AUTHORITATIVE PARENTING AND OUTCOMES OF POSITIVE DISCIPLINE PARENT TRAINING: PARENTING STYLE AND PERCEIVED EFFICACY

A DISSERTATION SUBMITTED TO THE FACULTY OF

THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF PSYCHOLOGY

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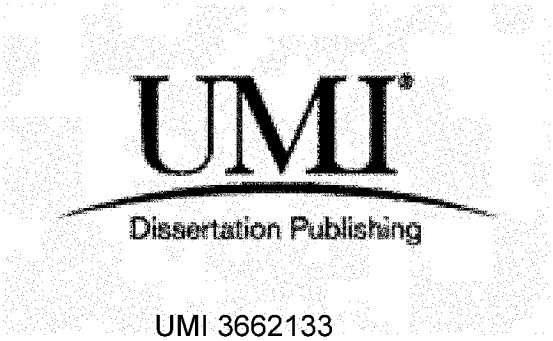

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Committee Page

Marla Vannucci, Ph.D.	Chair,	Faculty
	Adler School of Professional Psychology	
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Abstract

This study was designed to investigate the impact of Adlerian parent trainings on parenting style and perceived competence, in order to determine if Positive Discipline parent training courses promote the *authoritative parentingstyle.*It was hypothesized that an Adlerian parent training would both promote the authoritative style and reduce authoritarian style and permissive style. It was also hypothesized that after attending a parent training, parents would note an increase in their sense of competence as parents. The central constructs were assessed through an online survey that included a measure of parenting style (Parenting Styles and Dimensions Questionnaire; PSDQ) and a measure of parenting competence (Parent Sense of Competence; PSOC). The sample consisted of 101 parents who attended one of 26 distinct Positive Discipline parent training group classes offered in cities across the United States. For the study, parents were assessed for parenting style and competence before the start of the course, after they completed the course, and at a 3-month follow-up period. Results indicated that parents experienced significant increases in both authoritativeness and sense of competence from pre-test to post-test. There was an even stronger significance associated with the increase in authoritativeness from pre-test to the three-month follow-up. Results also confirmed the hypothesis that attendance at the parent training would lead to reduced levels of authoritarian and permissive parenting styles.The study providesemperical support forthe

theoretical link between the Adlerian parenting model and the authoritative parenting model.

Acknowledgments

First and foremost, many thanks to Dr. Vannucci. More than once, I feared I had bitten off more than I could chew, but I was always reassured by your confidence in my abilities. I feel tremendously lucky to have had a responsive, enthusiastic, and on-task chair for my dissertation. It was terrifically fortunate that someone told me to make sure I introduced myself to you—little did I know I was finding my way to a connection with a future colleague and friend. Thank you also to Dr. Johnson-Migalski and Dr. Osten-Garner. Your enthusiasm for my project has been greatly appreciated, and I look forward to more conversations about where to go from here.

Thank you to my mother, who could have made a small fortune on catering fees, childcare, and chauffeuring over these last 8 years, but who of course did it all *gratis*—and with grace and style. It's just this simple—graduate school would have been impossible without you.

Thank you to Adam, who definitely didn't know what he was in for when we took an evening stroll about nine years ago and I declared that I had narrowed down my career choices to therapist and chef. I'm pretty sure you are kicking yourself for not pushing culinary school, but thank you for supporting me on this other, much longer, path! I promise I will return to our life now.

Thank you to my dissertation sister, Katharine. These last few years at Adler would not have been nearly as fun and enriching without the discovery of a kindred spirit.

Thank you to Elizabeth, my New York sister, for your unfailing encouragement and understanding of why your best friend was on hiatus for almost a decade.

Thank you to Chandra, my cousin-sister, for talking me through just about every hurdle of this journey. I cannot wait for us to have conversations that are not about graduate school!

Thank you to Emma, my Swedish sister, for being my inspiration and role model in taking on this academic challenge.

Thank you to Dr. K, who knows he is among my top favorite people in the world, and who also knows that I would not be the person I am today without him.

Thank you to my Cora and Margot. Your moments of patience were full of empathy and understanding. Your moments of complete and utter impatience reminded me to take a breath.

Dedicated to my father, who instilled in me the drive to never be anything less than the best at what I decided to be, no matter what that was.

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Education

Adler School of Professional Psychology, Chicago, IL
September 2006–August 2014
Doctorate in Clinical Psychology (APA accredited program)
Child and Adolescent Concentration
GPA: 3.9 Comprehensive Examination Passed: April 2012
Anticipated completion date: August 2014

Adler School of Professional Psychology, Chicago, IL
September 2006–June 2012
Master of Arts in Counseling Psychology

Northwestern University, Evanston, IL
September 1995–June 2000
Bachelor of Arts in Sociology
Research Distinction Award, Sociology Department
Senior Thesis: Qualitative analysis of the motivations behind religious conversion, as examined through a Unitarian Universalist congregation in rural Illinois.

Clinical Training

Adler Community Health Services
September 2013–August 2014
Pre-doctoral internship
Supervisors: Dan Barnes, PhD; Jamie Scaccia, PsyD

Thresholds

- Provided individual psychotherapy to clients withchronic and severe mental illness
- Provided individual psychotherapy to veterans
- Attended and contributed to weekly treatment team meetings to coordinate care for members
- Participated in program development for new partnership with agency

- Trainings: Hoarding Disorder, Dialectical Behavior Therapy, Trauma-informed treatment, Cognitive Restructuring Therapy–brief format

St. Leonard's Ministries

- Provided individual psychotherapy to formerly incarcerated men in a residential setting
- Facilitated Anger Management and Parenting Group Therapy
- