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## A comparison of high school trainers and college trainers teaching a preventive approach to child abuse program to high school students

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A COMPARISON OF HIGH SCHOOL TRAINERS  
AND COLLEGE TRAINERS TEACHING A  
PREVENTATIVE APPROACH TO CHILD ABUSE  
PROGRAM TO HIGH SCHOOL STUDENTS

A thesis

Presented to  
the Graduate faculty of the  
University of the Pacific

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

by

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## ABSTRACT

Many crisis intervention programs have been developed for child abuse but very few primary prevention programs exist. Teaching prospective parents to cope with aversive child behaviors might prevent the occurrence of child abuse later.

The purpose of this study was to compare the effectiveness of using peer (high school students) and college students as trainers in a preventative approach to child abuse for high school students. It was proposed that peers would be better trainers because the trainees would be more likely to model their behavior and more at ease when asking the trainers questions. One hundred and thirty-four high school seniors were randomly assigned to one of three groups: control, college trained, or peer trained. These students rated their responses to potentially aversive child behavior situations and also role played their responses in these situations. Results indicated that there were no significant effects of training or types of trainers but the author concluded that more work should be done on the type of peer trainers used.

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Sherilynn

The incidence of nationally confirmed reports of child abuse for 1974 was approximately 41,000 cases (Cohen & Sussman, 1975). Schmitt (1978) reported that there are approximately 2,000 child deaths per year from physical abuse in the U.S. (a 3% mortality rate), representing a major cause of death in children. However, all of the available incident data are subject to question since most incident estimates rely on reports that suffer from variations in the definition, interpretation, and administration of 50 states' statutes regarding child abuse.

The high incidence of child abuse makes the development of prevention programs of great importance. This thesis evaluated the effectiveness of a school-based prevention program. The nature of child abuse causes and maintenance is briefly discussed below, followed by a review of research on prevention of child abuse.

The term child abuse has been coined only recently. The earliest research was initiated by physicians, and they referred to child abuse as the battered child syndrome (Radbill, 1968). Since then, it has also been referred to as the maltreatment syndrome in children (Fontana, 1973), child beating (Sattin & Miller, 1971), and the battered baby syndrome (Kempe, 1971).

The most commonly used definition of child abuse is one by Kempe and Helfer (1972) which states that an abused child is "...any child who received nonaccidental physical injury (or injuries) as a result of acts (or omissions) on the part of his parents or guardians" (p. 1).

There are many factors that contribute to the cause of child abuse. They include child characteristics (de Lissovoy, 1979), disturbances in family-interaction patterns (Burgess, 1978), cultural beliefs, attitudes, and qualitative differences in degree of physical discipline employed by parents (Blumberg, 1974), parental ignorance of child development and lack of parenting skills (Tracy & Clark, 1974), history of being abused by own parents, and low parental thresholds for anger arousal and management (Novaco, 1976).

#### The Socio-Psychological Model

One of the most important current approaches to the explanation of child abuse is the socio-psychological model (Burgess & Conger, 1978). The model emphasizes that abusing parents often seem to lack certain fundamental social and parenting skills. This lack of skills creates stress in its own right, stress which adds to the effects of any other stress parents may already be experiencing. Thus, a child may be difficult to handle and cause stress for a mother

precisely because the mother does not know how to handle the child in the first place. This approach acknowledges that the behaviors of abused children may contribute to the abuse they receive.

Inconsistent discipline. A pattern of inconsistent discipline is considered to be typical of abusing parents. Young (1964) reported that virtually all of the abusive families she studied were inconsistent in disciplining their children (100% of 43 cases of the severe-abuse and 91% of 42 cases of the moderate-abuse families). Discipline was defined as consistent instruction and that the child's behavior must conform with established standards. These standards, whatever they may be, must have continuity. Inconsistent discipline is then the lack of such consistent standards which leaves the children without guides or discipline. Young also found that 88% of the severe-abuse and 81% of the moderate-abuse families showed "no consistent expectations" for their children. These findings indicate a lack of guidelines or consistent discipline in the abusive families. Further, parental punishment of children in the abused families was independent of the specific behavior of the children; it became punishment for its own sake.

Elmer (1967) reported similar findings in her comparison of 22 abusive and 12 nonabusive mothers. In terms of



discipline the nonabusive families tended to use a few types of discipline consistently; in contrast the abusive families used a broad range of tactics in an inconsistent manner.

Peer reaction. Parental peer reaction conceivably can both maintain and inhibit aggressive behavior. The reactions of a spouse can modify the extent of abuse and the probability of repeated occurrence. While abuse may be more likely in single-parent homes due to lack of a partner who can intervene and prevent serious acceleration of punishment to damaging levels, no prediction can be made in specific cases without the study of the attitudes of the partner (Bandura, 1973). Thus prevention programs may affect rates of child abuse even if they never directly reach primary child care providers.

#### Treatment Programs for Abuse

A brief look at programs directed at the treatment of abusive parents can provide information on what parent behaviors a prevention program should address as well as on the relative effectiveness of various intervention techniques.

Traditionally, treatment of abused children has only been viewed as a crisis intervention service. In many communities, treatment is limited to pediatric services, casework by protection services workers of the child welfare

department, child abuse agencies, and public health nurse services. All four of these treatment options will often be essential to successful case management. However, in the last 5 years, other treatment modalities have been successfully utilized with abusive and neglectful families such as Parents Anonymous, crisis hot lines, and family stress centers (Fontana, 1973; Parke & Colmer, 1975).

Sandler, Dercar, and Milhoan (1978) designed a parent training program for two abusive parents that involved reading assignments from Becker's Parents are Teachers (1971), role playing, and contingent reinforcement of positive parenting skills. Data were collected before, during, and after treatment using the Patterson Coding System. The results suggested that several constructive changes in parent-child interactions (pro-social behavior such as "Talk," "Laugh," and "Approval") occurred and were maintained for as long as 5 months post-training.

Crozier and Katz (1979) developed a home-based intervention involving two abusive families which focused on providing parents with improved management skills. The program involved role playing demonstrations, use of positive reinforcement, time out, and ignoring as behavior change techniques. The parents were also taught to self-record and reinforce their own behavior, and to target

child behaviors needing change and to develop plans for changing them. Data were collected on the percentage occurrence of specific positive and aversive parent and child behaviors before and during treatment, using the Patterson Coding System. A follow-up measure was taken six months after training had ended. Results indicated that aversive parent behaviors were not eliminated, but post-training levels were far below baseline and more closely resembled those found in normal families. The parents' aversive behavior toward their children did decrease and positive behavior increased in correspondence.

Following the Crozier and Katz (1979) work, Nomellini (1980) examined the effectiveness of self-control procedures for teaching three abusive parents to manage their anger in stress provoking situations. Parents were: (a) taught the functions, determinants, and physiological symptoms of anger arousal; (b) taught to employ self-monitoring, self-instruction, and relaxation techniques for effective control over anger in potentially child abusing situations; and (c) practiced role playing the newly learned behaviors in a controlled setting with corrective and positive feedback available for a skilled performance. Parents were taught and practiced their skills in their respective homes as most of their anger toward their children occurred in the

home. Direct observation was obtained of each parent using the Patterson Coding System. Parents also completed the Novaco Anger Scale (1975). Results indicated that training was successful in significantly reducing the rate of abusive-aversive parent behavior exhibited in the home for two families. There was also a decrease in parental angry "urges" and angry feelings when provoked by their children. These results were maintained over a 6-month follow-up period.

#### Preventative Programs

The findings of Sandler et al. (1978), Crozier and Katz (1979), and Nomellini (1980) indicate that behavioral management principles can be used in teaching abusive parents appropriate parenting skills. However, very few studies have focused on the primary prevention of potential child aversive situations. The present author could find only the following three articles that described a well-controlled primary prevention program for potential parents.

Brockway (1974) discussed the development of a prevention-oriented parent training program. She reasoned that as parents are becoming more involved in the therapeutic treatment of their children who exhibit behavior problems, then parent training is a type of prevention strategy in the treatment of children. If the parents' response toward the child is altered, the child's behavior

will be affected. The main goal was to teach parents quality child management skills. Ten sets of parents were given training sessions in learning theory, behavior modification, and child management practices. Emphasis was placed on role playing of newly learned behaviors. Pre-post video tapes were made of each parent's response to five structured role plays of child behavior problems. Parental responses were rated on a 6 point child management technique assessment scale for 14 different skill categories. Results indicated that parents did decrease inappropriate behaviors such as physical punishment and increased their appropriate behaviors such as ignoring.

Johnson (1978) investigated the effects of systematic training for prospective foster parents in listening, confrontation, and problem solving skills for hypothetical adult-child situations. One group of potential foster parents received training in listening skills (E1), another group (E2) was trained not only in listening skills but also confrontation and problem solving skills, and a third group received no training (C). Before and after training, participants wrote what they would say and do in hypothetical adult-child problem situations. Independent raters scored the responses to various categories which were grouped into either ineffective or effective responses. Results

indicated that: (a) adults that received either type of training (E1 and E2) responded with significantly more effective responses than those that did not receive training; and (b) adults receiving training in listening, confrontation and problem-solving skills (E2) did not respond more effectively than those adults receiving only listening skills (E1). Both training groups (E1 and E2) significantly increased their effective responses after participating in the systematic training. The control group did not change after the training period.

The most recent behaviorally based program designed to prevent child-related problems was developed by Blake (1981). Blake taught three expectant mothers the usage of social reinforcement and negative consequence. The training consisted of: (a) four 1-1/2 hour individualized training sessions in the usage of behavior management techniques, (b) assigned readings from Living with Children (Patterson, 1977), and (c) "hands-on" training at a local nursery with a specific child with videotaped feedback of the performances. The frequency of the mother's exhibiting social reinforcement and negative consequential behaviors was recorded from the video tapes before and after training. The results indicated that all three participants used twice as many of the behavior management techniques they had been taught during

baseline. A 1-month follow up also showed the same results.

These three studies indicate that expectant parents can be taught effective child management skills before they have children.

#### Primary Preventative Programs in the High School

Marland (1973) stated that many young Americans know little about parenting: "Parenting has to do with the full range of activities and concerns and all of the knowledge and skills that being a parent entails..." (p. 3). As a result, the Education for Parenthood program (Kruger, 1973; Rosoff, 1973) was developed to help teenage students prepare for effective parenthood through high school based educational experiences with young children in day care, nursery school, and kindergarten settings. Recent work dealing with preventative mental health in school settings has shown promise for this approach (Hill & Gipson, 1981; Agras, Watkins, Griffith, Ballard, & Gipson, 1981).

Another preventative mental health program was developed by Perry, Kellen, Slinkard, & McAlister (1980). They used high school seniors to deliver a smoking prevention program to 289 students in the seventh grade. The high school students led small group discussions, presented situations involving peer pressures to begin smoking using

slides and videotapes, elicited class discussions, modeled methods to resist pressures to smoke, and reinforced high school students who participated in the program. The seventh graders also made a public statement to not become a regular smoker. Training of the high school trainers included program modelling by the staff (graduate student coordinators of the program), rehearsal by the peer teachers, and discussion of classroom management techniques.

Self-reports of smoking ("Have you smoked in the past week?") and carbon monoxide breath tests were administered 9 and 15 months after the pretest. Results indicated that the seventh graders began smoking significantly less often when they reached eighth grade than eighth graders at a school which did not receive treatment. This study suggests that the use of peers as models and teachers and a curriculum involving role playing and public commitment appear to prevent the beginning of smoking.

A preventative child abuse program developed by Valentine-Dunham and Gipson (1980) was shown to be successful with graduate student trainers teaching high school students how to cope with children's annoying behaviors (Emiliano, Valentine-Dunham, & Gipson, 1981). The authors proposed that since children's negative behaviors can serve as "critical incidents" eliciting parental overreactions--



as occur in child abuse--helping prospective parents cope with those aversive behaviors in advance might help to prevent the occurrence of child abuse in the future.

