DOCUMENT RESUME

ED 387 731 CG 026 510

AUTHOR Burchyski, Melody M.
TITLE Development of a Quantitative Evaluation System for an Ecologically Based Problem Solving Parent Education Curriculum.
PUB DATE 95
NOTE 60p.; Master's Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Conflict Resolution; *Discipline Problems; Evaluation; *Evaluation Criteria; Evaluation Methods; Intervention; Parent Attitudes; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Parent Workshops; Problems; *Problem Solving; Young Children

ABSTRACT

The "Discipline That Doesn't Hurt!" parent education curriculum has been taught by approximately 100 trained volunteers to nearly 3,000 parents over the past 4 years. Three different evaluation forms have been created and used, yet none of these instruments have shown whether parents who have completed the series are better able to analyze the root cause of behavior conflicts. This quantitative evaluation form presents parent participants with behavior conflict scenarios and asks them to choose the response they would most likely use. An Evaluation Report form is included to share the results with the volunteer trainers. A pre-test and post-test are now a regular part of the series of classes presented in the curriculum. Following completion of both the pre-test and post-test by a class, each test is scored and the results are shared with the volunteer trainer on the Evaluation Report form. Through analysis of specific questions on the form, the trainers can become aware of areas of the curriculum needing more emphasis. The curriculum, with the newly developed evaluation system, is being marketed to County Extension offices and parent education programs nationwide. Appendices include the pre-test, the post-test, and the evaluation report form. Contains 17 references. (Author/KW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 387 731

Development of a Quantitative Evaluation System for an Ecologically Based Problem Solving Parent Education Curriculum

by

Melody M. Burchyski
Cohort 4F

BEST COPY AVAILABLE

A Practicum Report Presented to the
Master's Program in Child Care, Youth Care, and Family Support
in Partial Fulfillment of the Requirements for
the Degree of Master of Science

Nova Southeastern University
1995

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
M. BURCHYSKI

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

U026510

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

4-23-95
Date

Melody M. Burchyski
Signature of Student

Table of Contents

Chapter		Page
I.	**Introduction and Background**	
	The "Discipline That Doesn't Hurt!" Parenting Series	1
	Development of an Evaluation Tool as a Project	2
II.	**The Problem**	
	Problem Statement	4
	Documentation of the Problem	4
	Analysis of the Problem	7
III.	**Goals and Objectives**	
	Project Goals	11
	Evaluation System Flow Chart	12
	Goal 1 and Objectives	13
	Goal 2 and Objective	14
	Goal 3 and Objective	14
	Goal 4 and Objective	15
IV.	**Solution Strategy**	
	Existing Evaluation Tools	16
	Solution Strategy	17
	Ten Week Implementation Schedule	20
V.	**Strategy Employed and Results**	
	Development of the Evaluation Tool	21
	Instrument Development	21
	Answers and Scoring	26
	Results of the Practicum Project	28
	Results for Goal 1 Objective 1	28
	Results for Goal 1 Objective 2	29

Table of Contents (continued)

Chapter		Page
V.	**Strategy Employed and Results (continued)**	
	Results for Goal 1 Objective 3	30
	Results for Goal 2 Objective 1	32
	Results for Goal 3 Objective 1	32
	Results for Goal 4 Objective 1	33
	Conclusion	33
VI.	**Conclusions**	
	Summary	34
	Discussion	35
	Recommendations	37
Bibliography		39
Appendices		
A	Problem Behavior Schematic	41
B	Existing Evaluation Tool	43
C	New Pre-Test	46
D	New Post-Test	49
E	Evaluation Report Form	52

Abstract

Development of a Quantitative Evaluation System for an Ecologically Based Problem Solving Parent Education Curriculum. Burchyski, Melody M., 1995: Practicum Report, Nova Southeastern University, Master's Program for Child Care, Youth Care, and Family Support. Descriptors: Parent Education/ Problem Solving/ Curriculum/ Evaluation/ Ecological/ Volunteers.

The "Discipline That Doesn't Hurt!" parent education curriculum, created by an Extension agent, has been taught by approximately 100 trained volunteers to nearly 3,000 parents over the past four years. Three different evaluation forms have been created and used, yet none of these instruments have shown whether parents who have completed the series are better able to analyze the root cause of the behavior conflict.

The author designed a quantitative evaluation form which presents parent participants with behavior conflict scenarios and asks them to chose the response they would most likely use. Also created was an Evaluation Report form to share the results with the volunteer trainers.

The pre-test and post-test are now a regular part of the series of classes presented. Use of the evaluation tool and interpretation of the evaluation report are now part of the training of curriculum presenters. Following completion of both the pre-test and post-test by a class, each test set is scored and the results shared with the volunteer trainer on the Evaluation Report form. Through analysis of specific questions, the trainers can become aware of areas of the curriculum needing more emphasis. The curriculum, with the newly

developed evaluation system, will be marketed to Extension offices and Parent Education programs nationwide. Appendices include the pre-test, the post-test, and the evaluation report form.

Chapter I: Introduction and Background

The "Discipline That Doesn't Hurt!" Parenting Education Series

Since 1990 the Home Economics Agent of the County Extension Service has trained community volunteers in the tri-county area to present a parenting curriculum titled, "Discipline That Doesn't Hurt!" This curriculum was developed by this same agent to meet community and agency demands for a series of classes focused on discipline issues. This expressed need also came from Extension agents and community volunteers who had presented a variety of parent education classes in 1989. These presenters felt that very often the classes shifted focus to deal with discipline issues, regardless of the focus advertised. A parent advisory committee suggested that since parent participants constantly sought help with discipline issues, that the focus of the parent education class should fit the parental needs.

The parenting series "Discipline That Doesn't Hurt!" was designed for parents of children two years old to 10 years old. It builds on the Human Ecology Systems Theory, based on Urie Bronfenbrenner's work. It is based on the belief that the family is a unique system which includes such important strengths as culture, values, experiences, hopes, hurts, and economic history. The beginning sessions deal with family and parenting values using Simmon's theory of Personal Valuing as a key component. Next, child and adult development are explored using Erickson's psychosocial theory and Gesells' maturational theory as a base. The final weeks in the series are spent on problem analysis and practice in role playing within behavior situations. The schematic (see Appendix A)

gives parents a visual representation to refer to when analyzing a behavior conflict situation.

Program goals are clearly stated as follows:

- to identify parents' core set of values about parenting,
- to build parents' knowledge about child development,
- to increase parents' awareness of the parent-child relationship,
- to examine how the environment plays a role in family life, and
- to acknowledge parents' own needs as individuals who are also parents.

During the past four years, approximately 100 volunteer trainers have presented the "Discipline That Doesn't Hurt!" curriculum to nearly 3,000 parents in the tri-county area. These parents represent a wide ethnic background with the majority being Caucasian, African American, and Hispanic and a small percentage being Native American and Southeast Asian. Incomes of participants range from poverty level through high middle income. Educational levels also range from functionally illiterate to college educated.

These classes have been presented to many groups in a variety of settings. Groups have been formed around age and shared characteristics, such as teen parents, women's support groups, and Parents Anonymous groups. Some participants have been mandated to attend, such as Children's Services Division clients. The classes have also been offered to the public at large through neighborhood P.T.A.'s and community libraries.

Development of an Evaluation Tool as a Project

The author was trained as a volunteer presenter of the "Discipline That Doesn't Hurt! curriculum in 1994. The class series would be presented at the author's worksite, a Parent

Child Center (0 - 3 yrs. Head Start). During the training sessions it became clear that the existing evaluation tool would be inappropriate and inadequate for the clients who would attended the class series. Many of the parents who attend the Parent Child Center have low literacy skills. The existing evaluation tool would be difficult for them to read and could cause them to not complete the tool or to refuse to attempt the evaluation. Further, the existing evaluation tool would not show whether the parent participants could apply the problem solving skills learned during the class series to behavior conflict situations presented to them. From the desire to have an evaluation tool that would be appropriate for the clients to be served, and the need to show the application of the new learning, came the impetus for this project.

The author is responsible for the development of an evaluation system that will meet the need of the curriculum developer and the trainers to know whether the parent participants have increased their skill in analyzing behavior conflict situations. Further, the author will put that system in place and begin to apply the system. A focused look at the existing evaluation tool, by someone from outside the Extension service, and the development of an evaluation system will prepare the "Discipline That Doesn't Hurt!" curriculum for national distribution to Extension services and other agencies which teach parent education. An evaluation system can provide feedback to trainers and the curriculum creator to justify changes, additions, and to identify areas needing greater emphasis. The evaluation system will include an Evaluation Report form which will summarize the changes in scores between pre-test and post-test and the demographic information gathered.

