EXAMINING AN ENRICHED EDUCATIONAL

DELIVERY APPROACH IN

PARENT EDUCATION

By

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DELIVERY APPROACH IN

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INTRODUCTION

Background

Parenting is a significant role for mothers and fathers; however, few adults receive any instruction for this complicated and demanding role. Most parents assume this responsibility with limited knowledge; consequently, many of their parenting techniques are survival strategies. To prevent unstable and inconsistent interaction, parents need relevant information and parenting knowledge related to the child's social, physical, emotional, and intellectual growth and the ability to learn skills in these areas (Roehl, Herr, & Applehaus, 1985).

For those who have studied the development of the child, parental influence on child behavior and development has been of great interest. However, little attention has been given to the role of parenting education methods and the ways parenting education may influence discipline and guidance practices for parents of young children.

Social pressures and a continued breakdown of the family have changed the role of parents greatly. Parents have fewer support networks since distance

between extended families has increased. Families undergoing a great deal of change and stress may experience the possible long-term negative consequences of those stresses. This has encouraged more public concern for providing parents support and education in their child rearing practices (Anderson & Thomas, 1992a). Limited resource families have been found by Lengua et al. (1992) to be especially challenged in being able to adequately parent their children.

A significant portion of American children do not grow up in households with two married, biological parents. Bronstein, Clauson, Stoll and Abrams (1993) found close to 25 percent of all children were living in single-parent families. The majority of these children lived with either divorced or never married mothers, and almost ten percent were living with a stepparent.

The reality is that families in the United States are structurally diverse. Families with a breadwinner father and a stay-at-home mother are the minority in America. There are many factors that put virtually every child in America at risk for child abuse including having parents who are very young, are substance abusers, have experienced abuse themselves, are unemployed, or are isolated without an adequate support network.

Parenting education and the effectiveness of the teaching delivery systems used has become increasingly important not only to parents, but to educators, Cooperative Extension Services, human service organizations, family service centers, churches, and public health agencies (Hughes, 1994; Light & Siegfried,

1983; Roehl et al., 1985; Seckinger & Day, 1986; Thompson, Grow, Ruma, Daly & Burke, 1993).

In light of changing social attitudes toward parenting roles and an attempt to expand upon past research in the area of parenting education, specifically guidance and discipline practices, this investigation was undertaken. This study focused upon two different educational delivery approaches used in teaching an Oklahoma Cooperative Extension Service sponsored parenting education program which emphasizes the guidance and discipline of young children. The traditional group approach experienced a teaching method of using handouts, lecture and discussion to disseminate the information. The enriched approach group received information through handouts and lecture, as well as the performance oriented teaching methods of receiving additional group discussion, overheads, supplemental handouts, videos, and role play experiences.

Importance of the Study

This study addressed the question that many educators have when working with parents: Does an enriched educational delivery approach, which requires a greater time and resource commitment, result in different knowledge, attitude and skills change by the adults participating in a parent education program? Is there a return for the time and effort, when an educator seeks out videos, designs role play

scenarios and uses various discussion strategies to create a performance oriented learning environment for each lesson?

Purpose

The purpose of this study was to examine the effects of an enriched educational delivery approach in parent education through a small exploratory study with Head Start parents. This enriched approach was compared with a traditional approach. Both approaches focused on measuring the change in parenting strengths and weaknesses.

Hypotheses

The following null hypotheses were examined in this study:

Hypothesis One: There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the developmental expectations of children construct.

Hypothesis Two: There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the belief in the use of corporal punishment construct.

Hypothesis Three: There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the empathetic awareness of children's needs construct.

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Hypothesis Four: There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the reversing parent-child family roles construct.

Scope and Limitations

The results of this study may not be representative of all Head Start parents, due to the limited number of participants and the limited geographic area of residence of the participants. This study could have some variance threats due to the low number of participants. A second limitation was the lack of control over the participants attending all sessions. The attendance patterns could have effected the outcome since there was a series of six sessions.

Another limitation of this study was the utilization of the non-random sampling procedure. The two groups had children enrolled in Head Start programs and were a convenience sample. These subjects may not be representative of the greater population of parents of preschool-age children. Therefore, results may not be generalized to other populations.

Definition of Terms

In this study, several terms were used that require explanation. Definitions of these terms have been listed below.

1. <u>Traditional approach</u> refers to the researcher's definition of a teaching method of using handouts, lecture and limited discussion to disseminate the information, using one hour sessions for each of the six lessons.

2. <u>Enriched approach</u> used a teaching method providing information through handouts and lecture. In addition, the enriched group received performance oriented teaching methods of additional discussion, overheads, supplemental handouts, videos, and role play experiences. One hour sessions were used to teach each of the six lessons.

3. <u>Participants</u> refers to mothers who had one or more preschool-age children enrolled in a Head Start program in two counties in Southeast Oklahoma during the course of this study.

4. <u>Parent education</u> refers to strengthening and enriching individual and family well-being through participation in structured classes focusing on teaching appropriate parenting skills. The pretest identified parents by providing an index score of risk (high, medium, or low) for practicing abusive and neglecting parenting behaviors. This score can prove useful in the efforts to prevent abuse and neglect.

5. <u>Family life education</u> refers to the researcher's definition of strengthening and enriching family life through a broad background base of the home economics skills. Some of the topics covered were child development, family relations, communication skills. and family resource economics.

6. <u>Inappropriate interactions</u> refers to the researcher's definition of any interaction between the parent and the child which was not appropriate for the age and stage of the child, either mentally, emotionally, physically, socially or in any other area of development.

7. <u>Developmental expectation of children</u> refers to the parents ability to perceive the skills, abilities and the stages of development of their children (Bavolek, 1984).

8. <u>Belief in the use of corporal punishment</u> refers to the feeling of a parent that corporal punishment was a proper disciplinary measure and strongly defends their right to use physical force (Bavolek, 1984).

9. <u>Empathetic awareness</u> refers to the ability of a parent to understand the condition or state of mind of the child without actually experiencing the feelings of the child and to be able to respond to those needs in an appropriate fashion (Bavolek, 1984).

10. <u>Reversing parent-child family roles</u> refers to an interchanging of traditional role behaviors between a parent and a child or the parent expected the child to adopt some of the behaviors traditionally associated with parents (Bavolek, 1984).

Chapter II

LITERATURE REVIEW

Organization of the Literature

The first section of this chapter discusses and explores the theoretical

background for this study. The second section presents the literature related to the

study of parent education.

Theoretical Framework

Family developmental theory and systems theory provide useful

frameworks for studying parenting. Drawing from the developmental theory of

parental growth and change, several perspectives have contributed to an

understanding of change in parental attitudes and behaviors while systems theory

presumes that families are changing entities (Anderson & Thomas, 1992a;

Richards & Schmiege, 1993). Systems theory provides an explanation of how

each family member and their actions affect the family system as a whole.

Developmental theory for parenting provides a description and explanation

of the processes and changes over the human life cycle. The primary focus of the

family development perspective is the sequence of stages triggered internally by the demands of family members (biological, psychological and social needs) and externally by the larger society (social expectations and ecological constraints). Development has been defined as the attainment of developmental norms and individual potential that enable further advancement toward increasingly complete and complex levels (Anderson & Thomas, 1992b). According to Swick (1994), each individual must develop a sense of self trust in order to function appropriately in a family involvement system.

From a systems perspective, people create institutions, such as families, where behavior of each member generally affects other family members in a unit. A strength of systems theory is that it can examine the family as a whole within the context of the family environment and reflects the complexity of human relationships. Swick (1994) shares a framework for family systems theory that proves useful. The framework is: 1) all behavior takes place within some system, 2) each individual and their development is ultimately related to the development of the family, 3) family development is systematic and 4) events that affect any of the family members have some influence of the entire family and it's functioning. Parents and their children create families and alter their functioning over time. This is a consequence of the development of individual members through expanding and contracting kinship networks. It is vital to emphasize the importance of viewing parenting as an ever-changing process.

In this study, family developmental theory provides a framework because parents are capable of obtaining information that will assist them in increasing their understanding of children's needs. The process of gaining knowledge is a part of a growing person's development.

From a systems perspective, this study builds upon the view that parenting is an ever changing process that is influenced by many systems involving both the parent and the child. Parent education classes form their own systems that interact and change individual family systems. Thus, by identifying effective methods for instruction, family life professionals could potentially impact parenting within the family system.

<div align="center">Parent Education Literature Review</div>

Historical Background

Historically, the means for providing parenting education has been an informal process of sharing information from one generation to the next. At the turn of the century, parenting education once focused on helping poor and immigrant families simply cope with economic, social and educational demands. Parent educators simply were trying to help families "fit into" the American society (Swick, 1994). Family members and relations who had reared their children well were thought to be the experts in the field of parenting education.

Parents, other relatives (especially grandmothers) and other parents outside the family who had successfully raised their children took on the responsibility to educate new parents. This was possible since extended families were a way of life. According to Larsen and Juhasz (1979), parenthood is a major life role that requires no pre-requisite or training prior to the role. They also share two false assumptions of many young and inexperienced parents, they are: 1) the ability to raise children is a natural gift and 2) parenting is always a happy and positive experience.

The structure and function of the American family have changed rapidly and significantly (Anderson & Thomas, 1992a, 1992b; Ball, 1993; Landerholm 1984; Meyers, 1993; Richards & Schmiege, 1993; Roehl et al., 1985; Seckinger & Day, 1986; Seiferth & Tyree, 1983). According to Bavolek, Kline, McLaughlin, and Publicover (1978), parenting attitudes and skills, positive and negative, are learned behaviors primarily from the way we were parented. The findings of research support the transmission or certain values, morals and beliefs from parent to child. Evidence suggests (Bavolek et al., 1978) if abusive parenting skills and attitudes are passed down to the children, these abusive skills and attitudes are often repeated when the child becomes a parent.

Assisting parents in developing appropriate skills in discipline and guidance techniques may resolve many parent-child conflicts that seem to arise. Prevention programs which provide information and education are key to efforts of improved

parenting skills. A vital parenting skill is the ability to handle guidance and discipline in everyday situations (Bank, Forgatch, Patterson, & Fetrow, 1993).

Current Emphasis on Prevention

Family life education is becoming an increasingly important part of the prevention effort. According to Swick (1994) many new family problems have emerged. Educators must help families deal with the current reality of American society. Some of the factors affecting today's families are: AIDS, increased drug availability and misuse, increase in violent crimes, a loss of traditional morals and values, an increase in mental health problems and employment of parents for longer hours. As the educator develops the family life education programs several factors should be considered. Parental attitudes and interactions with their children are influenced by the combination of economic stress and environmental forces. Behavior and emotional growth of children are affected by these critical factors (Thompson et al., 1993). Several studies have concluded that enriched educational approaches are needed to help parents become aware of parenting as a growth process.

Hughes (1994) proposed a model for the development of family life education programs, where he demonstrated strong support for the purpose of this study. Hughes (1994) suggests that growth has occurred in family life education. Yet. change is still needed to make programs effectively meet the needs of parents.

Parent educators need documentation to support the basic research knowledge regarding the content and curriculum of their program. The educator must decide what information to present and how to present these materials most appropriately. Educators must also consider which issues and topics to use with audiences differing in age, family type, gender and/or ethnic group, (Hughes, 1994). Income, education levels, enrichment, and court ordered parenting education are other factors to take into consideration when organizing classes.

Hughes (1993) emphasized the need for all educators to become "culturally sensitive" prior to teaching parenting classes. More than that Lengua et al. (1992) emphasized the need for those individuals developing community-based, family-focused interventions to have a thorough understanding of the characteristics and values of the target population.

According to Light and Siegfried (1983) other factors to consider in advance of the program are: 1) the needs and resources of the parents must be identified and acknowledged, 2) parents must be convinced of the practicality and desirability of parenting education, and 3) the content of the programs must be broad and flexible enough to encompass the most pressing issues within each group.

Discipline and Parenting Skills

The use of discipline, as a positive learning experience, sets limits for behavior of children by guiding them to and through adulthood. Insightful parents learn to look past their own childhood in order to develop effective parenting skills (Swick, 1988). Parents can learn to facilitate a child's acceptance of discipline methods if they prepare children for the consequences of their own behavior. Grusec and Goodnow (1994) found in their study that abusive mothers tend to use only one discipline technique, regardless of the misconduct of the child. The study concluded parents should be flexible in the choice of discipline techniques and that discipline should be age-appropriate for the child. Attention should be paid to the child's age, temperament, mood, expectations, and past history when deciding which discipline methods are most effective.

There are many reasons for implementing a course in parent education. Among them are: 1) families are changing; there is an increase in families without fathers, children without families, and families without homes, 2) children need respect and acceptance to become respectful, caring, responsible individuals, and 3) a lack of information on positive parenting can result in inappropriate interactions and unrealistic expectations of children's abilities and behaviors. Through learning parenting skills, specifically appropriate guidance and discipline,

and modifying their parenting behavior, parents are motivated to change the course of events for themselves and their children.

Teaching Formats

Educational programs with very important content may be overlooked because it is presented in a format that is not appropriate or not interesting to the audience. In several studies, performance oriented teaching methods such as: role play experiences, peer group discussion, and communications training were rated more useful than written materials (Anderson & Nuttall, 1987).

"A well developed program should probably utilize a variety of teaching activities and formats (e.g., structured activities and unstructured discussion) to accommodate a wide variety of learning styles that may be encountered," (Hughes, 1994, p. 76). Ganong (1993) has suggested expanding the range of delivery methods for programming by providing a reference library of readings, videos, and slides that can be checked out for self-study in the teaching of family life issues.

Multi-dimensional programming which includes skits, discussion, role play, and parenting exercises is needed to address all of the current needs of families in order to bring about a positive change (Braun & Fuscaldo, 1988). The mothers in a study conducted by Braun and Fuscaldo were required to participate in weekly workshops in parenting education, mother-child interactions and vocational

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development. Individual counseling, crisis intervention and referrals were provided as needed to improve the parenting skills and attitudes of the participants. Results showed a marked increase in attendance for both children and mothers when transportation was provided. Issues of child care, transportation, location, meeting room characteristic, food, and equipment are often important considerations in the organization of a program. Thompson et al. (1993) found that low-income families had concerns with accessibility to the program, limited access to services, limited payment ability and slightly lower educational levels. The lower income families in the Lengua et al. (1992) study were found to be less aware of children's developmental needs and the importance of parenting and family influences on children than middle income families.

Bavolek et al. (1978) found that most teen parents are not prepared to cope with all the daily needs of a baby, the social changes in their lives and the economic stress of providing for a child. The majority of the abusive mothers in their study had low levels of knowledge of appropriate child rearing skills and practices. A young parent's lack of knowledge in child development and unrealistic expectations negatively affect the child's environment (Braun & Fuscaldo 1988).

Consequences

A lack of information on parenting can result in inappropriate interactions and unrealistic expectations of their children's abilities and behaviors. Research indicates when parents lack information on parenting it can result in adjustment problems for many new and inexperienced parents, regardless of their age (Silvern, 1986). Unrealistic expectations of children can increase the incidence of child abuse.

The family life educator has an important role in providing the family enough appropriate information and education in order for the family to take control of their own outcomes. Parents need knowledge, support and links to community resources even before the birth of a child (Swick, 1994).

Silvern (1986) states, "It is through positive relationships that parents help children build feelings of security and a sense of identity" (p. 44). If a parent is not able to access the appropriate resources, they may place blame on or punish the child, their spouse, a close friend, or any other person they may contact. For children, greater self-control, improved communication skills, positive interactions and appropriate behavior with peers come from a positive and caring discipline style (Hart, DeWolf, Wozniak, & Burts, 1992). The goal of parenting education and family life education should be to change inappropriate attitudes, skills and

behaviors by providing education of the appropriate attitudes, skills and behaviors before any inappropriate interactions take place (Bavolek et al., 1978).

Bronstein et al. (1993) provide evidence that changes of the family framework (parental separation, divorce, remarriage, or cohabitation) are linked to more difficult parenting. These findings (Bronstein et al., 1993) suggest that socioeconomic factors may have a stronger impact on the quality of parenting, especially in single-mother households, than either family disruption or the absence of a partner. Another finding was that the presence of a father surrogate might not enhance the overall quality of parenting.

Economic Status

According to Thompson et al. (1993) parent education has generally been the most successful with middle-income families. Low-income families have continued to be more difficult to successfully reach with this type of intervention. A few factors which affect the success or failure of parent education are thought to be: limited resources, low-income, the lack of education, unemployment, dysfunctional family interactions, lack of adequate transportation, inadequate parenting skills, and ethnic and cultural differences in child rearing (Julian, McKenry & McKelvey, 1994; Knight, Tein, Shell, & Roosa, 1992; Langone, Cross, & Combs, 1987; Noller & Taylor, 1989; Roehl et al., 1985; and Thompson et al., 1993).

Noller and Taylor (1989) found that overall, the results of their study on parent education support the continued promotion of parenting courses. The courses were generally seen as improving family functioning.

Evidence from many previous studies indicated that various family-related conditions placed children at greater risk. Lengua et al. (1992) found that children from families experiencing low income levels, single-parenting, and alcohol problems show greater adjustment problems than other children.

Intervention

Past research (Fulton, Murphy, & Anderson, 1991; Landerholm, 1984; Light & Siegfried, 1983; Roehl et al., 1985 and Seckinger & Day, 1986) has indicated that intervention programs show a significant change in the subjects' abuse potential at the end of the intervention program. This research attempted to link intervention programs to improved parenting behaviors. The Moore and Wardle (1994) study used a community-based intervention program which served children 6 weeks to school-age. The program provided parents with one location to meet parenting and family life educational needs. The program had a good and accessible location, focused on developmentally appropriate practices and delivered multicultural education to both the children and parents.

Bavolek et al. (1978) recommended that professionals, educators, and researchers need to become proactive rather than reactive to abuse and

inappropriate interactions. These researchers began in 1975 to develop an

inventory that would identify "high risk" parenting attitudes of adolescents.

Considering this inventory, a need arose to examine ways to restructure the

inventory to assess adult parenting attitudes. The scores of known abusers would

set a comparison standard to assist in the identification of adult parents with "high

risk" attitudes and behaviors. This standard would help in screening, assessment

and training of educators working in the field of parenting education and family

life education. Prevention is the key to intervention programs. Primary

prevention is essential. Identifying "high risk" individuals early will assist in

decreasing abuse. The Larsen and Juhasz (1979) study tried to determine if

knowledge of child development alone could positively affect parenting. Their

study found that positive attitudes, knowledge of child development and social-

emotional maturity are all necessary for effective parenting. Braun and Fuscaldo

(1988) had results that indicate a need for early and comprehensive intervention

programs. Additional research has linked intervention programs to the

improvement in parenting behaviors (Anderson & Nuttall, 1987; Lengua et al.,

1992).

There has been a great need in community service settings to attend to the

challenges and difficulties non-traditional families face. Policy makers need to be

made aware of the long-range cost effectiveness of prevention programs for

families. Prevention programs could include parent education, family life

education, and support groups to help children and adolescents deal with the stress

of family structure transitions. Because certain family conditions in today's

society place children at risk, prevention programs are necessary.

AAPI Instrument

In the fall of 1975, Bavolek et al. (1978) began to develop the Adolescent

Parenting Inventory (API) that would identify "high risk" parenting attitudes of

adolescents. Over 300 professional publications and nine agencies were contacted

or visited to gather parenting information. The researchers identified four

parenting and child rearing constructs most commonly associated with abusive

parents. The four constructs are: 1) inappropriate parental expectations, 2)

parental belief in the use of corporal punishment, 3) inability of parental empathy

for children's needs, and 4) parent-child role reversal. This inventory has

substantial content validity, construct validity, and internal consistency.

Considering the results of the API, a need arose to examine ways to

restructure the API in order to assess adult parenting. The scores of known

abusers were used to set a comparison standard. This standard would help in

screening, assessment and training for educators working with parenting education

programs.

The Adult Adolescent Parenting Inventory (AAPI) was developed by

Bavolek to assist professionals in assessing the parent and child rearing attitudes

of adolescent and adult populations. Four adult populations were assessed: abusive parents, foster parents, parents of handicapped children and non-abusive parents. The scores of the four different groups indicate a variation of group attitudes (Bavolek, 1980). These scores would set a standard by which other non-identified groups could be compared. This would enable agencies to identify parents with "high risk" behaviors and parenting attitudes.

According to Bavolek (1984), the AAPI is designed for adolescents ages 12 to 19 and adults ages 20+. The reading level of the items is at sixth grade. There is no time limit for responding to the AAPI. A five point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree) provided an index of risk for parenting and child rearing behaviors.

Over 2,000 abusive and non-abusive adults and over 6,500 abused and non-abused adolescents from around the country participated in the standardization of the AAPI. Normative data for adults is provided by age (adult/adolescent); sex (male/female); status (abusive/non-abusive; abused/non-abused); and race. Individual responses can be compared to the responses of abusive parents or to abused adolescents to determine the degree of risk for abuse.

Summary

Parenting is an ever changing process that is influenced by both individual systems of the parent and child, as well as, the family system. The key to

maximum functioning in a family is to have programs which focus on prevention rather than treatment of abuse. Parenting education and family life education is becoming an increasingly important part of the prevention effort. Educators must consider many factors when developing a parenting education program. The demographic information gathered from a group should be used to assist the educator in preparing an educational format that is acceptable to the audience. A variety of performance oriented, hands-on teaching methods such as: role play experiences, peer group discussion and communications training will meet the needs of a greater number of the participants. Demands on parents today are enormous and parents must learn to deal with the everyday demands in order to function well as both an adult and as a parent. Moore and Wardle (1994) summarize the most critical issue related to prevention is the commitment of all involved to keep the needs of children and their families first in line.

Chapter III

METHODOLOGY

This study examined whether an enriched educational approach used in teaching parent education, compared with a traditional approach, results in higher attainment of knowledge and decreases inappropriate interactions for parents of young children. Building on previous studies investigating parental growth, the present study examined two educational delivery approaches to parent education and focuses specifically on guidance and discipline techniques: 1) a traditional educational approach of handouts, lecture and limited discussion and 2) an enriched educational approach which included handouts, lecture and discussion teaching techniques; along with additional discussion, overheads, supplemental handouts, and videos.

Subjects

Participation in this study was offered to all Head Start parents in two Southeast Oklahoma counties. The subjects in this study were the mothers of the children. The fathers of these children were invited to the classes; however, due to

low levels of participation, inadequate data was collected from fathers for analysis. It was expected that all participants would be high school graduates and older than eighteen years of age. All families have met the Head Start guidelines for enrollment in their programs (See Appendix A).

The fifteen participants were mothers whose children were enrolled in and met all income and enrollment guidelines for two different Head Start programs in Southeast Oklahoma. Ten of mothers were Caucasian, two were Native American- one Choctaw and one Cherokee, 2 African American, and one Hispanic. Twelve of the mothers were married and three were single, with one never married and two divorced. The average age of participants was 32.1 years. Only one parent had not completed high school or a GED equivalent. Nine of the mothers were working full time, while five were full time homemakers. Eleven of the mothers reported renting their homes, with five of these living in subsidized housing. Nearly half of the families were carrying health insurance coverage. A summary of the demographic data for each group is in Appendix B.

<center>Procedures</center>

Two Head Start programs in two Southeast Oklahoma counties were contacted concerning participation in this study. Initial contact was made with each Head Start Director to explain the parent education materials and the teaching approaches planned for the programs.

The programs were sponsored by the Oklahoma Cooperative Extension Service in each county. The same investigator taught both series of classes.

A description of the study was submitted and approved by the Oklahoma State University Institutional Review Board Human Subjects Review (IRB) (See Appendix C).

The two educational workshops focused upon the same topics but used different delivery approaches in the teaching of the content. Both groups completed identical pre-test and post-test inventories. The Adult Adolescent Parenting Inventory (AAPI) (Bavolek, 1984) measured specific parenting strengths and weaknesses as a result of the educational approaches used in the workshops (Appendix D). The AAPI was not specifically designed to be used with the Guiding Young children series. It is a widely used instrument, but not a perfect match for measuring at risk behavior changes for this course. A demographic form (Appendix E) gathered data to describe the program participants at the beginning of the classes. There were six hours of instruction for each group, with part of the first hour being used to collect data on the family and to administer the AAPI. The last class session included time for the post-test data to be collected.

Participants were given a choice of when and where the classes would be presented. Group 1 chose to have classes twice a week for three weeks with one topic presented each session during the noon hour on Tuesdays and Thursdays.

Group 2 chose to have three weeks of classes from 6:00 to 8:00 p.m. on Monday evenings with two topics presented each session. Options were made available to the participants as to when and where the classes were presented. Both series of classes were offered during a three week time frame.

Two educational delivery approaches in teaching a parenting education curriculum were examined in this study. The first approach included a traditional format of lecture, discussion, and handouts. The traditional approach was selected for Group 1. The second approach included an enriched educational format using an enhanced delivery system, which included lecture, handouts and discussion plus additional discussion, supplemental handouts, overheads, role play, posters, and videos. The enriched educational delivery approach was selected for Group 2.

The following sequences of class presentations were used for both groups:

Session 1: A Look at Discipline

Session 2: Why Children Misbehave

Session 3: To Prevent Misbehavior

Session 4: Responses to Misbehavior

Session 5: Encouraging Self Control

Session 6: Discipline and Punishment -- What is the Difference?

Oklahoma State University Fact Sheets (T-2324, T-2325, T-2326, T-2327, T-2328, and T-2329) were used as a basis for this presentation and provided the content for each class. The fact sheets are titled the same as the six sessions.

These are provided in Appendix F. The Guiding Young Children Manual (1992)

provided an outline for the preparation and presentation of the sessions.

Instruments

One questionnaire and a demographic form were utilized to collect the data

for this study. The Adult Adolescent Parenting Inventory (AAPI; Bavolek, 1984)

was used to measure specific parenting strengths and weaknesses. The

demographic form was administered during the first session along with Form A of

the AAPI as a pre-test measure. Form B of the AAPI was used in the last session

as a post-test measure.

Adult Adolescent Parenting Inventory (AAPI)

The Adult Adolescent Parenting Inventory (AAPI) is composed of 32 items

designed to assess parenting and child rearing strengths and weaknesses. A five

point Likert scale with the responses ranging from strongly agree, agree,

uncertain, disagree, to strongly disagree provided an index of risk for parenting

and child rearing behaviors. Developed by Bavolek (1984) four parenting patterns

are found to contribute to abusive parent-child interaction, scores from the AAPI

indicate degrees of agreement and disagreement in the following constructs:

1) Inappropriate developmental expectations of children (six items).

2) Belief in the use of corporal punishment (ten items).

3) Lack of empathy towards children's needs (eight items).

4) Reversing parent-child roles (eight items).

On the four constructs, scores could range from zero to fifty. Scores are slightly different for each construct. Raw scores can be converted to Sten scores on a scale of ten with five being average. Mean scores (X) for each of the constructs are inappropriate developmental expectations, X= 24.51 (SD= 3.404); belief in corporal punishment, X= 35.42 (SD= 6.766); lack of empathy, X= 32.45 (SD= 4.670); reversing Parent-Child family roles, X= 28.73 (SD= 5.865). Mean scores indicate the average for the general adult population (non-abusive). Scores higher than mean scores for each construct indicate a realistic understanding of a child's developmental capabilities. Scores one or two standard deviations below the mean reflect deficiency appropriate parenting behavior, but do indicate some individual strengths. Scores three to four standard deviations below the mean indicate a significant deficiency in appropriate parenting behavior (Bavolek, 1984).

There are two forms of the AAPI: Form A was used as the pre-test measure and Form B was used as the post-test measure. The AAPI took approximately 15 to 20 minutes for the participants to complete. Scoring of the AAPI pre- and post-tests was conducted through a computer scoring program and by the investigator

to provide a profile of the four constructs for individual parenting strengths and weaknesses.

The Adult Adolescent Parenting Inventory (AAPI) was designed to assist professionals in assessing the parent and child rearing attitudes of adolescent and adult populations. The AAPI provided an index of risk (high, medium, or low) for abusive and neglecting parenting and child rearing behaviors. This instrument was useful in assessing individual strengths and weaknesses involved in child rearing. Research (Bavolek, 1984) indicated the AAPI may be useful in several ways. This research focused on assessing changes in parenting and child rearing practices after the treatment of one of the two educational delivery approaches. Pre and post-treatment data provided the examiner with information regarding the attitude changes in their parenting. "The AAPI is not a predictor of future abusive parenting beliefs but rather an assessment of current parenting beliefs and practices. Used in conjunction with effective family-based parenting education programs, responses on the AAPI can help families learn to live in more harmonious nurturing ways" (Bavolek, 1989, p. 110).

Bavolek (1984) developed the AAPI by researching to identify the parenting and child rearing practices of abusive parents. Information gathered from literature and agencies/programs ultimately resulted in the identification of four parenting constructs most commonly associated with abusive parents. A description of the four constructs follows.

Construct 1: Inappropriate Parental Expectations of the Child. Abusing parents tend to inaccurately perceive the skills and abilities of their children, they are incapable of understanding the particular stages of development of their children. Inappropriate expectations stem from the abusive parent's own inadequate perceptions of self and a lack of knowledge relative to the capabilities and needs of children at each developmental stage. Bavolek (1984) stated, "The effects of inappropriate expectations upon children are debilitating," (p. 5). When expectations are impossible to meet, children perceive themselves as being worthless and disappointing to adults.

Six items of the AAPI are designed to assess inappropriate developmental expectations of children. The raw scores of this construct could range from zero to thirty and the sten scores could range from one to ten.

Construct 2: Parental Value of Physical Punishment. A strong belief in the value of physical punishment is the second parenting behavior commonly associated with abusive parents. These parents not only consider punishment a proper disciplinary measure but strongly defend their right to use physical force. Bavolek (1984) indicates that abusive parents utilize physical punishment as a unit of behavior designed to punish and correct specific bad conduct or inadequacy on the part of children. Much of what the abusive parents find wrong with their children are the same things for which they were criticized and punished for as children. The effects of physical abuse upon children are demonstrated in the

subsequent inadequate behavior of the children. "Children who see and experience recurrent serious expressions of violence in their own family learn and believe violence is a useful way to solve problems. As a result, abused children often become abusive parents" (Bavolek, 1984, p. 7).

Ten items of the AAPI are designed to assess the belief in the use of corporal punishment. Raw scores on this construct could range from zero to fifty while sten scores could range from one to ten.

Construct 3: Lack of Empathy Towards Children's Needs. The inability to be empathically aware of their children's needs and to be able to respond to those needs in an appropriate fashion is a third common parenting trait among abusing parents. Empathetic awareness of a child's needs includes the ability of a parent to understand the condition or state of mind of the child without actually experiencing the feelings of the child. "The effects of inadequate empathic parental care during the early years of life are profound and long lasting. Children who are ignored and whose basic needs are neglected fail to develop a basic sense of trust in self and others," (Bavolek, 1984, p. 6). The results are the tragically low sense of self-esteem common to many abused children.

Eight items of the AAPI are designed to assess the lack of empathy towards children's needs. Raw scores on this construct could range from zero to forty while the sten scores could range from one to ten.

Construct 4: Parent-Child Role Reversal. A fourth common parenting behavior among abusive parents is their need to reverse parent-child roles. Children are expected to be sensitive to and responsible for much of the happiness of their parents. This includes an interchanging of traditional role behaviors between a parent and a child. The child adopts some of the behaviors traditionally associated with parents. Parents attempt to manipulate and structure the family interactions throughout the children's life in an effort to meet their own needs. Bavolek (1984) stated, "The effects of role reversal on abused children are destructive. Assuming the role of the responsible parent, children fail to negotiate the developmental tasks which must be mastered at each stage of life if they are to achieve normal development and a healthy adjustment," (p. 8). Children in a role reversal situation have little sense of self and see themselves as existing only to meet the needs of their parents.

Eight items of the AAPI are designed to assess reversing parent-child family roles. Raw scores on this construct could range from zero to forty while sten scores could range from one to ten.

Demographic Data Form

A demographic data form was used to collect personal information concerning the subject and his or her family. Information gathered on the

demographic data form included age, sex, marital status, education level, income level, number of children in family and employment status.

Null Hypotheses

The null hypotheses are given in detail on page 4 of Chapter 1. The hypotheses state that there would be no significant differences between the enriched and traditional teaching methods on the four constructs previously discussed.

Data Analysis

A quasi-experimental design was used in this study as both pre-existing groups received a treatment. Randomization was not be used to assign participants to groups. These classes were offered to all parents participating in two Southeast Oklahoma counties Head Start programs. The target sample was eight to ten parents from one county that were enrolled in the traditional approach (Group 1) and eight to ten parents from the second county that were enrolled in the enriched approach (Group 2).

A before-and-after two-group design was used with pre-tests, before the treatment. The pre-test provided scores on whether the groups were equivalent before the treatment. Post-tests provided a more sensitive test of the effects of the treatment by letting each subject serve as her own comparison.

Non-parametric data were collected and analyzed from the AAPI measurement. Pre-and-post assessments were administered to assess the degree of change in the four constructs of the AAPI among participants:

1) Inappropriate developmental expectations of children,

2) Belief in the use of corporal punishment,

3) Lack of empathy towards children's needs,

4) Reversing parent-child roles.

The independent variables of this pilot study were the traditional format class and the non-traditional flexible format class. The dependent variables were the scores on the four constructs of the AAPI.

A two-tailed t-test was used to examine differences in either direction of the data collected from the two parent education groups. The two-tailed t-test was used for data analysis due to the small sample size.

Summary

The traditional educational approach teaching method used handouts, lecture, and discussion to disseminate the information on parenting education to the participants. The participants in the enriched educational approach received their information through the performance oriented teaching methods of handouts and lecture as well as, additional discussion, overheads. supplemental handouts, videos and role play experiences. Other differences in the educational delivery

approaches were: the time frame in which the classes were presented, the amount

of class participation, and the amount of peer discussion.

Given that the study involved a limited number of subjects, all of who were

volunteers, the results could be seen as suggestive rather than conclusive. Overall,

the prediction was made that the results of the study would support the continued

promotion and implementation of parenting education courses, since the courses

are generally seen as a way of improving parenting strengths.

Chapter 4

FINDINGS AND RESULTS

The purpose of this study was to compare two educational delivery approaches in parent education which focused on measuring parenting strengths and weaknesses. The curriculum used in the study emphasized guidance and discipline of young children.

Findings of the Hypothesis Testing

Four hypotheses were examined in this study.

HYPOTHESIS #1 *There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the developmental expectations of children construct.* This construct refers to the parents ability to perceive the skills, abilities and the stages of development of their children (Bavolek, 1984).

Table 1 presents the t-test results comparing the pre-test mean, post-test mean and post-pre mean differences between Group 1 (traditional educational

approach) and Group 2 (enriched educational approach). At a significance level of

.05, the t-test results for this construct were not significant.

Table #1
Developmental Expectations Construct Summary

	G1mean n = 8	G2mean n = 7	Diff Mean	SD G1	SD G2	T-v	DF	Prob > T
Pre-test	23.375	25.286	1.911	2.466	2.059	-1.623	13.0	0.129
Post-test	22.875	23.000	0.125	1.727	3.873	-0.079	8.1	0.939
Post-Pre Differ- ences	-0.500	-2.286	1.786	2.777	4.030	1.011	13.0	0.331

G1 mean- Group 1 mean (traditional educational delivery approach)
G2 mean- Group 2 mean (enriched educational delivery approach)
Diff Mean- The difference in Group 1 mean and Group 2 mean
SD G1- The standard deviation for Group 1
SD G2- The standard deviation for Group 2
T-v- The t statistic for testing the null hypothesis that the means of the two groups are equal
DF- The degrees of freedom
Prob > T- The probability of a greater absolute value of t under the null hypothesis. This is the two-tailed
significance probability.

A significance level of .05 was used.

For the purpose of this study, no significant difference at the pre-test

measurement was the desired result. This shows the traditional and enriched

groups were not statistically different on their knowledge of the pre-test before any

treatment.

The post-test mean for Group 1 and Group 2 show there was no significant

difference at the post-test measurement. This was not the desired result. This

indicates that Group 2 (the enriched educational delivery approach) did not gain a

significant amount more than Group 1 (the traditional educational delivery approach).

The post-pre differences do not show a significant difference between the post-test mean and the pre-test mean within Group 1 and Group 2. This indicates that neither Group 1 or Group 2 made significant gains from the pre-test measure to the post-test measure. This was not the desired result.

HYPOTHESIS #2 *There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the belief in the use of corporal punishment construct.* This construct refers to the feeling of a parent that corporal punishment is a proper disciplinary measure. (Bavolek, 1984).

Table 2 presents the t-test results comparing the pre-test mean, post-test mean and post-pre mean differences between Group 1 (traditional educational approach) and Group 2 (enriched educational approach). At a significance level of .05, the t-test results for this construct were not significant.

Table #2
Corporal Punishment Construct Summary

	G1mean n = 8	G2mean n = 7	Diff Mean	SD G1	SD G2	T-v	DF	Prob >T
Pre-test	33.375	37.143	3.768	6.050	5.699	-1.236	13.0	0.238
Post-test	33.375	35.714	2.339	2.670	5.707	-1.041	13.0	0.317
Post-Pre Differ-ences	0.0	-1.429	-1.429	5.237	5.682	0.507	13.0	0.621

G1 mean- Group 1 mean (traditional educational delivery approach)
G2 mean- Group 2 mean (enriched educational delivery approach)
Diff Mean- The difference in Group 1 mean and Group 2 mean
SD G1- The standard deviation for Group 1
SD G2- The standard deviation for Group 2
T-v- The t statistic for testing the null hypothesis that the means of the two groups are equal
DF- The degrees of freedom
Prob > T- The probability of a greater absolute value of t under the null hypothesis. This is the two-tailed significance probability.

A significance level of .05 was used.

For the purpose of this study, no significant difference at the pre-test measurement was the desired result. This shows the traditional and enriched groups were not statistically different on their knowledge of the pre-test before any treatment.

The post-test mean for Group 1 and Group 2 show there was no significant difference at the post-test measurement. This was not the desired result. This indicates that Group 2 (the enriched educational delivery approach) did not gain a significant amount more than Group 1 (the traditional educational delivery approach).

The post-pre differences do not show a significant difference between the post-test mean and the pre-test mean within Group 1 and Group 2. This indicates that neither Group 1 or Group 2 made significant gains from the pre-test measure to the post-test measure. This was not the desired result.

HYPOTHESIS #3 *There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the empathetic awareness of children's needs construct.* This construct refers to the ability of a parent to understand the condition or state of mind of the child without actually experiencing the feelings of the child and to be able to respond to those needs in an appropriate fashion (Bavolek, 1984).

Table 3 presents the t-test results comparing the pre-test mean, post-test mean and post-pre mean differences between Group 1 (traditional educational approach) and Group 2 (enriched educational approach). At a significance level of .05, the t-test results for this construct were not significant.

Table #3
Empathetic Awareness Construct Summary

	G1 mean n = 8	G2mean n = 7	Diff Mean	SD G1	SD G2	T-v	DF	Prob >T
Pre-test	27.375	31.714	4.339	4.926	4.957	-1.697	13.0	0.114
Post-test	28.375	32.571	4.196	2.973	5.350	-1.913	13.0	0.078
Post-Pre Differ- ences	1.00	0.857	-0.143	3.071	2.968	0.091	13.0	0.929

G1 mean- Group 1 mean (traditional educational delivery approach)
G2 mean- Group 2 mean (enriched educational delivery approach)
Diff Mean- The difference in Group 1 mean and Group 2 mean
SD G1- The standard deviation for Group 1
SD G2- The standard deviation for Group 2
T-v- The t statistic for testing the null hypothesis that the means of the two groups are equal
DF- The degrees of freedom
Prob > T- The probability of a greater absolute value of t under the null hypothesis. This is the two-tailed significance probability.

A significance level of .05 was used.

For the purpose of this study, no significant difference at the pre-test measurement was the desired result. This shows the traditional and enriched groups were not statistically different on their knowledge of the pre-test before any treatment.

The post-test mean for Group 1 and Group 2 show there was no significant difference at the post-test measurement. This was not the desired result. This indicates that Group 2 (the enriched educational delivery approach) did not gain a significant amount more than Group 1 (the traditional educational delivery approach).

The post-pre differences do not show a significant difference between the post-test mean and the pre-test mean within Group 1 and Group 2. This indicates that neither Group 1 or Group 2 made significant gains from the pre-test measure to the post-test measure. This was not the desired result.

HYPOTHESIS #4 *There will be no significant difference between the traditional and enriched instructional approaches when comparing the scores on the reversing parent-child family roles construct.* This construct refers to an interchanging of traditional role behaviors between a parent and a child, so the child adopts some of the behaviors traditionally associated with parents (Bavolek, 1984).

Table 4 presents the t-test results comparing the pre-test mean, post-test mean and post-pre mean differences between Group 1 (traditional educational approach) and Group 2 (enriched educational approach). At a significance level of .05, the t-test results for this construct were not significant.

Table #4
Role Reversal Construct Summary

	G1mean n = 8	G2mean n = 7	Diff Mean	SD G1	SD G2	T-v	DF	Prob > T
Pre-test	26.750	30.857	4.107	4.301	3.532	-2.002	13.0	0.067
Post-test	27.625	30.143	2.518	3.335	4.634	-1.220	13.0	0.244
Post-Pre Differ- ences	0.875	-0.714	-1.589	2.100	2.690	1.284	13.0	0.221

G1 mean- Group 1 mean (traditional educational delivery approach)
G2 mean- Group 2 mean (enriched educational delivery approach)
Diff Mean- The difference in Group 1 mean and Group 2 mean
SD G1- The standard deviation for Group 1
SD G2- The standard deviation for Group 2
T-v- The t statistic for testing the null hypothesis that the means of the two groups are equal
DF- The degrees of freedom
Prob > T- The probability of a greater absolute value of t under the null hypothesis. This is the two-tailed significance probability.

A significance level of .05 was used.

For the purpose of this study, no significant difference at the pre-test measurement was the desired result. This shows the traditional and enriched groups were not statistically different on their knowledge of the pre-test before any treatment.

The post-test mean for Group 1 and Group 2 show there was no significant difference at the post-test measurement. This was not the desired result. This indicates that Group 2 (the enriched educational delivery approach) did not gain a significant amount more than Group 1 (the traditional educational delivery approach).

The post-pre differences do not show a significant difference between the post-test mean and the pre-test mean within Group 1 and Group 2. This indicates that neither Group 1 or Group 2 made significant gains from the pre-test measure to the post-test measure. This was not the desired result.

Results of Case Studies

When the t-tests did not show significant difference, a further investigation of the pre- and posttest differences between individuals was done by plotting the pre-test and posttest scores for each participant (Appendix G). The pre and post - test scores on each of the four constructs were placed on a table to see the comparison of each individual. Sten scores on each construct could range from one to ten. Scores of one to four are low sten scores, which indicate a high risk for neglect and abuse. Five and six are average sten scores. Scores from seven up to ten are considered high sten scores, these parents have a good understanding of appropriate parenting skills.

Table #5
Inappropriate Expectations Construct Case Study

GROUP 1

Sten Score	Pre-test	Posttest
10		
9		
8		
7	1	
6	3 6	6
5	2 4 5 7	2 4 5 7
4		3
3		1 8
2		
1	8	

GROUP 2

Sten Score	Pre-test	Posttest
10		
9		1
8	5	
7	1 3 6	
6		5
5	4 7	2
4	2	3 4
3		6
2		
1		7

Little change was expected on the inappropriate expectations construct due to limited child development teaching material in the guiding young children series. At the pre-test measure for Group 1, one individual scored at risk on the inappropriate expectation construct. At the post-test measure, this participant moved from a one to a three. Group 2 had one individual score at risk on the pre-test measure, this individual moved into the average sten score category on the post-test. The limited teaching material on this construct may have contributed to some mothers moving to the risk scores on the post-test. (Table #5)

Table #6
Corporal Punishment Construct Case Study

GROUP 1

Sten Score	Pre-test Case #	Posttest Case #
10		
9	4	
8	3	
7		
6	1	1 4 5
5	2	2 7
4	5 7 8	3 6 8
3		
2	6	
1		

GROUP 2

Sten Score	Pre-test Case #	Posttest Case #
10		6
9	3 6	
8	1	
7		1 5
6	4	4
5	7	
4	2 5	2 3 7
3		
2		
1		

There were four individuals from Group 1 which scored at risk on the corporal punishment construct at the pre-test measure, two of these participants moved into the average sten scores, one stayed at the same level and one moved from a two to a four. Two individuals from Group 2 scored at risk on the pre-test measure, one stayed at the same level and one moved into the high sten score range. (Table #6)

Table # 7
Empathetic Awareness Construct Case Study

GROUP 1

Sten Score	Pre-test	Posttest
10		
9		
8		
7		
6	1	6
5	3 4 6	
4		1 3 4 8
3		5
2	2 8	2 7
1	5 7	

GROUP 2

Sten Score	Pre-test	Posttest
10		
9		1 6
8	6	
7	3	
6	1	
5	2	2 3 4
4		
3		5 7
2	5 7	
1		

On the empathetic awareness construct pre-test measure, Group 1 had four individuals score in the at risk range. One individual stayed at the same score on the post-test measure, one moved from a one to a two, one moved from a one to a three, and one moved from a two to a four. Group 2 had two participants at risk and they each moved from a score of two to a three. (Table #7)

Table #8
Role Reversal Construct Case Study

GROUP 1

Sten Score	Pre-test	Posttest
10		
9		
8		
7		
6	1 3 4	1 4
5	2	3 6 7
4	5 6 7	5
3		
2		8
1	8	

GROUP 2

Sten Score	Pre-test	Posttest
10		
9		1
8		
7	1 6	6
6	2 3 4	3 4
5	5	2 5
4	7	7
3		
2		
1		

Four participants from Group 1 scored at risk on the pre-test measure for the role reversal construct. One participant stayed at the same score, one moved from a one to a two, and the other two moved out of the at risk group into the average sten scores. Group 2 had one participant score at risk on the pre-test measure and this individual stayed at the same level on the post-test measure. (Table #8) Case study comparisons of pre and post scores for each group are in Appendix G.

In Group 1, all eight participants attended every session and completed a pre- and post-test measure. In Group 2, twenty seven participants attended the

first session, with twenty one completing a pre-test measure. Group two had a large dropout rate with fifteen participants attending the second session and twelve attending the third session. Only seven of these twelve completed a post-test measure.

A follow up t-test was run to see if there was any significant difference in the pre-test scores of those participants which completed the six sessions for Group 2 and the participants which completed a pre-test but dropped out of Group 2 prior to completing a post-test measure. The results of this t-test show there were no statistically significant differences at the .05 level on the pre-test scores between those who completed the six sessions and those who dropped out.

Chapter 5

DISCUSSION

Summary

The purpose of this study was to examine the effects of an enriched educational delivery approach in parent education through a pilot program with Head Start parents. This enriched approach was compared to a traditional approach. Both approaches focused on measuring the change in parenting strengths and weaknesses.

Discussion of Hypotheses

The statistical results for each of the four null hypotheses of this study were not supported. Perhaps the class size, room arrangements, dropout rates, group cohesiveness and amount of discussion within the groups affected the outcomes for these two groups more than the teaching format. Maybe the teaching format did not make a difference. Possibly the two teaching formats were not different enough. Perhaps Group 1 was an enriched group within itself due to the group dynamics.

Conclusions

The purpose of this study was to investigate the question that many educators have when working with parents. That question was, "Does an enriched educational delivery approach which requires a greater time and resource commitment, result in different knowledge, attitude and skills change by the adults participating in a parent education program?"

The same base materials of the Guiding Young Children Series developed by Home Economics, Cooperative Extension Service at Oklahoma State University were used to teach two separate parent education classes. One group received the traditional teaching format of lecture, handouts, and limited discussion. The second group received an enriched teaching format utilizing lecture, handouts, and limited discussion plus other performance oriented teaching methods of additional discussion, overheads, supplemental handouts, videos, and role play experiences.

Several studies (Thompson et al, 1993; Swick, 1994; and Hughes, 1994) have concluded that enriched educational approaches are needed to help parents become aware of parenting as a growth process. Family development theory explained the effects of parental growth and change, while systems theory described how every individual, family, parenting class, Head Start program, and

community form numerous systems. Each of these systems interact and influence the entire family and it's overall functioning.

Hypotheses for this study were based on current literature available. The literature regarding parenting education was very abundant and many current studies were available; however, limited information was available on parenting education in very small, rural communities in Oklahoma. This study attempted to uncover the effects of an enriched educational delivery approach when teaching parenting education programs to small groups in rural communities. While this study did not find support for the hypotheses, it is possible that the results would have been different if the class organization and participation had been more similar. Another important factor would be to have a larger sample size.

Many factors seemed to come into play during this study. The time arrangements of the two classes were different in the fact that Group 1 chose to meet two times a week for one hour during their lunch time. Group 2 chose to meet one time a week in two hour sessions in the evening to complete the six sessions. The first session for Group 2 was the regularly scheduled monthly parents meeting, at which attendance is required. This could have contributed to the class dropout rate in this group. Both groups completed the parenting education course in three weeks.

The effects of required attendance at a monthly Head Start parent meeting was evident in the attendance patterns of Group 2. The first of the three sessions

was attended by twenty seven parents, the second session had fifteen parents in attendance, and the third session had only twelve parents. The Braun and Fuscaldo study (1988) required weekly participation. A marked increase in the attendance of the subjects was noted when transportation was provided.

Braun and Fuscaldo (1988) had results which showed there are many other important factors to consider in the organization of a parent education program. Three of these were issues of child care, location, and meeting room characteristics. These three factors were predetermined in the current study by the Head Start director for each group. Child care was provided on site, both groups met in the Head Start classroom, and the room characteristics were pre-existing.

Many conditions and factors could not be controlled by the researcher. One condition that was not controlled was the post-test testing condition for Group 2. Toward the end of the third session, the children were released by a teacher to join their parents in the classroom. Many of the participants were not finished with the post-test at that time. Several parents quickly completed the survey, while a few stopped answering the questions.

As indicated in the previously discussed research (Anderson & Nuttall, 1987; Hughes, 1994; Lengua et al., 1992; Light & Siegfried, 1983; Thompson et al., 1993), it is a good thing to allow the participants in a parenting education course to have some control over the arrangements of the class. However, the results of this study with limited numbers of participants could have been affected

by the differences in the course arrangements. The format of the two Group sessions fit into an ongoing pattern of class arrangements. The Head Start parents in Group 1 have their regularly scheduled parent meetings during the lunch hour. Group 2 Head Start parents have their regularly scheduled parent meetings in the evenings.

The sizes of the groups were also quite different. Group 1 started out with eight participants and all eight participants completed the six sessions and completed pre and post-test measurements. Twenty-seven participants began the parenting education sessions for Group 2. The first session was the regularly scheduled monthly parent meeting. However, after the third week only seven participants completed both a pre and post-test measurement.

Group 1 had very open and honest discussion and sharing times with all participants involved, while Group 2 had limited open discussion with only a few participants active. The mothers in Group 1 were all friends outside of the Head Start situation, while the parents in Group 2 did not share the camaraderie of being a unit. Group 1 had a small semi-circle of chairs as their seating arrangement, while Group 2 was scattered throughout the rather large Head Start classroom.

Group dynamics had a large impact on this research. The two groups had their own existing enrichment provided during the monthly Head Start parent meetings. Head Start parents are required to volunteer in the classroom and/or attend a specific number of hours assisting in and learning appropriate practices

for parents. Often these parents attend the educational programs only to fulfill their duty.

This lead to another factor to be considered. The pre and post-test measures from this study all came from the mothers of the children. Did the lack of participation from the fathers have an effect on the outcome? Dads are a part of the family system, their actions and interaction have an effect of the family's functioning. Were the fathers supportive of the mother's role of disciplinarian?

After analyzing the results of this study, one cannot only use the statistical results to conclude whether using an enriched educational delivery approach is worth the time and resource commitment. Many unforeseen and often uncontrollable factors weighed heavily on this study. The researcher intends to continue offering programs which provide enriched teaching methods.

Recommendations

Because this study was so limited in size and no statistically significant differences were found, it is recommended that other studies be done with small groups of parents in rural communities. Perhaps a series of studies would be needed to increase the number of participants to an adequate level for analysis. Several sites could be used for each treatment. A change in the course content might improve the results. Perhaps it took longer to cover the material in the interactive or performance mode. The enriched format took longer to teach but

was generally a better experience for the learners. It took time to explain the activities, for people to warm up to them, and then to discuss what they learned. Future studies should identify if specific teaching methods make a larger impact in the increase of desired learning and enjoyment for the learner.