In this child abuse program, trainers (college students) taught the program to 98 high school students. The trainers led small group discussions and taught the students techniques of how to control their own anger, how to increase desirable behavior, and how to extinguish undesirable behavior. The details are presented later in this paper. The students practiced through role playing the newly learned behaviors.

Pre and posttest measures consisted of the students answering a 10 point Likert Scale questionnaire and observation of their role play performance in a potentially child abusive situation. Results suggested that after training, the potential child eliciting situations generated fewer negative behaviors and there was a decrease for the Likert Scale scores on self-reported anger.

#### Peer Trainers

The use of peer trainers is desirable for adolescents since peers are a large part of their social environment, and provide direct social reinforcement for behaviors that signal adulthood and acceptance (Perry & McAlister, 1981). When children reach puberty they often feel alienated from

their family, but feel that they can communicate with those of their own age. Since all the members of a peer group may perceive themselves as having similar problems, they can understand each other's problems and offer advice that would not normally be appreciated if it were from parents and teachers (Wagner, 1971).

Peer influence is often channeled in directions that are not conducive to school achievements. However, the peer influence model in education has demonstrated that peer groups can be utilized to influence high school achievement positively (Brown, 1965). Research on group procedures and group counseling suggests that the group is an important setting in which students who already demonstrate the desired behaviors can provide leadership for the development of other students (Brown, 1965; Mezzano, 1968; Vriend, 1969).

Leibowitz and Rhoads (1974) developed a peer counseling program for high school students that was designed to train the peer counselors to respond to the counselee no matter what the problem the counselee might introduce. This is contrasted to other peer counseling programs that are specifically problem oriented such as drug or alcohol counseling.

Twelve high school students were trained in two basic counseling skills. Effective listening and responding was

selected because of its function in maintaining a facilitative counseling relationship. The second skill, decision making, was chosen because the peer counselors would potentially be involved in helping to make critical decisions about the well-being of another individual.

The 12 peer counselors were selected by the supervisor of the training program from 50 applicants. Faculty members were asked to recommend students on the basis of maturity, emotional status, dependability, and general effectiveness in relating to peers. The applicants were interviewed and presented a stimulus condition. They were asked to role play the situation with the instruction to "help the student." The information obtained from the interviews, role playing, and the teacher recommendations were used to select 12 students.

The training sessions were conducted in a formally organized sequence, but the group process used the nonchalant, interactive style characteristic of adolescent groups. Teenage vernacular was encouraged. Role playing was the primary mode of learning, although techniques and supervisory practicum activities were scheduled as well. Training was conducted in 9 weekly sessions, 2 1/2 hours each day. The first four sessions were devoted to improvement of listening and responding skills. The next three sessions

focused on the reinforcement of counselor responding skills such as those skills extend into the decision making process. The students discussed and role played how to formulate counseling goals. The use of positive reinforcement was presented as the most important tool to be used in counseling. Counseling was presented as the acquisition of new behaviors. The principle mode of learning during these training sessions was role playing real life situations. The last two training sessions were supervision of peer counseling in small groups. Peer counselors were judged by the supervisor and three graduate students (who reviewed audio tape recorded peer counseling sessions) to be keenly sensitive to the counselees and appropriately responsive to specific concerns of the counselees. Counselor skill in guiding the counselee toward desired goals became apparent for all peer counselors. The authors concluded that adolescents can apply certain counseling techniques that appear to be of assistance to their peers. However, the real value of adolescent peer counseling must be assessed by determining the changes that counselees make outside counseling as a function of the efforts of a peer counselor.

Additional recent studies have shown that high school students are effective counselors and teachers (Hamburg & Varenhost, 1972; Strommen, 1974), but, this

author could find only one study that compared the use of high school peer leaders to adult leaders. This study was designed to compare the effectiveness of peer led cognitive behavioral counseling groups with counselor led cognitive behavioral groups with controls that had no counseling (Murphy, 1977). The emphasis in the groups was on the reduction of self-defeating behaviors by changing irrational thinking. The goal of this program was to channel the student's behavioral repertoire in a more self-activated and positive direction. There were 159 tenth grade males randomly assigned to each of the three types of groups. All were pre and posttested as a group with the Personal Orientation Inventory (POI) and the Rotter Internal-External Locus of Control Scale. Each counseling group had 8 counselees and met twice a week for 1 hour each session for a period of 11 weeks.

There were no statistically significant differences on the Rotter I.E. Scale between the three groups. Murphy hypothesized that this could be attributed to the shortness of treatment period, inappropriateness of instruments used, and developmental flux of maturation of subjects. He recommended that for future research there should be a longer treatment period and a more specific baseline type of dependent measure. The inference was made that the POI

and Rotter I.E. Scales were not sensitive enough to pick up changes in the normal adolescent population in short term group counseling.

#### Purpose of Present Study

The purpose of the present study was to compare the effectiveness of two training methods for pre-parents. These two training methods are, college student trainers and high school student trainers teaching a preventative approach to child abuse. It was proposed that high school students would be better trainers because the trainees would be much more at ease about asking the trainers questions if the trainers were peers. The high school students would be less inhibited about role playing in front of a peer trainer. The trainee might thus be more likely to learn the material more thoroughly from a peer than a college student.

These predictions are based on the anecdotal results of a pilot study conducted in a high school in Hawaii (Emiliano, 1982). Five college student trainers trained 25 seniors and 5 seniors were peer trainers for 25 juniors. Both groups used the Valentine-Dunham and Gipson pre-parenting program which teaches behavior management techniques. The program trained the students in: (a) anger control techniques and ways of generating alternative responses to stress provoking situations; (b) how to

increase desired child behaviors using positive reinforcement, physical reinforcement, and social reinforcement; and (c) how to decrease undesirable child behaviors using extinction techniques. Feedback from the students in the college led groups said that they were too inhibited to ask questions concerning the material for fear of looking "dumb." These students said they would rather write incorrect responses than to ask questions. The peer led groups said that they had no qualms asking their trainers questions regarding the program.

#### Method

##### Subjects and Settings

Participating in the training program were 134 high school seniors, from four classes, from a private high school in Stockton, California. There were 70 students (34 students in one class, 36 in another class) trained by college trainers, 38 students from a third class were trained by their peers, and 26 students from the last class were in the control group. The program was conducted during each class' regularly scheduled social studies period. The training consisted of three 45 minute sessions, and there were 45 minute pretest and posttest sessions.

## Design

There were three groups involved in this study that were randomly assigned to treatment groups. The first group received preventive child abuse training from college students. The second group received this same training from high school students. Both groups used the Valentine-Dunham and Gipson pre-parenting program which uses behavior management techniques. The third group, the control group, received an alternative type of training (Appendix A), involving the prevention of romantic conflicts from college trainers. This training has a format similar to the Valentine-Dunham and Gipson program (Appendix E). Each of the three groups received the same pretest and posttest phases of the testing from the Valentine-Dunham and Gipson program. Participants in all three groups were run in small groups of six students per trainer.

## Dependent Measures

The effects of the training were measured in two ways: (a) a 40 item questionnaire using a 10 point Likert Scale was administered to assess negative self-reported attitudes toward children's aversive behaviors (Appendix B); and (b) direct observations of role play performances of the students were coded using Patterson's Coding System (Reid, 1978).



Role playing of the situations consisted of one student acting as the parent and one student acting as the child. They were asked to act out the situation as if they were actually the parent and the child. They were asked to demonstrate what they would do in that particular situation and how they would handle the aversive behavior of the child. Direct behavioral observations of the students' role playing the parent were made by the trainer.

The pretest consisted of five situations that depict a parent with a child who displays aversive behaviors. These critical incident situations are five potential child abuse provoking situations. The posttest consisted of the same five critical incident situations on the pretest and an additional five new critical incidents added to assess generalization of any of the newly learned behaviors (Appendix E, p. 119).

Each student's frequency of positive and negative behaviors in each role playing situation was coded by direct observation using 20 categories defined by Maerov, Brumelt, Patterson & Reid (1978). Negative behaviors observed were: (a) demand attention, (b) yell, (c) physical negative, (d) disapproval, (e) humiliate, (f) negative command, and (g) aversive commands. Positive behaviors observed were: (a) approval, (b) physical positive,

(c) statement of contingencies, (d) appropriate ignoring, (e) positive commands, and (f) quiet talk. Each of these are operationally defined (Appendix C) and were recorded on a single data sheet designed specifically for these observations (Appendix D). A total negative behavior score and a total positive behavior score for each role play situation was calculated for each participant for each observation session. Role play coding agreement was determined by an independent observer coding at least one role play situation for each group.

#### Selection of College Trainers

College students were recruited from graduate and undergraduate psychology classes at the University of the Pacific in Stockton, California. Students were asked to volunteer their time to assist in a thesis project. Assistance was asked of those students whom the author and her advisor knew to be very congenial and would be able to work with high school students. There were 15 female and 2 male college students selected to be trained as trainers for this project.

#### Selection of Peer Trainers

The high school seniors selected to be peer trainers were chosen by the social studies class teacher, college group trainer, and a high school counselor on the basis of

communication skills, judged attractiveness as students who are popular and respected by their high school peers, and having a level of scholastic achievement high enough to allow their release from some regular course work to participate in the program. These peer group trainers first went through the entire training program themselves. Their progress was evaluated by their completion of the work sheets, their ability to readily verbalize examples of role play situations, and their role playing ability in their own small groups with their college group trainer. They volunteered information without being called upon by their group leader. They were also able to initiate conversations within their group regarding the program whether it be to their trainer or fellow students in their groups. They were able to clearly express their thoughts and ideas. The students were uninhibited about role playing in front of fellow students. They were enthusiastic about role playing any situation and gave a credible performance of acting as if they were actually a parent. The college group trainers gave the team leader a list of names of students in their group whom they thought met these criteria. The teacher and the counselor then determined which students could be excused from classes to participate in the program. Two

students were eliminated from the list as their scheduled college courses conflicted with the class period of the peer led program. The remaining five male students were then excused from their other classes to be peer trainers.

### Training of Trainers

All students (college and high school) participated in the child abuse prevention program as described in the following sections before becoming a trainer. Upon completion of the program the trainers then received the training manual (Appendix E) and two 1 hour sessions of training. The first session consisted of teaching the group leaders how to code the role playing using the definitions and examples of the Patterson Code. The author and a cohort role played from a precoded script (Appendix F) and the trainers practiced until they had 80% or better observer agreement. Observer agreement was computed from the following equation:

$$\frac{\# \text{ of agreements}}{(\# \text{ of agreements}) + (\# \text{ of disagreements})} \times 100.$$

The following session was a review of the material. Each training session was reviewed step by step to insure that there were no questions as to when to present the worksheets or how long each section should take, and that the trainers had a complete understanding of the material so.

that they did not need to refer to the manual for examples and explanations. The future trainers practiced role playing the explanation of the material to each other. Trainers were also given lists of examples for the worksheets (Appendix G).

### Classroom Training Procedures

Pretest Day. The pretest day began as the team leader and trainers entered the class room. After saying "hello" to the teacher, the team leader and trainers turned to the class and introduced themselves, beginning with the team leader. After everyone had introduced himself/herself, the trainers handed out the 40-item questionnaires to the students, and the team leader gave instructions to the students (Appendix E, p. 76). The team leader read five critical incidents involving a parent and a child. The students read along silently with the team leader. Then, in response to each of the five situations, the students were asked to respond on a 10-point Likert Scale to four questions. No rationale of the program was given on this day.

After completing the questionnaires, 5-6 students were randomly assigned to a trainer with whom they stayed throughout the rest of the program. The groups gathered together in different sections of the classroom. The trainers

introduced themselves and asked the students to give their names. Each trainer recorded each student's name on the observational coding sheets. The trainer explained that they would use the situations they had previously read and role play each of them. The trainer chose a situation and then selected one student to act the parent's role and another student to act as the child for each situation. The student acting as the child was instructed to display as many aversive behaviors as possible. The parent was instructed to physically show the group what he/she would do if the child was his/her very own. The student acting as the child was then told to begin the role playing. Each participant then proceeded to role play at least two of the critical incidents that had been previously presented. The trainer recorded the behavior of those role playing the parent using the observation coding sheets.

At the end of all sessions (pre and posttests, training days) trainers thanked the teacher and their group for participating in the program before leaving the class.

Training Day 1. The second, third, and fourth days of the program consisted of training. At the beginning of the first day of training, an explanation of the program was given. The students were told that the program was intended to teach them ways of dealing appropriately with

children (Appendix E, p. 82 ). On the first day of training, the participants were taught how to control their anger and how to generate alternative responses to stress provoking situations (Appendix E, p. 84). The trainers entered the classroom and introduced themselves. The students rejoined the groups they were members of on the previous day. The students were instructed by their trainers in three ways of anger control: (a) counting to 10; (b) leaving the room; and (c) calling a friend (Novaco, 1975; Ten Broeck, 1974). The students were given instructions on how to use these behaviors.

A work sheet was then handed out (Appendix E, p. 89). The worksheet consisted of: (a) five aversive child behaviors in response to which each student was to write what type of anger control he/she would use; (b) a request for a list of the three forms of anger control discussed in the group; and (c) a request for a list of six aversive child behaviors and the form of anger control he/she would use with each. The responses to the work sheet were reviewed within the group. Corrective and positive verbal feedback was given to all students.

Training Day 2. The second training day involved ways to increase a child's desirable behavior. The trainers entered the room and reintroduced themselves to the class.

The students rejoined their groups and were taught three different procedures by their group leader (Appendix E, p. 93). The first procedure dealt with praising a child appropriately. The students were taught to tell the child what they are doing that pleases the parent. To verbally reinforce a child, the students were taught that they must: (a) say the child's name; (b) state what the child did well; and (c) use a verbal praise phrase (e.g. good job). They were then asked to develop a reinforcing phrase for 10 situations (Appendix E, p.100). Discussion occurred between trainers and students and corrective and positive verbal feedback were given to the students regarding their phrases. The students were taught two rules of reinforcement: (a) reinforce children immediately after they have been good, and (b) only reinforce desirable behaviors.

A review quiz (Appendix E, p.103) was given which consisted of the students: (a) listing the three things that should be included when praising a child; (b) the two rules involved in praising a child; and (c) describing three examples of situations where they would praise a child and how they would praise the child. The quiz was reviewed with corrective feedback from the trainer.

The second procedure involved how to increase desirable behavior by giving a child a treat or reward. The third



procedure involved how to give the child positive physical contact. Examples were given for these two procedures. The work sheet to be used with this part of training consisted of 10 new situations for which the students listed a form of positive physical contact and a treat or reward that they would give to reinforce the child (Appendix E, p. 104). Written responses were reviewed. A second review quiz (Appendix E, p. 106) was given dealing with the last two procedures. The students were asked to: (a) list two ways of reinforcing a child besides praise; (b) describe two situations in which a parent would use those types of reinforcing activities; and (c) list five means of providing positive physical contact and five possible types of reinforcing treats or rewards. All answers were reviewed and corrective and positive feedback was given.

Training Day 3. The third training day consisted of teaching the student how to extinguish undesirable behavior. The trainers entered the class and reintroduced themselves. After the students had formed their groups and been given their work sheets (Appendix E, p. 110), the group leaders gave instructions on how to ignore inappropriate behaviors: (a) ignore only inappropriate behaviors; (b) when ignoring, don't look at, talk to, or touch the child; (c) don't give in once ignoring has begun;

and (d) praise the child when he or she is behaving well. The students listed five inappropriate behaviors on another worksheet. The students broke into dyads within their groups and developed a role playing situation in which one or more of their listed behaviors might occur. One student role played the child and the other student practiced ignoring the aversive behavior. Students acting as parents were reminded to end the role play on a positive note by reinforcing the child for anything positive. Corrective and positive feedback was given during and after role playing. A review quiz (Appendix E, p.112) was given which asked the student to list the four rules. They were also asked to give three examples of situations in which they could ignore a child's inappropriate behavior and how they would ignore it. The quiz was reviewed and corrective and positive feedback was given.

Posttest Day. The posttest session began as the trainers entered the room and reintroduced themselves to the class. The team leader had the trainers hand out the 40 item posttest questionnaire (Appendix B) to the students, and the team leader gave instructions to the students. There were 10 situations in the posttest. Five of these situations were from the pretest and five were new situations that had never been presented prior to this day. The team

leader read the 10 critical incidents involving a parent and child. The students read along silently with the team leader. Then, in response to each of the 10 situations the students were asked to respond on a 10 point Likert Scale to four questions.

After completing the questionnaire, the students were asked to join their assigned groups and role play the same 10 situations. There was no prompting by the trainer to use the behaviors learned during the 3 days of training. The trainer explained that they were to use the previously read situations and role play the situations again. The trainer also selected one student to act the parent's role and another student to role play the child's role for each situation. The student acting as the child was instructed to display as many aversive behaviors as possible. The parent was instructed to physically show the group what he/she would do if the child was his/her own. The participants then proceeded to role play at least two of the critical incidents that were presented to them. Each student role played the parent in at least one of the new situations and in at least one of the pretest situations. The trainer recorded the observable behavior.

## Results

A split plot factorial analysis (SPF 3.2, Kirk, 1968) was computed separately for each of the three dependent variables: (a) frequency of negative behaviors exhibited during role play; (b) frequency of positive behaviors exhibited during role play; and (c) Likert Scale Scores. The within group variable was the pre and posttest measures. A crossbreak was computed for the three training groups (college trainers, peer trainers, and control group) by two tests by each measure. This showed mean scores, number of students, summation of scores, and standard deviations for training group.

### Proportionality

A total of 134 students participated in parts of the program. There were 70 students in the college student led group, 38 students in the peer led group, and 26 students in the control group. Due to absenteeism (illness, field trips, and events scheduled during class period) only 93 students participated in the entire program. Of these 93 students, not all of the students had both Likert Scale scores and role play data. Student data were then dropped from the data analysis to achieve proportionality since the design cells contained unequal n's. For the role play analysis, 1 student was dropped from the control group

using a random number table. Data were then analyzed with 48 students in the college student led group, 24 students in the peer led group, and 12 students in the control group for a cumulative total of 84 students.

For the Likert Scale score analysis, 5 students' data were dropped, again using the table of random numbers. There was 1 student dropped from the college group, 3 from the peer led group, and one from the control led group. This left 48 students in the college student led group, 24 students in the peer led group, and 16 students in the control group for a combined total of 88 students whose data were analyzed using the analysis of variance on the Likert Scale scores.

#### Scoring Agreement

Consistency of role play data across observers was assessed by the present author's observational checks of the trainers. This was done by the author observing at least one role play situation scored by each of the 20 observers. Observer agreement was computed using the author's data and the matching situation of the trainer. Observer agreement data yielded a mean of 64% for positive behaviors and a mean of 76% for negative behaviors of the college student led group. For the peer led group the means of observer agreement were 61% and 72% for positive

and negative behaviors, respectively. For the control group, there was a mean of 66% observer agreement for the positive role play behaviors and a mean of 63% observer agreement for negative role play behaviors. Unfortunately, these means did not reach the 80% criterion.

There exists in the literature only one published article which investigated the process of peer supervision that reported levels of interobserver agreement. Seligman (1978) studied the effectiveness of the peer supervision experience in a counseling setting. The criterion used was counselor-trainees' growth in facilitative functioning. Audio tape recordings of initial and terminal sessions were used to obtain a measure of the level of functioning of both supervisors and trainees. Judges of the tapes (qualifications included an advanced degree in counseling and at least 3 years experience as a counselor) were experimentally blind as to which tapes were the recordings of a trainee or a peer supervisor and which were early or late sessions. Ratings were done on a 5-point scale on four dimensions: empathy, respect, genuineness, and concreteness. The interrater-reliability coefficient of .73 was achieved.

This author's interobserver agreement is not as high as should be expected. However, this reflects on the data

but that the increased error variance that this produces in the data is accounted for in the ANOVA process, and therefore that the results of the ANOVA's are still useful.

### Negative Role Play Behavior Results

An examination of the total negative behaviors exhibited during role play revealed that there was a significant difference between the three training groups  $F(1, 84) = 21.5, p < .05$ . The significant difference between the three training groups' overall mean frequency of negative role play behaviors was due to the difference between the college student led group and the other two groups. The student led group scores were substantially worse on pre and posttest combined than the other two groups. There was no significant difference between the peer group and the control group. The frequency of negative behaviors differed significantly  $F(1, 84) = 28.6, p < .05$  between the pre and posttest. Examination of the crossbreak computed for the negative behaviors exhibited during role play showed that the overall pretest and posttest means of negative behaviors were 4.14 and 2.43, respectively (Table 1). The combined scores decreased their negative behaviors by 58.7%. Results for all three groups showed a reduction in negative role play behaviors, but there was

Table 1

## Breakdown of Number of Negative Role Play Behaviors

Group	Number of Students	Pretest Mean Score	Posttest Mean Score	Percentage Decrease
College student led group	48	5.23	3.08	58.9%
Peer led group	24	2.71	1.50	55.4%
Control group	12	2.77	1.62	58.5%
Column total	84	4.14	2.43	58.7%



no significant difference between mean scores of the three groups by pre and posttests (no significant training group by test interactions). The crossbreak between the groups revealed that the college student led group's pre and posttest means represented a 58.9% decrease of negative behaviors. The peer led group's means for pre and posttests yielded a 55.4% decrease. The control group's pre and posttest means showed a 58.5% decrease.

#### Positive Role Play Behavior Results

There were no significant effects found at the  $p < .05$  level for positive role play. An examination of the mean scores of positive behaviors exhibited during role play of pre and posttests cumulatively for all three groups revealed that there was a 45% increase (Table 2). The college student led group increased their positive behaviors between pre and posttests by 28%, the peer led group by 114%, and the control group by 27%. While there appears to be a large percentage increase, it was not a significant increase.

Table 2

## Breakdown of Number of Positive Role Play Behaviors

Group	Number of Students	Pretest Mean Score	Posttest Mean Score	Percentage Increase
College student led group	48	1.56	2.00	28%
Peer led group	24	1.00	2.14	114%
Control group	12	1.69	2.15	27%
Column total	84	1.42	2.06	45%

Likert Scale Score Results

The results of the Likert Scale scores show that the overall means of the three groups differed significantly  $F(1, 88) = 2.1, p < .05$ . A lower score is desired as it represents a less aversive parent response. The mean scores also differed significantly between pre and posttests  $F(1, 88) = 2.2, p < .05$ . The cumulative pre and posttest mean scores of the Likert Scale scores of all three groups decreased by 5% (Table 3). There was no significant group by test interaction. The college student led group decreased their mean scores by 5%, the peer led group decreased their mean scores by 2%, and the control group decreased their mean scores by 11%.

Table 3  
Breakdown of Summation of Scores of  
the Same Likert Scale Situations

Group	Number of Students	Pretest Mean Score	Posttest Mean Score	Percentage Increase
College student led group	48	115.54	109.90	5%
Peer	24	118.70	116.43	2%
Control	16	107.24	96.29	10%
-----				
Column total	88	114.76	108.98	5%
-----				

### Discussion

#### Subjects

The improvement of the control group without training may be due to the composition of students in each class. From casual conversation between teacher and the author, and the author and students, it was discovered that almost all of the students in the control class were college bound while the college student led group had the least number of college bound students compared to the control and peer led groups. Thus, the college student led group might have taken the program less seriously than the control group which takes learning very seriously. This also was reflected by the attitudes of the students. In general, the college trainers reported that their trainees showed a lack

of interest, concern, or zeal toward the program. These students were indifferent to all phases of the program. However, the control groups were extremely cooperative with their trainers even if there was no continuity of their program with the pre and posttest.