Chapter II: The Problem

Problem Statement

The existing evaluation of the "Discipline That Doesn't Hurt!" curriculum, developed by the curriculum creator, is inadequate. The current evaluation form (the third developed), asks about specific ideas and terms presented in the series of classes. The simple *yes* or *no* questions reveal only if the participant remembers what was presented (see Appendix B), for example: "When I select a discipline technique, I consider whether it will *fit* my child." These type of questions do not show whether parents can apply the problem solving skills learned. Trainers and the curriculum creator do not know if the parents attending the series of classes are able to use the family systems based information outside of the class. What is needed is an evaluation system that will show whether participants can apply the problem solving skill to behavior conflict situations. The trainers also need to know whether participants are understanding each of the three areas of the system presented as represented by the schematic (see Appendix A).

Documentation of the Problem

The "Discipline That Doesn't Hurt!" curriculum is just one of the many approaches to parent education offered in the tri-county area. For most families raising children today, the social, economic, and demographic changes of recent decades have increased stress at the same time they have reduced the level of support traditionally available to families (Final Report of National Commission on Children, 1991). Parents

turn to parent support groups and parent education classes for help with parenting concerns. Parents find help through a class series offered at their local school or library or a class or support group that is part of the spectrum of services offered by an agency such as Head Start or a mental health clinic. Educators and social service agencies report rapid growth in recent years in the number of programs teaching parenting skills (Vobejda, 1993). This demand has caused the field of Parent Education to expand. Even in expansion there is little commonality. Parent Education, its roots going back to the mid 1900's, means many things to many people. There is no one school of thought or philosophy that guides the field. Parent Education has branches in early childhood education, mental health, psychology, and many other fields. There is little agreement on any direction or even a definition of what parent education is. One definition of parent education is:

> "Parent education is the purposive learning activity of parents who are attempting to change their methods of interaction with their children for the purpose of encouraging positive behavior in their children" (Croake and Gloverman, 1971).

Even if parent educators could agree on this definition the similarity would probably end there. Parent education branches into a variety of approaches from a variety of theory bases. Dreikurs, Adler, and Parent Effectiveness Training (PET) are some of the base theories that give way to many approaches, each with their focus.

Parents find classes standing on their own or embedded in a program such as Head Start or a mental health clinic. Parents may be approached as individuals or the

whole family dynamic may be considered. Parents may meet in formal classes at a given time for a certain number of weeks or less formally as a support group where attendance varies. Some programs focus on self-help development information. Some programs are home-based while others meet in a wide variety of setting such as schools, churches, libraries, prisons, and clinics.

All of these variables have made parent education difficult to evaluate. The range of skills of program staff further compounds evaluation of the effectiveness of parent education classes or programs (Powell, 1986).

Parents entering the classes and programs also add another level of variable. Research has shown that income level (Thompson, Grow, Ruma, Daly, & Burke, 1993), existing parenting skills (Wandersman, 1983), gender (Tebes, 1989), and age (Powell, 1982), are all factors which affect the effectiveness of learning. Low literacy levels also limit the way information can be presented in class.

Without adequate evaluation and research even the components of what appear to be effective parent education programs and classes cannot be verified. Without a solid research base replication it is difficult and findings cannot be generalized to guide new programs (Wandersman, 1983). To move forward, the field of parent education must first decide who to evaluate, the parent, or the child. Not many programs have focused on evaluating parent outcomes and few standardized evaluation tools exist to evaluate parent education (Weiss & Jacobs, 1988). If the parent is the focus, then what to evaluate must be decided. The evaluation can focus on knowledge gained, attitude change, or behavior change. Even though parent education has had a long history, little research has been

conducted on the effectiveness of these programs nor have many studies been completed on outcomes of parent education (Tramontana, Sherrets, & Authier, 1980). Information on behavior change is most often gathered through observation. Inconsistent observers to collect data, failure to use multiple outcomes measures (Wiese, 1992), and little or no follow-up have weakened these findings.

Analysis of the Problem

The "Discipline That Doesn't Hurt!" series faces many of the challenges common to all parent education programs, as well as problems specific to this program design and the parents participating.

The staff here are trained volunteers. Each trainer attends 36 hours of classes before presenting the curriculum. Each trainer commits to teaching 30 hours to reciprocate for the free training they received from the Extension agency. Some trainers are staff in family focus programs, with training and skills in adult education, group management, and able to adapt curriculum to meet the groups' needs. Others seek the training for their own personal need for parent education or as a way to expand services available in their community and may have little skill in group management. Although group management is included as part of the 36 hours of training, the lesser skilled and experienced volunteer trainers may encounter difficulty in group management which could prevent them from presenting the curriculum adequately.

The volunteer trainers face parents with a wide variety of learning skills. During the past four years, trainers have presented to parents whose education levels ranged from college educated to functionally illiterate. Groups can be mixed or homogenous, so

material must be presented simply, clearly, and in non-written form. Literacy levels have become an issue in the tri-county area where the series of classes is offered. Recently Adult and Family Services agency (welfare) has re-written all handouts to clients at the sixth grade reading level. Other agencies have used this as the new standard for reading level in order to insure that clients understand information provided.

Parents attending also have a full range of attitudes about attending parent education classes. Many attend because they realize a need to improve their parenting skills. These parents are usually receptive and cooperative. Other parents attend under court mandate in order to maintain or regain custody of their children. These parents can be hostile and uncooperative.

The approach taken by the "Discipline That Doesn't Hurt!" curriculum further compounds evaluation. Parent education curriculum that is based on content, such as child development information, is less difficult to evaluate because questions can be asked about specific content learned. Evaluating a change in problem solving skill is more difficult that finding out whether a fact has been learned. The "Discipline That Doesn't Hurt!" curriculum aims at teaching parents problem solving skills based on family systems theory. Here the real goal is to assess whether parents can apply the theory learned and practiced in classes to behavior situations.

Interviews of trainers who present the "Discipline That Doesn't Hurt!" curriculum reveals more specific information about the existing problem and the need for a more appropriate evaluation tool. Phone interviews were conducted with five of the trained volunteers who are currently presenting the class series. Two of these trainers have

presented the series for one year, another for two years, and two others for four years. All were asked if they administered the current evaluation tool. All have administered the tool, although three said they did so sporadically.

The trainers related that the only reason they administered the tool at all was at the prompting of the curriculum creator and their personal friendly relationship with her. One trainer felt that parent participants answered the questions as they guessed the trainer wanted them to be answered when completing both the pre-test and post-test. She felt the current evaluation did not measure progress, that is, improved skill.

Other questions asked of the volunteer trainer interviewed focused on reviewing the findings and the impact of these findings on future presentations. Several of the trainers said they had reviewed the evaluations, while most did not even glance at the evaluations. No information was given to trainers after the completed evaluation forms were turned in to the curriculum creator.

The trainers were asked if they had witnessed any application of the problem solving learned. None of the presenters have observed this since children do not attend with their parents, nor do trainers visit families at their homes.

When asked for comments on the usefulness of the current evaluation one trainer stated, "I just don't know if they got it (the family systems problem solving approach)!" This pointed out that part of the evaluation system being created should be a simple way to provide information to the trainers. The trainers would benefit from being provided with a percentage break down of the concept areas and the skill exhibited by the participants. Although this could be done in a very simple way it would reveal, over

time, areas that the trainers do not *get across* to the parent participants. Evaluation feedback may also encourage the trainers to administer the evaluation tool.

The curriculum creator also expressed what information would be helpful to her. If all trainers had consistently little improvement in one of the concept areas, that may indicate a need for her instruction to trainers to be modified or a need for the materials presented to parent participants to be rewritten. The curriculum creator could also see patterns develop. Certain ethnic groups, age groups, or locations may prove to be more effective or less effective. By far the most important goal for the curriculum creator is to show that this curriculum is effective in developing problem solving skills in parent participants. Gathering anecdotal feedback is important, however, some hard data would help confirm the effectiveness of this program. The current evaluation tool (see Appendix B) consists of twelve questions which can be answered by circling either *yes* or *no*. These questions are content based. For example: Question Number 5: Children grow and develop according to their own timetable. Although this question relates to one of the areas of the problem solving system, it does not reveal whether parents can analyze a behavior conflict situation and understand that the root cause of the problem may lie in the child's developmental stage. Each question in the current evaluation tool relates to one of the areas of the problem solving system as shown in the schematic (see Appendix A) yet the questions do not reveal if the parent has developed any new skills in analyzing a behavior conflict situation.