The course content should have a good match to the instrument used to measure changes in parenting skills. Perhaps another instrument could be used to measure specific changes. The AAPI and the Guiding Young Children series were not specifically designed to be used together. Some constructs of the AAPI were more the focus of the course and child development was not addressed directly in the course material. The AAPI was a widely used instrument for testing, but not a perfect match for measuring risk behaviors for the Guiding Young Children series.

It is also suggested that future organization and presentation of parenting education classes and the collection and analysis of these measures be conducted in more similar situations. The design of a follow up study would be very different than this study. Many more factors would be controlled. Class meeting times, room arrangements, and course content would all be closely monitored.

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Appendix A

Head Start Guidelines

1996 FAMILY INCOME GUIDELINES
FOR HEAD START PROGRAMS
(EXCEPT FOR HEAD START PROGRAMS IN ALASKA AND HAWAII)

Size of Family Unit	Income
1	$ 7,740
2	10,360
3	12,980
4	15,600
5	18,220
6	20,840
7	23,460
8	26,080

For family units with more than 8 members, add $2,620 for each additional member.

FAMILY INCOME GUIDELINES FOR HAWAII

Size of Family Unit	Income
1	$ 8,910
2	11,920
3	14,930
4	17,940
5	20,950
6	23,960
7	26,970
8	29,980

For family members with more than 8 members, add $3,010 for each additional member.

FAMILY INCOME GUIDELINES FOR ALASKA

Size of Family Unit	Income
1	$ 9,660
2	12,940
3	16,220
4	19,500
5	22,780
6	26,060
7	29,340
8	32,620

For family members with more than 8 members, add $3,280 for each additional member.

Head Start Programs are required to have 10% of the clientele served be above income guidelines and also 10% of the clientele served should be those with disabilities.

Appendix B

Demographic Data

Group 1 Demographics

What is your sex?   8 female

What is your race? 5 Caucasian, 1 Native American- Choctaw,
            1 African American, 1 Hispanic

What is your marital status?   7 married,
                    1 single- never married

What is your age?   1- 22 yrs   1- 27   1- 29   1- 31
            1- 34   1- 37   1- 40   1- 43
                    Participants range in age from 22- 43
                    Average age- 27.9 yrs
                    Median age- 32.5 yrs

How many adults live in your household?   8 have 2 adults

How many children do you have living in your home in each age group?
1 home had no children
2 home had 1, 3-5 yr old
1 home had 1, 3-5 yr old & 1 13-18 yr old;
1 home had 3, 3-5 yr olds, 3, 6-12 yr olds & 1, 13-18 yr old
1 home had 1, 1-2 yr old & 2, 3-5 yr olds
1 home had 1, 0-11 mnth, 2, 3-5 yr olds & 1, 6-12 yr old
1 home had 1, 0-11 mnth, 1, 3-5 yr old & 1, 13-18 yr old

How many years of education have you completed?
1- some high school   1- GED   3- 12 yrs   1- 12 plus yrs
1- 13 yrs   1- 15 yrs

Describe your current situation.
3- full time homemaker
5- full time worker, 3- service 2- professional

What is your monthly household income before taxes?
1- $417-832   5- $833-1249   1- $1250-2083   1- $2084-2916

Are you renting or buying and how much do you pay monthly?
7- renting= 1- $0 1- $48 1-$147 2- $150 1- $200 1-$225
1 buying= $300

Do you have health insurance coverage?   4- yes   4- no

The size of community in which you live?
2- rural   6- town under 10,000

Group 2 Demographics

What is your sex?   7 female

What is your race?   5 Caucasian, 1 African American
1 Native American- Cherokee

What is your marital status?   5 married
2 single, divorced

What is your age?   2- 28   2- 29   2- 33   1-39
Participants range in age from 28-39 yrs
Average age- 31.3 yrs
Median age- 29 yrs

How many adults live in your household?
4- 2 adults   1- 4 adults   2- 1 adult

How many children do you have living in your home in each age group?
1 home had 1, 0-11 mnth & 1, 3-5 yr old
1 home had 2, 3-5 yr olds
1 home had 1, 0-11mnth, 2, 3-5 yr olds & 1, 6-12 yr old
1 home had 1, 0-11mnth & 2, 3-5 yr olds
1 home had 1, 3-5 yr old & 2, 6-12 yr olds
1 home had 1, 6-12 yr old & 1, 13-18 yr old
1 home had 1, 3-5 yr old & 1 6-12 yr old

How many years of education have you completed?
1- GED   3- 12 yrs   4- 12 plus

Describe your current situation.
2- full time homemaker
4- full time worker, 2- service, 2 professional
1- unemployed

What is your monthly household income before taxes?
1- $416 or below   4- $833-1249   1- $1250-2083
1- $2084-2916

Are you renting or buying and how much do you pay monthly?
4-renting= 1- $0   1- $36   1- $150   1- $175
3 buying= 1- $201.50   1- $204.00   1- $239.00

Do you have health insurance coverage?   3- yes   4- no

The size of community in which you live?
4- rural   3- town under 10.000

Appendix C

IRB Approval Form

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-20-95

IRB#: HE-95-023

Proposal Title: EXAMINING A FLEXIBLE EDUCATIONAL DELIVERY SYSTEM OF PARENTING EDUCATION

Principal Investigator(s): Arlene Fulton, Brenda Breakiron

Reviewed and Processed as: Exempt

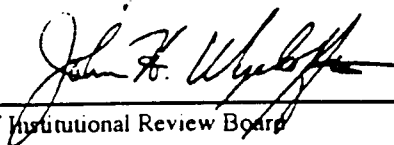**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: November 2, 1995

Chair of Institutional Review Board

Appendix D

Adult Adolescent Parenting Inventory

(AAPI)

Parenting - A

Name or Code Number: _____ Date: _____

INSTRUCTIONS for Parent Educators to read: There are 32 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

STRONGLY AGREE--Circle SA if you strongly support the statement, or feel the statement is true most or all the time.

AGREE--Circle A if you support the statement, or feel this statement is true some of the time.

STRONGLY DISAGREE--Circle SD if you feel strongly against the statement or feel the statement is not true most or all the time.

DISAGREE--Circle D if you feel you cannot support the statement or that the statement in not true some of the time.

UNCERTAIN--Circle U only when it is impossible to decide on one of the other choices.

Read each statement and give you best answer for each of them.

Please:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer--only your opinion.

2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.

3. Circle only once response for each statement.

4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If you come across a word you don't know, ask the Parent Educator for help.

Bavolek, S. (1984).

Code Number_____

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Young children should be expected to comfort their mother when she is feeling blue.	SA	A	U	D	SD
2. Parents should teach their children right from wrong by sometimes using physical punishment.	SA	A	U	D	SD
3. Children should be the main source of comfort and care for their parents.	SA	A	U	D	SD
4. Young children should be expected to hug their mother when she is sad.	SA	A	U	D	SD
5. Parents will spoil their children by picking them up and comforting them when they cry.	SA	A	U	D	SD
6. Children should be expected to verbally express themselves before the age of one year.	SA	A	U	D	SD
7. A good child will comfort both of his/her parents after the parents have argued.	SA	A	U	D	SD
8. Children learn good behavior through the use of physical punishment.	SA	A	U	D	SD
9. Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
10. Parents should expect their children who are under three years to begin taking care of themselves.	SA	A	U	D	SD
11. Young children should be aware of ways to comfort their parents after a hard day's work.	SA	A	U	D	SD
12. Parents should slap their child when she/her has done something wrong.	SA	A	U	D	SD
13. Children should always be spanked when they misbehave.	SA	A	U	D	SD
14. Young children should be responsible for much of the happiness of their parents.	SA	A	U	D	SD
15. Parents have a responsibility to spank their children when they misbehave.	SA	A	U	D	SD
16. Parents should expect their children to feed themselves by twelve months.	SA	A	U	D	SD

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
17. Parents should expect their children to grow physically at about the same rate.	SA	A	U	D	SD
18. Young children who feel secure often grow up expecting too much.	SA	A	U	D	SD
19. Children should always "pay the price" for misbehaving.	SA	A	U	D	SD
20. Children under three years should be expected to feed, bathe, and clothe themselves.	SA	A	U	D	SD
21. Parents who are sensitive to their children's feelings and moods often spoil their children.	SA	A	U	D	SD
22. Children deserve more discipline than they get.	SA	A	U	D	SD
23. Children whose needs are left unattended will often grow up to be more independent.	SA	A	U	D	SD
24. Parents who encourage communication with their children only end up listening to complaints.	SA	A	U	D	SD
25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.	SA	A	U	D	SD
26. Children will quit crying faster if they are ignored.	SA	A	U	D	SD
27. Children five months of age ought to be capable of sensing what their parents expect.	SA	A	U	D	SD
28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.	SA	A	U	D	SD
29. Children should be forced to respect parental authority.	SA	A	U	D	SD
30. Young children should try to make their parent's life more pleasurable.	SA	A	U	D	SD
31. Young children who are hugged and kissed usually grow up to be "sissies".	SA	A	U	D	SD
32. Young children should be expected to comfort their father when he is upset.	SA	A	U	D	SD

Parenting - B

Name or Code Number: _____ Date: _____

INSTRUCTIONS for Parent Educators to read: There are 32 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

STRONGLY AGREE—Circle SA if you strongly support the statement, or feel the statement is true most or all the time.

AGREE—Circle A if you support the statement, or feel this statement is true some of the time.

STRONGLY DISAGREE—Circle SD if you feel strongly against the statement or feel the statement is not true most or all the time.

DISAGREE—Circle D if you feel you cannot support the statement or that the statement in not true some of the time.

UNCERTAIN—Circle U only when it is impossible to decide on one of the other choices.

Read each statement and give you best answer for each of them.

Please:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer—only your opinion.

2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.

3. Circle only once response for each statement.

4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If you come across a word you don't know, ask the Parent Educator for help.

Bavolek, S. (1984).

Form B

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Young children should be expected to comfort their mother when she is feeling blue	SA	A	U	D	SD
2. Parents should never use physical punishment to teach right from wrong.	SA	A	U	D	SD
3. Children should not be the main source of comfort and care for their parents.	SA	A	U	D	SD
4. Young children should be expected to hug their mother when she is sad.	SA	A	U	D	SD
5. Parents will spoil their children by picking them up and comforting them when they cry.	SA	A	U	D	SD
6. Children should not be expected to talk before the age of one year.	SA	A	U	D	SD
7. A good child will comfort both of his/her parents after the parents have argued.	SA	A	U	D	SD
8. Children seldom learn good behavior through the use of physical punishment.	SA	A	U	D	SD
9. Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
10. Children under three years should not be expected to take care of themselves.	SA	A	U	D	SD
11. Young children should be aware of ways to comfort their parents after a hard day's work.	SA	A	U	D	SD
12. Parents should never slap their child when she/he misbehave.	SA	A	U	D	SD
13. Children should always be spanked when they misbehave.	SA	A	U	D	SD
14. Young children should not be responsible for the happiness of their parents.	SA	A	U	D	SD
15. Parents have a responsibility to spank their children when they misbehave.	SA	A	U	D	SD
16. Parents should expect their children to feed themselves by twelve months.	SA	A	U	D	SD

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	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
17. Parents should expect their children to grow physically at about the same rate.	SA	A	U	D	SD
18. Young children who feel secure often grow up expecting too much.	SA	A	U	D	SD
19. Children should always "pay the price" for misbehaving.	SA	A	U	D	SD
20. Children under three years should not be expected to feed, bathe, and clothe themselves.	SA	A	U	D	SD
21. Parents who are sensitive to their children's feelings and moods often spoil their children.	SA	A	U	D	SD
22. Children often deserve more discipline than they get.	SA	A	U	D	SD
23. Children whose needs are left unattended will often grow up to be more independent.	SA	A	U	D	SD
24. Parents who encourage communication with their children only end up listening to complaints.	SA	A	U	D	SD
25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.	SA	A	U	D	SD
26. Children will quit crying faster if they are ignored.	SA	A	U	D	SD
27. Children five months of age are seldom capable of sensing what their parents expect.	SA	A	U	D	SD
28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.	SA	A	U	D	SD
29. Children should never be forced to respect parental authority.	SA	A	U	D	SD
30. Young children should try to make their parent's life more pleasurable.	SA	A	U	D	SD
31. Young children who are hugged and kissed usually grow up to be "sissies".	SA	A	U	D	SD
32. Young children should not be expected to comfort their father when he is upset.	SA	A	U	D	SD

Appendix E

Demographic Form

Home Economics Cooperative Extension Participant Questionnaire

As part of the continuing effort to provide educational programs that meet the needs of Oklahomans, please complete the following questions. The information will be confidential and only summaries will be reported.

Please answer the following questions by circling the number by the correct answer or filling in the blank.

What is your sex?

    1   Male
    2   Female

What is your race?

    1   African-American
    2   Asian
    3   Caucasian (white)
    4   Hispanic
    5   Native American (Tribe:_____)
    6   Other _____

What is your marital status?

    1   Married
    2   Single, never married
    3   Single, divorced
    4   Widow/widower

How many children do you have living in your home in each of these age groups?

    ____1.   None
    ____2.   0-11 months
    ____3.   1-2 years
    ____4.   3-5 years
    ____5.   6-12 years
    ____6.   13-18 years
    ____7.   over 18

What is your age?

_____

How many adults live in your household?

_____   (next page)

How many years of education have you completed?

_____
(Circle the level of education you have completed)

1. grade school or some high school
2. GED
3. high school graduate
4. attended vocational/technical school
5. vocational/technical school graduate
6. attended college
7. college graduate
8. graduate education or professional training

Which item or items best describe your current situation?

1. working full time (35 hours per week or more)
2. working part time (less than 35 hours per week)
3. unemployed
4. full time homemaker
5. disabled
6. full time student
7. part time student
8. retired
9. other _____

If employed, what type of work do you do?

1. Managerial
2. Technical, sales, clerical
3. Service occupations
4. Craft/trade/repair
5. Operators, manufacturing and laborer
6. Farming/forestry
7. Professional

What is your current "household" income before taxes? (circle one number in only on column)

PER MONTH	OR	PER YEAR
1 $416 and under		9 under $5,000
2 $417 - $832		10 $5,000 - $9,999
3 $833 - $1,249		11 $10,000 - $14,999
4 $1,250 - $2,083		12 $15,000 - $24,999
5 $2084 - $2,916		13 $25,000 - $34,999
6 $2,917 - $4,166		14 $35,000 - $49,999
7 $4,167 - $6,249		15 $50,000 - $74,999
8 $6,250 and over		16 $75,000 and over

What are the sources of income or benefits your household receives? (Circle all of the
    owing items that apply)

1   Wages/salary
2   Interest/dividends
3   Royalties/rent
4   Social Security/SSI
5   Private pension plan
6   Unemployment payment
7   Reduced fee school breakfast or lunch (free or subsidized)
8   USDA commodities and food stamps
9   WIC (Women, Infants, and Children)
10 Medicaid
11 Energy Assistance
12 AFDC (Aid to families with dependent children)
13 disability payments
14 child support *(check one)* _____ _____ _____
15 alimony   monthly   sometimes   never
16 others _____
17 none of the above

How much do you pay each month for rent or mortgage?
$_____

(Circle one):
1   currently renting
2   buying home (mortgaged)
3   own home

Do you have health insurance coverage?

1   yes
2   no

What is the size of the community where you live?

1   rural area
2   town under 10,000
3   towns and cities 10,000 and 50,000
4   cities over 50,000 - 199,999
5   cities over 200,000

Appendix F

Guiding Young Children Fact Sheets

Guiding Young Children Series
A Look At Discipline

Home Economics • Cooperative Extension Service • Oklahoma State University

Discipline is one of the biggest problems that every parent faces. You probably have wondered: "Was I too mean?" "Did I do the right thing when I hit Debbie?" "Am I being too easy on my children?" or "What on earth am I going to do now!"

We prepared this series of lessons for parents who want to do a better job of disciplining their children. The lessons describe young children, ages two to six. Some of the discipline methods are also appropriate for older children. The titles of the lessons are:

1. A Look at Discipline
2. Why Children Misbehave
3. To Prevent Misbehavior
4. Responses to Misbehavior
5. Encouraging Self Control
6. Discipline and Punishment
   What is the Difference?

Learning to discipline your children effectively is hard work. You can improve your discipline methods. Read the lessons. Try the ideas suggested. Do not continue to treat your child the way you always have. Do the practice exercises at the end of each lesson.

If you try a suggestion for several weeks, but it just does not work for you, forget it! All parents are different, and all children are different. What works in one home may not work in another home. However, you will not know whether it will work unless you try it! If one suggestion does not help you, another one may.

Learning to discipline children is a real challenge. Studying these lessons shows that you want to improve. That is half the battle. Your child is fortunate that you will learn more about discipline.

What is Discipline?

Discipline is:
   Helping a child learn to get along with family and friends.

- Teaching a child to behave in an agreeable way.
- Helping a child learn self-control so that the child wants to do what is right, not just avoid punishment.

Effective discipline is helping, teaching and learning for independence.

Discipline and punishment are different. Some parents think discipline and punishment are the same thing. Some think discipline is teaching children to mind and getting a child to behave. Some think it is what you do when children are naughty or behave badly.

Effective discipline may include punishment, but it is much more than that. *It is the way parents help their children learn self-control.* It helps children develop controls that come from within. These controls will help them know what to do and when to do it. Self control helps children behave when parents are not around to tell them what to do.

Punishment, on the other hand, is just one of many different methods of discipline. It is using an unpleasant experience to change a child's behavior. It may stop bad behavior. It does not teach the child what you expect and what is good behavior.