This observation was confirmed by the teacher who stated that the control group as a class receives very good grades (mostly A's and B's), while the college student led class receives basically C's.

All students in the program were required to participate since the teacher made the program part of their learning curriculum. Thus, students who were nonenthusiastic toward the program may have responded contrary to the way they actually would have felt for the questionnaire and role play. During the posttest, there were several college student led trainees who were observed by the college trainers to mark their questionnaires without reading the questions. Their data was not included in the analysis and there might have been more that was undetected. This could explain why the students in the control group decreased their Likert scale scores more than the college led group.

### Selection of Peer Group Leaders

Selection of high school students to be trained as peer leaders was limited by the teacher to one of the two classes that were trained by the college students. The students selected met all of the criteria set by the present author. However, if selection of trainers had been extended to include the second class, the author might have found exceptional students who may have been more effective than the selected trainers. The author observed that there were two trainers who were not able to control their groups when their trainees went off task. The other three peer trainers were more assertive in handling their groups.

### Diffusion of Treatment

Students in the control group may have learned from friends in the college led group what they were learning and perhaps discussed the parenting skills taught them. This author overheard several conversations between students where control group students asked students in the college student led group what the "UOP students made them do."

### Deficits in Program

One explanation of the lack of significant increase of positive role play scores could be the lack of positive parenting skill taught to the students. They were only taught how to appropriately ignore an aversive behavior

and how to reward a positive child behavior. During role play, if the students acting as the parent ignored the aversive child behavior (which was counted as one positive behavior), then the students would stop role playing or wait until the child stopped behaving aversively and then verbally reinforced the good behavior (counted as another positive behavior). If the students were taught more positive parenting skills there might have been a greater increase of positive behaviors.

#### Poor Scoring Agreement

There was poor interobserver scoring agreement for all three groups. Trainers recording the role play reported that there was little time to decide whether the observed behavior was a positive or negative behavior. Trainers (6 college students) who had previous experience recording data performed better (78% mean observer agreement for positive behaviors and 80% mean observer agreement for negative behaviors) than trainers (9 college students) who did not have previous experience recording data (40% mean observer agreement for positive behavior and 68% mean observer agreement for negative behavior). Better agreement might have been obtained if role play performance had been videotaped and observations taken from the tapes. Further, the development of a videotape depicting high

school students role playing would have enabled the trainers to practice recording data.

#### Control Group Training

The control group may have decreased their negative role play behaviors as the alternative mental health preventative program which they received, Romantic Conflict Training (Appendix A), also taught a section on how to control anger in an aversive situation. Thus, these students may have generalized the anger control lesson on aversive romantic conflict situations to those conflicts that occur between a parent and a child.

#### Problem of Logistics

The program was conducted close to the end of the school year. The prevalent atmosphere of the students was of "killing time" before graduation, and this may have resulted in their not taking the program seriously.

"Senioritis" also might have caused students not to respond to the questionnaire or role play in the manner which they would have if they had been intent and concentrating on learning the material.

Attitudes of the students might have been different if grades were given for the review quizzes. Students might then have paid more attention to the program and the results might have differed from those found.

### Conclusions

The tested prediction was that the control group would not improve their pre-posttests, while the other two groups would, with the peer led group improving the most. The analysis of variance results showed that there were no significant interaction effects in any analysis, that peer trainers were no more effective than college students, and that the program was no more effective than a control program that contained general anger control related skill training. This program should not be discontinued because of these data, as it could have been the attitudes of the students and the unreliable data that severely affected the outcome of the program. More work could be done on selection of peer trainers such as selecting students who are known to be respected for their leadership qualities (e.g., student government officers or class officers), and on teaching these students to be peer trainers.

This was a 3-day program. It is doubtful that such a single short course can make a significant change in the lives of many young adults. However, if this program were to be incorporated in a course that educated young adults about basic life conditions that could make them optimal parents, then this program might help these students prepare for parenthood by learning behavioral parenting skills before they become parents.



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Appendices

- A. Romantic Conflict Training
- B. Questionnaire
- C. Observation Code Definitions
- D. Data Collection Sheet
- E. Training Manual
- F. Precoded Script
- G. Examples for Exercises

## Appendix A

## Romantic Conflict Training

Day 1: Identification of Anger

The first day deals with teaching people how to deal with anger. The trainer discusses with the group how to identify anger as it is a difficult emotion to have and handle. The group learns how to identify anger by physiological cues. This is defined as what occurs to one's body when one becomes angry. The symptoms could include: (a) increased heart rate, (b) increased blood pressure, (c) sweaty palms, (d) tightness in neck, chest, face and muscles, (e) rapid or shallow breathing, (f) piloerection, and (g) pacing.

The group is also taught how to identify anger by the type of cognitive thoughts and feelings one has when one is angry. These could include: (a) revenge, (b) "I want to hurt someone," (c) "I feel upset," and (d) "Why did they do this to me?" The group is taught to recognize the type of statements that reflect anger.

It is important to identify anger through cognitive and physical cues because anger is thought to be an easy emotion to identify, but many people have trouble at the identification stage as they don't know what they are feeling and are in a state of confusion. If one attempts to



analyze what one feels physically and emotionally, one is better able to identify that emotion. Once this is done, it is easier to figure out what type of coping strategy one could use.

Another point stressed is that anger is not a bad emotion to feel as it is a normal response to an anger-provoking situation, but it can be dealt with in an appropriate manner.

### Day 2: Communication Skills

One way to express anger is by using "I" statements instead of "you" or blaming statements. This day is to teach one how to express anger in an open and honest manner. It teaches one how to take the responsibility upon oneself rather than to blame the other person. When one makes "you" statements it alienates the other person and stops communication. Communication is the main purpose of this day. One wants to communicate one's feeling and resolve the angry situation. Instead of saying, "You make me mad," the individual could say, "I feel very upset when you talk to me in that manner." People practice making "I" statements with a partner.

Day 3: Relaxation

On this day the group is taught how to relax in a tense situation because when people are angry they cannot effectively deal with the situation. The group is taught deep muscle relaxation techniques.

## Appendix B

## Questionnaire

SITUATION ONE: Nine-year-old Jason came to the dinner table with unwashed hands. Father asked him to go to the bathroom and clean himself up before returning to the table. Jason sneered at his Father, "So who cares if my hands are dirty. You don't have to look at them," and he proceeded to sit down. Father yelled, "Get up right now and wash your hands." Jason yelled back, "Make me."

1. How angry did Jason make you?

1	2	3	4	5	6	7	8	9	10
not angry at all			relatively angry				very angry		
(calm)			(upset)				(furious)		

2. If you were Jason's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing-ignored him				yelled at him			spanked him		

3. I would \_\_\_\_\_ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love			put up with				hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

SITUATION TWO: Sally, seven, wanted to help her mother carry a box of newly purchased drinking glasses into the house. "No, Sally, I'll do it, you might drop them." "Please, Mother, I'll be careful." "Well, all right," said mother. "But for heavens sake, don't drop them." Mother picked up several packages and followed her daughter up the stairs. Sally slipped on the stairs, lost her balance, and fell with the box. She burst into tears. Mother put the packages down in despair. Opening the box she found all of the glasses except two broken. Furious, mother started to scream, "I told you you couldn't carry the glasses without breaking them. What makes you think we have the money to buy glasses for you to break? What makes you always want to do things that you can't do?" Sally screamed at her, "Oh, leave me alone! Leave me alone!"

1. How angry did Sally make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Sally's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the glasses			yelled at her				spanked her		

3. I would \_\_\_\_\_ my child if she/he broke something of mine.

1	2	3	4	5	6	7	8	9	10
still love			put up with				hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

---

1      2      3      4      5      6      7      8      9      10

ignore

yell at

spank

SITUATION THREE: A sudden gust of wind had blown a curtain in the living room and knocked over a large vase of flowers. Mother was hurriedly mopping up the water so that it wouldn't stain the carpet. "Brenda, please turn off the oven for me, will you?" mother called. "I don't know how, mother," the girl said. "You've seen me do it hundreds of times. Just do like I do." Brenda went into the kitchen. A few seconds later mother heard a crash followed by a cry. She rushed into the kitchen. The roast, potatoes, carrots, juice and pan lay on the floor and Brenda was crying because she had burned herself.

1. How angry did Brenda make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Brenda's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the mess				yelled at her			spanked her		

3. I would \_\_\_\_\_ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love			tolerate				hate		

4. I would \_\_\_\_\_ my child if she/he wouldn't listen to directions.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		



SITUATION FIVE: Baby Joshua, nine months old, is now learning how to touch everything in sight. Mother had told him "no" several times already this afternoon. All of a sudden mother hears a loud crash. Running into the living room, she finds one of her best pieces of china laying in pieces on the floor beside Joshua.

1. How angry did Joshua make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Joshua's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped him pick up the pieces				yelled at him			spanked him		

3. I would \_\_\_\_\_ my child if she/he wouldn't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he broke something I really liked.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		



SITUATION SIX: As father drove, Tammy and Tye, five-year-old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against father's head and shoulders. "This is it," he screamed, as he stopped the car at the curb and kicked open his door.

1. How angry did Tammy and Tye make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Tammy and Tye's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing-ignored them			yelled at them				spanked them		

3. I would \_\_\_\_\_ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love			tolerate				hate		

4. I would \_\_\_\_\_ my child when she/he makes too much noise after I have asked him/her to be quiet.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

SITUATION SEVEN: Three-year-old Annie spilled her cereal on the table. "Clean it up, Annie," mother said. Annie pouted and did not move. "You made the mess, now you clean it up," yelled mother. Annie stuck her tongue out at her mother and screamed, "No, I'm not gonna."

1. How angry did Annie make you?

1      2      3      4      5      6      7      8      9      10

not angry at all                      relatively angry                      very angry  
(calm)                                      (upset)                                      (furious)

2. If you were Annie's parents, what would you have done?

1      2      3      4      5      6      7      8      9      10

helped her clean                      yelled at her                      spanked her  
up her mess

3. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1      2      3      4      5      6      7      8      9      10

ignore                                      yell at                                      spank

4. I would \_\_\_\_\_ my child if she/he messed up the house.

1      2      3      4      5      6      7      8      9      10

still love                                      put up with                                      hate

SITUATION EIGHT: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "no" as they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

1. How angry did Sheri make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Sheri's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
keep walking and ignore her				yell at her			spank her		

3. I would \_\_\_\_\_ my child if she/he had a temper tantrum.

1	2	3	4	5	6	7	8	9	10
still love				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he wouldn't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

SITUATION NINE: "Stand right by me, Jonnie," mother told her one-and-a-half-year-old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here," yelled mother. Jonnie ran towards the door. "Jonnie come back here right now," mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the door as soon as it opened.

1. How angry did Jonnie make you?

1      2      3      4      5      6      7      8      9      10

not angry at all                      yell at him after      spank him after  
(calm)                                  catching up                      catching him

2. If you were Jonnie's parent, what would you have done?

1      2      3      4      5      6      7      8      9      10

ignore him after                      yell at him after      spank him after  
catching him                                  catching him                      catching him

3. I would \_\_\_\_\_ my child when she/he doesn't obey me.

1      2      3      4      5      6      7      8      9      10

still love                                  tolerate                                  hate

4. I would \_\_\_\_\_ my child for embarrassing me in front of strangers.

1      2      3      4      5      6      7      8      9      10

ignore    yell at    spank

SITUATION TEN: "Daddy, I want a candy bar." Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No," father said, "we have plenty of candy at home." "But I want some candy now," Jody whined loudly as he stamped his foot. "No, I said," yelled the father. "I want some candy now," screamed Jody as he kicked his father in the leg and grabbed the candy bar.