Chapter III: Goals and Objectives

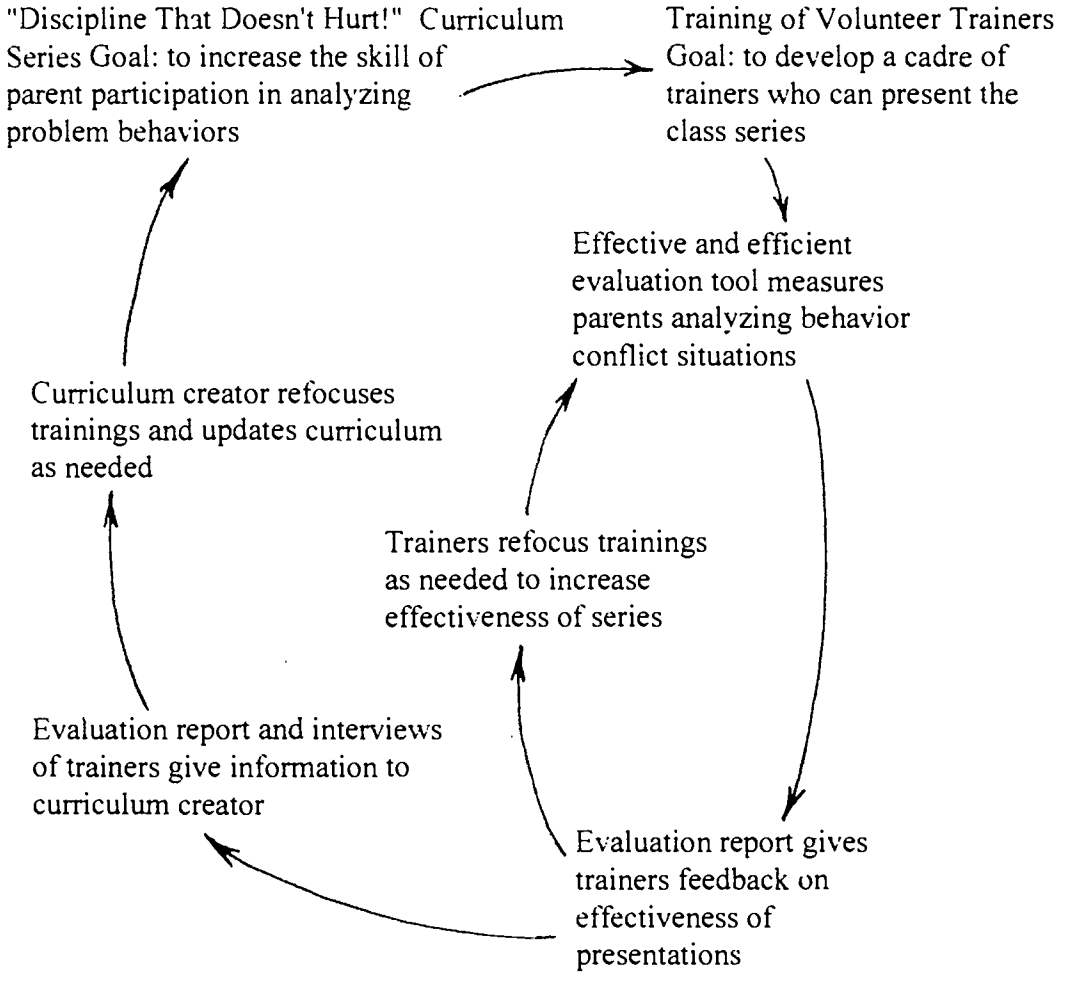
Project Goals

The purpose of this project is to develop an eva'uation system that will meet the needs of the parents participating in the class series, the volunteer trainers who teach the classes and the curriculum creator who will continue to train the trainers and update the curriculum as needed.

In order to meet these needs four goals have been established. They are to develop an evaluation system that is: effective and efficient to administer and complete, gathers meaningful information from the parent participants, assesses the amount of new learning that has taken place and is informative to the curriculum creator.

The development of an evaluation system that meets the needs of those involved through the accomplishment of the goals and objectives described below can create an increasingly effective parent education class series. When the volunteer trainers know the effectiveness of each part of their presentation they can adjust or allow more time to thoroughly teach concepts. When the curriculum creator knows that all trainers need more instruction in a specific concept area, the training or the curriculum can be adjusted. This evaluation system can be represented by the schematic diagram that follows.

Evaluation System Flow Chart



Goal 1:

The first goal of this project is to develop an evaluation tool that is effective and efficient. In order to be effective the evaluation tool must be written at a reading level appropriate for the parent participants who will complete the form. If they are not able to easily read the evaluation tool it will not be effective in assessing the amount of new learning that has taken place.

In order for the evaluation tool to be efficient it must be able to be completed within the limited class time available. The ease to administer and the time required to complete the evaluation also affects the effectiveness of the tool. The pre-test and post-test may not be used if they are too cumbersome to administer or if parent participants do not bother to complete it.

Goal 1 Objective 1:

The first objective of Goal 1 is to develop an evaluation tool that can easily be completed during the limited class time. This will be measured by administering the evaluation to 25 people and timing their completion time. The test should take 20 minutes or less to complete.

Goal 1 Objective 2:

In order to assure completion and accuracy of their responses, parent participants should have little difficulty in reading the pre-test and the post test. To increase the reading ease, a standard of 6th grade reading level has been established. This matches the standard set by local social service agencies. To asses this level the pre-test and post test,

including the demographic information requested, will be compared to a reading level standard using the Flesch-Kincaid Grade Level test.

Goal 1 Objective 3:

The volunteer trainers will provide the final assessment of whether the evaluation system is effective and efficient. Through interviews, the trainers will be asked if they experienced any difficulty administering either the pre-test or the post-test, or whether the parent participants appeared to have any difficulty completing the tool.

Goal 2:

The second goal of this project is to asses the amount of new learning that has taken place upon completion of the class series. Specifically, can the parent participants apply the systems theory of problem solving approach to behavior conflict situations.

Goal 2 Objective 1:

This objective is to assess whether participants are able to apply the problem solving skills learned and practiced during the class series. This will be accomplished through the development of an evaluation tool that will present parent participants with six behavior conflict scenarios.

Goal 3:

Another goal of this project is to provide the volunteer trainers with useful information. If the trainers are provided with information that will help them assess the effectiveness of their presentations, they can continue to refocus their presentations. By

refocusing their presentations they can continue to increase the amount of new learning that has taking place because of attending the class series.

Goal 3 Objective 1:

The volunteer trainers must know the effectiveness of their presentations. If these trainers know how much new learning has taken place they can refocus their presentations to continually increase the effectiveness of the class series. This will be accomplished through the development of an evaluation report. After the volunteer trainers receive the completed report, summarizing the amount of new learning that has taken place, they will be interviewed about the usefulness of the information provided.

Goal 4:

The final goal of this project is to make the evaluation system informative for the curriculum creator. The curriculum creator can continue to develop and improve both the trainings of the trainers and the content of the curriculum by gathering data consistently over a period of time.

Goal 4 Objective 1:

The development of the evaluation system should prove informative to the curriculum creator. The final objective will be assessed by an interview with the curriculum creator. The curriculum creator will be asked whether the data gathered will provide her with the information necessary to continually increase the effectiveness of the training of volunteer presenters and to update the curriculum.

Chapter IV: Solution Strategy

Existing Evaluation Tools

A literature search has revealed three problem solving evaluation tools discussed in journal articles. The articles revealed that these tools did not meet the specific goals and objectives of this project. That is, the existing evaluation tools do not meet the needs of the parent participants, the volunteer trainers, or the curriculum creator to provide them with specific information about whether the parent participants can apply the problem solving system learned and practiced during the class series to other behavior conflict situations.

The Handling Problems Knowledge Test (Cunningham & Brown, 1984) measures the parents' knowledge of parent-child communication and management skills focusing on measuring the effectiveness of the six-step model for problem solving taught during the class series. This evaluation tool was very specific to the class series, particularly in the language used. Persons who did not complete the series would not understand or be able to answer the questions.

The Parent Problem Solving Scale (Alpert et al., 1980) procedure was developed from the Means End Problem Solving Scale. Neither of these tools would address the specific areas taught in the "Discipline That Doesn't Hurt!" curriculum. Rather, they address general problem solving issues. The three content areas covered by the Parent Problem Solving Scale are general problems exhibited in a family, child care problems, and general child management problems.

The Problem Solving Inventory (Thompson, Grow, Ruma, Daly, and Burke, 1993) addresses general problems not specific to parenting. The areas addressed by this instrument are: problem solving confidence, approach-avoidance style, and personal control.

Review of these existing tools found them to be specific to the curriculum taught, just as the existing tool is specific to the "Discipline That Doesn't Hurt!" class series. However, the volunteer trainers and the curriculum creator need to assess the amount of new learning that has taken place because of attendance in the class series. If the curriculum creator wanted to assess whether the parent participants had learned a new behavior she would have to observe the parent and child interacting before the parent attended the class series and again after the class series. The behavior conflict situations observed would have to be very similar in order to assess the amount of change. It also could be difficult to assess all the human factors that could affect the situations, such as energy level of participants and even the weather! The time and cost of this type of clinical observation would be prohibitive and would not meet the first goal, which is to be effective and efficient. Presenting the parent participants with behavior conflict situations challenges them to use the knowledge and skills learned in the class series.

Solution Strategy

Examination of these three possible tools leads to the conclusion that since an existing tool has not been found that meets the objectives of this project, a new tool must be created. Working closely with the curriculum creator, an evaluation tool will be developed. As a way to meet the objectives of this project, scenarios will be written that

relate to this specific curriculum. These scenarios will require the parent participants to analyze the situation, looking for the root cause of the problem, therefore applying the skills they have learned and practiced during the series of classes. This format changes the focus of the evaluation to applying information rather than giving an answer based on a class presentation.