The purpose of discipline is to raise responsible, confident children. We want children to grow up to be persons who think for themselves. Discipline helps children to care about others and to live satisfying and useful lives.

Styles of Discipline

What kind of discipline do you use?

A parent is *extremely easy* if the child...
    makes all the rules and makes all the decisions.

A parent is *extremely strict* if the parent...
    expects immediate minding, gives no explanation for demands, and often uses physical punishment.

A parent is *moderate* if the parent...
    has a few rules and enforces them consistently, is firm, kind, warm and loving, takes the child's age and uniqueness into account, and tries to understand the cause of the child's behavior.

When parents are *extremely easy*...
    children become spoiled, cranky, crying persons who are pushy and want their own way all the time.

When parents are *extremely strict*...
    children become timid and withdrawn persons who are very dependent or become rebellious and defy authority.

When parents are *moderate*...
    children become responsible, cooperative, and are considerate of others. They develop self-esteem.

With the extreme discipline methods, both parent and child are unhappy. Neither extreme easy discipline nor a extreme strict style produces the kind of behavior parents want in their children.

There is a better way to discipline children. It is the moderate way, the middle-of-the-road between extremely easy and extremely strict discipline. The discipline methods described in these lessons are a moderate style of discipline. They are based on common sense, research, and knowledge about how children grow and learn.

Most parents use the style of discipline which their parents used on them. They say "I turned out OK, so why shouldn't I treat my children the way my parents treated me?" Good question!

Our world is different and society is different from the way it was 25 years ago. Changes include millions more people, TV, human rights, and altered family roles. Today, we treat children with dignity and respect. They want to know the *why* of rules. Extreme discipline methods do not work with children today. They do not produce the kind of citizens our society needs.

Looking Ahead*

When your child is young, it is difficult to imagine a mature adult in 10 to 15 years. Time has a way of slipping by. Let's look into the crystal ball and see what you hope you might find.

"What do I hope my child will be like in 10 to 15 years?" (List some of your thoughts).

"I hope my child will _____

_____

_____

_____

_____

Do not read on until you have done some thinking.

Compare your thoughts with ours. We have listed several things we would want to see in a child 10 to 15 years from now.

1. A good self-esteem.
2. Independent thinking and problem solving.
3. Self-control.
4. Getting along well with others.
5. A responsible citizen.
6. Caring about others.

The type of discipline you use influences the kind of person your child will become. It is important to keep in mind your goals for your child.

*Adapted from *What's A Parent To Do.* by Carol Anderson. Iowa Cooperative Extension Service. 1972.

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Know Your Child

Effective discipline depends on understanding each individual child and understanding the way children act at different ages.

Each child is unique. Children are born with different ways. Basically, most children are either difficult, easy, or slow to warm up. What is your child like?

A *difficult* child...
> shrieks rather than cries, is upset by new people or places, is irregular in eating and sleeping habits, and has violent temper fits.

An *easy* child...
> is generally cheerful, responds agreeably to new people, places and foods, and has regular eating and sleeping habits.

A *slow to warm up* child...
> withdraws from new situations and adapts to changes slowly*

Some children, about one-third, have other characteristics. Children have different personalities according to what their parents passed on to them. For example, some children never give up and some give up easily.

Some children are very active and some are very quiet.

Children react differently to discipline. Speaking sharply may cause one child to cry while another child may ignore you.

Children are individuals. Treat them as different individuals. To discipline effectively, parents need to take the child's temperament into account.

Age and stage make a difference. With children, even normal behavior can be very annoying. Some behavior that is hard to live with is typical of most children that age. Parents forget that the child is good and

---

What to Expect of Young Children

The Infant:
> Cries to get what is needed or wanted.
> Is dependent on adults.
> Loves to play with food.
> Grows rapidly.
> Gets into everything.
> Sleeps less each month.
> Learns by touching, tasting, smelling, seeing and hearing.

The 2-Year Old:
> Is negative (says "NO" many times).
> Is possessive ("Thats Mine").
> Is noisy.
> Is self-centered.
> Has a short memory.
> Is curious and explores.
> Can't make choices.
> Is distracted (plays in food, dawdles).
> Can't sit still.

The 3-Year Old:
> Tries to please.
> Minds fairly well.
> Accepts suggestions.
> Can be reasoned with.
> Is attentive when spoken to especially when called by name.

> Can make a few choices.
> Can talk enough to be understood.
> Does not know how to share.

The 4-Year Old:
> Wants friends.
> Asks many questions.
> Tends to be bossy.
> Brags and stretches the truth.
> Tells on others frequently.
> Talks alot.
> Can learn to take turns.
> Values self.
> Enjoys playing with made-up words.
> Says words that shock you.

The 5-Year Old:
> Is friendly with friends (usually) and parents.
> Is businesslike.
> Likes to act like grown-ups.
> Is dependable.
> Likes praise.
> Likes to feel important.
> Tells on others.
> Enjoys dressing up.
> Can give name and address.
> Is serious and demanding.

the behavior simply reflects the child's age.

For example, young children have a great deal of energy and need to be active. Parents realize how hard it is for a young child to sit still and be quiet. They arrange for the child to use up energy in a way that does not irritate others.

Young children want to be independent. They want to do things for themselves. Much of their so-called bad behavior is a sign that they are growing. After all, parents would not want the child to remain a baby who is completely dependent on them.

Young children have a hard time telling the difference between fact and pretend. A child in this stage says, "I saw a bear." The child may not know the difference between what is imagined and what is real. Parents should not say the child lies. They should say, "You did?" This encourages communication. Then they can talk about what is real and what is imagined. By school-age the child will be able to tell the difference between reality and what they imagine.

Children are curious. They just naturally want to learn about things around them. They may take things apart just to see what will happen. Children do not do these things to annoy their parents; they do them because they are curious.

Curiosity is a valuable thing. A curious child wants to learn and will do well in school. Parents who understand this will encourage the child's curiosity. Rather than punishing a child for taking things apart, they provide something to satisfy curiosity safely.

It is important to know the characteristic behavior for each age. Normal, childlike behavior sometimes bothers parents. Remember that the child is good. The child is young. The behavior may be normal for the child's age. This does not mean to ignore the bad behavior. It does help when you realize that the child will grow out of the behavior.

Discipline needs to keep pace with the child's age and abilities. Ask yourself: Are my demands reasonable for this age? Do I expect too much?

See How Much You Have Learned!

Place a check in the appropriate blank.

		True	False
1.	Sharon, age 4, wants to stay up and watch an adult movie on TV which starts at 9 p.m. Mother says "This movie isn't for children and you need your sleep. You will be tired tomorrow, but you decide." Mother is using a strict style of discipline.	☐	☐
2.	Bryant, age 6, is late for dinner. Father said, "You know you are supposed to be home at 6 p.m. You get no TV tonight." Father is using a strict style of discipline.	☐	☐
3.	Terri, age 5, forgot to empty the trash can. Mother said, "Terri it is your job to empty the wastebasket this week." Mother is using a moderate style of discipline	☐	☐
4.	A child who seeks attention is a spoiled child.	☐	☐
5.	When children make mistakes, they should be shamed and told how dumb and no-good they are.	☐	☐

Answers
3. T
2. T   5. F
1. T   4. F

A Look At Discipline

1. Effective discipline is positive. It is helping, teaching and learning.
2. The purpose of discipline is to help children learn to do what is right because they want to. Otherwise, they behave to avoid punishment.
3. Effective discipline is moderate, neither very easy nor very strict.
4. Moderate discipline is most effective for the age we live in.
5. Discipline influences the kind of adult your child will become.
6. The discipline you use should be in keeping with what you believe in.
7. Understanding your own individual child is the basis for effective discipline.
8. Discipline needs to be in keeping with the child's age and abilities.

A Record of My Discipline Practices and Their Effects*

Complete one week after studying A Look at Discipline.
Check the blanks that apply to you.

1. The way I usually discipline:

_____ Yell and scream
_____ Explain reasons calmly
_____ Remove privileges
_____ Shame my child
_____ Show disapproval
_____ Ignore bad behavior
_____ Scold
_____ Praise
_____ Compare one child with another
_____ Isolate
_____ Hit
_____ Let the child make choices and experience consequences
_____ Threaten but usually don't do follow through
_____ Distract and redirect interest
_____ Prevent behavior before it occurs

2. During the past week I:

	More	Less	About the Same
Acted calmly			
Acted firmly and kindly			
Used kind words, not unkind words			
Let the child learn from the consequences			

3. The atmosphere in our home has changed to one of:

	More	Less	About the Same
Friendly			
Cooperation			
Understanding			
Confusion			
Fun			
Hostile			
Tension			

Practice Exercises

1. Study the three styles of discipline and decide what kind you use. Probably you use one style one time and another style on a different occasion. Or perhaps you are half-way between two styles. Think about the kind of discipline styles you would like to have.

2. Observe your child for one week. Make a note of the styles of discipline you use when the child needs correction. Ask yourself:

What did the child do?

What did I say or do?

How did I feel afterward?

How did the child feel?

What style of discipline did I use?

*Adapted from Practical Education for Parenting by Kent G. Harndorf. Extension Specialist, Human Relations Family Development, Ohio Cooperative Extension Service, 1978.

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Why Children Misbehave

Children misbehave for many reasons. Once you understand why a child is misbehaving, it is easier to know what to do about it. Ask yourself, "Why is the child acting this way? What is the child trying to gain by misbehaving?"

Children Misbehave When
They Don't Feel Well

Children need good health. Children need plenty of sleep and rest, healthful foods, exercise and fresh air every day. When they do not get them, they do not feel well. When they do not feel well, they are hard to get along with, just like you and me.

A tired child is a cranky child.
A hungry child is an irritable child.
A sleepy child is a fussy child.
A sick child is a cross child.

Children Misbehave Because
They Lack Knowledge and Experience

Children need time to grow and learn. A wise man once said, "Accept the childishness of children." Chil-

dren are not little adults. They make mistakes in behavior just as they make mistakes in learning to count or to make a cake. Mistakes and misbehavior are normal childhood experiences, a part of growing up.

Children lack the experience and knowledge which adults have. Mother may say, "You know better than that," when Troy picks all her petunias. Two-year-old Troy does not know better than that. Many acts that parents call "bad" are simply mistakes and call for explanations. We need to be patient, to realize how much children have to learn.

Children Misbehave When
They Feel Rejected

Children need to feel accepted. They need to know that you accept them, just as they are. Then, it is possible for them to grow and to behave in an acceptable way. A child who feels accepted is likely to accept discipline. A child who feels rejected is likely to misbehave and be resentful.

Remember! You can accept a child as a loved and valued person without necessarily accepting behavior. For example, you can accept Terry as a loved child. You do not accept his behavior when he wipes his muddy hands on the wall. Terry needs to know you accept him no matter what he does. We dislike his action. We hate the sin but love the sinner.

Children feel accepted when parents take time to listen to their thoughts and feelings. Children feel accepted when parents do not compare them with other children in the family or neighborhood. Being accepted as a worthy human being and an important member of the family give a child feelings of belonging. Children are more likely to behave well when they feel accepted.

Children Misbehave When They Are Upset

Children need security. Children are upset by change. These changes may be a new baby in the family, mother is sick, or the family moves to a new neighborhood. When changes occur the child may misbehave. Children feel insecure when routines are upset, and they need to be reassured at such times.

"GOOD JOB!"

Children need attention and the security it brings. When children need extra attention, give it. You will find there are fewer times when they seek attention by misbehaving.

Children Misbehave When They

Are Discouraged

Children need encouragement, approval and kind words. Sometimes parents forget to let children know that they approve of what the children are doing. When children get approval for what they do, it makes them feel good. They will be likely to do it again to get another good feeling.

A child who does not get approval and praise may think that they only way to get attention is to misbehave. The child may misbehave because of feeling discouraged.

To prevent misbehavior, be generous with approval and praise. One authority advises that you need to give a child approval or praise five times for every time you criticize. Mother was quick to criticize Ryan when he tracked mud on the kitchen floor. She forgot to thank him for taking out the garbage. She failed to comment when he hung up his coat and to tell him he did a good job of putting away his toys.

Approval and praise must be honest. Children know when they have not done a good job. Also, praise and approval should be about what the child has done, not the child. For example, say "You did a good job of picking up your toys," not "You are a good boy," or "My goodness! You buttoned your sweater all by yourself," instead of "Goodness sake! You are such a smart girl!"

Praise your child for behavior, such as picking up toys or buttoning his sweater. Praise helps the child feel like a capable person and to gain self-esteem.

Here are some ways to show approval.

"Thank you for helping me wash the dishes."

"Great! You remembered to hang up your coat."

"You really are doing better. Keep up the good work."

Kind words help children to behave well, but scoldings make them resentful and sullen. Try saying, "Please pick up your toys," instead of "Get those things picked up right now!"

Children react to kind words and scolding words just like adults. How would you feel if someone said "Doris, get those dishes washed right now!" Wouldn't you rather hear, "Let's wash the dishes and then go for a walk?"

Sometimes it helps to listen to other parents talk to their children. Do they sound as if they love their child? Ask yourself, "Would a stranger know that I love my child by the things I say and the words I use?" Children react to approval, encouragement and kind words like a flower to the sun. They turn toward the source of warmth and they blossom.

"PICK UP YOUR TOYS!!"

Why Children Misbehave

1. There is usually a reason for a child's misbehavior. We can deal with misbehavior better as we try to understand what is causing it.

2. Children may misbehave for physical reasons such as fatigue, lack of vigorous physical activity and hunger. Try changing the child's routine to develop good health habits.

3. If we expect children to behave like adults, we are doomed to disappointment. Love them as they are, noisy, dirty hands and all. Realize that they are children for a very short time.

4. If your child's misbehavior results from a lack of confidence, try using more encouraging words rather than put-downs.

5. Separate the child's behavior from the child as a person. Be sure your child feels loved even when the behavior is not acceptable.

6. Children need extra attention when they are upset by change.

7. Children react to encouragement, approval and kind words just like adults. They will keep up behavior which brings kind words.

8. Children who feel loved will want to act the way their parents expect them to act.

Children Misbehave When
They Lack Confidence

Children need feelings of confidence. Children need to think that they are able to do things and that they are capable. Children who are confident of their abilities are willing to try new things. They will approach school and other situations with confidence.

Some misbehavior is caused by feelings of inadequacy. A child who thinks, "I can't do anything," may cover up this lack of self-confidence by bragging, boasting and fighting.

If parents see a child as being capable, the child will usually feel capable. Encouraging words make children feel confident, but "put-downs" make them feel worthless.

Children Misbehave When
They Feel Unloved

Wise discipline requires a loving relationship. Children want to please the people they love. Without a loving relationship, they have no reason to want to learn to behave in an acceptable way-unless to avoid punishment.

A child may misbehave because of feeling unloved. It is not enough that a parent love the child, it is necessary that the child know that love. Parents need to give children signs of love they can understand, like warm fuzzies.

Warm fuzzies are pats, hugs, smiles and kind words-whatever makes a child feel good and shows love. If a child feels loved, the child is more likely to behave well. Then the child is a delight to be around. When a child does not feel loved, the child thinks, "I'm no good, nobody loves me. I can't do anything right." Then the child's behavior matches those thoughts.

Children need love. You love your child, but does you child know it?

Love is not love unless you show it.

Practice Exercises

1. Place a check every time you give your child one of the following:

	First Week	Second Week	Third Week
A hug			
A kiss			
A pat on the shoulder			
A smile			
The magic words "I love you"			
Time to play with just him/her			
Your undivided attention			
"Please"			

2. List other things you did which showed your child your love, such as cooking something special or reading a favorite story.

_____

_____

_____

_____

_____

_____

3. Review your child's health routines.

	Yes	No
Is your child getting enough sleep? Or is your child staying up too late watching TV?	___	___
Does your child need a rest time during the day? Or just a quiet time alone after lunch?	___	___
Does your child get an annual check-up from the doctor?	___	___
Does your child get enough exercise? Active play out-of-doors every day is a must.	___	___
Does your child eat healthy foods? Perhaps your child's appetite is dulled by sugars and fat eaten between meals!	___	___

4. Try to go one week without criticizing your child. Try to make all corrections in a positive way, using a calm tone of voice.

A Record of My Discipline Practices and Their Effects*

Complete one week after studying Why Children Misbehave. Check the blanks that apply to you.

1. The way I usually discipline.

___ Yell and scream
___ Explain reasons calmly
___ Remove privileges
___ Shame my child
___ Show disapproval
___ Ignore misbehavior
___ Scold
___ Praise
___ Compare one child with another
___ Isolate
___ Spank
___ Let the child make choices and experience consequences
___ Threaten, but usually don't ___ do ___ follow through
___ Distract or redirect interest
___ Prevent behavior before it occurs

2. During the past week I:

	More	Less	About the same
Acted Calmly			
Acted Firmly and kindly			
Used kind words, not unkind words			
Let the child learn from the consequences			

3. The atmosphere in our home has changed to one of:

	More	Less	About the same
Friendliness			
Cooperation			
Understanding			
Confusion			
Fun			
Hostility			
Tension			

*Adapted from Practical Education for Parenting by Kent G. Hamdorf, Extension Specialist, Human Relations Family Development, Ohio Cooperative Extension Service, 1978.

This Is What Happened:	Would You Say This?	or	This?
Peter broke a glass when he was drying dishes.	Don't be so clumsy!		This is easy to do... Next time hold the glass this way.
Four-year-old Susie wet her panties and started to cry.	You're a bad girl! You are too big to do that		It's OK. Sometimes we forget to go to the bathroom. You can go change.
Mary spills the garbage she is emptying.	Can't you ever do anything right?		That's a hard job. Next time carry it this way and it won't spill.
Johnny cries in frustration.	If you would just listen to me, that wouldn't happen.		You need to go slowly and do this first and it will work.
Willie cries because he cannot get a wagon wheel on his trike.	I told you it wouldn't work.		Let's see if we can figure it out.

