likely to become the adult abusers they once watched. A

genetic predisposition toward family violence appears to make only a small contribution (Hall & Lynch, 1998). The National Woman Abuse Prevention Project states that 63% of the juvenile males in prison for murder are guilty of killing their mother's abuser

O'Keefe (1994) studied 185 children from 120 families who were at a family violence shelter with their mothers. The mothers completed the Conflict Tactic Scales (CTS) Form N, and the Child Behavior Checklist. Results showed a positive correlation between the amount of family violence witnessed and parent-child aggression. Family violence was a better predictor of externalizing behavior problems in girls than in boys (O'Keefe, 1994).

Other research done by Levendovsky and Graham-Bermann (1998) examined the potential effects of maternal parenting stress on child adjustment in homes with varying levels of family violence. The study concluded that children raised in a violent family climate suffer increased adjustment and psychopathology problems, demonstrated through negative social and emotional behaviors. Additionally, these children worry more about family and friends than non-witnesses. These children also exhibit more aggression and depression, lower self-esteem, and increased behavior problems (over those children from non-violent homes) as well as displaying adult symptoms of post traumatic stress disorder. Levendovsky and Graham-Bermann (1998) found parent-child aggression, child social support, maternal stress, and parent irritability were key factors in the child's social-emotional adjustment. The level of violence perceived to be in the home was measured by the Conflict Tactics Scale.

Maternal abuse also identified the child as having significantly more internalizing behaviors and more abrasive temperaments than children from nonviolent homes (Levendovsky & Graham-Bermann, 1998). This study revealed that levels of emotional abuse and parenting stress are positively correlated with the child's internalizing and externalizing behavior problems. This decrease in maternal functioning often occurring in a violent family climate creates a sense of aloneness and abandonment in the child. This lack of predictability and stability by the mother can cause withdrawal and depression to develop in the child as well. The conclusion is that family violence affects the child directly through his/her observations and/or indirectly through maternal stress. Key intervention and protective factors seen in this study were social support of the family, education, and ability to access community resources that can foster social competence in children.

A study by Peled (1998) confirms symptoms developed by the child witness may include post-traumatic stress disorder and occurrence of social, cognitive, emotional, and behavior problems. Evidence is less conclusive about the factors causing these symptoms. Changes reported to occur in the child's life were related to level of violence, maternal response to the violence, and the parental-child relationship. Peled (1998) also reported that four universal obstacles are experienced by a child who lives in a violent family climate: Living with ordinary fights, being challenged by maternal public confrontation of the violence, adjusting to new realities in long-term aftermath of violence, and living with a violent history. The age at which the obstacle occurs and the duration of the phase is different for each child. Regression in the area of toilet training



and speech can occur in extreme situations. Symptoms of posttraumatic stress disorder such as, repeated reliving of the traumatic event, avoidance, hypervigilance, and increased arousal may be seen in the child as well (Peled, 1998).

Symptoms of post-traumatic stress disorder, (similar to those of adults) can be found in many children living in a violent family climate. Thus, there is great possibility of delays in the child's social competence. Many children of violent families have more serious behavior problems than comparable, but nontraumatized, children. Graham-Bermann and Levendovsky (1998) state that trauma occurs when events elicit fear, helplessness, and overstimulation, and when the observer identifies the event as traumatic. Some child witnesses respond to fatal threats made towards their mother with symptoms associated with feeling overwhelmed or post-traumatic stress disorder, which can occur as a direct result of a violent episode. Post-traumatic stress criteria specific to children are being developed. However, at present it is difficult to ask questions in a way to show a clear connection between trauma and the violent event.

Symptoms of post-traumatic stress disorder are disassociation, traumatic moments, intrusive play, and a general vulnerability to stress (Levendovsky & Graham-Bermann, 1998). The post-traumatic stress disorder label appears accurate for child witnesses of violence because most are not reacting to a unitary event. Also, children may be revictimized at any time, viewing additional assaults as reminders. The learned response is that the child is powerless to stop the violence (Levendovsky & Graham-Bermann, 1998).

These children often do not have one parent who can respond appropriately to protect them against the further negative effects of family violence. The Graham-Bermann and Levendovsky (1998) study showed a significant percent of the 84 participants suffer from symptoms associated with post-traumatic stress disorder, meaning the exposed child becomes intensely upset by the physical violence toward his/her mother. The majority of these children reported being eyewitnesses to the violent events. Specific analysis of the eyewitnesses showed that thirteen percent qualified for a full diagnosis of post-traumatic stress disorder while the remainder had traumatic memories, avoidance, or arousal symptoms. Those with post-traumatic stress disorder had increased internalizing CBCL scores, increased externalizing behavioral problems, as well as intrusion and arousal symptoms that affected social competence.

An article by Kerig (1998) proposed that children living in violent families will actively attempt to understand the reasons for parental violence and generate ideas about ways they can resolve the issues themselves. Kerig (1998) states that contextual factors such as intensity, frequency, content, and resolution of interpersonal conflict affect the child's perception of significance and meaning behind the violent events. The cognitive-contextual model proposed by Grych and Fincham reviewed in Kerig, (1998) reviews two levels of processing by the child. First, the child evaluates the negativity, level of threat, and how he/she fits into the violent event. Second, the child evaluates his/her responsibilities in the violent event and if he/she can cope with the trauma. Research shows children who assess the family violence as being frequent, intensely unresolved, threatening, and directly involving them may be more prone to maladjustment (Kerig,

1998). Kerig (1998) also reports a negative correlation between the child's level of perceived control over the violent events and the child's perceived social competence. Therefore, research has established links between children's perceptions of violent events and their future adjustment.