1. How angry did Jody make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Jody's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
take the candy away and ignore him				yell at him			spank him		

3. I would \_\_\_\_\_ being around my child if she/he was whining.

1	2	3	4	5	6	7	8	9	10
still like				put up with			hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

## Appendix C

## Observation Code Definitions

- Demand Attention: The parent engages in behavior which requires that the child pay immediate attention to them. Verbal requests that come at a high rate.
- Yell: The parent shouts, yells, or talks loudly directly at the child.
- Physical Negative: The parent physically attacks or attempts to harm the child.
- Disapproval: The parent gives verbal or gestural disapproval of the child's behavior.
- Humiliate: The parent makes fun of, or shames/embarrasses the child intentionally.
- Negative Command: The parent tells the child to stop doing something in a negative manner.
- Aversive Commands: The parent explicitly threatens aversive consequences if the child does not comply immediately.
- Physical Positive: The parent touches the child in a friendly or affectionate manner.
- Approval: The parents show verbal or gestural approval to the child.

Statement of  
Contingencies:

The parent states explicitly what they expect of the child and the conditions that surround the incident.

Appropriate  
Ignoring:

The parent ignores inappropriate behaviors.

Positive Commands:

The parental requests which are direct and reasonable.

Quiet Talk:

The parent doesn't yell when angry. They either end the discussion before yelling occurs or control their tone of voice so that the child must listen closely to hear what is being said.

Appendix D  
Data Collection Sheet

Date \_\_\_\_\_ Student \_\_\_\_\_  
Observer \_\_\_\_\_ Observer \_\_\_\_\_  
Leader \_\_\_\_\_ Role Play Situation \_\_\_\_\_  
\_\_\_\_\_ % Agreement \_\_\_\_\_



Appendix E  
Training Manual

Pretraining Session

The session begins as the team leaders enter the classroom. After saying "hello" to the teacher, the group members should turn to the class and introduce themselves, beginning with the leader. After everyone has introduced him/herself, the leader will give the following introduction to the class:

Each of you will be receiving a handout. On the handout we've listed several situations that involve children. Your task is to read each situation silently as the group leader reads it aloud. After reading each situation you are to answer the questions at the bottom of that page. Be sure to answer the questions as if you actually were in that situation. Pretend that you are the mother or father of the child and answer the question as if you were actually going to handle the situation. Are there any questions?  
(briefly answer questions regarding only what has been discussed to this point)

The team leaders should now hand out the programs to each student. After everyone has read the program, the group leader will begin the baseline session by saying the following:

Read each situation silently as I read them aloud.

Try and imagine yourself in that particular situation.

After I've read the situation, answer the questions at the bottom of the page. Answer them as honestly as you can.

To the group leader: Now begin reading the situations.

Try and read each situation with "feeling" and realism. Pay special attention to your tone of voice. Speak expressively. Do not speak in a monotone.

Situation One: As father drove, Tammy and Tye, five-year-old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against father's head and shoulders. "This is it," he screamed, as he stopped the car at the curb and kicked open his door.

Have the students answer the questions at the bottom of the page in their handout.

Situation Two: Three-year-old Annie spilled her cereal on the table. "Clean it up, Annie," mother said. Annie pouted and did not move. "You made the

mess, now you clean it up," yelled mother. Annie stuck her tongue out at her mother and screamed, "No, I'm not gonna."

Have the students answer the questions at the bottom of the page in their handout.

Situation Three: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "No," they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

Have the students answer the questions at the bottom of the page in their handout.

Situation Four: "Stand right by me, Jonnie," mother told her one-and-a-half-year-old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here," mother said. Jonnie ran towards the door. "Jonnie, come back here right now," mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

Have the students answer the questions at the bottom of the page in their handout.

Situation Five: "Daddy, I want a candy bar," Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No," father said, "we have plenty of candy at home." "But I want some candy now," Jody whined loudly as he stamped his feet. "No, I said," yelled the father. "I want some candy now," screamed Jody as he kicked his father in the leg and grabbed the candy bar.

Have the students answer the questions at the bottom of the page in their handout.

After the students have completely filled out the questionnaires, have them get into groups of 4 students. (Groups of 3 - 5 are acceptable if there is an unequal number of students.) The group leader will assign a team leader and observer to each group. The team leaders will go to their respective groups and ask each student their name. The observer will record each student's name on the observational coding sheets. The team leader will explain that they will now be taking the previous situations and role playing them. The team leader will emphasize the desirability to role play exactly what they would do in that particular situation if they were the child's parent. Explain that one student will play the role of the child:

prompt this actor to try and accurately portray the child's behavior. If the child is whining, then the actor should really whine. Have the other student play the role of the parent. (Remember not to reinforce behaviors that are exhibited in role playing.) The team leader will read each situation and the students in pairs of two or three, depending on the situation, will quickly act out what they would do. No pre-preparation is given. The role play should last about 1 minute each, and each student will role play the part of the parent twice. The observer will code the students' behaviors when they are acting out the role of the parent, using the Patterson coding forms that have been provided. When everyone is finished, thank the students for their participation and the teacher for letting you come into his/her classroom.

## BEHAVIOR CODING SYSTEM:

## PARENTAL NEGATIVE AND POSITIVE BEHAVIORS

Negative behaviors will be coded using the following symbol (-) and will be scored when the parent engages in any of the following behaviors:

- DEMAND ATTENTION: The parent engages in behavior which requires that the child pay immediate attention to them. Verbal requests that come at a high rate.
- YELL: The parent shouts, yells or talks loudly directly at the child.
- PHYSICAL NEGATIVE: The parent physically attacks or attempts to harm the child.
- DISAPPROVAL: The parent gives verbal or gestural disapproval of the child's behavior.
- HUMILIATE: The parent makes fun of, or shames/embarrasses the child intentionally.
- NEGATIVE COMMAND: The parent tells the child to stop doing something in a negative manner.
- AVERSIVE COMMANDS: The parent explicitly threatens aversive consequences if the child does not comply immediately.

Positive behaviors will be coded using the following symbol (+) and will be scored when the parent engages in any of the following behaviors:

- PHYSICAL POSITIVE: The parent touches the child in a friendly or affectionate manner.
- APPROVAL: The parents show verbal or gestural approval to the child.
- STATEMENT OF CONTINGENCIES: The parent states explicitly what they expect of the child and the conditions that surround the incident.
- APPROPRIATE IGNORING: The parent ignores inappropriate behaviors.
- POSITIVE COMMANDS: The parental requests which are direct and reasonable.
- QUIET TALK: The parent doesn't yell when angry. They either end the discussion before yelling occurs or control their tone of voice so that the child must listen closely to hear what is being said.

OBSERVATIONAL CODING SHEET

DATE \_\_\_\_\_

STUDENT \_\_\_\_\_

OBSERVER \_\_\_\_\_

OBSERVER \_\_\_\_\_

LEADER \_\_\_\_\_

ROLE PLAY SITUATION \_\_\_\_\_

\_\_\_\_\_

AGREEMENT \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Group Leader \_\_\_\_\_

Read each situation silently as the group leader reads it aloud. When the group leader has finished reading the situation, answer the questions at the bottom of the page. Try and answer the questions as if you were actually in this situation. Circle the number that best describes your answer to the listed situations.

SITUATION ONE: As father drove, Tammy and Tye, five-year-old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against father's head and shoulders. "This is it," he screamed, as he stopped the car at the curb and kicked open his door.

1. How angry did Tammy and Tye make you?

1      2      3      4      5      6      7      8      9      10

not angry at all                      relatively upset                      very angry  
(calm)                                      (upset)                                      (furious)

2. If you were Tammy and Tye's parents, what would you have done?

1      2      3      4      5      6      7      8      9      10

nothing-ignored                      yelled at them                      spanked them  
them

3. I would \_\_\_\_\_ my child if she/he didn't obey me.

1      2      3      4      5      6      7      8      9      10

still love                                      tolerate                                      hate

4. I would \_\_\_\_\_ my child when they make too much noise after I have asked him/her to be quiet.

1      2      3      4      5      6      7      8      9      10

ignore                                      yell at                                      spank

SITUATION TWO: Three-year-old Annie spilled her cereal on the table. "Clean it up, Annie," mother said. Annie pouted and did not move. "You made the mess, now you clean it up," yelled mother. Annie stuck her tongue out at her mother and screamed, "No, I'm not gonna."

1. How angry did Annie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Annie's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the mess			yelled at her				spanked her		

3. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

4. I would \_\_\_\_\_ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love			put up with				hate		

SITUATION THREE: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "No," they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

1. How angry did Sheri make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively upset (upset)				very angry (furious)		

2. If you were Sheri's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
keep walking and ignore her				yell at her			spank her		

3. I would \_\_\_\_\_ my child if she/he had a temper tantrum.

1	2	3	4	5	6	7	8	9	10
still love				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

SITUATION FOUR: "Stand right by me, Jonnie," mother told her one-and-a-half-year-old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here," yelled mother. Jonnie ran towards the door. "Jonnie, come back here right now," mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

1. How angry did Jonnie make you?

1      2      3      4      5      6      7      8      9      10

not angry at all  
(calm)

relatively angry  
(upset)

very angry  
(furious)

2. If you were Jonnie's parents, what would you have done?

1      2      3      4      5      6      7      8      9      10

ignore him after  
catching him

yell at him after  
catching him

spank him after  
catching him

3. I would \_\_\_\_\_ my child when she/he doesn't obey me.

1      2      3      4      5      6      7      8      9      10

still love

tolerate

hate

4. I would \_\_\_\_\_ my child for embarrassing me in front of strangers.

1      2      3      4      5      6      7      8      9      10

ignore

yell at

spank

SITUATION FIVE: "Daddy, I want a candy bar," Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No," father said, "we have plenty of candy at home." "But I want some candy now," Jody whined loudly as he stamped his feet. "No, I said," yelled the father. "I want some candy now," screamed Jody, as he kicked his father in the leg and grabbed the candy bar.

1. How angry did Jody make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Jody's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
take the candy away and ignore him				yell at him			spank him		

3. I would \_\_\_\_\_ being around my child if she/he was whining.

1	2	3	4	5	6	7	8	9	10
still like			put up with				hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

TRAINING: DAY 1

The session begins as the team leaders enter the classroom. After saying "hello" to the teacher, the group members should turn to the class and introduce themselves, beginning with the group leader. After everyone has introduced him/herself, the introduction program begins.

The group leader will present the following:

"We're from the University of the Pacific, and we're here to talk with you about parents, children and family relationships. We'll be here with you during this class period for three days. After that you will all be going to a day care center to work individually with young children. Our purpose is to help you learn ways of dealing appropriately with children so that in the event you ever have children you will know what to do. Oftentimes situations like those presented to you yesterday can cause parents to abuse their children. This happens because the parents have never been taught any way of dealing with their children besides spanking and other punishments like screaming, yelling, and hitting. Our purpose is to train people, before they become parents, in techniques that have proven to be successful in dealing with children, and thus reduce the number of parents that abuse and neglect their

children. By providing you with alternative methods of dealing with the obnoxious behaviors of children, we hope that every one of you will become a happier and more effective parent, if you ever become one.

To help you to become effective parents, we will be dealing with such techniques as reinforcement, extinction, and designing alternative behaviors. In the next few days you will be learning and role playing your way to becoming an effective future parent.

Are there any questions? (answer questions briefly)

We will now hand out the training manual.