Written scenarios will also meet this projects' objectives of keeping the evaluation to a simple paper and pencil tool, limiting the time to administer to 20 minutes, and assuring that the reading level is at or below 6th grade level. Written scenarios will be developed using common parenting concerns such as bedtime and chores. These scenarios will be developed with the help of the curriculum creator and a focus group made up of a group of volunteers being trained to give presentations. The focus group will help develop the multiple choice answers by being presented with the scenarios as open-ended problems. They will also test the final version of the evaluation tool.

In addition, the feedback form provided to the trainers will assist them in adjusting and adapting their presentation to continually increase the effectiveness of this curriculum. Analysis of the data provided from the parent participants pre-test and post-tests and regularly scheduled conversations with the trainers about the effectiveness of this new evaluation system will allow the curriculum trainer to update, and if necessary, shift the focus of this curriculum, again continually increasing the effectiveness of this curriculum.

Two scenarios for each of the three concept areas (child development, environment, and parents values) will be included. Parents will choose from five answers

for each scenario. Three of the answers will be appropriate, i.e., they will correctly identify the concept area that is the root cause of the behavior conflict. In these situations, as in real life situations, there is more than one way to handle a situation. Three appropriate answers allows for some individual approaches to the behavior conflict situations. Two answers will be inappropriate because they identify the root cause as emanating from the incorrect concept area of the problem solving system.

In order to aid computer data analysis, the appropriate answers will all receive a score of +1 while the inappropriate answers will receive a score of 0. By comparing pre-test scores and post-test scores, trainers will know whether the parent participants increased their skill in analyzing behavior conflict situations. Also, class scores in each content area will point out where trainers need to spend more class time or where they need to vary their presentations.

Several different methods will be used to assess the completion of each objective. The final evaluation form (both pre-test and post-test versions) requiring nothing more than the form and a pencil will be provided as physical evidence that this objective was met. This final evaluation tool will also show the scenarios presented and the solution choices offered. Analysis of the evaluation tool with the Flesch-Kincaid Reading Level test will assess whether the goal of writing a tool using language below sixth grade reading level was accomplished. The timed completion of the pre-test by 25 people will be used to compute the average time needed.

Ten Week Implementation Schedule

The following schedule has been devised in order to meet the goals and objectives within the ten week project timeline.

Week 1: Begin creating scenarios.

Week 2: Complete creation of scenarios.

Week 3: Evaluate reading level of evaluation tool and time to administer.

Week 4: Finalize evaluation tool, copy and prepare to distribute.

Week 5: Distribute tool and have trainers begin to administer.

Week 6: Continue having the test administered and begin creating feedback form for trainers.

Week 7: Continue having the test administered and finalize feedback form for trainers.

Week 8: Continue having test administered and complete and mail feedback forms to trainers.

Week 9: Continue having test administered and complete and mail feedback forms to trainers.

Week 10: Completion of remaining feedback forms. Meet with curriculum creator to review success of solution strategies.

Chapter V: Strategy Employed and Results

Development of the Evaluation Tool

Development of the evaluation system, during the ten week implementation period was greatly assisted by the 1994 group of volunteer professionals being trained during the implementation period of this project. This class was atypical in that all of these trainers were professionals who had experience presenting to groups, skills in adult education, and worked in agencies or job sites where training was a regular, if not a primary, job responsibility. A more typical group of presenters being trained would have the majority being community volunteers with little or no group presentation skills or training. This focus group was used to provide the author with formal and informal feedback on the evaluation tool being developed. Topics, such as specific language, content clarity, and reading level were discussed. This group was used to refine the scenarios and to develop the multiple choice answers.

Instrument Development

Development of the scenarios was the most time consuming part of the practicum project. It was anticipated that the scenarios would take a lot of time but believed that the question content would consume the most hours of work. Making the scenarios narrow in focus, i.e., not presenting more than one behavior conflict in each scenario, was difficult. It quickly became apparent that changing one word could change the entire focus. For example, in Scenario 3 (see Appendix C and D) changing the girl's reply from "It's too heavy!" to "It's too hard!" changes the focus of the scenario and therefore the

response. The bike being too heavy implies that she is physically unable to lift the bike and that the parent is unaware of her developmental ability. "It's too hard!" can imply that the girl is telling the father he is expecting too much.

Topics for the six scenarios came from the author's and the curriculum creator's experience in teaching a variety of parent education classes. A list of topics that are most often asked about in classes was created. The list included topics such as: the chronically late child, taking out the garbage, leaving toys out, two year old wanting to be independent, and resisting bed time. Topics were chosen to include situations that covered the parenting concerns of parents of children ages two years to 10 years old.

The initial versions of the scenarios were developed from the above list. Two scenarios were written for each of the three parts of the problem solving system: child development, parent values, and environment. The goal was for class participants to be able to identify which one of the three parts of the problem solving system was involved in the behavior conflict situation. If the parents could identify the root cause of the behavior conflict situation they were more likely to be able to solve the conflict.

The first and second versions of the scenarios contained first names of parents and children. Names such as Tom, Sally, and Jane were used. When the curriculum creator and the author reviewed these initial versions it was noted that these names did not include diverse ethnic names. A discussion followed where using different ethnic names was considered, perhaps one ethnicity for each scenario. It was decided that this could be offensive and that all cultures could not be represented. In order to avoid this issue, the

scenarios were rewritten to eliminate first names and mother, mom, dad, parents, boy, and girl were substituted. This shift seemed to allow focus on the presenting problem.

At the third (of six) weekly training session the focus group was presented with the scenarios with no multiple choice answers. They were asked to write three solutions to each of the behavior problem situations. Observation of the participants as they struggled to complete this task confirmed the need for multiple choice questions. The last person completed the task in 25 minutes. Since these were professionals in the social services field, this suggested that multiple choice questions should be developed in order to meet the 20 minute time limit.

The answers the group of trainers provided allowed evaluation of the effectiveness of the scenarios, i.e., did the scenarios focus on one part of the problem solving system. Several scenarios were rewritten and presented as a part of the next training session, the fourth of six sessions.

At this session the rewritten scenarios were presented and small groups were formed to discuss assigned scenarios. The small groups were asked to develop three solutions to the presenting situation. The results again allowed assessment of whether the scenarios focus on one aspect of the system and if there was any confusing language. At this stage, a variety of family structures were included in the scenarios, such as mother/son, father/daughter and parents/girl. Age ranges were also considered and included to cover the span of this curriculum, parenting children two through ten years old.

Making each scenario age-specific also helped narrow the focus of the problem presented. For example, in Scenario 6, which features a child pouring juice, specifying the age of three years, focused the problem on appropriate expectations for the child's development.

Four of the original scenarios required minimal change. For these four the changes involved not using first names, specifying the age of the child, and varying the parent child relationship, i.e., sometimes mother/child and sometimes father/child.

One scenario, Scenario 3, required virtually no change from the first version. The first version contained no names, had an assigned age and was clearly focused on just one behavior conflict. The only adjustments were to change the original *milk* to *juice* and to change *mom* to *parents* so a two parent family was included in the scenarios. Care was taken to represent a variety of family configurations in the other scenarios.

Scenario 1 required many rewrites. The goal for this scenario was to focus the behavior conflict situation on the parent's values. Here the parent was to been seen as inflexible and not allowing for the developmental stage of the child. In this scenario the parent wanted things done his way, period. The original scenario focused on a child losing a coat.

> *"Hi Mom. I am home from school!", Pete yelled as he came in the door.*
>
> *"Pete, where is your coat? I told you when you left this morning to bring your coat home! It is the third coat we bought this year and it cost $65. What am I going to do with you?"*

When this scenario was presented to the group of trainers assisting in the development of the evaluation tool, the answers they provided showed the lack of focus for this question. Their answers covered a wide variety of possible solutions, such as:

- labeling the coat
- going to the lost and found
- not wearing a coat
- buying cheap coats
- discussing why he doesn't wear his coat

After struggling to rewrite this scenario and feeling that the focus was not narrow enough, the scenario topic was eliminated. The alternate topic of taking out the garbage was chosen from the original list. This behavior conflict situation focused on the parent's values, in this case, that the parent wanted the garbage taken out before 5 p.m. each day. In the final version, the parent's inflexibility shines through and the reader can focus on that issue alone:

> *"I'm home!", the mother calls as she comes in the kitchen door. "I'll start dinner now. What is this? You have not taken the garbage out yet! I told you that I want the garbage taken out by five every evening." Her six year old son answers, "I'll take it out later." "No!", the mother shouts. "I want the garbage out before I walk in the door every night!!! What am I going to do with you?"*

At the fifth session, the final form of the scenarios, with multiple choice questions, was presented to the focus group and they were asked to complete the

evaluation tool. They expressed great delight in seeing and using the final form. They said they enjoyed being part of the process of developing the evaluation form and looked forward to using the tool in the classes they would teach.