Fantuzzo et. al. (1991) studied the effects of family violence on the psychological adjustment and developmental competencies of young children. The sample unit for this research study was 107 children placed in four groups based on a maternal report; 1) home and 2)shelter groups exposed to verbal and physical conflict; 3) a home group exposed to verbal conflict only; 4) a non-violent home control group. Measures used were Family Information Form, Conflict Tactics Scales (CTS), Child Behavior Checklist (CBCL), and the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (PSPCSA). The three primary CBCL adjustment scales and the four PSPCSA scales were analyzed separately. Statistical analysis of the data was completed, using a three way ANOVA (group x gender x subscales). The results show that children in the shelter and home groups (in which physical violence occurred) scored in the clinical range of externalizing behavior problems. The shelter group also had the lowest levels of social competency (Fantuzzo et. al., 1991). Gender showed no significance in these results.

### Protective Factors

Research on parenting skills and practices that can protect children from the effects of family violence appears minimal at this time. However, the information that is available is valuable. The family environment affects all aspects of child development.

The parent-child relationship is the first model of a relationship that the child experiences, and its quality and characteristics have lasting implications for the child's future social competence (Hill, 1995). Wallerstein and Blakeslee (1989) state that the quality of maternal parenting is the single most important protective factor in a child's psychological and physical development. A parent trap for mothers living in a violent family climate is the inconsistent discipline they provide to their children. Dumka, Roosa, and Jackson (1997) reported correlations between inconsistent discipline practices and child depression. Inconsistent parenting partially mediated the relationship of violence to the child's conduct disorder. This same study also indicates that supportive and consistent parenting minimizes the child's levels of depression and adjustment problems.

A weakness in this research topic is that the participants are often those who make it to shelters. There are a great number of parents and children who never take that step. Also, some children may have resources that will enable them to deal with these life events without becoming symptomatic. The lack of parenting skills in violent homes leads to further frustration in environments that are normally intense. Often the child is the brunt of the conflict and feels responsible for the violence between parents. It is extremely important that the cycle be broken. Education given to parents coming from these violent situations might allow them to begin to recognize and understand the effects of family violence on children and ways they can parent to minimize those effects. Wilson, McDermonett, and Burk (n.d) identified appropriate supportive parenting practices to be used by parents living in a violent family climate: choices and

consequences, survival, security, safety, development of initiative rather than guilt.

Professionals who work with children living in a violent family climate suggest that other protective parenting tools will aid a child's social development. Such practices would include role modeling of positive interaction and communication skills; positive, firm and consistent discipline; support for a healthy self-esteem; and encouragement of the child to maintain his/her role as a child emotionally and physically. However, the most important step a mother can take is to leave the violent situation permanently.

An article by O'Keefe (1995) addresses an important point for this research, answering the question of whether child abuse occurs with children who witness domestic violence. If so, what forms of abuse occur? Other studies mention this perspective in passing, yet it is something practitioners must be aware of as a possibility when working with this client population. O'Keefe (1995) explored the effects of family violence on the child's level of adjustment, comparing children who only witness violent events with those who witness and are victims of the violent events. O'Keefe predicted significant interaction effects for abuse and gender, with boys expected to show more externalizing behaviors than girls.

Secondly, O'Keefe looked at what factors would be predictors of child physical abuse in families where violence occurs. The hypothesis stated "If risk factors are more frequent than compensatory ones, then abuse is likely" (O'Keefe, 1995, p. 5). Data were collected on 184 children residing in 17 domestic violence shelters in rural and urban areas; the average age of the child was 9.5 with subjects ranging in age from 7 to 13. The majority of these subjects came from low socio-economic backgrounds. Higher socio-

economic classes often use other escapes. The types of violence witnessed by the children were pushing, grabbing, shoving, and the use of a gun or knife on the mother. Two groups made up this sample: children who were both abused and eyewitnesses to the violence and children who witnessed the violence. The measures used were Conflict Tactic Scale, Child Behavior Checklist to assess behavioral problems of the child, 25-item self-esteem scale, Marital Adjustment Test, a social class measure, and Emotionality Activity Sociability Temperament Survey. The results show that a child who experienced abuse once in the last year was hit with an object. Forty percent of the time the father perpetuated this act of violence. The fathers were more often the child abuser and used more serious forms of violence. Significant differences emerged only for gender between these two groups, with boys more likely to be victims of violence than girls. Lastly, those who witnessed violence and were victims of violence were also more likely to be members of families with a history of marital discord and severely high levels of violence.

A 1996 article by Henning, Leitenberg, Coffey, Turner, and Bennett looked at the long-term psychological and social impact of witnessing parental violence and experiencing physical abuse. The research was to determine whether differences in adjustment would be evident after controlling individually for physical abuse of the child associated with violent families, and whether long-term effects of witnessing parental violence would be isolated from the effects of poor parenting in general. Data were gathered from 617 women who took part in a large community survey analyzing the impact of childhood trauma on adult functioning. The average age of participants was

42.5. Measures used were the Conflict Tactics Scale, Brief Symptom Inventory, and Parental Bonding Instrument. Control measures used in this study were parent's socio-economic status, experience of childhood physical abuse, nonphysical marital conflict witnessed before the subject's sixteenth birthday, and perceived emotional support and caring from both parents during the subject's childhood.

The results disclosed the women in the witness group compared to nonwitnesses were younger on average, from a lower socio-economic home, and perceived less parental support and caring. Twenty percent of these women had witnessed physical family violence before their sixteenth birthday. The most common form of violence witnessed was one parent slapping another. This study also confirms that children who witness family violence are more likely to be victims of child abuse, while being exposed to higher amounts of verbal conflict. The authors' conclusion was that witnessing both parents' physical aggression during a conflict and seeing their fathers as the sole perpetrators were positively correlated with distress.

In sum, this literature review has identified that children who live in a violent family climate will endure a multitude of problems (e.g., Peled, 1997). Level of parental conflict between parents, parents' perceptions of child's development, and parenting practices all influence the child's ability to contend with difficulties in a violent family climate. The child's perception of parenting practices (appropriate discipline, positive communication, empathy, etc.), programs attended by the child, and the child's perception of his/her own competence and social acceptance also positively correlated with the child's development of social competence. Yet, the current literature does not

pinpoint whether certain parenting practices implemented in the mother-child dyad moderate the relationship between family violence and a child's development of social competence. This study addresses the gap in the current literature.

#### Hypothesis A

There will be a negative association between degree of violence in the family climate and social competence. Specifically, the higher the violence, the lower the social competence. This hypothesis will be tested with three sources of information on social competence: children, mothers and teachers.

#### Hypothesis B

For families with high violence, appropriate parenting practices will be positively associated with social competence as reported by the mother. This hypothesis will be tested with three sources of information on social competence: children, mothers and teachers.



## CHAPTER THREE

### METHODS

#### Subjects

This study extends the current literature by examining mother-child dyads from the time the children were in Head Start through the end of kindergarten. All children attended their kindergarten year in 1996-1997 or 1997-1998. The study gathered data on children and mothers currently living in their own home environments. The predictor variables were high-order maternal parenting practice factors including: rejection, nurturing, authoritarian discipline, time out, and bribing. These parenting were assessed in response to children's distress, interactions with peers, and noncompliance. Child outcome variables included scores on the child's self-reports of his/her peer and maternal acceptance, maternal ratings of the child's social competence and teacher reports of the child's externalizing and internalizing behaviors. The sampling frame was U.C.A.P Head Start children in six north central Oklahoma communities in Fall of 1995, with two sites added in the Fall of 1996. The sampling unit was the 112 kindergarten children and their mothers who chose to participate either in the Fall of 1996 and Spring of 1997 or in the Fall of 1997 and Spring of 1998. The type of sampling was purposive sampling because the subjects were selected due to the fact that they all attended Head Start.

## Procedure

The type of research design used for this study was a longitudinal, exploratory analysis of the mother-child dyad. Field research was utilized for this study, allowing data to be collected from child self-reports, self-administered questionnaires that the mother completed in the presence of the researcher, and self-administered questionnaires completed by the child's teacher.

Each Fall, data collectors contacted mothers to fill out questionnaires and meet at their convenience for completion of the packets. As well as meeting with the child's teacher to arrange to fill out questionnaires for the child in the Spring. The teacher was paid five dollars for each completed packet and the mother was paid five to fifteen dollars for each session she completed in the Fall and Spring. In the Spring, the OSU trailer was taken to each site for the mother and child to complete the computer-presented assessment and self-report portions of the data collection.

## Operational Definitions

There are key terms that should be operationalized for this study. Parenting practice is any parenting behavior such as redirection, reasoning, monitoring of the child's play, warmth, nurturing responses, etc. that a mother uses in daily interactions with her kindergarten child. Specific parenting practices used for this study will be identified as nurturing and authoritarian. A violent family climate is defined, for the purposes of this study, as any act committed within the framework of the family by one of its members that undermines the life or psychological integrity of another member of the same family. (Hall & Lynch, 1998). It is important to note that family violence

occurs in all social classes, cultures, and age groups. Physical or sexual abuse, accusations, innuendo, and deprivation of freedom are all forms of familial violence. Females are more likely to be injured than males in a violent family, but males are not necessarily the initial aggressors (Hall & Lynch, 1998). Children's perceptions of their acceptance as well as maternal and teacher ratings on published scales operationalized social competence.

### Materials

In this section predictor measures will be described first. Following the description of predictors is a description of the outcome measures. The order of outcome measures is determined by the informant or source of data: child, mother, teacher.

*Conflict Tactics Scale (CTS).* The CTS Form A includes 14 items divided into three scales that analyze a parent's conflict management skills. Maternal reports were used in this sample. The two scales utilized are physical and verbal conflict. Fantuzzo et al. (1991) discusses levels of violence that professionals rated as verbal, nonverbal, and physical conflict. Verbal conflict was considered to occur when scores were higher than 12 on the combination of mothers' reports of self and partner verbal conflict (Fantuzzo et al., 1991). Physical conflict was assessed as being part of the family climate when family members were pushed, shoved, or grabbed more than 3 times annually (Fantuzzo et al., 1991). Physical violence was also indicated when mother or partner kicked, punched, or used a knife (Fantuzzo et al., 1991).

*Computer-Presented Parenting Dilemmas (CPPD).* George Holden's Computer-Presented Social Situations (Holden & Ritchie, 1991) were adapted into fifteen stories

divided into three parenting practice themes: child misbehavior, child distress, peer interaction, and one family violence theme. The computer was programmed to insert the child's and mother's name into each story. The computer presented vignettes were then presented to and completed by the Head Start child's mother. Previous reports from this project have identified 18 parenting practices that will be examined in the current study (Hubbs-Tait, Culp, Culp, Steele, & Fore, 1998; Hubbs-Tait, Culp, Culp, & Starost, 1998). These practices were derived by factor analysis and are discussed in more depth below.

*Pictorial Scale of Perceived Competence and Social Acceptance (Pictorial PCS).*

The Pictorial PCS (Harter & Pike, 1984) was designed to measure the child's perception of his/her peer and maternal acceptance and physical and cognitive competence. This measure is presented to the child in the form of a picture flip chart with a verbalized question ("This boy's mother takes him places he likes to go?"; "This boy's mother never takes him places he likes to go?"; "Which one is most like you?"; "Does this happen always or sometimes?"). Upon seeing and hearing his/her choices (most competent to least competent) the child then picks the picture most like him/her. The child then identifies the scenario in the picture as always, sometimes, or never happening to him/her. Social acceptance is assessed on 12 of the 24 vignettes (Harter & Pike, 1984). Internal consistency for total social acceptance (combined mother and peer acceptance) in the current sample is .86.

*Child Behavior Checklist.* The CBCL provides a maternal report of the child's behavior problems and his/her social competence (Achenbach, 1991). This questionnaire was used to analyze externalizing and internalizing actions associated with the child's

overall social competence and behavior problems. Externalizing subscales are: delinquent behavior and aggressive behavior. Internalizing subscales are: withdrawn, somatic complaints, and anxious/depressed.

*Teacher Checklist of Peer Relationships (TCPR).* The TCPR (Pettit, Harrist, Bates, & Dodge, 1991) is a 12-item questionnaire of peer relationship statements. The teacher reads each statement and rates the target child's social competence on a 5-point likert-type scale (e.g., "This child gets along well with peers"). Subscales of the TCPR are social competence, aggression, and social withdrawal.

*Howes Ratings Scale of Social Competence with Peers (RSSCP).* Howes (1988) developed an 18-item teacher rating scale of peer social functioning. Three subscales were consistently rated over time and behavior observations supported the construct validity of the three factors (Howes, 1988): Sociable, difficult, hesitant.

*Preschool Behavior Questionnaire (PBQ).* The PBQ (Behar, 1977) is a teacher rating scale of behavior problems used with children ages 3-6. The instrument has three subscales: hostile/aggressive, anxious/fearful, and hyperactive/distractible.

#### Data Reduction

Parenting Practices. A principal components analysis with varimax rotation was conducted on the following CPPD parenting practices factors (Hubbs-Tait, Culp, Culp, Steele, & Fore, 1998; Hubbs-Tait, Culp, Culp, & Starost, 1998): power assertion (in response to noncompliance), punitive reasoning (in response to noncompliance), bribe (in response to noncompliance), ignore (in response to noncompliance), nonpunitive reasoning (in response to noncompliance), time-out (in response to noncompliance),

distant monitoring (in response to peer play), joining in child's play (in response to peer play), permissive - neglectful (in response to child hitting), power assertion (in response to child hitting), complimentary child on positive play (in response to peer play), hostile (in response to child distress), warmth (in response to child's distress), distract child (in response to child's distress), ignore child's distress, bribe child (in response to child's distress), and put distressed child in time-out. Table 1 presents the five-factor solution that explained 63% of the variance and factor loadings. All of the CPPD factors except distant monitoring and distracting a distressed child by telling jokes did have an item-factor correlation of .50 or higher on the five higher-order factors. For the purpose of this thesis two parenting practices were selected to test hypothesis B: nurturing (because of the gap in the current research on parenting practices) and authoritarian (because previous research shows that these parenting practices may escalate violence in the familial environment). Alphas for nurturing and authoritarian were .80 and .84, respectively.

Teacher Ratings. A principal components analysis with varimax rotation was performed on the three subscales from the TCPR, the three subscales of the PBQ, and the three subscales from Howes' RSSCP. This analysis revealed a two-factor solution that explained 75% of the variance. One factor, called Teacher - Rated Externalizing, consisted of the following subscales (with factor loadings in parenthesis): TCPR aggression (.93), TCPR social competence (-.72), PBQ aggression (.93), PBQ hyperactive-distractible (.72), and RSSCP difficult (.92). The other factor, called Teacher-Rated Internalizing, consisted of the following subscales: TCPR withdrawn

(.73), PBQ anxious (.76), RSSCP hesitant (.87), and RSSCP sociable (-.74). Alphas for Externalizing and Internalizing factors were .97 and .86, respectively.

### Operationalization of Hypotheses

#### Hypothesis A

Maternal verbal conflict will be positively associated with the following:

1. Maternal ratings of children's externalizing behaviors (CBCL).
2. Maternal ratings of children's internalizing behaviors (CBCL).
3. Teacher aggregate ratings of children's externalizing behaviors on the teacher-rated externalizing factor.
4. Teacher aggregate ratings of children's internalizing behaviors on the teacher-rated internalizing factor.

Maternal verbal conflict will be inversely associated with the following:

5. Children's ratings of their social acceptance.

#### Hypothesis B

Social competence of children, in verbally violent families, will be associated with two parenting factors on the CPPD:

1. Nurturing parenting will be positively associated with children's social competence and inversely associated with children's behavior problems (with criterion variables defined as in hypothesis A, 1 to 5, above).
2. Authoritarian parenting will be inversely associated with children's social competence and positively associated with children's behavior

problems (with criterion variables defined as in Hypothesis A, 1 to 5, above).



## CHAPTER FOUR

### RESULTS

#### Overview

Regressions were conducted to test hypothesis A and hypothesis B. The first set of regressions was conducted on the whole sample, to examine the relationship between the measures of violence in the family climate and child social competence. Conflict was measured by CTS maternal reports of verbal conflict. The social competence outcomes were the following:

1. Child reports of peer and maternal acceptance on the Pictorial PCS.
2. Maternal reports of CBCL externalizing and CBCL internalizing behaviors
3. Teacher reports of children's internalizing and externalizing behavior problems derived from the TCPR, RSSCP, and PBQ.

The second set of regressions was run to determine the most appropriate parenting practices to be used with children living in a violent family climate (O'Keefe, 1995). In this second set, a dummy variable was created to represent families with high and low verbal conflict (see Table II). Families with high verbal conflict (=1) were those with maternal CTS verbal scores  $\geq 8$ . Families with low verbal conflict (=0) were those with maternal CTS verbal scores  $\leq 7$ . The cut-off score of 8 was obtained by reasoning that the mother should report verbal conflict as occurring 2-3 times a year (reflected in a score of 8) in 3 of the 5 CTS presented situations. Also the mother must report the remaining 2 verbal conflict situations as occurring at least once in the last year.

Frequency analysis (see Table II) using the above interpreted cut off for high verbal conflict indicates 36 kindergarten children as a part of the high conflict verbal group. The gender of these 36 children was reported as 19 boys and 17 girls. Household income per month before taxes reported by the 36 kindergarten's mothers indicated earnings from \$0 to \$3,499. Fifty percent (18) of these families earned between \$500-\$1,499 per month before taxes (see Table II).

Physical conflict was not used in the tests for Hypothesis B. Low frequencies of maternal physical conflict (93 homes with physical CTS scores of 0 reported by mothers) prompted the decision to use only verbal conflict as an indicator of violent family climates. Furthermore, in order to keep 13 partner absent families in the data set, no partner conflict data were included.

### Regressions

Hypothesis A. Kindergarten monthly household income and child gender were controlled in all regressions, due to research identifying economic status and gender as related to a child's behavior problems and level of social competence (Achenbach, 1991).  $\Delta R^2$  refers to the change in  $R^2$  accounted for by the predictors entered in each block of the regression. The results of the regressions testing hypothesis A are reported in Table IV. Table IV shows that CBCL externalizing behavior problems are associated with the level of maternal verbal conflict,  $\beta = .29$  ( $p < .01$ ). CBCL internalizing behavior problems are associated with the level of maternal physical conflict,  $\beta = .28$  ( $p < .05$ ).

To explain the significant beta weights seen in Table IV, correlation coefficients were computed between conflict and behavior problems. The first analysis was conducted on the 91 subjects who reported some verbal conflict ( $>0$ ). It looked at the relationship between verbal conflict and externalizing behaviors as rated by the mother. The correlation between verbal conflict and externalizing behaviors of .12 indicates that the significant beta weight in Table IV is due to the relationship between externalizing behavior problems and no verbal conflict vs. some verbal conflict. That is, the association does not exist when families with no conflict are excluded.

The second analysis was conducted to explain the significant beta weight between maternal ratings of internalizing behaviors and physical conflict. This correlation analysis was conducted on the 19 subjects with physical conflict scores  $>0$ . The correlation was  $-.20$ . Thus, the inverse relationship indicates that the significant beta weight in Table IV for the relationship between physical conflict and internalizing problems is due to the correlation between internalizing behavior problems and no physical conflict vs. some physical conflict. That is, the direction of the association reverses when families with no conflict are excluded.

The third analysis consisted of frequencies of CBCL scores for each income level. This analysis was run to determine which income levels were associated with higher CBCL scores. The highest CBCL scores were seen in three of the lower income levels, \$0-99, \$100-499, and \$500-999 (see Table V).

Lastly, the significant beta weights for the relationship between gender and internalizing and externalizing behaviors as rated by the teacher indicated that teachers

view boys as having more behavior problems. The negative beta weights specify male gender for this analysis. Therefore, boys exhibit more behavior problems than girls at school.

Hypothesis B. Kindergarten home income and child gender were controlled in all regressions.  $\Delta R^2$  refers to the change in  $R^2$  accounted for by the predictors entered in each block of the regression. The results of the regressions testing hypothesis B are reported in Tables VI and VII. Regressions testing the hypothesis that maternal nurturing interacts with conflict (high = 1, low = 0) are reported in table VI. Nurturing did not predict outcomes significantly. On all five regressions the interaction between nurturing and maternal verbal conflict could not be entered due to multicollinearity (i.e., tolerance was less than .10).

Regressions testing the hypothesis that power assertion in response to the child's actions interacts with conflict are reported in Table VII. The results reveal a significant relationship between power assertive parenting and externalizing behaviors as reported by the teacher. The results show that in families who use more power assertive parenting practices the teacher sees the child as having more externalizing behavior problems

No significant association of power assertion with child ratings of social acceptance, maternal reports of a child's internalizing or externalizing behaviors on the CBCL, or teacher rated internalizing behaviors were seen. On all five regressions the interaction between power assertive parenting and maternal verbal conflict could not be entered due to multicollinearity (i.e., tolerance was less than .10).

## CHAPTER FIVE

### DISCUSSION

#### Hypothesis A

Hypothesis A stated that maternal verbal conflict would be positively associated with the child's behavior problems and inversely associated with social competence reported by the child, mother, and teacher. The analysis of this sample supports the idea that living with high levels of maternal verbal conflict is related to the type and extent of social behaviors displayed by young children. The current study identified a significant association between maternal verbal conflict and the kindergarten child's externalizing behaviors as reported by mother on the CBCL. Thus, a mother who engages in high levels of verbal conflict with her partner also reports her child as acting out through externalizing behaviors. Also, seen in these results was the association between reports of physical conflict and internalizing child behaviors as reported by the mother. Thus, an increase in physical conflict in the familial environment is associated with the child being more withdrawn, depressed, and closed off from others.