The team leaders will hand out the training manual and ask that the students get into the same groups that they were in yesterday. Each team leader will lead the same group throughout the program. Make sure all students have a pen or pencil to write with. Organize the small groups so that everyone is sitting in a circle, facing each other. The groups should be far enough apart so as not to distract each other. The team leaders, after getting the group organized, will introduce themselves on a first name basis and ask that everyone in the group introduce themselves. Each team leader will now begin the training program.



The team leader will present the following lecture to the students:

"The session today is going to teach you how to control anger. When people learn how to control their anger, they are able to look at the situation that is facing them more clearly and make a decision about what needs to be done without getting upset or resorting to physical means of dealing with the problem. This is also true for parents; before they yell at, or hit a child, parents need to examine the situation and decide what is the best method of dealing with the problem before they do anything.

One method of controlling anger involves a very simple procedure known as counting to ten. And, as the name suggests, when you become angry, before you do anything else, you count to ten as slowly as possible and as many times as is necessary until you have calmed down enough to handle the situation rationally. (direct this question to the group)  
How many of you have ever counted to ten when you were angry? (reinforce those who have and prompt those who haven't to try it)

Another method of anger control involves simply removing yourself from the situation, like taking a walk, or going into another room, to avoid doing something, such as hitting a child, while you're still angry. So, if your child was whining and crying and you've had just about enough, and the child won't stop, you could remove yourself from that situation by going outside for a few minutes until you are ready to handle the situation.

Another simple form of anger control involves the telephone. When you become so angry that you feel out of control, another alternative is to pick up the telephone and call a friend, neighbor or spouse. This is to give you someone to talk to until you have calmed down enough to handle the situation rationally and avoid harming your child.

The reason for using these methods--counting to ten, removing yourself from the situation and calling a friend--is to give you enough time to gain the necessary control over yourself before you interact with the child in a way that could be abusive or damaging to the child.

All right. On the page labeled alternative methods, I would like everyone to list the three forms of anger control that we've just discussed, and, if you can, make up an anger control technique that you could use as a parent. (give the students two - three minutes to finish).

Briefly glance over their papers to make sure everyone answered the question and have everyone who made up their own answer to present it to the class. Reinforce all novel ideas.

Now that you all have the different types of anger control listed, your next job is to read the listed situations and write next to them the form of anger control that you would use in that situation. For example, Number 1 says: The child has been crying continually for an hour, for no apparent reason. I might use the "removal from the situation" anger control technique in this case. Are there any questions? Okay. Everyone write down their answers in the blank spaces that are provided. (allow about five minutes)

Have each student briefly present their answers to two of the situations and an explanation of their reasons for

choosing this method and how they would carry it out.

(reinforce all appropriate answers)

The next step in anger control is the ability to recognize child behaviors that could possibly make you, as a parent, very angry. These behaviors are labeled "critical incident behaviors." An example of the critical incident behavior could be whining, fighting or lack of compliance. Now your task is to list six critical incident behaviors, behaviors which could make you very upset, possibly upset enough to abuse your child, on the alternative methods sheet. Let me know when you have listed six different behaviors. (Wait a few minutes.) Now, will everyone please share their critical incident behaviors with us.

Have the students read their list out loud to the group.

Prompt the students to take notes. (After everyone is finished, begin the next part.)

Now with the six behaviors you have listed, I want you to think of a form of anger control that you could use in each particular situation and write it next to the behavior on the same sheet.

Wait a few minutes and have everyone share their anger control techniques with the rest of the group. Have each

student explain one technique in detail, stating why and how the technique should be used. After this is done, have the students turn the page and see the list of critical incident behaviors that are presented. Ask for comment on them, and what the students would do in terms of anger control techniques. Make it just a general discussion. End session.

ALTERNATIVE METHODS EXERCISE

List the three forms of anger control discussed in the group.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List a form of anger control that you use or could use as a parent.

1. \_\_\_\_\_

Read each of the listed situations and write down the form of anger control that you would use in that situation.

1. The child has been crying continually for an hour for no apparent reason.
  - a) \_\_\_\_\_
2. Tommy is whining for more milk and cookies.
  - b) \_\_\_\_\_
3. Suzie yelled at you for going into her room.
  - c) \_\_\_\_\_
4. Baby Toni is laying on the floor having a temper tantrum.
  - d) \_\_\_\_\_
5. You can't find a baby sitter and you want to go out, the baby starts to cry.
  - e) \_\_\_\_\_

List behaviors that children do that could make a parent very angry. Next to the behavior, list the form of anger control that the parent could use.

Behavior \_\_\_\_\_

Behavior \_\_\_\_\_

Behavior \_\_\_\_\_

Behavior \_\_\_\_\_

Behavior \_\_\_\_\_

Behavior \_\_\_\_\_

CRITICAL INCIDENT BEHAVIORS LIST

Whining

Crying continually for "no apparent reason"

Tantrumming

Yelling or screaming at parent

"Bad" manners

Pouting

Lying

Selfishness

Ignoring the parent

Swearing

Demanding

Fighting with friends of siblings

Striking parent

Throwing objects

Bedtime behaviors

Arguing with parent

Nagging parent

Bossiness

Complaining

Sloppiness

Smoking

Using drugs

Stealing



Lack of compliance

Truancy

Being sick

Restricting parents' freedom

Interfering with parents' private time or time they want to  
spend with each other or company

Not being able to find a babysitter

TRAINING: DAY 2

The session begins as the leaders enter the room. After saying "hello" to the teacher, the group members should turn to the class and reintroduce themselves, beginning with the leader. After everyone has introduced themselves, the training session will begin. The leader will ask the students to get into the same groups that they were in yesterday. Each group will have the same group leaders as yesterday also. After the students get into their groups, the group leader will go to their groups and hand out the training program for that day. After everyone has their training program, the group leader will begin the following presentation:

"The first thing we will be doing today is learning how to praise or reinforce a child appropriately. This means that when the child is behaving, being "good", or doing something that you like, you will tell them. When praising a child you should do all of the following things: First, say the child's name; second, describe what the child did that was "good," successful, or that you liked; and third, add some intensifier such as "great," "good," or "fantastic." An example of appropriately praising a child for cleaning up after play period would be:

"Mark, you really did a great job cleaning up the play area, and you did it all by yourself." Now everyone turn to the page labeled REINFORCEMENT in the handout. As you've noticed, the three components that are necessary for appropriately praising and reinforcing a child have been included.

What I'd like each of you to do is, using one of the listed situations, develop the \_\_\_\_\_ praise that you would use in that particular situation. For example, No. 9 says, "Chris offers to help with the dishes." The reinforcing statement I would use might be: "Chris, I really like it when you offer to help me with the dishes. You are such a good boy." Now will each of you develop the appropriate praise for the listed situations. Are there any questions? Answer questions briefly. The students are to write their answers in the space provided on the handout. After all the students in your group have finished, continue with the following:

"Now, I want everyone, as we go around the room, to turn to the person next to you and pretend that they are the child to whom you are speaking. For example (to the person next to you): \_\_\_\_\_

(name) I really like it when you offer to help with the dishes.

Have them continue around the circle until everyone has role played twice. Make sure the students are using the statements that they wrote down.

All right, that was very good. Next, I want you to make up five reinforcing phrases that you could use as a parent. Be sure to include all age levels, including infants. List your phrases on the handout. When the students have finished, have them share their ideas with the others. Now will everyone read their phrases out loud to the rest of us.

Now you can turn to the next page labeled EXPRESSIONS AND WORDS OF PRAISE. This is simply a list to keep handy in case you ever run out of reinforcing phrases. You should add your five ideas to this list.

There are some rules involved in reinforcing or praising children for behaving appropriately or completing a task. Rule number one is that you must reinforce the child immediately after they have been "good," successful, or done something that you like. You must try to catch the child being good. The reason for praising immediately after the behavior is to increase the chance that the child will behave

appropriately in the same situation next time. Rule number two, only praise or reinforce behaviors that you want the child to keep doing or do more often.

The reasons for only praising behaviors that you want the child to keep doing relates to Rule number 1.

Reinforcement increases the change that the child will behave appropriately in the same situation next time.

An example of this is: Mother praises Chris immediately after he offers to help with the dishes. The next night Chris offers to help with the dishes again. Thus, mother praised him immediately and she also praised a behavior that she wanted to increase or that she wanted Chris to keep doing. Does everyone understand this point?

All right, let's look back at our list of situations that you developed reinforcing phrases for, and I want everyone to go around the circle and tell us if the behavior in your example is being reinforced immediately, and which behavior will be increased of the behavior that the child will keep doing.

Each student should do this twice, or until they understand the principles. Role play two of the listed situations per student. See directions in section three. Now, will

everyone turn to the page in the handout labeled REVIEW QUIZ 1. You will have about five to seven minutes to finish this quiz, but don't worry because you will not be graded on this. I just want to see if you understand the material that was just presented. (After everyone has finished the quiz, review the correct answers with them.)

So far we've talked about praising a child for being "good" and successfully completing a task, but you can also reinforce in different ways, that is by giving the child treats or rewards for behaving, and by positive physical contact. An example of reinforcing a child with a treat or reward might be to give the child a piece of candy or other food that they like for doing something that you like or want them to continue doing more often. You might also allow them extra time outside or an hour longer before bedtime for behaving appropriately.

What I want you to do is go back to the ten examples in the first part of the handout in which you developed reinforcing phrases for each situation. This time I want you to list one form of treat or reward that you could use in that situation. For example, when Chris offered to help with the dishes, I would let him stay

up an extra half hour before going to bed. Any questions? (answer briefly) All right, read each situation and list your answers on the handout labeled TREATS AND REWARDS. (when the students finish) Now, will everyone please read off their answers.

Now, there is a second way of reinforcing a child, that is by positive physical contact. Here, you would reinforce a child for behaving or doing something that you like by positive physical contact such as touching, a kiss, hugging. An example of this could be when Chris helped with the dishes his mother gave him a hug. Your job is to go back to the ten examples we just worked with and list one form of positive physical contact that you could use in that situation. Are there any questions? (answer briefly) Okay, now will everyone going around the circle read off four of the forms of positive physical contact that they have listed on the handout. (reinforce all appropriate answers) Now, turn to the page labeled REVIEW QUIZ 11 and answer all of the questions that are listed. Remember, don't worry about the quiz. It is simply to help me know if you understand that material that was just presented."

Allow about five to seven minutes. Go over all answers immediately and reinforce all appropriate answers. Ask for general questions regarding the material that was presented in this session, answer briefly. End session.



REINFORCEMENT EXERCISE

Reinforcement: When the child is behaving, being "good" or doing something that you like, you will tell them.

When reinforcing a child, you should do all of the following:

- a) Say the child's name.
- b) Describe what the child did that was "good," successful or what you liked.
- c) Use intensifiers such as "great," "good," "fantastic."

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 Develop the appropriate praise or reinforcement that you use in the following situations:

1. Mother and Jason are in the kitchen. Jason finished his homework and tells his mother that he is finished.

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2. Father and Suzi are washing the car. Suzi begins to wash the tires all by herself.

---

3. Tiffany is supposed to feed the animals after school. Usually mother has to remind Tiffany of her job. Today Tiffany fed the animals without being reminded.

---

4. Baby John is playing quietly in his playpen.

---

5. Two-month-old Sarah is sitting quietly in her infant seat.

---

6. Jeramie puts on his pants for the first time by himself.

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7. Tom spills some milk on the floor, but without being told, he cleans it up.

---

8. Elizabeth is learning how to walk. She stands up and takes a step forward.

---

9. Chris offers to help with the dishes.

---

10. Zackery is usually a fussy eater, but tonight he is eating his vegetables.

---

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List five reinforcing phrases that you could use as a parent.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- 

#### RULES OF REINFORCEMENT:

Rule 1: You must reinforce the child immediately after they have been "good," successful, or done something that you like. TRY TO CATCH THE CHILD BEING "GOOD."

Rule 2: Only reinforce behaviors that you want the child to keep doing or do more often.