Answers and Scoring

As previously stated, the scenarios were developed around common parenting questions and concerns. In order to provide quantitative information to the trainers and the curriculum creator, a scoring system had to be developed for the multiple choice questions for each scenario of the new evaluation tool. Five answers were developed for each scenario. A choice of answers was given so that the time limit of 20 minutes would be met and that parent participants with low literacy skills would be able to complete the curriculum evaluation without writing in the answers. The choices were developed from the open ended answers and the group answers from the focus group.

Each scenario has three acceptable answers and two unacceptable answers. Answers were based on one of the three sections of the problem solving system: Child Development, Environment, or Parent Values. Answers are acceptable if the solution emanated from the part of the problem solving system where the problem originated. The unacceptable answers are from either of the other two parts of the system. For example:

Scenario 6:

The three year old girl gets out of bed at 6 a.m. before anyone else is awake. She is thirsty so she goes to the refrigerator and gets a gallon of juice. She spills it as she tries to get it on the table. Next, she drags a

chair to the counter, climbs up and opens the cabinet to get a glass. Her parents wake up to the crash of the glass on the floor.

Solutions (Circle one):

1. Parents put juice in cup in refrigerator
2. Parents put water in cup in bedroom
3. Parents tell girl not to get up so early
4. Parents get up and help the girl
5. Parents tell girl she could fall off the counter and get hurt

In this scenario, the behavior (the girl attempting to get her own drinks and breaking the glass) can be solved by a change in the environment. The parents can find a way for the girl to get a drink when she is thirsty. Therefore answers number 1, 2, and 4 are acceptable answers and would receive a score of +1. Answers number 3 and 5 do not get at the root cause of the problem and would receive a score of 0.

Scoring reflected these categories of acceptable and unacceptable. Each participant completing both the pre-test and the post-test were asked to choose the solution which best solves the problem, therefore limiting their responses to one answer for each scenario. All acceptable answers were scored +1 while unacceptable answers were scored 0. This system of scoring also allowed for computerized data analysis of the evaluations. The same binary system was used to collect the demographic information. For example, participants check off one of the age categories which would be tallied as a score of +1 while all other age categories scored 0. A summary of the demographic

information for each class would therefore give a count in each age category and a similar count for each of the other pieces of information.

Results of the Practicum Project

The goal of this project was to develop an effective, efficient evaluation system which would assess whether parent participants were able to apply problem solving strategies to behavior conflict situations. The evaluation system includes a pre-test and post-test and an Evaluation Report form. The Evaluation Report form provides a statistical summary of the pre-test and post-test, and percent of change to the volunteer trainers. This form simply lists pre-test percentages, post-test percentages, and percent of change. The percent of change is the new learning that has taken place.

Demographic information is also summarized on this form. Demographic information is included as percentages. For example:

African American ____%

Asian American ____%

Caucasian American ____%

Hispanic American ____%

Native American ____%

Other ____%

Results for Goal 1 Objective 1:

The focus of this objective is to develop an evaluation tool that is easy to administer during the limited amount of class time. The short amount of time needed to

complete the tool will help assure that trainers administer the tool and that parent participants complete the entire tool. A maximum of 20 minutes to complete either test was established. Following development of the final version of the evaluation tool, 25 people were asked to complete the form. This group of 25 was composed of the trainers who were the focus group who helped develop the scenarios and teachers and support staff from a Parent Child Center (0-3 yrs. old Head Start). The range of education of this group was Master's Degree to High School Diploma. Each of them was timed, with the average of these timed tests being 16 minutes. This is well under the goal of 20 minutes for this objective. The difference between the average testing time of 16 minutes and the goal of 20 minutes allows for additional time that might be needed by less skilled parent participants to complete the evaluation tool.

Results for Goal 1 Objective 2:

The second objective for Goal 1 was to assure the accuracy of answers and completion of the test by parent participants by writing the pre-test and the post-test at no more than a 6th grade reading level. When the final evaluation form was complete, the form was typed into WordPerfect 6.0 Word Processing Program. Following completion of the grammar check function, the document statistics were shown and among other items, the reading level was listed. The Flesch-Kincaid Reading Level was listed at 4.0, below the targeted reading level. The average word length is 3.97 which facilitates reading for low skilled parent participants. The average sentence length is 10.1 in the Pre Test and 10.0 in the Post Test. Both of these scores are well below the 12 word standard for short sentences used by the WordPerfect 6.0 Document Statistics Program. These

statistics, as well as others shown on the following table, support the goal of facilitating reading for low skilled parent participants completing the evaluation tool. Please consult the following table for further reading and document statistics.

WordPerfect 6.0 Document Statistics		
	Pre Test	**Post Test**
Readability Statistics:		
Flesch Reading Ease	86	87
Gunning's Fog Index	7	7
Flesch-Kincaid Grade Level	4	4
Paragraph Statistics:		
Number of paragraphs	24	28
Average length	2.5 sentences	2.1 sentences
Sentence Statistics:		
Number of sentences	60	61
Average length	10.1 words	10.0 words
End with "?"	4	4
End with "!"	7	7
Short (<12 words)	83	77
Long (>30 words)	1	1
Word Statistics:		
Number of words	915	896
Average length	3.97 letters	3.97 letters
Syllables per word	1.31	1.30

Table 1

Results for Goal 1 Objective 3:

In this objective the goal was to assess the ease of use of the evaluation tool. Interviews of the trainers would consider the ease of use of the evaluation tool and the volunteer trainers' appraisal of the parent participants' difficulty in completing the pre-test and post-test.

During the ten week implementation period (page 20), one trainer completed presenting a 4 week version of the class series and administered the pre-test and post-test. No other class series were scheduled at this time. The trainer who administered the pre-test and post-test was interviewed by phone about use of the evaluation tool. She administered both the pre-test and the post-test to her class and found no difficulty in use of the tool. Class participants took approximately ten minutes to complete the pre-test and ten minutes to complete the post-test. The class participants appeared to have no difficulty in completing the evaluation tools.

The results from one trainer cannot be considered significant or typical. To augment these results three other volunteer trainers were interviewed by phone following the ten-week implementation period. They were asked about their satisfaction with the evaluation system. All three responded favorably. Specifically they were asked if they used both the pre-test and the post-test with their class and if they had any difficulty administering the tool or if they observed any of the class participants having any difficulty completing the tool. All answered that the paper - pencil test made it easy for them to administer the tool. They did not observe any class participant having difficulty with the tool. All class participants completed the tool in less than 20 minutes. One trainer shared that the class participants made some negative comments about taking a test when the pre-test was administered, but remarked that the "stories", i.e., the scenarios, were not hard to do.

Results for Goal 2 Objective 1:

In order to present parent participants with behavior conflict situations, six scenarios have been written (see Appendix C and D). The development process of these scenarios is described in detail on page 21 under the heading Instrument Development. These scenarios, presented as both a pre-test and a post-test, challenge the parent participants to identify the area of the problem solving system from which the root cause emanates. These scenarios are now being used in the pre-test and post-test for all "Discipline That Doesn't Hurt!" class series presented in the tri-county area.

Results for Goal 3 Objective 1:

In order for the volunteer trainers to know the effectiveness of the class series they must be able to assess the amount of new learning that has taken place as a result of parent participants attending the class series. At the end of each class series the volunteer trainers mail the completed pre-test and post-test to the curriculum creator. The curriculum creator scores the tests and summarizes the percentage of change and the demographic information on the Evaluation Report form (see Appendix E) and mails a completed copy to the volunteer trainer. Receive of completed Evaluation Report forms was confirmed by the trainers during the telephone interviews conducted by the author.

The completed Evaluation Report form includes the percentage of appropriate answers for both the Pre Test and the Post Test from each of the three areas of the problem solving system (environment, child development, and parents' values). The Report form also includes the percent of change between the Pre Test and Post Test scores. This percent of change indicates the new learning that has taken place due to

attendance in the class series. This data will provide the trainers with information regarding the effectiveness of their class presentations and allow them to adjust their presentations to increase and ensure effectiveness of the materials presented.

The curriculum creator now does follow-up phone calls to be sure the information provided to the trainers is clear and to answer any questions. Help in interpreting the data or predicting any trends is provided to the volunteer trainer at that time.

Results for Goal 4 Objective 1:

The final objective of this project is to provide data which is informative to the curriculum creator. The curriculum creator stated that the statistics provided by the Evaluation Report (see Appendix E) and the anecdotal material gathered during follow-up phone calls to the volunteer trainers will provide her with information to update the curriculum and the training sessions for the volunteer trainers. Follow up phone calls will also provide her with a link to the volunteer trainers who work in the community in isolation.

Conclusion

After reviewing the goals and objectives of this project and compiling the results, it is clear all of the goals and objectives were met during the ten week implementation period. These preliminary results were positive and provide support for the continued implementation of the "Discipline That Doesn't Hurt!" curriculum, the use of volunteer trainers, and the program evaluation system developed by the author of this project. More complete evaluation information will be gathered by the curriculum creator as this training series continues.

Chapter VI: Conclusions

Summary

Since all objectives of this project were met, completion of this project showed that it is possible to create a easy to use, short, low literacy evaluation tool. The addition of the Evaluation Report form, which provides feedback to the trainers, will maintain a connection to the curriculum creator while giving both the trainers and the curriculum creator with data to continually update the curriculum and the class presentations.

A final interview with the curriculum creator revealed great satisfaction in bringing the curriculum to this level of development. Writing, re-writing, and refining the curriculum were rewarding experiences for her. Developing a group of volunteer trainers, training them and sending them out into the community moved the ideas which were the basis for this curriculum development to practical application. The completion of this project, i.e., creating an evaluation system, brings the curriculum to a new stage of development. The Evaluation Report form provides feedback to trainers and brings closure to each series of classes. The Evaluation Report form will provide the trainers with a more concrete way to know the effectiveness of the series of classes and help them continue to feel connected to this on-going project.

In order to assure that trainers realize the importance of the evaluation system, the curriculum creator plans to dedicate a portion of 36 hours of training to this topic. The presentation will include: all trainers completing the pre-test themselves, a discussion of the pre-test and post-test, general information on the topic, the merits of formal

evaluation, and a review of the Evaluation Report form and uses for the information the report provides. A new group of volunteer trainers is trained every 9-12 months, with the next group scheduled for Spring 1995.

Discussion

The most exciting outcomes of this project may be in noting trends in results. After collecting a full year of results, the curriculum creator may note some differences in instructors, some general trends, problems with specific scenario questions, and particular effectiveness with demographic groups.

The curriculum creator may find that certain trainers show more percent of change on the whole or in one of the three problem solving areas. This could lead to mentor trainers, video-taping excellent trainers, or pairing of presenters with different skills. This could lead to the reorganization of the presenter training now conducted by the curriculum creator.

General trends may be noted through analysis of evaluation information. Some locations may be found to be conducive to teaching and learning and therefore show increase in evaluation scores. Homogeneous groups may be found to produce the greatest percent of change. For example, inmates or groups where this curriculum is taught as part of an on-going support group may show the most significant change.

Analysis of scores for each scenario question could show that one question is always answered correctly or that another has a very low percentage of correct answers. This could lead to a re-write of those scenarios.

Finally, the demographic information requested could reveal greater effectiveness of the "Discipline That Doesn't Hurt!" curriculum with specific groups of people. An analysis of the data could reveal trends with, for example, age groups, ethnic groups, marital status, family structure, or even gender. An in-depth analysis after one year of data collection could lead the curriculum creator to re-write the curriculum and create versions for different groups, such as teen parents, just as the Minnesota Early Learning Design Program (MELD) has been redesigned for specific groups (Miller, 1988).

A final recommendation would be to assess the length of commitment of the volunteer trainers. Has the length of commitment of the volunteer trainers increased following the inclusion of the evaluation system? Has the addition of evaluation training and the Evaluation Report form helped make the trainers feel more connected to this ongoing project and helped them have a more concrete way of seeing the results of their presentations? Have these factors increased their commitment and therefore increased the number of trainers conducting the series at any one time? The impact could be more class series being taught each year as well as less stress on the curriculum creator to train new trainers to replace those that *retire*.

The long-term implications of creation of this evaluation system are varied. Trainers may refocus their presentations after noting trends in scores, trainers may pair up to give presentations using individual strengths to develop powerful class series, the curriculum creator may rewrite the curriculum to compensate for weaknesses pointed out by trends in scores or to make curriculum more specific to a particular homogeneous group. These issues and possibilities may develop after the evaluation system has been in

place for an extended period of time and significant number of parent participants have completed both the pre-test and the post-test.

Further, the curriculum creator and the author gave a presentation on the "Discipline That Doesn't Hurt!" curriculum at the Fall 1994 conference of the Oregon Association for the Education of Young Children (OAEYC). OAEYC is the state affiliate of the National Association for the Education of Young Children (NAEYC). This annual statewide conference gathers early childhood educators from Oregon, and the entire Northwest region. The presentation included a summary of the entire curriculum, the evaluation system, how the curriculum has been and may be presented, and how participants can become trainers themselves. Approximately 30 people attended, with many questions and interest shown in becoming trainers.

Recommendations

A review of the evaluation system after one year of use may reveal areas in need of further development. Trainers could be surveyed with a questionnaire to discover if they have any concerns about the appropriateness of the pre-test and post-test for their classes and any problems in administering the tool. At that time it may be advisable to check with large social service agencies, such as Adult and Family Services (welfare) or county health departments, to find out if they have lowered the reading level for their materials below sixth grade reading level. If this curriculum continues to be used for a diverse population, it would be important to monitor the reading level used by community agencies and rewrite the scenarios if those agencies find that the general population has difficulty reading at sixth grade level and therefore lowers the reading

level for their materials. The reading level of the evaluation tool, and the entire curriculum, must continue to be tied to reading levels appropriate for the population served.

The curriculum creator may also wish to review the topics of the scenarios. Trainers could be asked if the scenarios still closely match typical parenting problems or are there alternative topics that should be considered.

In order to disseminate this information, the author will give part of the presentation to all future volunteer trainers. Certainly a thorough presentation of the evaluation system will be included, as well as the trainers completing both the pre-test and the post-test themselves.

An additional benefit from the development of the Evaluation Report form might be to make the volunteer trainers feel more connected to this ongoing project. Keeping volunteer trainers connected to this project is a difficult task since they work in the community in isolation. Receiving the Evaluation Report form following the conclusion of each class series could mean they conduct more series of classes before *retiring* and no longer volunteering as trainers for the Extension service.

Bibliography

Alpert, J. L. & Others. (1980). Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition. New York: New York University, School of Education and New Haven, CT: Yale University, Bush Center in Child Development and Social Policy. (ERIC Document Reproduction Service No. ED 250 058)

Croake, J. W., & Gloverman, K. E. (1977, April). *A History and Evaluation of Parent Education.* The Family Coordinator, 26(2), 151-158.

Cunningham, N. J., & Brown, J. H. (1984, September). *A Parent Group Training Program for Single Parents.* Journal for Specialists in Group Work, 9(3), 145-150.

Embry, Lynne H. (1981, February). Two Emergent Models of Parent Training: General and Problem Specific. Paper presented at the International Symposium of Applied Behavior Analysis in Education, Mexico City, Mexico.

Harman, D. & Brim Jr., O. G. (1980). Learning to be Parents: Principles, Programs and Methods. Beverly Hills, CA: Sage Publications.

National Commission on Children. (1991). Beyond Rhetoric: A New American Agenda for Children and Families. Final Report of the National Commission on Children. Washington, DC: National Commission on Children.

Miller, Margaret R. Rogers. (1992). *The Child Welfare League of America's Adolescent Parent Project.* In Weiss and Jacobs (Ed.), Evaluating Family Programs: Modern Applications of Social Work Series. New York Aldine De Gruyter, pp. 371-388.

Powell, D. R. (1982). *Enhancing the Effectiveness of Parent Education: An Analysis of Program Assumptions.* In Lilian Katz (Ed.), Current Topics in Early Childhood Education (Vol 5). New Jersey: Ablex.

Powell, Douglas R. (1986, March). *Parent Education and Support Programs.* Young Children, pp. 47-53.

Tebes, J. K., Grady, K. & Snow, D. L. (1989). *Parent Training in Decision-Making Facilitation: Skill Acquisition and Relationship to Gender.* Family Relations, 38(3), 243-247.

Thompson, R. W., Grow, C. R., Ruma, P. R., Daly, D. L., & Burke, R.V. (1993, January). *Evaluation of a Practical Parenting Program With Middle- and Low-Income Families*. Family Relations, 42(1), 21-25.

Tramontana, M. G., Sherrets, S. D., & Authier, K. J. (1980, Spring). *Evaluation of Parent Education Programs*. Journal of Clinical Child Psychology, 40-43.

Upshur, C. C. (1988). *Measuring Parent Outcomes In Family Program Evaluation*. In H. B. Weiss & F. H. Jacobs (Eds.), Evaluating Family Programs: Modern Applications of Social Work Series (p. 137). New York: Aldine De Gruyter.

Vobejda, Barbara. (1993, August 29). *Parenting Anxieties Have Mainstream Families Flocking for Guidance*. Washington Post, 116, p.A1.