#### Implications of Outcomes Hypothesis A

The outcomes from this portion of the study indicate that violence begets violence, even when the violent conflict is not directly related to the child, confirming that children who live in a violent family climate are directly affected by the verbal conflicts between mother and partner. The interpretation, suggested by the literature review, is that if a child has violent/unhealthy externalizing behaviors modeled for

him/her, then s/he will interact with individuals in similar ways. Yet, many mothers living in these environments believe that familial violence only affects them not their children. Thus, practitioners must use the current information on the relationship between familial violence and a child's development to educate and encourage mothers to seek help and/or leave these violent family climates. Moreover, parent educators can focus on the reasons for misbehavior, so that mothers will have a better understanding of why their children misbehave, allowing for empathy to be expressed in the mother-child relationship. Such expression would result in higher levels of self-esteem in the child, of mother's enjoyment of parenting, and lower levels of child externalizing behaviors. These findings also suggest the importance of family and individual (mother and child) therapy, allowing each person and the whole family unit to develop healthy interaction skills, thus ending the violent familial conflicts.

#### Hypothesis B

Hypothesis B stated that parenting practices will be associated with the child's social competence and behavior problems. Two specific parenting practices were identified: nurturing and power assertion. Nurturing was expected to be positively associated with social competence and negatively associated with behavior problems. Power assertion was expected to be negatively associated with social competence and positively associated with behavior problems.

The outcomes of these regressions indicated that when mothers use power assertive parenting practices the child's teacher sees more externalizing behaviors from that child at school. The interaction between maternal verbal conflict and power assertive

parenting practices could not be entered due to low tolerance. Low tolerance suggests that verbal conflict and power assertion overlap in their relationship. The degree of overlap was evaluated by means of a correlation and was found to be .27 ( $p < .05$ ). Thus, the association indicates that when verbal conflict increases there is an increase in power assertive parenting. The correlation between nurturing and maternal verbal conflict was only -.12.

#### Implication of Outcomes Hypothesis B

This study reveals that maternal responses to a child's internalizing and externalizing behaviors are not associated with the child's gender. However, teacher reports show that teachers base ratings of a child's internalizing and externalizing behavior problems on gender, specifically viewing males as having more internalizing and externalizing behaviors. The rationale for this discrepancy between mother and teachers may be due to the varied definition of internalizing and externalizing behaviors by the mother, teacher, and researcher. Also, the environment in which teachers and mothers see their children is very different. Thus, what might be considered a behavior problem at school would not be in a home with only one or two other children.

As verbal conflict increases, power assertion increases, and, as one decreases, the other decreases. Perry (1996) stated that familial conflict and power assertion will affect the child's social behaviors. Further examination of the data also indicates that mothers who report verbal conflict are somewhat less nurturing, although not significantly so.

Yet, as stated by Erikson (Link, 1994) these mothers are not to blame for failing to protect their children from these conflicts. The mothers who parent in these conflictual

familial environments often do not realize that the parenting practices they use are assertions of power. This lack of recognition may occur because often conflict and power is the way these families communicate and show love to one another. Similarly, the conflict reported by this sample may be low because conflict and use of power is the way of life and survival. Thus, because conflict is the norm, participants may not report engaging in high levels of it. Conflict would only be seen as inappropriate when outside intervention occurs. Therefore, parent educators and these mothers must focus on recognizing conflict when it occurs. Once, conflict is recognized, then mothers may be able to learn protective and nurturing parenting practices.

#### Future Directions

It is not unreasonable to assume that other potential findings were defaulted by the following variables:

1. Interpretation and definition of physical and verbal violence. There could possibly be a discrepancy in perceptions of the violence variables between the researchers (majority white middle class) and the target population (majority white low socio-economic status). Due to the conflict and violence in homes in which mothers have lived throughout their lives, mothers may not perceive violence as taking place until the level of violence is dangerously high and/or intervention takes place.
2. It is generally believed victims and abusers are unwilling/unable to admit the occurrence of violence to others. They feel if they identify it in writing they will have to deal with it. Thus, mothers may have failed to report accurately.



3. Secrecy is also another possible reason for inconsistent reports of familial demographics and behaviors. Victims are often forced to keep family practices a secret either for fear of further victimization or obtrusive intervention from individuals outside the family. Inconsistent reports about partners living in the familial environment may correlate with losing current government benefits.

In conclusion, the theory of human ecology and eight stages of man in relation to these data support the following. Violent verbal conflicts, though not directly related to the child, affect the child's development of social competence and behavior problems in many ways. First, the conflict in the home endangers the child's ability to successfully resolve a state of developmental crisis needed for the child to move to the next stage of development. Peled (1997) states that child witnesses suffer a multitude of problems. Yet, many of these children do not get the help and support they need. The child witnesses often see themselves as being trapped in a family of secrets, having to cope with fear, anger, and confusion alone. Other children struggle with maintaining relationships with their father without feeling emotional betrayal towards their mother.

The daily conflict can possibly hinder the child's development of social competence, because the child is unable to successfully resolve the crisis and move to the next stage of development. Thus, these conflicts between individuals affect both the individuals involved and their family members. The family interactions affect the society as a whole, while society in turn influences the entire family unit. The idea represented

here is, family conflict does affect the child and the child's interactions with other individuals.

Future research on this topic should focus on the effects of living in a violent family climate on the child's academic performance and school behavior. Investigation of questions such as, why younger children appear more symptomatic, and why boys who observe family conflict appear more symptomatic than girls should be compiled as well. Research done in this population must acknowledge that the data collected are often retrospective and may suffer from distortions in recall (Henning et al., 1996). Also, the participants are self-selected representing a small portion of a large field. Thus, it is impossible to know if they have better social competence and more protective factors or worse than other children living in a violent family climate (Henning et al., 1996). Therefore, additional future research done with community residents is essential.

Lastly, said research would allow meaningful intervention variables to be identified for use by practitioners. Suggested interventions for children and mother's who live in homes with high levels of conflict are

1. Children's group psychotherapy exploring: the child's ability to break the silence about family violence; survival skills; the child's self-esteem; and providing a positive environment where the child can feel safe and have fun
2. Maternal parent education enabling her to see the disjointed path the child can follow if the violent conflicts continue. The parent education should include behavior management practices focusing on consistent boundaries and structure. Spanking and yelling in response to the child's behaviors is ill

advised. In the current investigation, power assertive parenting practices had the same relationship with behavior problems as maternal verbal conflict. The mother has to maintain and exhibit healthy and appropriate interactions with other individuals for the child to be able to display healthy and appropriate interactions with individuals in his/her life.

3. Individualized and family therapy to empower both mother and child to work together to end the cycle of violence.

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Table I  
CPPD Rotated Component Matrix

Factor and Items	Factor Loadings
<u>Factor 1: Authoritarian</u>	
Power assertion in response to noncompliance.....	.75
Power assertion in response to child hitting .....	.81
Punitive reasoning in response to noncompliance.....	.83
Ignore child's noncompliance.....	.56
Ignore child's distress .....	.56
<u>Factor 2: Inconsistent/Reject</u>	
Hostile response to child distress.....	.89
Permissive-neglectful response to child hitting.....	.88
<u>Factor 3: Nurturing</u>	
Nonpunitive reasoning response to noncompliance.....	.50
Joining in child's play .....	.61
Complimenting child on positive play .....	.82
Warm response to child's distress.....	.54
<u>Factor 4: Bribing</u>	
Bribe in response to child noncompliance .....	.84
Bribe in response to child distress .....	.74
<u>Factor 5: Time Out</u>	
Time-out in response to child's noncompliance .....	.80
Time-out in response to child distress .....	.51

Note: These five factors explained 63% of the variance.

Table II  
Descriptive Statistics for Income in High and Low Conflict Homes

K-Income	High Verbal Conflict		Low Verbal Conflict	
	N	%	N	%
0=\$0	0	0	0	0
1=\$0-100	1	2.8	2	2.6
2=\$100-499	5	13.9	7	9.2
3=\$500 – 999	10	27.8	19	25
4 = \$1000 – 1499	8	22.2	18	23.7
5 = \$1500 – 1999	6	16.7	13	17.1
6 = \$2000 – 2499	2	5.6	9	11.8
7 = \$2500 – 2999	2	5.6	5	6.6
8 = \$3000 – 3499	2	5.6	3	3.9
9 = \$3500 – 3999	0	0	0	0
10 = \$4000 +	0	0	0	0
Totals	36	100%	76	99.9%



Table III  
Descriptive Statistics for Education in High and Low Conflict Homes

	High Verbal Conflict		Low Verbal Conflict	
K-Education	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
6 <sup>th</sup> grade	0	0	1	1.3
7 <sup>th</sup> grade	0	0	0	0
8 <sup>th</sup> grade	0	0	3	3.9
9 <sup>th</sup> grade	1	2.8	1	1.3
10 <sup>th</sup> grade	3	8.3	3	3.9
11 <sup>th</sup> grade	0	0	6	7.9
12 <sup>th</sup> grade	9	25	19	25
some vo-tech	2	5.6	6	7.9
some college	8	22.2	21	27.6
vo-tech graduate	8	22.2	9	11.8
college graduate	5	13.9	7	9.2
Totals	36	100%	76	99.8%

Table IV  
Regressions Predicting Social Competence and Behavior Problems Outcomes  
from CTS Verbal and Physical Conflict Scores

Outcome	Block & Predictors	$\Delta R^2$	F	df	beta
Child Ratings of Social Acceptance	1.	.00	.06	2,101	
	Income				.02
	Gender				-.03
	2.	.03	1.7	2,99	
	Maternal verbal conflict				-.22+
	Maternal physical conflict				.09
Maternal Ratings of CBCL Externalizing	1.	.03	1.66	2,108	
	Income				-.16
	Gender				.06
	2.	.18	12.11***	2,106	
	maternal verbal conflict				.29**
	maternal physical conflict				.19+
Maternal Ratings of CBCL Internalizing	1.	.07	3.81*	2,107	
	Income				-.24*
	Gender				.09
	2.	.14	8.91***	2,105	
	maternal verbal conflict				.13
	maternal physical conflict				.28*
Teacher Ratings of Externalizing Behavior	1.	.16	10.48***	2,107	
	Income				-.11
	Gender				-.40***
	2.	.02	1.04	2,105	
	maternal verbal conflict				.16
	maternal physical conflict				-.09
Teacher Ratings of Internalizing Behavior	1.	.05	2.74	2,106	
	Income				-.10
	Gender				-.21*
	2.	.03	1.88	2,104	
	maternal verbal conflict				.21+
	maternal physical conflict				-.20+

Note:  $\Delta R^2$  refers to the change in  $R^2$  explained by the particular block of predictors.

+ $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\* $p < .001$ .