ROLE PLAY: Role play two of the listed situations.

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EXPRESSIONS AND WORDS OF PRAISE LIST

"good"

"that's right"

"exactly"

"good job"

"good thinking"

"thank you"

"I'm pleased with that"

"out of sight"

"I like that"

"that's interesting"

"that shows a lot of work"

"great"

"that was very nice of you"

"you are really a big girl/boy"



TREATS AND REWARDS

List one form of treat or reward that you could use in each of the situations listed below.

List one form of positive physical contact that you could use in each of the situations below.

1. Mother and Jason are in the kitchen. Jason finished his homework and tells his mother that he is finished.
- 

2. Father and Suzi are washing the car. Suzi begins to wash the tires all by herself.
- 

3. Tiffany is supposed to feed the animals after school. Usually mother has to remind Tiffany of her job. Today, Tiffany fed the animals without being reminded.
- 

4. Baby John is playing quietly in his playpen.
- 

5. Two month old Sarah is sitting quietly in her infant seat.
- 

6. Jeramie puts on his pants for the first time, all by himself.
- 

7. Tom spills some milk on the floor, but without being told, he cleans it up.
- 

8. Elizabeth is learning how to walk. She stands up and takes a step forward.
-

9. Chris offers to help with the dishes.

---

10. Zackery is usually a fussy eater, but tonight he is eating his vegetables.

---

REVIEW QUIZ 11

1. Name two ways of reinforcing a child besides praise.

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2. Using your answers from question number one, name or describe at least two situations in which you would use these types of reinforcement. Explain how you would carry each of these out.

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3. List five possible reinforcing activities you could do with a child when they have been "good."

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4. List five possible means of positive physical reinforcement.

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TRAINING: DAY 3

The session begins as the leaders enter the room. After saying "hello" to the teacher, the group members should turn to the class and reintroduce themselves, beginning with the leader. After everyone has introduced themselves, the training session will begin. The leader will ask for the students to get into the same groups that they were in yesterday. After the students get into their groups, the group leader will go to their groups and hand out the training program for that day. After everyone has their training program, the group leaders will begin the following presentation:

"Today we will be learning how to ignore "bad" or inappropriate behaviors, behaviors that we do not like or behaviors that we want to get rid of or decrease. This technique of ignoring is also referred to as extinction. Extinction refers to ignoring the child when they behave inappropriately or are engaging in a behavior that you want to decrease or stop. When ignoring a child, or using extinction, there are some important rules to remember. Rule 1, only ignore inappropriate behaviors. Rule 2, when you ignore a child, don't look at, talk to, or touch them. Rule 3,



Don't give into the child once you have begun ignoring them - never give in to a persistent child once you have begun ignoring them. Rule 4, when the child is behaving or not doing something inappropriate, praise them - - CATCH THE CHILD BEING "GOOD." These rules are very important in the effectiveness of the extinction or ignoring procedures. Are there any questions so far? (answer questions briefly)

Now, will everyone turn to the page titled EXTINCTION & IGNORING. Your task is to list five inappropriate behaviors that you could ignore. For example, I might put down that I could ignore whining and nail biting. Now you list five behaviors that you could ignore on the handout. (when everyone is finished going around the circle will everyone read off their list of five inappropriate behaviors that they could ignore. (reinforce all appropriate answers) Now, using these five examples of "bad" behaviors, I want you to pair off and develop a role playing situation in which one or several of these behaviors might occur. For example, I listed whining. My role play situation might be in the doctor's office and the child is whining to go home. Who would like to help me role

play this. (pick a volunteer) Now, I want you to be the child that is whining, and be a brat. Remember to be persistent, and I will be the strong parent that will ignore the child. All right, let's begin.

Role play the situation. Remember to try and end the role play on a positive note in which you are reinforcing the child for anything positive.

All right, does everyone get the picture? (answer questions briefly) Remember, before anyone ends their role play situation, I want you or the parent actor to find something positive in the child's behavior that you could reinforce. Remember to end your role playing session on a positive note. Okay, you'll have about three minutes to prepare your skit. (each skit should last about a minute) Okay. That was fantastic. Now, with another person in the group, role play another one of your "bad" behaviors and remember to end the session on a "good" note by reinforcing some behavior that was appropriate that the child did.

Be sure to provide detailed feedback during and after the roleplay situations, telling the students what they did correct and what they need to work on in the next situation.

EXTINCTION AND IGNORING EXERCISE

RULES for using extinction and ignoring:

Rule 1: Only ignore inappropriate or "bad" behaviors.

Rule 2: When ignoring a child, don't look at, talk to, or touch them.

Rule 3: Never give in to the child once you have begun ignoring them.

Rule 4: When the child is behaving appropriately, or being "good" reinforce them. CATCH THE CHILD BEING "GOOD"

-----  
List five inappropriate behaviors or "bad" behaviors that you could ignore.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- 

Notes on role play situation:

Okay. That was fantastic. Now, just for review, who remembers the four rules of extinction and ignoring? (Prompt them to give you the answers--only ignore inappropriate behaviors, don't look at, talk to, or touch the child, never give in, praise the child when they begin behaving.) Now, will everyone turn to the page labeled REVIEW QUIZ III and fill in the answers. Remember, the quiz is simply to make sure that you understand the material that was just presented. (Allow five minutes and then review their answers with them. Ask for general questions regarding the material that was presented today. End session.



POSTTRAINING SESSION

The session begins as the team leaders enter the classroom. After saying "hello" to the teacher, the group members should turn to the class and reintroduce themselves, beginning with the leader. After everyone has introduced themselves the leader will give the following introduction to the class:

Each of you will be receiving a handout. On the handout we've listed several situations that involve children. (several of these situations will be familiar to you) Your task is to read each situation silently as the group leader reads it aloud. After reading each situation, you are to answer the questions as if you actually were in that situation. Pretend that you are the mother or the father of the child and answer the question as if you were actually going to handle the situation. Are there any questions? (briefly answer questions regarding only what has been discussed to this point)

The team leaders should now hand out the posttest program to each student. After everyone is ready, the group leader will begin the baseline session by saying the following:

Read each situation silently as I read them aloud. Try and imagine yourself in that particular situation. After I've read the situation, answer the questions at the bottom of the page. Answer the questions as realistically as you can.

The group leader now begins reading the situations. Try and read each situation with "feeling" and be realistic. Pay special attention to the tone of your voice. Do not speak in a monotone.

SITUATION ONE: Nine year old Jason came to the dinner table with unwashed hands. Father asked him to go to the bathroom and clean himself up before returning to the table. Jason sneered at his father, "So who cares if my hands are dirty. You don't have to look at them," and he proceeded to sit down. Father yelled, "Get up right now and wash your hands." Jason yelled back, "Make me."

SITUATION TWO: Sally, seven, wanted to help mother carry a box of newly purchased drinking glasses into the house. "No, Sally, I'll do it, you might drop them." "Please, mother, I'll be careful." "Well, all right," mother said. "But for heaven's sake, don't

drop them." Mother picked up several packages and followed her daughter up the stairs. Sally slipped on the stairs, lost her balance, and fell with the box. She burst into tears. Mother put the packages down in despair. Opening the box she found all but two of the glasses broken. Furious, mother started to scream, "I told you you couldn't carry the glasses without breaking them. What makes you think we have money to buy glasses for you to break? What makes you always want to do things that you can't do?" Sally screamed at her, "Oh, leave me alone, leave me alone!"

SITUATION THREE: A sudden gust of wind had blown a curtain in the living room and knocked over a large vase of flowers. Mother was hurriedly mopping up the water so that it wouldn't stain the carpet. "Brenda, please turn off the oven for me, will you?" mother called. "I don't know how, mother," the girl said. "You've seen me do it hundreds of times. Just do like I do." Brenda went into the kitchen. A few seconds later mother heard



a crash followed by a cry. She rushed into the kitchen. The roast, potatoes, carrots, juice and pan lay on the floor and Brenda was crying because she had burnt herself.

SITUATION FOUR: Mother wondered why everything was so quiet and decided to investigate. She found Michael, one-and-a-half, busily stuffing toilet tissue into the toilet again. Michael had been told several times to stop playing in the toilet. Furious, mother yelled, "How many times am I going to have to get angry with you for this?" Later that evening, father found Michael stuffing tissue into the toilet again.

SITUATION FIVE: Baby Joshua, nine months old, is now learning how to touch everything in sight. Mother has told him "No" several times already this afternoon. All of a sudden mother hears a loud crash. She runs into the living room and finds one of her best pieces of china laying in pieces on the floor beside Joshua.

SITUATION SIX: As father drove, Tammy and Tye, five-year-old twins, happily played in the back of the

station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against father's head and shoulders. "This is it," he screamed, as he stopped the car at the curb and kicked open his door.

SITUATION SEVEN: Three-year-old Annie spilled her cereal on the table. "Clean it up, Annie," mother said. Annie pouted and did not move. "You made the mess, now you clean it up," yelled mother. Annie stuck out her tongue at her mother and screamed, "No, I'm not gonna."

SITUATION EIGHT: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said, "No," they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

SITUATION NINE: "Stand right by me, Jonnie," mother told her one-and-a-half-year-old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here," mother said. Jonnie ran towards the door. "Jonnie, come back here right now," mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

SITUATION TEN: "Daddy, I want a candy bar," Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No," father said, "we have plenty of candy at home." "But I want some candy now," Jody whined loudly as he stamped his feet. "No, I said," yelled the father. "I want some candy now," screamed Jody as he kicked his father in the leg and grabbed the candy bar.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Group Leader \_\_\_\_\_

Read each situation silently as the group leader reads it aloud. When the group leader has finished reading the situation, answer the questions at the bottom of the page. Try and answer the questions as if you were actually in this situation.

SITUATION ONE: Nine-year-old Jason came to the dinner table with unwashed hands. Father asked him to go to the bathroom and clean himself up before returning to the table. Jason sneered at his father, "So who cares if my hands are dirty. You don't have to look at them," and he proceeded to sit down. Father yelled, "Get up right now and wash your hands." Jason yelled back, "Make me!"

1. How angry did Jason make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively calm (upset)				very angry (furious)		

2. If you were Jason's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing-ignored him			yelled at him				spanked him		

3. I would \_\_\_\_\_ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love			put up with				hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

SITUATION TWO: Sally, seven, wanted to help her mother carry a box of newly purchased drinking glasses into the house. "No, Sally, I'll do it, you might drop them." "Please, mother, I'll be careful." "Well, all right," said mother. "But for heaven's sake, don't drop them." Mother picked up several packages and followed her daughter up the stairs. Sally slipped on the stairs, lost her balance, and fell with the box. She burst into tears. Mother put the packages down in despair. Opening the box she found all of the glasses but two broken. Furious, mother started to scream. "I told you you couldn't carry the glasses without breaking them. What makes you think we have the money to buy glasses for you to break? What makes you always want to do things that you can't do." Sally screamed at her, "Oh, leave me alone, leave me alone!"

1. How angry did Sally make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Sally's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the glasses			yelled at her				spanked her		

3. I would \_\_\_\_\_ my child if she/he broke something of mine.

1	2	3	4	5	6	7	8	9	10
still love			put up with				hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me  
in a disrespectful manner.

---

1      2      3      4      5      6      7      8      9      10

ignore

yell at

spank

SITUATION THREE: A sudden gust of wind had blown a curtain in the living room and knocked over a large vase of flowers. Mother was hurriedly mopping up the water so that it wouldn't stain the carpet. "Brenda, please turn off the oven for me, will you?" mother called. "I don't know how, mother," the girl said. "You've seen me do it hundreds of times. Just do like I do." Brenda went into the kitchen. A few seconds later mother heard a crash, followed by a cry. She rushed into the kitchen. The roast, potatoes, carrots, juice and pan lay on the floor and Brenda was crying because she had burnt herself.