Which one of the answers will help children behave better and also help them feel that they are able and worthwhile?

See How Much You Learned

	True	False
1. It isn't necessary to tell children we love them because they already know it.	_____	_____
2. Children will be more likely to repeat behavior which has been rewarded with kind words.	_____	_____
3. A healthy child who feels well is easier to get along with than a child who doesn't feel well.	_____	_____
4. It takes children a long time—many years— to learn to behave as we want them to behave.	_____	_____
5. Parents don't love children when they misbehave.	_____	_____

Answers:
5. F
4. T
3. T
2. T
1. F

If You Want to Learn More

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The Guiding Young Children Series

Most parents mention discipline as their main child-rearing problem. To assist parents, Oklahoma State University Cooperative Extension Service offers this series of lessons for home study or discussion sessions. The information in the lessons comes from research and common sense relationships. The series helps parents recognize their own strengths and select techniques which seem right to them.

No. T2324 - A Look at Discipline
No. T2325 - Why Children Misbehave
No. T2326 - To Prevent Misbehavior
No. T2327 - Responses to Misbehavior
No. T2328 - Encouraging Self Control
No. T2329 - Discipline & Punishment - What Is the Difference?

Guiding Young Children Series

To Prevent Misbehavior

Oklahoma Cooperative Extension Service • Oklahoma State University

It is easier on the parent and the child to keep misbehavior from happening than to deal with it afterward.

Many behavior problems are really parents' problems. If you find yourself continually facing behavior, *stop* and *look* closely at your own behavior.

Ask yourself:

- Am I making it easy for my child to behave well?
- Do I provide interesting play things?
- Are my rules reasonable? Am I consistent in enforcing them?
- Do I use more Do's than Don'ts?
- Do I let the child make choices?
- Do I give warning time?

You need to plan ahead to prevent behavior problems. It is hard work, but the results are worth it.

Here are some suggestions for preventing behavior problems. Try them and see if they work for you. See if you and your child enjoy each other more.

Give each suggestion a two-week trial period. It may take that long to see results.

Try only one new technique at a time. Changing the way you treat your child is hard to do. It takes time to form new habits. Once you have the habit, it will seem natural to you.

Change the Setting

Sometimes changing the setting will prevent misbehavior. Look around your house to see what is causing misbehavior. After all, the house is as much the child's home as yours.

Infants and Toddlers. For Infants and toddlers, changing the setting means child-proofing the home. Put anything that is breakable, valuable or dangerous out of reach. Child-proofing the home allows the child to learn all about the interesting things around. It frees the parent from constant "no-no's" and hand slaps.

Children this age have a tremendous urge to explore the world and to learn by touching and tasting everything. It is perfectly normal for nine-month-old children to put everything in their mouths. They pick up dirt on the floor and taste it. They lift and feel the lamp. They pull all the towels off the shelf. You can prevent this by keeping the floor clean, placing the lamp out of reach or locking the linen closet. Get some safe things for your child to bang and chew. This not only keeps the child from being frustrated but is a reasonable action for safety reasons as well.

Some parents refuse to child-proof the home. They worry about what their neighbors will say. They think they must teach the child not to bother things. However, they are just making life miserable for themselves and the child. Toddlerhood is the time of exploration. Wait until
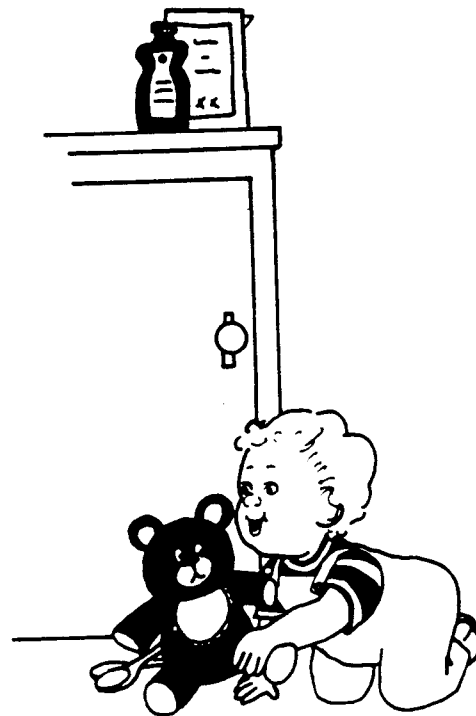
your child can talk and understand language, to teach respect for your property.

Preschoolers. Ask yourself, "What in our home makes it hard for my child to behave?" Do we have shelves or boxes for toys? Are hooks placed low so that my child can hang up a coat without help? Do we have a safe place for play outside? Does my child get a chance to play with other children?

Changing the setting means making it easy for the child. Provide a place to keep toys, interesting things to play with, and places to play without worrying parents. Serve your child's drinks in wide, heavy-bottom plastic glasses that won't break or tip over easily. Changing the setting is often a hassle-free way to prevent misbehavior.

Provide Interesting Playthings

Boredom is one of the leading causes of misbehavior. Providing interesting playthings for the child prevents boredom. Children involved in play do not whine, ask, "What can I do now?" or annoy the baby brother.

Playthings need not be expensive. Often babies would rather play with pots and pans than with an expensive store bought toy.
Have you thought of:
> Swings made from old tires
> Crayons
> A tree house
> Empty boxes
> Old catalogues with pictures to cut
> Play dough - 2 cups flour, 1 cup salt, mixed together.
>> Add 1/2 teaspoon vegetable oil plus about 1 1/2 cups colored water to hold dough together. Knead on a floured surface until pliable, but not, sticky.
> Balls to kick, throw and bounce
> Fabric scraps to sort or make doll clothes
> Hammer, roofing nails, and an old tree stump
> Blocks
> A sand box

Make Rules

Parents are great at making rules._"Don't run in the house." "You can't watch anymore TV." "Don't cross the street by yourself." "Use your napkin." Sometimes they make so many rules they forget what they are. Sometimes they punish the child for breaking a rule, and sometimes they don't. The results are frustrated children and irritated parents.

Children are less likely to misbehave if rules are reasonable, consistently enforced, and flexible.

Rules should be reasonable. Children need rules. They feel secure when they know what to do. Carefully think through the rules. Do not make them up on the spur of the moment. Do not make them up when you run out of patience or have a headache. What rules have you issued this past week? List them:

1.

2.

3.

If you can't remember them, do not expect your child to.

Explain the reasons for the rules to the child so that they make sense. Children will be more likely to observe the rules if they understand the reasons for them. Make it clear that rules are for the child's own welfare and not the result of your bad temper.

Consistently enforce the rules. If you ignore slamming the door on Monday but punish on Tuesday, your child won't know what to expect. To keep the child from feeling confused and frustrated, be consistent. This way, the child can predict your behavior. The child knows, *"If I do this, this will happen."* Parents need to follow through on what they say. If you promise a treat, give the treat. If children break rules, then consequences should be sure and swift. Children soon learn to ignore rules if parents do not follow through on enforcing them.

Your family may set a rule that everyone will eat breakfast together at 7 a.m. Karen takes forever to get dressed and comes to breakfast when everyone has already eaten. Father says if the same thing happens tomorrow, Karen will miss breakfast and not have a chance to eat until noon. The next day, Karen is late. Her father talks to her in a matter of fact way. He reminds her that she knows the rule. She will not eat until noon. Sh becomes hungry and asks for food, but mother refuses. The next morning Karen arises for breakfast at 7 a.m.

Be flexible. Although consistency is important, there are times when parents need to be flexible. For example, if grandmother is visiting, Trudy may stay up past her regular bedtime. Also, rules need to change as the child grows. A rule which is appropriate for a three-year-old may not be right for a five-year-old. A child who is two years old must not ride a tricycle into the street. When the child is older and has learned safety rules, it may be okay to ride a bike in the street.

As children grow, include them in setting the rules. Let the child have a part in deciding what the consequences are for breaking the rule. Then the child will be more likely to view the consequences as the result of behavior and not as punishment. It will help the child learn to take responsibility for behavior.

There should be as few rules as possible. Make rules concerning the child's health and safety and ones you know you can enforce. The more rules there are, the more time parents spend acting like police officers. This means less time for fun things like reading stories and making salad.

When was the last time you reviewed the rules of your house? Sit down with your family and decide together what rules are necessary.

What are your house rules about watching TV? Bedtime? Mealtime? Baths? What are the consequences for breaking the rules?

Now, examine each rule, asking the following questions:
- Is it necessary for the child's safety?
- Is it necessary for the safety or well-being of others?
- Can you enforce it?
- Is it necessary for the protection of property?
- What does this rule help the child learn?

Wise rules help children learn responsibility for their own behavior and cut down on misbehavior.

Do's	Don'ts
"Hold your coat this way"	"Don't drag your coat on the ground"
"Carry the kitten this way"	"Don't squeeze the kitten"
"Walk in the house"	"Don't run in the house"

Use Do's Instead of Don'ts

An effective way to prevent misbehavior is to tell the child what behavior you want. Stop using "No", "Don't" and "Stop that!" over and over. Tell the child exactly what it is you want. For example, instead of yelling at James to keep his feet off the chair, say, "Keep your feet on the floor." Learning to use do's rather than don'ts requires much thought and practice. This will result in a happier, better-behaving child.

Set a Good Example

One of the best ways to prevent misbehavior is to set a good example. Children learn by imitating the people they love. Mother yells and calls Lisa a brat for snatching her sister's doll. Lisa learns to yell and call people names when things do not go her way. Lisa's father gets mad and loses his temper when the car won't start. Lisa learns to lose her temper when faced with a problem.

On the other hand, Lisa's parents can show concern for the child's feelings. They indirectly help Lisa learn consideration for others. If they admit their anger, safely release it and calmly solve the problem, Lisa learns to handle stress.

Give Choices

Whenever possible, give children a choice between two acceptable behaviors. For example, say, "Randy, it really disturbs me when you run in the house. You can

Write them down:

Rules	Consequences
1.	1.
2.	2.
3.	3.

either play with your cars or go outside and play." Giving a choice lets the child learn to make decisions.

You aren't really giving a choice when you offer two undesirable choices. For example, Jose is beating his drum. Mother says, "Jose, you can either stop that or you won't get your allowance this week!" Jose wouldn't like either of these choices.

If you don't want to let the child make a decision, then don't give a choice. You just get yourself in trouble. For example, suppose the temperature is 32 degrees F outside. Evy is going out to play. You say, "Evy, don't you want to put your coat on? It is cold outside!" What are you going to do if she answers "No!"? You will get better results if you say, "Put your coat on before you go outside." Then if she says "No," you can tell her that she cannot go outside unless she puts her coat on.

Giving choices is one way to prevent misbehavior and, at the same time, help your child learn to make decisions.

Get the Child's Attention

Call the child's name and get his/her attention before giving orders or instructions. For example, say, "Clare," and wait until she looks at you, "Please wash your hands for lunch now." Sometimes you may need to go to Clare and place your hand on her shoulder to get her attention.

Many times children are rude and do not mind when they really did not hear their parents. Children can pay attention to only one thing at a time. Their minds do not work like mother's. She can fry potatoes, talk to Lottie, and think about what she is going to wear to church at the same time. Play involves the child's full attention. It takes time for them to shift their attention to parents.

Give Warning Time

Give children a 10 to 15 minute warning. Then ask them to come to dinner, to take a nap, or to go shopping with you. For example, Patrick is playing outside. Say, "You need to come inside soon. Dinner will be ready in a few minutes." If possible, allow the child time to finish playing. Patrick does not like interruptions when playing. Adults do not like interruptions when reading the paper or cooking dinner. It is the same.

Children are more likely to respond to your request agreeably when you give them a warning time. Avoid saying, "Right now!" "This minute!" or "Quick!" Children do not understand what the hurry is all about. They do not have the same sense of time as adults do.

Spend Time With Your Children

Your child needs time alone with you regularly. Your child needs your undivided attention. Plan times when you aren't watching TV or reading the paper. Avoid distractions from other youngsters in the family.

See How Much You Have Learned!

	True	False
1. Child-proofing the home spoils the child?	_____	_____
2. It takes expensive toys to keep a child interested in play?	_____	_____
3. Never make a change in the rules?	_____	_____
4. Children behave better when parents tell them what they want them to do rather than saying "No," "Don't," and "Stop" all day long?	_____	_____
5. Children will swear, yell and lie if their parents swear, yell and lie?	_____	_____
6. Giving a child a choice shows that the parent is too easy on the child?	_____	_____

Answers Code: 1 = F, 2 = F, 3 = F, 4 = T, 5 = T, 6 = F.

Busy parents may find this difficult, but even five minutes is better than none at all. Mother may choose 15 minutes before bedtime or after the evening meal. Father may choose an hour on Saturday or a short time each evening.

Spend these times doing something together that you both enjoy. Play catch, talk, read a favorite story, play a game or cook something.

Spending time regularly with your child says that your child is important to you. It builds closeness and enables you to learn to communicate with each other. Children who regularly receive parents' undivided attention do not find it necessary to misbehave to get that attention.

To Prevent Misbehavior

1. It is easier on parent and child to prevent misbehavior than to deal with it afterward.
2. Providing interesting things for the child to play with keeps him out of mischief.
3. Rules which are reasonable, flexible and consistently enforced cut down on misbehavior.
4. Parents can reduce misbehavior by setting examples of calmness, soft words and kindness.
5. Allowing a child to make a choice between two acceptable behaviors helps prevent misbehavior.
6. Children are more likely to do what you ask if you get their attention before giving instructions.
7. When children are playing, they need a 10 to 15 minute warning before changing activities.

Practice Exercises

1. Choose one suggestion for preventing misbehavior and try it for two weeks.
2. Change at least one thing in your house to make it easier for your child to behave well.
3. Decide how you would handle the following situations:

Three year old Sharon is watching TV and its her bedtime.

Jim keeps pestering mother for a cookie. Lunch will be ready in an hour and mother doesn't want him to eat a cookie now.

John and Matt sit on the same side of the dinner table. Suddenly they fall into the usual pattern of kicking and hitting one another.

A Record of My Discipline Practices and Their Effects

Complete one week after studying *To Prevent Misbehavior.*

Check the blanks that apply to you.

1. The way I usually discipline:

___ Yell and scream
___ Explain reasons calmly
___ Remove privileges
___ Shame my Child
___ Show disapproval
___ Ignore misbehavior
___ Scold
___ Praise
___ Compare one child with another
___ Isolate
___ Spank
___ Let the child make choices and experience consequences
___ Threaten, but usually don't do / follow through
___ Distract or redirect interest
___ Prevent behavior before it occurs

2. During the past week I:

	More	Less	About the Same
Acted calmly	___	___	___
Acted firmly and kindly	___	___	___
Used kind words	___	___	___
not unkind words	___	___	___
Let the child learn from the consequences	___	___	___

3. The atmosphere in our home has changed to one of:

	More	Less	About the Same
Friendliness	___	___	___
Cooperation	___	___	___
Understanding	___	___	___
Confusion	___	___	___
Fun	___	___	___
Hostility	___	___	___
Tension	___	___	___

Acknowledgements

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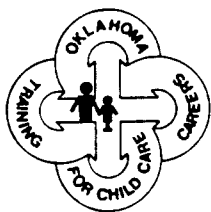
The content of this publication is consistant with the Behavior and Guidance course in Oklahoma Training for Child Care Careers.

Parents and teachers of children in early childhood programs can reinforce the child's learning by using similar techniques.

Discipline for Young Children Series
Responses to Misbehavior

Home Economics • Cooperative Extension Service • Oklahoma State University

Sometimes parents must respond to children's misbehavior despite all their efforts to prevent it. They may have tried changing the setting, using more do's than don'ts, checked on the child's health needs. Still, children quarrel and misbehave. The time has come to stop nagging, lecturing, threatening and start acting.

Basically, parents can choose between two ways of responding to misbehavior. This lesson and the next one describe some effective discipline methods.

Using effective discipline methods in response to misbehavior benefits both parent and child. The child learns to take responsibility for behavior, and the parent keeps a warm relationship with the child. *The goal is to teach the child how to behave, not to make the child suffer.*

Choose the method best suited to you and your child. What is effective for some parents and children may not be effective others.

Divert the Child's Attention

You can easily distract infants and toddlers. For example, the young child's attention can be diverted from playing with your watch to playing with some toy keys. You can distract a child from pulling hair by shaking a rattle. The child quickly forgets about playing with your watch and pulling your hair. The child's attention turns to the toys.

Diverting the child's attention away from an activity you disapprove of to an acceptable activity is a challenge. If Laurie reaches for an expensive lamp, divert her attention away from the lamp. A bit of attention from you such as a game of peek-a-boo will work well. Then, remove the lamp from her sight and reach. *Do not tempt her!*

Another way to divert or redirect a child is to simply take the child's hand. Guide the child, either away from misbehavior or toward what you want the child to do. For example, suppose it is bedtime, and Peter does not want to go to bed. Simply take his hand and say, "Let's go to get your p.j.'s."

Ignore Misbehavior

Sometimes children misbehave to get our attention. An effective way to deal with this misbehavior is to ignore it. First be sure to give the child your attention when the child is behaving well. Children need attention, but not for misbehavior. Sometimes children misbehave just to get attention. They seek attention even when it is yelling and spanking. Children want attention, and they will get it for misbehavior if that is the only way they can get it.

A good example of this is the four-year-old's use of bad words. Reggie says a bad word. His mother acts shocked or laughs. We can be sure Reggie will use bad words as often as possible. Imagine the sense of power it gives him to see his mother's reaction! Mother could calmly say, "Don't use that word" and go on about her business. Reggie will soon stop saying the word. Parents should correct bad words just as they correct grammar. Expect the child to speak the way the parents speak.