Table V  
Frequencies of CBCL Internalizing Scores by Income Level in Kindergarten

Income (\$)	0-99	100-499	500-999	1000-1499	1500-1999	2000-2499	2500-2999	3000-3499
CBCL								
Scores:								
Missing	0	0	0	1	1	0	0	0
0	0	3	2	0	6	1	1	1
1	0	1	4	4	2	2	1	0
2	0	1	3	2	3	2	0	0
3	0	2	7	1	1	0	2	0
4	0	1	6	1	1	2	1	0
5	0	0	0	1	0	1	1	0
6	0	0	1	1	0	0	1	0
7	1	1	2	1	0	1	1	0
8	1	2	2	2	0	0	0	1
9	0	0	0	2	0	0	0	0
10	0	0	1	1	1	1	0	0
11	1	1	3	1	1	0	0	0
12	0	0	0	1	0	0	0	0
13	0	0	1	0	0	0	0	0
14	0	0	0	0	0	0	0	0
15	0	0	0	0	1	0	0	0
16	0	0	1	0	0	0	0	0
17	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0
20	1	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0
26	0	0	10	0	0	0	0	0
27	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0
Total	3	12	29	26	18	11	7	5

Table VI  
Regressions Predicting Social Competence and Behavior Problems  
from Nurturing Parenting Practices and Verbal Conflict

Outcome	Block & Predictors	$\Delta R^2$	F	df	beta
Child Ratings of Social Acceptance	1.	.00	.03	2,101	
	Income				.02
	Gender				-.03
	2.	.03	1.57	2,94	
	Maternal verbal conflict				-.01
	Nurturing				-.18
Maternal Ratings of CBCL of Externalizing	1.	.03	1.46	2,103	
	Income				-.15
	Gender				.06
	2.	.06	3.22*	2,101	
	Maternal verbal conflict				.24*
	Nurturing				-.02
Maternal Ratings of CBCL Internalizing	1	.06	3.32*	2,102	
	Income				-.22*
	Gender				.10
	2.	.05	2.85+	2,100	
	Maternal verbal conflict				.21*
	Nurturing				-.05
Teacher ratings of Externalizing Behaviors	1	.15	9.26***	2,102	
	Income				-.11
	Gender				-.39***
	2.	.01	.83	2,100	
	Maternal verbal conflict				.10
	Nurturing				-.05
Teacher Ratings of Internalizing Behaviors	1.	.04	2.03	2,101	
	Income				-.07
	Gender				-.19+
	2.	.02	1.15	2,99	
	Maternal verbal conflict				.10
	Nurturing				-.09

Note:  $\Delta R^2$  refers to the change in  $R^2$  explained by the particular block of predictors.

+ $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\* $p < .001$ .

Maternal verbal conflict was a dummy variable (1 = high, 0 = low).

Table VII  
Regression Predicting Social Competence and Behavior Problems from  
Power Assertive Parenting Practices and Verbal Conflict

Outcome	Block & Predictors	$\Delta R^2$	F	df	Beta
Child Ratings Of Social Acceptance	1.	.00	.00	2,93	
	Income				.00
	Gender				-.01
	2.	.06	2.74+	2,91	
	Maternal verbal conflict				-.23*
	Power assertion				.18
Maternal Ratings of CBCL Externalizing	1.	.02	.87	2,100	
	Income				-.11
	Gender				.06
	2.	.05	2.58+	2,98	
	Maternal verbal conflict				.16
	Power assertion				.10
Maternal Ratings of CBCL Internalizing	1.	.04	2.35	2,99	
	Income				-.19
	Gender				.08
	2.	.06	3.40*	2,97	
	Maternal verbal conflict				.14
	Power assertion				.17
Teacher ratings of Externalizing Behaviors	1.	.14	8.35**	2,99	
	Income				-.08
	Gender				-.38***
	2.	.05	3.16*	2,97	
	Maternal verbal conflict				.00
	Power assertion				.23*
Teacher Ratings of Internalizing Behaviors	1.	.04	1.88	2,98	
	Income				-.07
	Gender				-.19+
	2.	.04	2.11	2,96	
	Maternal verbal conflict				.08
	Power assertion				.16
	3. Conflict x power assertion	.00	.02	1,103	-.04

Note.  $\Delta R^2$  refers to the change in  $R^2$  explained by the particular block of predictors.

+ $p < .10$   $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$

## APPENDIX

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

DATE: 03-02-99

IRB #: HE-99-074

**Proposal Title: THE RELATIONSHIPS AMONG DEGREE OF FAMILY  
VIOLENCE, PROTECTIVE PARENTING, AND CHILDREN'S SOCIAL  
COMPETENCE**

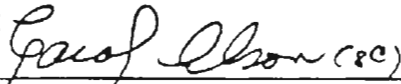
**Principal Investigator(s):** Laura Hubbs-Tait, Kimberly R. Austin

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

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Signature:



Date: March 3, 1999

Carol Olson, Director of University Research Compliance

cc: Kimberly R. Austin

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

## VITA

KIMBERLY RENEE AUSTIN

Candidate for the Degree of

Masters of Science

Thesis: RELATIONSHIP AMONG DEGREE OF FAMILY VIOLENCE,  
PROTECTIVE PARENTING, AND CHILDREN'S SOCIAL  
COMPETENCE

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Texarkana, Texas, May 10, 1974, the daughter of Billy Steve and Frieda Mae Austin.

Education: Graduated from Idabel High School, Idabel, Oklahoma in May 1992; received Bachelor of Science degree in Family Relations and Child Development from Oklahoma State University, Stillwater, Oklahoma in December 1995. Completed the requirements for Master of Science degree with a major in Family Relations and Child Development at Oklahoma State University in May 1999.

Experience: Employed as a Parent Educator for Parents Assistance Center - Domestic Violence Services, Stillwater, Oklahoma 1997 to present; Oklahoma State University research assistant for Parenting Research Center 1997 to present.

Professional Memberships: Oklahoma Child Abuse Prevention Taskforce, Integrated Family Services Council for Payne County, Oklahoma Professional Society of the Abuse of Children, national Council on Family Relations, Oklahoma Family Resource Coalition, Payne County Sexual Assault Response Team, Payne County Parent Educators Network, and Stillwater O.P.A.T. Community Advisory Committee.