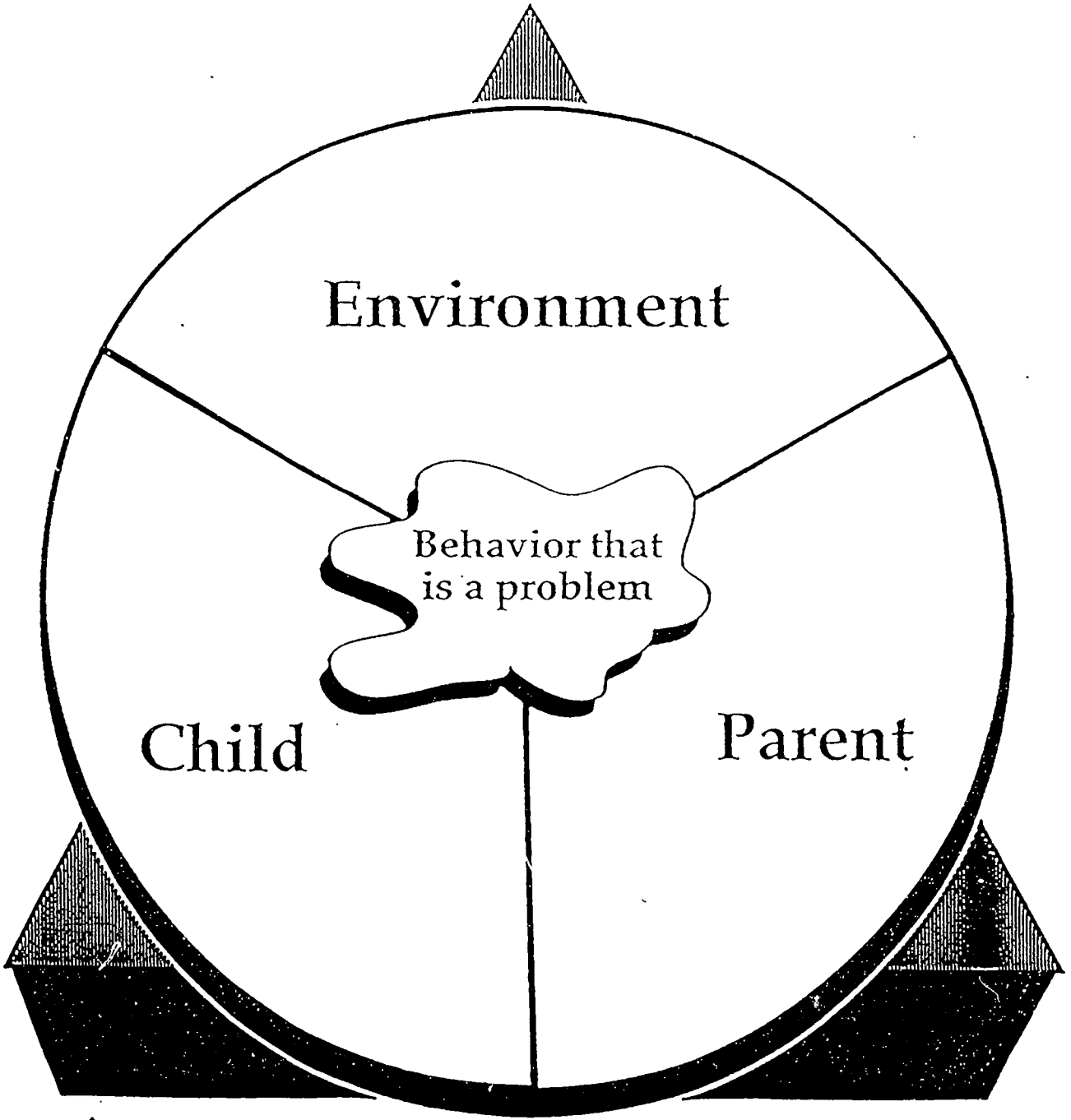
Wandersman, L. P. (1983, April 21-24). New directions for Studying the Interaction Between Parent Education and Family Characteristics. Paper presented at the Biennial Meeting of The Society for Research in Child Development, Detroit, MI.

Weiss, Heather B., & Jacobs, Francine H. (Eds.). (1988) Evaluating Family Programs: Modern Applications of Social Work Series. New York: Aldine De Gruyter.

Wiese, Margaret R. Rogers. (1992). *A Critical Review of Parent Training Research*. Psychology in the Schools, 29(3), 229-236.

Appendix A
Problem Behavior Schematic

DISCIPLINE THAT DOESN'T HURT! SERIES



OREGON STATE UNIVERSITY EXTENSION SERVICE

Oregon State University Extension Service offers educational programs, activities, and materials—without regard to race, color, national origin, sex, age, or disability—as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Oregon State University Extension Service is an Equal Opportunity Employer.

BEST COPY AVAILABLE

Appendix B
Existing Evaluation Tool

DISCIPLINE SURVEY

POSTTEST **ID NUMBER:** _____
(Circle one) **Location:** _____

By completing this survey, you will help the Extension Service learn more about the attitudes, beliefs, and behavior parents use in disciplining their young child(ren). Information from both the pre- and posttest surveys will help us design a more useful curriculum for parents of young children. This survey is optional.

Please do not place you name on this survey. To help us match your two surveys, please place the last four digits of your social security number or telephone number in the blank for ID NUMBER above.

1. Which one of the following best describes your current belief about discipline? (Circle one number).

1 DISCIPLINE TEACHES CHILDREN HOW TO BEHAVE.
2 PARENTS DISCIPLINE TO CONTROL THEIR CHILDREN.
3 DISCIPLINE IS DIFFICULT TO DO.
4 DISCIPLINE DEPENDS ON THE INDIVIDUAL CHILD.
5 PARENTS DISCIPLINE LIKE THEY WERE DISCIPLINED AS CHILDREN.

2. Today, how well do you think the following discipline techniques work with your child under the age of ten? (Circle one "X" per answer below). What is the age of that child? _____ (Write in).

	EXCELLENT	GOOD	FAIR	DON'T USE IT
TIME OUT	X	X	X	X
SPANKING	X	X	X	X
NATURAL CONSEQUENCES	X	X	X	X
REMOVING CHILD FROM THE SITUATION	X	X	X	X
TALKING ABOUT THE BEHAVIOR	X	X	X	X
LOGICAL CONSEQUENCES	X	X	X	X

3. Do you agree or disagree with the following statement? (Circle one answer below).
It is important to use the same discipline technique each time the unwanted behavior happens.

1 AGREE 2 DISAGREE

4. Which of the following do you think is the most important factor to consider when you discipline your child (over the age of three)? (Circle one number).

1 AGE OF THE CHILD
2 ASKING THE CHILD "WHY" HE/SHE DID THE BEHAVIOR
3 YOUR OWN ATTITUDE ABOUT THE BEHAVIOR
4 WHERE THE BEHAVIOR TAKES PLACE
5 THE BEHAVIOR WHICH IS BEING DISCIPLINED

5. Depending on how you currently define the word consistent, how would you rate yourself as being a consistent parent? (Circle one answer).

1 ALL THE TIME
2 SOMETIMES
3 SELDOM
4 NEVER

The following questions are optional, but provide us with more ways of evaluating the survey information.

6. What is your gender? (Circle one) MALE FEMALE

7. Your age at your last birthday? _____ (Write in).

8. Circle the number below which best fits your ethnic background.

1 CAUCASIAN
2 AFRICAN-AMERICAN
3 HISPANIC
4 NATIVE AMERICAN
5 SOUTHEAST ASIAN
6 OTHER _____

!!POSTTEST QUESTIONS ONLY!!

1. On a scale of 1 to 5 (with 5 being excellent), please circle the number which best ranks the quality of information you have received from this class.

5 4 3 2 1
excellent poor

2. On a scale of 1 to 5 (with 5 being most likely), please circle the number which best reflects how likely you are to change your behavior due to the information received in this class?

5 4 3 2 1
most likely not likely

Comments?

Thank you for participating in this survey and for completing this series on discipline. Best wishes!

THANK YOU FOR YOUR HELP!

Appendix C
New Pre-Test

PRE-TEST

ID NUMBER _____

LOCATION _____

OSU EXTENSION SERVICE
DISCIPLINE THAT DOESN'T HURT! EVALUATION

Please do not write your name on this evaluation. To help us match the pre-test with the post-test, please write a four digit number that you will remember, such as the last four numbers of your phone, license, or social security card, on the line labeled ID NUMBER above.

This evaluation is optional. If you do not wish to complete this evaluation, please return it to the instructor. Thank you!

The following six questions address information shared and discussed during the "Discipline That Doesn't Hurt!" series. Circle the number of the solution you believe best solves the problem in each question.

1. "I'm home!", the mother calls as she comes in the kitchen door. "I'll start dinner now. What is this? You have not taken the garbage out yet! I told you that I want the garbage taken out by 5 every evening." Her six year old son answers, "I'll take it out later." "No!", the mother shouts. "I want the garbage out before I walk in the door every night!! What am I going to do with you?"

Solutions (Circle one):

1 **Mother grounds boy for not taking out garbage**
2 **Mother buys bigger garbage can**
3 **Mother and boy work out time to take out garbage**
4 **Mother allows boy to take out garbage after dinner**
5 **Mother explains why she wants garbage taken out by 5 p.m.**

2. It is a school day and the 10 year old boy is late getting out of bed again. His mother calls up the stairs, "Get up! You are going to miss the bus!" He groans, opens his eyes and slowly sits up. In a few minutes he stumbles to the bathroom and gets dressed. As he stomps down the stairs he sees the bus drive by. His mother is at the bottom of the stairs with her car keys in hand, ready to hurry off to her job.

Solutions (Circle one):

1 **Mom and boy agree that he needs an alarm clock**
2 **Mom yells at boy and leaves for work**
3 **Mom drives the boy to school**
4 **Mom asks the boy why he does not get up**
5 **Mom tells boy to walk to school**

3. As the father pulls in the driveway he sees his 8 year old daughter's bike hanging the wrong way on the hooks in the garage. As he opens the door to the house he finds her watching TV. "Your bike is not put away right!" "It's too hard!", she replies, Dad yells, "No excuses! Do it like I told you!"

Solutions (Circle one):

1 **Dad removes hooks and sets up bike rack**
2 **Dad explains why he wants bike up on hooks**
3 **Dad takes bike away for two weeks**
4 **Dad helps daughter put bike up on hooks**
5 **Dad tells daughter to take care of bike**

4. It is 9:30 p.m. and the 5 year old girl is still wide awake. Her bedtime is 7:30 p.m. Her parents are watching a TV show. When she is finally settled in bed, her mother comes to feed her baby sister. Today she brought home a note from her teacher saying she is very tired at school and is not getting her work done.

Solutions (Circle one):

1 **Parents put girl to bed at 6 p.m.**
2 **Parents move baby sister out of room**
3 **Parents turn down TV**
4 **Parents ignore girl**
5 **Parents ask girl why she cannot go to sleep**

5. In 15 minutes the mother and her 2 year old son must catch the bus for a doctor's appointment. She tells the boy to get his socks and shoes on and be ready to go. With 5 minutes left, she grabs her coat and calls for him. He has put on his socks and one shoe but cannot find the other shoe. The mother yells, "Where is your other shoe? I told you to put it where you can find it! We will miss the bus!"

Solutions (Circle one):

1 **Mother makes sure shoes and socks are together**
2 **Mother takes boy without other shoe**
3 **Mother starts getting ready earlier**
4 **Mother tells boy she is disappointed in him**
5 **Mother helps boy find shoe**

6. The 3 year old girl gets out of bed at 6 a.m. before anyone else is awake. She is thirsty so she goes to the refrigerator and gets a gallon of juice. She spills it as she tries to get it on the table. Next, she drags a chair to the counter, climbs up and opens the cabinet to get a glass. Her parents wake up to the crash of the glass on the floor.

Solution (Circle one):

1 **Parents put juice in cup in refrigerator**
2 **Parents put water in cup in bedroom**
3 **Parents tell girl not to get up so early**
4 **Parents get up and help the girl**
5 **Parents tell girl she could fall off counter and get hurt**

The following questions are optional.

a. What is your marital status? (Circle one)

1 **married** 4 **remarried**
2 **divorced** 5 **single, not living with a partner**
3 **separated** 6 **single, living with a partner**
4 **widowed** 7 **other** _____

b. What is your relationship to the children in your family? (Circle all that apply)

1 **biological parent**
2 **adoptive parent**
3 **grandparent**
4 **step parent**
5 **partner to parent**
6 **other** _____

Appendix D
New Post-Test

POST-TEST

ID NUMBER _____

LOCATION _____

OSU EXTENSION SERVICE
DISCIPLINE THAT DOESN'T HURT! EVALUATION

Please do not write your name on this evaluation. To help us match the pre-test with the post-test, please write a four digit number that you will remember, such as the last four numbers of your phone, license, or social security card, on the line labeled ID NUMBER above.

This evaluation is optional. If you do not wish to complete this evaluation, please return it to the instructor. Thank you!

The following six questions address information shared and discussed during the "Discipline That Doesn't Hurt!" series. Circle the number of the solution you believe best solves the problem in each question.

1. "I'm home!", the mother calls as she comes in the kitchen door. "I'll start dinner now. What is this? You have not taken the garbage out yet! I told you that I want the garbage taken out by 5 every evening." Her six year old son answers, "I'll take it out later." "No!", the mother shouts. "I want the garbage out before I walk in the door every night!! What am I going to do with you?"

Solutions (Circle one):

1 **Mother grounds boy for not taking out garbage**
2 **Mother buys bigger garbage can**
3 **Mother and boy work out time to take out garbage**
4 **Mother allows boy to take out garbage after dinner**
5 **Mother explains why she wants garbage taken out by 5 p.m.**

2. It is a school day and the 10 year old boy is late getting out of bed again. His mother calls up the stairs, "Get up! You are going to miss the bus!" He groans, opens his eyes and slowly sits up. In a few minutes he stumbles to the bathroom and gets dressed. As he stomps down the stairs he sees the bus drive by. His mother is at the bottom of the stairs with her car keys in hand, ready to hurry off to her job.

Solutions (Circle one):

1 **Mom and boy agree that he needs an alarm clock**
2 **Mom yells at boy and leaves for work**
3 **Mom drives the boy to school**
4 **Mom asks the boy why he does not get up**
5 **Mom tells boy to walk to school**

3. As the father pulls in the driveway he sees his 8 year old daughter's bike hanging the wrong way on the hooks in the garage. As he opens the door to the house he finds her watching TV. "Your bike is not put away right!" "It's too hard!", she replies, Dad yells, "No excuses! Do it like I told you!"

Solutions (Circle one):

1 **Dad removes hooks and sets up bike rack**
2 **Dad explains why he wants bike up on hooks**
3 **Dad takes bike away for two weeks**
4 **Dad helps daughter put bike up on hooks**
5 **Dad tells daughter to take care of bike**

4. It is 9:30 p.m. and the 5 year old girl is still wide awake. Her bedtime is 7:30 p.m. Her parents are watching a TV show. When she is finally settled in bed, her mother comes to feed her baby sister. Today she brought home a note from her teacher saying she is very tired at school and is not getting her work done.

Solutions (Circle one):

1 **Parents put girl to bed at 6 p.m.**
2 **Parents move baby sister out of room**
3 **Parents turn down TV**
4 **Parents ignore girl**
5 **Parents ask girl why she cannot go to sleep**

5. In 15 minutes the mother and her 2 year old son must catch the bus for a doctor's appointment. She tells the boy to get his socks and shoes on and be ready to go. With 5 minutes left, she grabs her coat and calls for him. He has put on his socks and one shoe but cannot find the other shoe. The mother yells, "Where is your other shoe? I told you to put it where you can find it! We will miss the bus!"

Solutions (Circle one):

1 **Mother makes sure shoes and socks are together**
2 **Mother takes boy without other shoe**
3 **Mother starts getting ready earlier**
4 **Mother tells boy she is disappointed in him**
5 **Mother helps boy find shoe**

6. The 3 year old girl gets out of bed at 6 a.m. before anyone else is awake. She is thirsty so she goes to the refrigerator and gets a gallon of juice. She spills it as she tries to get it on the table. Next, she drags a chair to the counter, climbs up and opens the cabinet to get a glass. Her parents wake up to the crash of the glass on the floor.

Solution (Circle one):

1 **Parents put juice in cup in refrigerator**
2 **Parents put water in cup in bedroom**
3 **Parents tell girl not to get up so early**
4 **Parents get up and help the girl**
5 **Parents tell girl she could fall off counter and get hurt**

The following questions are optional.

a. What is your gender? (Circle one) **Male** **Female**

b. Your age at your last birthday? (Write in) _____

c. Circle the number below which best fits your ethnic background.

1	**Caucasian American**	4	**Native American**
2	**African American**	5	**Asian American**
3	**Hispanic American**	6	**Other** _____

Appendix E
Evaluation Report Form

Evaluation Report
OSU Extension Service
Discipline That Doesn't Hurt!

The following information is designed to help you understand how the participants in your group processed the parenting information included in the "Discipline That Doesn't Hurt!" series. Below are the percentages of parents who picked one of the three acceptable solutions in either their pre-test or post-test.

What do the scores mean?

Pre-test scores: Level of understanding participants had of systems information at beginning of series.

Post-test scores: Level of understanding participants have at end of series.

Change score: Reflects new learning.

In general, the change score can be influenced by the participant, the environment, or the instructor/facilitator. Rather than interpret what the change score means, you are encouraged to contact the trainer who presented this material to you. Together you may have insights to the scores and plan for adapting the curriculum material to meet class needs.

Pre-test: total number of students completing _____

Post-test: total number of students completing _____

Environment questions:		pre-test_____%	post-test_____%	change score_____%
Child development questions:		pre-test_____%	post-test_____%	change score_____%
Parent questions:		pre-test_____%	post-test_____%	change score_____%
Marital status:	married	_____%	remarried	_____%
	divorced	_____%	single, not living with partner	_____%
	separated	_____%	single, living with partner	_____%
	widowed	_____%	other	_____%

Relationship to children in the family:	biological parent	_____%
	adoptive parent	_____%
	grandparent	_____%
	step parent	_____%
	partner to parent	_____%
	other	_____%

Gender:	Male _____%	Female _____%
Age:	Span from _____ to _____	Average _____
Ethnicity:	Caucasian American	_____%
	African American	_____%
	Hispanic American	_____%
	Native American	_____%
	Asian American	_____%
	other	_____%