Ignoring misbehavior is also an effective way to deal with bickering and fighting between brothers and sisters. Jealousy, the feeling that one child gets more love and attention than the other, is often the cause of such bickering. Children know that parents will come running when they fight and argue. Ignore disagreements between children in the family. Children can work out their conflicts. However, parents must help a very young child in danger of physical harm.

When mother hears a disagreement, she should check to see that the children are safe. Then she can calmly go about her business. It is usually difficult, however, to keep from being drawn into the quarrel if the children can see you. You may need to go into your room and shut the door. Go into the bathroom and turn on the water. The children must know you can't hear them.

If mother fails to come running when a disagreement occurs, one of the children will probably come running to her. "Mommy, Susan won't let me play with the ball!" Or "Jerry hit me and I didn't do anything to him!" The child is trying to get his mother to take sides and to scold or punish the other child. Mother can say calmly, "I'm sorry you are having trouble, but I'm sure you can work it out yourselves."

Children need to learn not to fight and argue; but settling their conflicts for them is not the way to teach them. It may stop the fighting for the moment. It doesn't stop the next fight. It doesn't teach children a better way to settle arguments. This teaching is better done during peaceful moments in a friendly way. Encourage children to express their feelings in words rather than action when they have disagreements. Tell Terry not to hit Bill. Teach him to say, "I don't like it when you grab the ball away from me."

Parents who get involved in their children's fights can never be sure they are settling the fight fairly. They may see Tommy hit Bill first. However, they may not realize that Tommy is getting back at Bill. Yesterday Bill pinched Tommy when the parents weren't looking.

Do not take over and try to settle your children's arguments. Give your children a chance to learn to get along with others. Try letting your children settle their own quarrels for a month. You will find that they are having fewer quarrels and fights and are getting along together much better. You will notice a friendlier, happier atmosphere in your home, and you will have rid yourself of a disagreeable job.

Be Firm

One effective discipline method, often overlooked because it is so simple, is being firm. Have you ever wondered why a child does what one parent says, but

doesn't obey the other parent? One parent firmly says, "Son go to bed now!" and he does. The other says, less firmly, "Son go to bed now," and he continues to watch TV.

When parents clearly and firmly demand that a child do something, the child usually does it. Do not say in a wishy-washy tone of voice, "Wash your hands for dinner." Say "Wash your hands for dinner!" in a tone of voice that lets your child know you mean it. Show that you expect the child to do it. Being firm doesn't mean yelling, however.

Your tone of voice, your words, and your actions must show that you mean what you say. Make a clear demand with no room for argument. Don't reason, or threaten, or take away TV privileges.

Being firm works for any age child and almost any problem if the child is normal. Children cooperate when they know their parents mean business. Children know that parents mean business about playing in the street, going to school every day, and staying off the roof. They also know when parents don't mean business.

Sue's mother had trouble getting Sue to go to bed at night. She tried spanking, reasoning, and cutting out TV, but nothing worked. She just wouldn't go to bed at a reasonable hour. She even fell asleep at school because she didn't get enough sleep. Yet Sue's mother could get her off to school each morning even though she was sleepy and grouchy. Sue knew when her mother meant business and when she didn't. The problem disappeared when Sue's mother was as firm about her going to bed as she was about her going to school.

When parents first try being firm, the child may not do what parents ask. If so, repeat the demand until the child realizes there is no choice. You will usually get results in two to three days or one to two weeks at the most.

Save this discipline method, being firm, for really important matters. To be firm successfully, parents need to follow through and see that the child obeys. This is real work, so use the be firm method only on problems you feel strongly about. Do not use it all the time. Do not try to control every aspect of the child's life. If you are always firm you will spend too much time and energy on unimportant things. You will have a discouraged child, and the method will cease to work.

Don't Let the Situation Get Out of Hand

Deal with a situation before you become frustrated and angry. This prevents many behavior problems. Parents need to be aware of how they feel as well as how the child feels. One mother said, "My four-year-old demands a lot of attention. I was trying to give it pleasantly at times when I was really busy or tired. Consequently, I wound up frustrated." Parents can learn to recognize the symptoms within themselves-realize when they are getting "up-tight." Then they can tell the child how they feel. For example, mother can say, "Ted, I have a headache and that noise really bothers me." Then Ted will probably be quieter or go play elsewhere. This works better than if mother waits until she explodes and says "Get out of here! You are giving me a headache!"

Be Detached

Most parents, sooner or later, are very upset by their children's misbehavior. They get angry and lose their temper. Rare indeed is the parent who always stays "cool."

When parents are upset, they cannot discipline the child wisely. People can't think straight when they are angry. They do things and say things which later, they wish they had not said and done. When parents are upset, they aren't likely to choose the wisest way to discipline the child. When they have calmed down, they make better choices.

Parents get very upset about their children's behavior because they love them and are so close to them. They take the child's misbehavior personally. They worry about what the neighbors will think. We need to think about what can be done to help the child learn better behavior.

For example, parents get upset when their child sasses them. They don't get upset when the child next door sasses them. They don't like it, but it doesn't upset them. That is the key to this discipline method.

How to detach. If your child does something that usually makes you mad, imagine that your child is your neighbor's child or your niece or nephew. Your neighbor's child or your nephew, five-year-old, hits his little sister. What would you do? How would you handle it? That is what you should do when your five-year-old hits little sister. That is being calm and detached.

Another way to detach is to imagine that you are your child's aunt or uncle or day care teacher. Suppose your child kicked you and said, "I hate you. You are a mean mother!" Imagine you are the child's day care teacher. How would she handle the situation? That is how you should handle it.

Being detached works. It is really amazing to see the improvement in a child's behavior when parent try this discipline method.

Responses to Misbehavior

1. Use effective discipline methods to respond to misbehavior. Help the child learn how to behave and help create a happy atmosphere at home.
2. Divert the very young child's attention from something you don't want done to something that is OK to do.
3. Let children settle their own arguments unless there is danger of one of them being hurt.
4. Be firm about behavior you feel strongly about.
5. Detached. Imagine you are the child's aunt or uncle.
6. When a young child completely loses self-control, use physical restraint to protect the child or others.

Physical Restraint

Just as parents can't discipline wisely when they are upset, children can't hear reason when they are upset. It is useless to try talking or reasoning with a child who is completely out of control.

Sometimes a child has completely lost control and begins hitting, kicking, and screaming. Use physical restraint. Hold the child firmly until the child calms down and gains self-control.

· Say, "I know you are angry, but I can't let you hurt anyone. I will hold you tightly until you feel better."

Sometimes it is necessary to hold the child firmly by the wrists to protect the child, the parent, or another child. Do this in a calm, loving manner. The parent tries to help the child gain self-control. When the child has calmed down, talk about why that behavior is wrong. Talk about what to do the next time the child gets angry.

See How Much You Have Learned!
Which discipline method is appropriate in the following situations? Place a check in the proper column.

	Divert	Ignore	Be Firm
1. Jimmy, four wants to play with his six-year-old brother's tool set, but Bart won't let him and they argue.			
2. Terry, 18 months old, is fascinated by the building of blocks his sister is working on. You know a how is coming if Terry knocks down the building.			
3. Tonya, six-years-old, has a reading assignment but has neglected it to watch TV.			

If You Want To Learn More:

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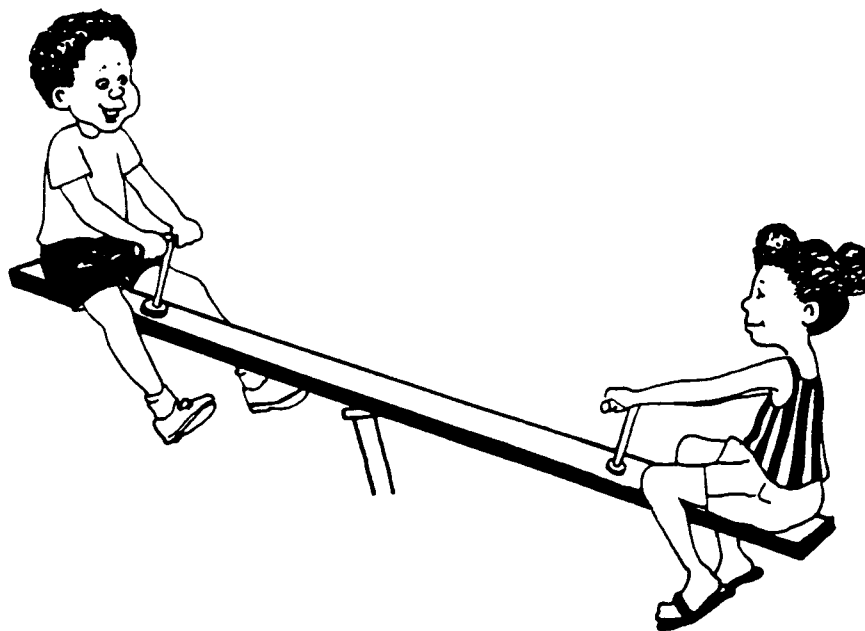
A Record of My Discipline Practices and Their Effects*

Complete one week after studying *Response to Misbehavior*.
Check the blanks that apply.

1. The way I usually discipline:

_____ Yell and scream
_____ Explain reasons calmly
_____ Remove privileges
_____ Shame my child
_____ Show disapproval
_____ Ignore misbehavior
_____ Scold
_____ Praise
_____ Compare one child with another
_____ Isolate
_____ Spank
_____ Let the child make choices and experience consequences
_____ Threaten, but usually don't___do____follow through
_____ Distract or redirect interest
_____ Prevent behavior before it occurs

2. During the past week I:

	More	Less	Same
Acted calmly			
Acted firmly and kindly			
Used kind words, not unkind words			
Let the child learn from the consequences			

3. The atmosphere in our home has changed to one of:

	More	Less	Same
Friendliness			
Cooperation			
Understanding			
Confusion			
Fun			
Hostility			
Tension			

*Adapted from *Practical Education for Parenting* by Kent G. Hamdorf, Extension Specialist, Human Relations Family Development, Ohio Cooperative Extension Service, 1978.

Practice Exercises

1. Count the number of times your children quarrel and fight with each other for three days. Write down what you did and what happened.

	Number of Fights	What You Did	What Happened
1st Day			
2nd Day			
3rd Day			

2. After completing the first assignment, try ignoring your children's arguments and quarrels for one week. Keep a record of the number of fights and what happened.

3. Choose one behavior problem and "take action."

Guiding Young Children Series
Encouraging Self-Control

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Using Consequences as a Form of Discipline

There are many ways to discipline children. Parents can choose ways that suit them as individuals and fit their beliefs and values. Letting children suffer the consequences for their behavior is just one of many discipline methods. If you think it would work in your family, you may decide it is worth a try.

Letting children suffer the consequences is a hassle-free way to discipline young people. Children learn from experiences, just like adults. We call it learning the "hard way." The child learns that every act has a consequence. They learn to be responsible.

Parents can say that not coming to the table on time has the consequence of not eating. Hunger is a natural consequence of not eating. If he complains, mother can say, "I'm sorry you feel hungry now. It's too bad, but you'll have to wait for breakfast." The child who experiences the unpleasant consequences of behavior will not be likely to act that way again.

Parents should tell the child, before it happens, what the consequences are for breaking a rule. The child knows the consequence of not getting to the table in time is not eating. The child has a choice. The child can choose to get there in time and eat, or to be late and not eat. Children must understand they have choices and must accept the consequences of their choices.

The child also needs to know the reason for the consequence. For example, it is extra work for parents to keep food warm. It is inconsiderate to expect someone to clean up the kitchen twice.

It is important, that parents be willing to accept the child's decision. They must be willing to allow the child to go without dinner if the child chooses to be late. Doing without one meal is a meaningful and safe consequence.

Natural consequences allow children to learn from the natural order of the world. For example, if the child doesn't eat, the child will get hungry. If the child doesn't do homework, the child will get a low grade. The parent allows unpleasant but natural consequences to happen when a child does not act in a desirable way.

Parents arrange logical consequences. The consequence must logically follow the child's behavior. For example, not having clean clothes to wear is a logical consequence of not placing dirty clothes in the hamper.

Consequences teach responsibility. Kristin left her dirty clothes on the floor and never placed them in the dirty clothes bag as requested. Nagging, scolding, and threatening did no good. Kristin continued to leave her dirty clothes on the floor.

Mother decided to use logical consequences. She told Kristin, in a firm and friendly voice, that "I will wash only clothes placed in the bag. After five days, Kristin had no clean clothes to wear to school. She was very unhappy to have to wear dirty rumpled clothes. After that, Kristin remembered to place her clothes in the bag.

Kristin's mother gave her the responsibility for placing her clothes in the bag. Mother could relent and wash

Kristin's clothes even though she had not placed them in the bag. Mother would deprive her of an opportunity to take responsibility. If parents protect children from the consequences of their behavior, they will not change their behavior.

Some parents would not be willing for their child to go to school in dirty rumpled clothes. Only they can decide if they want to offer the child that particular consequence.

Using consequences can help a child develop a sense of responsibility. It leads to warmer relationships between parents and children and to fewer conflicts. The situation itself provides the lesson to the child.

Natural consequences are not safe in all situations. Parents cannot use natural consequences in *matters of health or safety.* If a young child runs into the street without looking, it is not wise to wait for the natural consequence, a car hits the child. The parents teach the child not to run into the street using a logical consequence. They say, "Since you ran into the street without looking, you cannot play outside now. You can come out when you decide to stop and look before going into the street."

This is a logical consequence. Because running into the street can harm the child, the child cannot play outside until the child learns to play safely in the yard. The child has a choice, to stay out of the street or to go inside. The child is responsible for behavior. The consequence suffered, going inside, is the result of that behavior. *Consequences are inappropriate for very young children who do not understand them.* Remember, children's minds don't work like adults' and they can't think like adults.
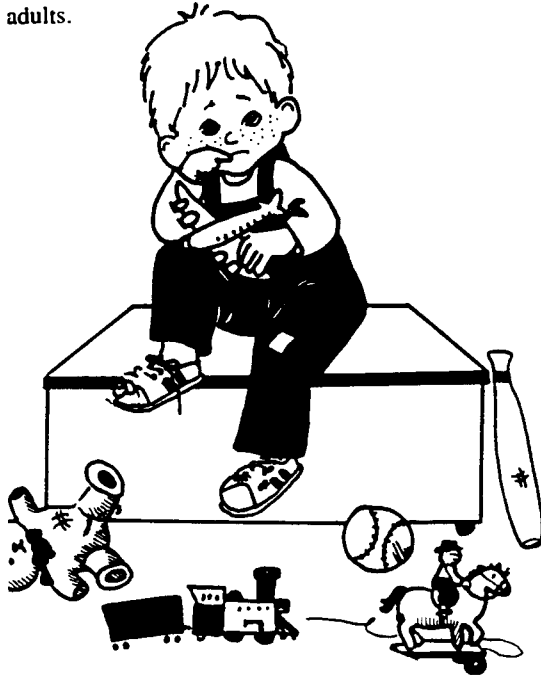
Consequences are learning experiences. The purpose of using consequences is to help the child learn to make decisions and to be responsible. Consequences are learning experiences, not punishment. They won't work if they become like punishment. For example, father yells angrily at his child, "Put up your toys or you can't watch TV." He is not encouraging the child to make a responsible decision. He says calmly and in a friendly voice, "Stuart, put your toys up, or you can't play with them for a week." He allows Stuart to make a choice. The secret of using consequences effectively is to stay calm and detached. Be friendly, not vengeful and spiteful.

Parents cannot apply consequences if they are angry. They cannot conceal their anger from the child - their voice will give them away. Try to view the situation objectively - pretend the child is a neighbor's child and not your own. Administer the consequences in a firm and kindly manner. Remember giving a child a choice and a chance to suffer the consequences is a learning process for the child.

The differences between consequences and punishment are:	
Consequences	**Punishment**
calm tone of voice	angry tone of voice
friendly attitude	hostile attitude
willing to accept the child's decision	unwilling to give a choice

Consequences work when the child is trying to get the parents' attention by misbehaving. They work when children fight, dawdle, and fail to do their chores. They get children to school and meals on time and to take responsibility for homework. Robert learns if he doesn't wash his hands before meals, he gets no food. If he fights with his brother while in the car, the car stops until calm resumes.

Consequences are difficult to use. It is not easy to use consequences as a way to discipline children. It is hard work to think of consequences that really are logical. It requires patience! Sometimes it takes several weeks to get results.

Parents usually tell children what to do. It is very difficult to sit back and let the children suffer the consequences of their actions. The effort is worthwhile, because it means fewer battles between parent and child.

Take a Time Out

A "time out" is an excellent discipline method to use when your kids are bugging you. It works like this example: Sandra and Sarah are fighting over a game. Mother says, "Since you can't play together without fighting, you need a time out. Sarah, you go to your room, and Sandra, you go to the bathroom and stay for five minutes. I will let you know when five minutes are up." (Send them to any room where they can be alone.)

A time out is not a punishment. It is just a boring five minutes when nothing happens.

Time outs have many advantages. They suit children aged three to twelve. They probably won't work with children younger than three. Older children and adults take time out to calm themselves. Time outs work with one child or two or more children. A time out can work for as many children as you have places where they can be alone.

A time out works when children are fighting and quarreling, and when their behavior is annoying you.

Before trying this new method, sit down and explain it to your child. Have this talk when both you and the children are in a happy frame of mind. It always helps if children know what to expect. For example, tell the children, "The next time you argue over your toys, we are going to try something new. It's called a time out. When I say 'Take a time out,' you have to go to separate rooms and stay for five minutes. I will tell you when five minutes are up."