1. How angry did Brenda make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Brenda's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the mess				yelled at her			spanked her		

3. I would \_\_\_\_\_ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he won't listen to directions.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		



SITUATION FOUR: Mother wondered why everything was so quiet and decided to investigate. She found Michael, one-and-a-half, busily stuffing toilet tissue into the toilet again. Michael had been told several times to stop playing in the toilet. Furious, mother yelled, "How many times am I going to have to get angry with you for this? Later that evening father found Michael stuffing toilet tissue into the toilet again.

1. How angry did Michael make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively angry (upset)				very angry (furious)		

2. If you were Michael's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
ignored him			yelled at him				spanked him		

3. I would \_\_\_\_\_ my child if she/he won't obey me.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

4. I would \_\_\_\_\_ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love			tolerate				hate		

SITUATION FIVE: Baby Joshua, nine months old, is now learning to touch everything in sight. Mother has told him "no" several times already this afternoon. All of a sudden mother hears a loud crash. She runs into the living room and finds one of her best pieces of china laying in pieces on the floor beside Joshua.

1. How angry did Joshua make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Joshua's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped him pick up the pieces				yelled at him			spanked him		

3. I would \_\_\_\_\_ my child if she/he won't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he broke something I really liked.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

SITUATION SIX: As father drove, Tammy and Tye, five-year-old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against father's head and shoulders. "This is it," he screamed, as he stopped the car at the curb and kicked open his door.

1. How angry did Tammy and Tye make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)			relatively upset (upset)				very angry (furious)		

2. If you were Tammy and Tye's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing-ignored them			yelled at them				spanked them		

3. I would \_\_\_\_\_ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love			tolerate				hate		

4. I would \_\_\_\_\_ my child when she/he makes too much noise after I have asked him/her to be quiet.

1	2	3	4	5	6	7	8	9	10
ignore			yell at				spank		

SITUATION SEVEN: Three-year-old Annie spilled her cereal on the table. "Clean it up, Annie," mother said. Annie pouted and did not move. "You made the mess, now you clean it up," yelled mother. Annie stuck her tongue out at her mother and screamed, "No, I'm not gonna."

1. How angry did Annie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Annie's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the mess				yelled at her			spanked her		

3. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

4. I would \_\_\_\_\_ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love				put up with			hate		

SITUATION EIGHT: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "no" they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

g. How angry did Sheri make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Sheri's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
keep walking and ignore her				yell at her			spank her		

3. I would \_\_\_\_\_ my child if she/he had a temper tantrum.

1	2	3	4	5	6	7	8	9	10
still love				tolerate			hate		

4. I would \_\_\_\_\_ my child if she/he won't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

SITUATION NINE: "Stand right by me, Jonnie," mother told her one-and-a-half-year-old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here," yelled mother. Jonnie ran towards the door. "Jonnie, come back here right now," mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the back door as soon as it opened.

1. How angry did Jonnie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				yell at him after catching him			spank him after catching him		

2. If you were Jonnie's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
ignore him after catching him				yell at him after catching him			spank him after catching him		

3. I would \_\_\_\_\_ my child when she/he doesn't obey me.

1	2	3	4	5	6	7	8	9	10
still love				tolerate			hate		

4. I would \_\_\_\_\_ my child for embarrassing me in front of strangers.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

SITUATION TEN: "Daddy, I want a candy bar," Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No," father said, "we have plenty of candy at home." "But I want some candy now," Jody whined loudly as he stamped his feet. "No, I said," yelled the father. "I want some candy now," screamed Jody as he kicked his father in the leg and grabbed the candy bar.

1. How angry did Jody make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)			very angry (furious)		

2. If you were Jody's parents, what would you have done?

1	2	3	4	5	6	7	8	9	10
take the candy away and ignore him				yell at him			spank him		

3. I would \_\_\_\_\_ being around my child if she/he was whining.

1	2	3	4	5	6	7	8	9	10
still like				put up with			hate		

4. I would \_\_\_\_\_ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at			spank		

After the students have completely filled out the questionnaires, have them get into their small groups with the same group leader and observer. The team leaders will explain that they will not be taking the previous situations and role playing them. The team leader will emphasize the desirability of role playing exactly what they would do in that particular situation if they were the child's parent. Be realistic. Explain that one student will play the role of the child. Prompt this actor to try and actually portray the child's behavior. If the child is whining, then really whine. Have the other student play the role of the parent. (Remember not to reinforce behaviors that are exhibited during role playing.)

The team leader will read each situation and the students, in pairs of two or three, depending on the situation, will act out what they would do; no pre-preparation is given. The role play should last about one minute, and each student will role play the parent four times; two times for situations one through five, and two times for situations six through ten. The observer will code the students' behaviors when they are acting out the role of the parent by using the Patterson coding methods on the enclosed forms that have been provided. When everyone is finished, thank the



students for their participation, and the teacher for letting you come into his/her classroom. End session.

## Appendix F

## Precoded Script

Situation One: Mother is at the stove making dinner.  
Paul walks into the kitchen.

Paul: Mommy, come play with me.

Mother: I'm busy making dinner.

Paul: (demanding) Play with me.

Mother: No! Don't bother me while I'm cooking.

Paul: Mom. (starts to pull at mother's clothes)

Mother: Stop it! (kicks Paul. Paul starts to cry and  
again tugs at mother's clothes. Mother spansks  
Paul.) I told you to leave me alone!

Situation Two: Father and Lisa are in the living room.  
Lisa is watching T.V.

Father: Lisa, it's time to go to sleep.

Lisa: (eyes glued to T.V.) When this show ends.

Father: It's 9:00. Go to bed.

Lisa: (sits. Does not move)

Father: Get your butt up and move!

Lisa: (still ignores father)

Father: When I say something, I expect you to obey.  
(father yanks Lisa's arm).

Lisa: Dad, but it's almost through.

Father: (dragging Lisa to her bedroom) No buts about  
it. Go to bed!

Situation Three: Vanessa walks in the house covered with mud from head to toe. She tracks mud through the kitchen, carpeted living room, to her bedroom.

Mother: (upon discovering the mud, follows the trail to discover who is the guilty culprit)

Vanessa Jean! What do you think you just did.

You're going to pay for the cleaning of the carpets if it takes you until you're old and gray. You take off your clothes right now! (mother proceeds to spank daughter)

Situation Four: Ricky has an infected cut because he keeps peeling off the bandaid and dirt that gets in the cut. Mother has repeatedly told Ricky to leave the bandaid on. Ricky is looking at his bandaid.

Mother: (sees Ricky eyeing bandaid)

Ricky, leave the bandaid on, you hear. Do you want your arm to rot and fall off?

(Ricky starts to peel one end off)

Mother: (grabbing Ricky's arm hard enough to leave marks)

Young man, you leave that bandaid alone or you'll receive the spanking of your life.

(Ricky runs away. Later, mother finds him without his bandaid.)

Mother: Ricky, you took off your bandaid. Now you're going to get it.

(mother proceeds to pull down Ricky's pants and spansks him with a hanger)

Situation Five: Father and Patti are at the park.

Father: Patti, it's time to go home.

Patti: Dad, can't I have one more ride on the swings.  
Just one more ride, please, and then we can go  
home?

Father: No, it's time for dinner. Mommy's waiting for us.

Patti: Ahh, daddy. Please. Pretty please.

Father: I said no.

Patti: (whining, walking reluctantly, dragging feet)  
Don't wanna go home and eat liver.

Father: I said we're going home!

(drags Patti by arm. Patti starts to cry)

Father: (quietly, low, calm voice)

If you don't start behaving yourself, young lady,  
you are going to get a spanking. Come on now.

(gives Patti's arm a yank and continues to walk  
with Patti crying).

Situation Six: Mother walks around pushing a shopping cart in the super market. Robin walks behind mother.

Robin: Mom, I want strawberry Koolaid.

Mother: No, Robin, it's all sugar. It's not good for your teeth. You'll get cavities.

Robin: But I want Koolaid.

Mother: No.

(Robin sits on floor and starts screaming. Mother continues to walk and push the shopping cart. She ignores Robin. Goes to next isle. Robin gets up and follows mom. Keeps on whining. Eventually Robin stops whining)

Mother: Robin, you're such a good girl. You follow mommy around the store real good.

Situation Seven: Family is sitting down for a gourmet dinner that father has slaved over the stove all day to prepare.

Lionel: I'm not hungry.

Father: Try some. It's delicious.

Lionel: I don't like it.

Father: (voice starting to rise)

You haven't tried it.

Lionel: Don't like it.

Father: You'll sit there and eat everything if I have to force feed you.

(Lionel sits and sticks out his tongue)

Father: You are not leaving this table until your plate is clean. Even if you have to sit there for a year.



Situation Eight: Jeff is sitting on the kitchen floor, systematically taking things out of the wastebasket. Father investigates why Jeff is quiet.

Father: Jeff! What are you doing? Put it all back.

(father leaves. Jeff continues to dig for buried treasure. Father returns)

Father: Jeffery Wheaton! What did I tell you to do?

(dad starts to spank Jeff)

Father: Don't mess mommy's clean floors.

Situation Nine: Mom is giving Becky and Christie sodas. She puts straws in the cans. Becky's is white, Christie's is blue.

Becky: Mom, I want a blue straw.

Mother: A straw is a straw. Just drink your soda.

Becky: But I want a blue straw.

Mother: Drink your soda or I'll take it away.

Becky: (in tears) I want a blue straw.

Mother: (sarcastically) A blue one to match your pretty blue eyes.

(mother smacks Becky on her arm, takes the straw, rips it up, and throws the soda away)

Situation Ten: Mother and David are waiting for a bus to go home.

David: Mom, I wanna go to Kevin's house.

Mother: No, we're going home.

David: Mom, I haven't seen Kevin in a year. In a million years. In a million, trillion, billion, zillion, trillion years.

Mother: Don't be silly. You saw him yesterday at school.

David: I wanna see Kevin.

(starts to whine and cry. Mom starts to clean out her purse. Eventually David stops crying and starts playing with his stuffed animal)

Mother: You're playing so nicely with Charlie (name of toy). Mommy likes the way you wait patiently for the bus, honey. You're mommy's big boy.

## Appendix G

Alternative Methods List

Take a walk

Garden

Lift weights

- - Take a cold shower

Run

Listen to music

Read a book

Play a piano (guitar, flute, etc.)

Play cards (solitaire)

Do needle point (Rosie Greer did it)

Crafts

Cook (bake)

Watch T.V.

Physical Reinforcement List

Hug

Kiss

Pat on back

Wrestling

Touch

Place child on lap and let him/her sit there

Slight tickling

Carrying child

Bounce child on your lap

Smiles

Winks

Reinforcing Treats and Rewards

Stay up late an extra hour

Choice of what to watch on T.V.

Go to the zoo/beach/park/swings

Play table games (Chute and Ladders, Candyland, etc.)

Cards (Old Maid, Fish, Donkey, etc.)

Make clothes for child's toys

Play imaginary games (house, cowboys and Indians)

Play physical games (catch, tag, hide-and-go-seek, ring-around-a-rosey, etc.)

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Food

Candy

Cakes

Cookies

Ice cream

Nonsweets: raisins, nuts, yogurt, fruit

Critical Incident Behaviors List

Whining

Crying continually for "no apparent reason"

Tantrumming

Yelling or screaming at parent

"Bad" manners

Pouting

Lying

Selfishness

Ignoring

Swearing

Demanding

Fighting with friends of siblings

Striking parent

Throwing objects

Bedtime behaviors

Arguing with parent

Nagging parent

Bossiness

Complaining

Sloppiness

Smoking

Using drugs

Stealing

Lack of compliance

Truancy

Being sick

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Restricting parents' freedom

Interfering with parents' private time or time they want  
to spend with each other or company

Not being able to find a babysitter