Call time outs in a calm, cool way. It will not work if you make it a punishment. Do not scream, "Roger, I've told you and Eddie a hundred times not to fight over your toys. You will just have to take a time out. See how you like that!"

The objective of the time out is to stop undesirable behavior. Roger and Eddie will stop fighting when they are in separate rooms. The time out gives them time to simmer down. It gives them time to think about their behavior and to realize that you will not allow it to continue.

The time out is particularly helpful for fighting and quarreling between brothers and sisters. Sometimes children fight to get attention. When the parent screams and punishes, the children get attention and thus have reason to repeat their fighting.

The time out saves parents from trying to decide who started the fight and who is to blame. Placing blame on one child only creates more jealousy. When fighting breaks out, say, "Since you children cannot get along with each other, you need a time out." If Bryan says, "But she started it," say, "I don't care who started it. You both need a time out."

When five minutes are up, say "Five minutes are up." Don't say, "You can come out of your room now" or "You can come out and play now." Give no directions. Just let the child know the five minutes are up. The child will be calm enough to decide what to do.

Calling a time out instead of punishing makes for less tension between parent and child. It causes less wear and tear on the parent. If the time out does not work, you probably are not using it correctly. Parents who have difficulty using their method are ones who have trouble saying "No" to their children. If the child refuses to go to the room, simply take the child by the hand and lead the way to the room. The child needs to learn the parent means business. When you say time out, the child is going to a room for five minutes. If the child won't stay in the room, the parent is probably not calling the time out in a firm manner.

The parent must mean it. If the parent calls a time out and then does not see that the child goes to a room, the technique will not work. The child must learn when the parent says, "Take a time out," it is enforced.

The first time you try a time out, the children will think you are punishing them. After they are familiar with this discipline method, they will accept it. They may even call time out on themselves. This is a sign of self-discipline.
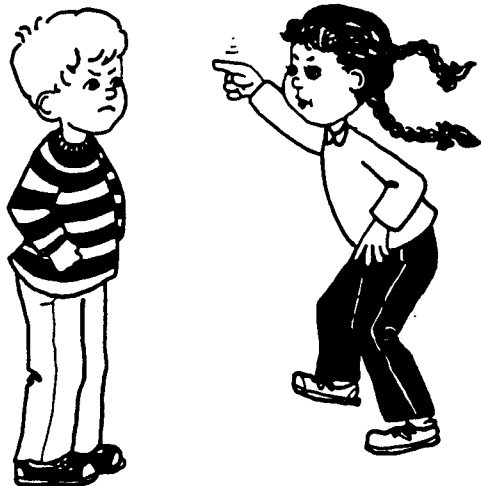
Reverse Time Out

Reverse time outs works when the child is really bugging you. Remove yourself from the situation. You may not be able to change the child's behavior, but you do not have to suffer through it. Instead of isolating the child, as in a time out, isolate yourself.

If the child is acting silly, arguing, or whining, leave the child. Go where the behavior can't get to you. For example, take a magazine into the bathroom, and return when the child is peaceful and calm.

Some parents may not like this discipline method. It is inconvenient, and they interpret it as giving in. The children enjoy your presence. When you remove your presence, they lose something that they like to have. Children soon learn if they behave a certain way, you will leave the room.

The Future

Now that you have learned some helpful ways to discipline your children, you can face the future with confidence. You alone can choose the best way to discipline your child because you know your child better than anyone else. When you choose the discipline methods described in these lessons, you will be helping your child. Both you and your child will be happy about the results.

Remember, misbehavior is a normal part of growing up. No child is good all the time. However, if your child has severe behavior problems, such as repeated acts of violence, these discipline methods may not work. You may need to look for help from a professional.

More Responses to Misbehavior

1. Using consequences as a discipline method helps children learn to take responsibility for their behavior.
2. Consequences must logically relate to the misbehavior.
3. The child must see the relationship between misbehavior and the consequence, or it will not work.
4. The child must know there is a choice in logical consequences.
5. Use consequences in a firm, kind, and friendly manner.
6. Time outs work well when your children quarrel and fight.
7. Use "time outs" in a firm, calm voice.
8. Calling a "time out" instead of punishing makes for a happier atmosphere in the home.
9. A "reverse time out" means that the parents isolate themselves from the child instead of isolating the child.

See How Much You Have Learned!

Read the following situations and check an effective way to respond to them.

	Consequences	Time Out	Reverse Time Out
1. Jenny, five-years-old, left her bike in the driveway.	_____	_____	_____
2. Mike and Karen are always leaving their toys strung all over the living area.	_____	_____	_____
3. Todd keeps pestering his mother for a cookie. Mother knows lunch will be ready in an hour, so she tells Todd he will have to wait until after lunch. Todd continues to beg, whine, and argue.	_____	_____	_____
4. Five-year-old Larry is playing with his favorite red fire truck when Julie, three, rudely snatches it away from him. Larry is furious and tries to take the fire truck away from Julie. Their quarreling is bugging you.	_____	_____	_____

Answers
1. Consequences; 2. Consequences; 3. Time Out; 4. Reverse Time Out

A Record of My Discipline Practices and Their Effects*

Complete one week after studying Encouraging Self-Control:
Check the blanks that apply to you.

1. The way I usually discipline:
____ Yell and Scream
____ Explain reasons calmly
____ Remove privileges
____ Shame my child
____ show disapproval
____ Ignore misbehavior
____ Scold
____ Praise
____ Compare one child with another
____ Isolate
____ Spank
____ Let the child make choices and experience consequences
____ Threaten, but usually (don't __ do __) follow through
____ Distract or redirect interest
____ Prevent behavior before it occurs

2. During the past week, I:

	More	Less	Same
Acted calmly	_____	_____	_____
Acted firmly and kindly	_____	_____	_____
Used kind words, not unkind words	_____	_____	_____
Let the child learn from the consequences	_____	_____	_____

3. The atmosphere in our home has changed to one of:

	More	Less	Same
Friendliness	_____	_____	_____
Cooperation	_____	_____	_____
Understanding	_____	_____	_____
Confusion	_____	_____	_____
Fun	_____	_____	_____
Hostility	_____	_____	_____
Tension	_____	_____	_____

Practice Exercises

1. Try calling a time out when your children fight or argue this week. Notice:
   (a) How did I feel?
   (b) How did the children respond?

2. Try using logical consequences this week. Pick some behavior that doesn't get you uptight. It is difficult to learn a new discipline method when you are upset.
   (a) What did the child do?
   (b) What consequences did you and the child decide on?
   (c) What happened? Did it work?

*Adapted from Practical Education for Parenting by Kent G. Harndorf. Human Relations Family Development Extension Specialist of Ohio Cooperative.

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Discipline for Young Children Series

Discipline and Punishment - What is the Difference?

Home Economics • Cooperative Extension Service • Oklahoma State University

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Effective discipline helps the child learn self-control to act according to what is right, not just to avoid punishment. For example, the child is honest because the child thinks it is right to be honest, not because the child fears getting caught.

Punishment stops a child from doing what you do not want the child to do. Punishment controls behavior by using pain or unpleasantness.

There are four kinds of punishment:

Physical Punishment - Slapping, spanking, switching, paddling, and using a belt or hair brush.

Verbal Punishment - shaming, ridiculing, using cruel words, saying "I don't love you."

Withholding Rewards - "You can't watch TV if you don't do your homework."

Penalties - "You broke the window so you will have to pay for it with money from your allowance."

The first two kinds of punishment, physical and verbal, are not effective discipline methods. The other two, withholding rewards and penalties, can be used either as effective discipline methods or as punishment. It depends on how parents administer them. See the discussion in the lesson, *Encouraging Self Control.*

Mild or Harsh Punishment

Is it important to look at the way parents administer physical punishments. A light slap on the hand does not affect a child like a severe spanking. A swat on the bottom is a mild physical punishment. Few parents raise their children without resorting to it. Raising children is hard work, and sometimes parents can really get upset by their children's behavior.

If parents have a good relationship with the child and *if the child knows the reason for the punishment,* mild physical punishment can be safe. Parents should use mild physical punishment as little as possible. If they find themselves using it frequently, then something is wrong. Their method of discipline is not working. They may as well admit that spanking is more effective in relieving the parents' frustration than in teaching the child self-control. Other methods can help the child develop a conscience.

Harsh physical punishment and verbal abuse are wrong ways to discipline children. Parents usually spank when they are angry: parents may not realize how hard they are striking the child. Verbal abuse hurts the child's self esteem.

Not as Effective

Some parents, because of their religious beliefs, use spanking as a discipline method. They say it works and has no ill effects on the children. The following information, therefore, does not apply to those parents. It is true that what is successful for some parents and their children may not be successful to others. If you are having problems with your children and your present ways of disciplining them are not working, consider the following information.
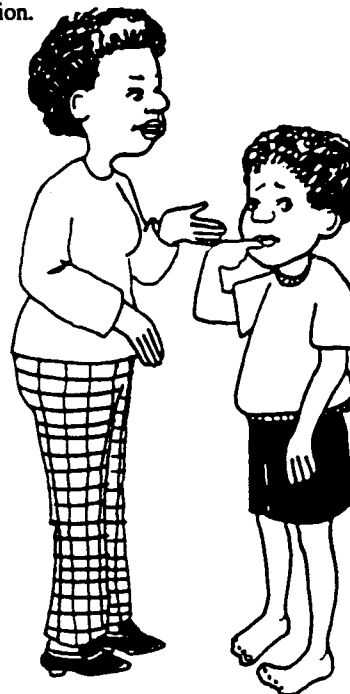
"You broke the window so you will have to pay for it."

Physical punishment usually does not work for several reasons. First, it makes children hate themselves and others. Physical punishment makes children think there must be something wrong with them. If they think they are bad, they will act bad. A vicious cycle begins. They may be good just to keep from being punished. They need to learn to be good because it is the right thing to do.

Children who have been spanked feel that they have paid for their misbehavior and are free to misbehave again. In other words, spankings free the child from feelings of remorse needed to prevent future misbehavior.

Parents who use physical punishment are setting an example of using violence to settle problems or solve conflicts. Children imitate their parent's behavior. When parents use physical punishment, children are more likely to use violent acts to settle their conflicts with others.

Physical punishment has another disadvantage. Parents have to find other discipline methods when the child becomes as tall and as strong as the parent! Why not start using effective discipline methods when the child is young?

Why Parents Spank

Parents who spank their children rather than using other discipline methods usually say:

"Nothing else works."
"You've got to let them know who is boss."
"They asked for it."
"It clears the air."
"I was spanked and I turned out OK."

Reasons for spanking which parents seldom give are:

* When I am mad at someone else, I take it out on the child.
* I don't stop to think of better ways to discipline.

* I don't know a better way.
* It relieves my feelings of frustration.
* It is easier, quicker, and requires less thinking than other discipline methods.

Some parents spank because they place a high value on obedience. Their whole aim is for the child to mind. They want children to obey without question. A child needs to obey instantly, when he reaches for the hot stove or starts to run in front of a truck. When obedience is the parent's main objective, however, the child becomes passive and looses a zest for life.

The question of spanking is an emotional issue which parents feel very strongly about. They think either:

1. Spare the rod and spoil the child.
2. I can't imagine anyone laying a hand on a poor defenseless child.
3. Other kinds of discipline are more effective.

Parents who spank ask, "What's wrong with it?" It isn't a question of right and wrong, but of what is best for the child. Perhaps parents who spank frequently should ask themselves:

Why do I use spanking as the only way to discipline my child?
Does spanking work?
How did I feel when I was spanked as a child?
Did it make me stop doing something?
Did I sneak around and try not to get caught?

"YOU deserve a spanking!"

Usually parents' attitudes toward physical punishment reflect their religious beliefs and their ideas about what children are like. Child development specialists believe children change according to the traits they inherit from their parents, how they are treated, the experiences they have, and their reaction to their environment. Experts believe that children are not naturally bad. They think children need discipline to help them learn to do what is right rather than punishment.
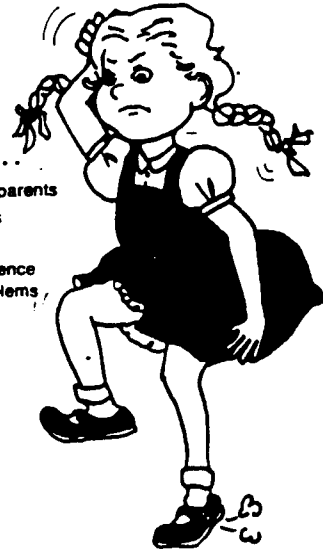
If You Punish

Some parents choose to use physical or verbal punishment. If you do use this method to discipline your children, keep the following suggestions in mind:

1. *Always ask the child the reason for the misbehavior before you punish.* Allow the child a chance to explain. Children don't think like adults. The motive may have been good.
2. *Always tell the child why that behavior is wrong before you punish.* Children are not mind readers. They need to know why you disapprove.
3. *Always tell the child what behavior you expect in that situation.* Don't assume children know what you expect of them.
4. *Be consistent.* Children don't know how to behave if you punish them one time and turn your head the next.
5. *Make the punishment match the behavior.* If a child comes home late for dinner once, keep the child inside one afternoon.
6. *Administer punishment calmly.* You can't think clearly when you are angry and upset. You may punish too severely. For example, you may punish the child by not allowing TV for a week, but if you waited till you calmed down, the punish may have been only two days.
7. *Deal with misbehavior as soon as you have calmed down.* No waiting till daddy gets home.
8. *Punish in private.* Never punish a child in front of anyone, even a brother or sister. It embarrasses the child and causes resentment. The child may continue to misbehave to save face.
9. *Follow through.* If you tell the child not to watch TV for two days, be sure that the child does not watch TV for two days.
10. *Ask yourself.* "Am I punishing for my sake or the child's?"

Parents who use harsh punishment should be aware that their children may be the worst behaving children. They behave at home but are terrors elsewhere.

Harsh Punishment...

Children learn to deceive parents
Won't work with teenagers
Damages self-esteem
Teaches children that violence
   is the way to solve problems

Effective Discipline...

Helps children learn self-control
Can be used with teenagers
Builds good self-esteem
Sets good example of how to
   solve problems.

If you must use physical punishment, use it as a last resort; however, developmentalists recommend that it not be used after children reach school-age. First, try using the discipline methods described in the previous lessons. It will take time, effort and thinking. You will like the results - a happier you and a happier child. When parents learn ways to discipline children, there is less need for spanking or scolding.

Discipline Vs. Punishment

1. Effective discipline methods work better than punishment in teaching children how to behave.
2. The more parents use effective discipline methods, the less children need punishment.
3. There is no excuse for using harsh physical or verbal punishment on a child.
4. Many parents punish children because they don't know about effective ways to discipline their children.

If You Want to Learn More

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See How Much You Have Learned!

Place a check by the phrase which best completes the sentence.

1. Harsh punishment teaches children
   _____ a. self-control.
   _____ b. to use violence to solve problems.
   _____ c. to respect their parents.

2. Effective discipline methods help children learn
   _____ a. to behave according to their ideas of right and wrong.
   _____ b. to be sneaky and not get caught misbehaving.
   _____ c. to fear their parents.

3. Child development educators think that children are born
   _____ a. bad.
   _____ b. good.
   _____ c. with the possibility of becoming either good or bad.

4. Parents who punish their children should
   _____ a. give the child a chance to explain.
   _____ b. give no explanation for the punishment.
   _____ c. give them extra privileges to show them that they love them.

Answers

1. b; 2. a; 3. c; 4. a

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Practice Exercises

1. Take a good look at the way you discipline your children this week. Make a note below of each occurrence.

What the child did:

What I did:

_____

_____

_____

_____

_____

_____

_____

_____

2. Then ask yourself, "Did the discipline or punishment work? Would I do the same again? Is there a better way to handle it next time?"

Appendix G

Case Study Comparisons

Case Study Comparisons of Pre and Post Scores
Group 2 Enriched teaching method

Participant #		Corporal Punishment	Empathy	Inappropriate Expectations	Role Reversal
9901	Pre	8	6	7	7
	Post	7	9 ^	9 ^	9 ^
9902	Pre	4 *	5	4 *	6
	Post	4	5	5 ^	5
9903	Pre	9	7	7	6
	Post	4	5	4	6
9904	Pre	6	6	5	6
	Post	6	5	4	6
9905	Pre	4 *	2 *	8	5
	Post	7 ^	3 ^	6	5
9906	Pre	9	8	7	7
	Post	10 ^	9 ^	3	7
9907	Pre	5	2 *	5	4 *
	Post	4	3 ^	1	4

1 - 4 Low Sten Scores
5 - 6 Average Sten Scores
7 - 10 High Sten Scores

* indicate low sten scores at the pre test measurement
^ indicate an increase in the sten score from the pre to posttest measurement

Case Study Comparisons of Pre and Post Scores
Group 1 Traditional teaching method

Participant #		Corporal Punishment	Empathy	Inappropriate Expectations	Role Reversal
101	Pre	6	6	7	6
	Post	6	4	3	6
201	Pre	5	2 *	5	5
	Post	5	2	5	4
301	Pre	8	5	6	6
	Post	4	4	4	5
401	Pre	9	5	5	6
	Post	6	4	5	6
501	Pre	4 *	1 *	5	4 *
	Post	6 ^	3 ^	5	4
601	Pre	2 *	5	6	4 *
	Post	4 ^	6 ^	6	5 ^
701	Pre	4 *	1 *	5	4 *
	Post	5 ^	2 ^	5	5 ^
801	Pre	4 *	2 *	1 *	1 *
	Post	4	4 ^	3 ^	2 ^

1 - 4 Low Sten Scores
5 - 6 Average Sten Scores
7 - 10 High Sten Scores

* indicate low sten scores at the pre test measurement
^ indicate an increase in the sten score from the pre to posttest measuement

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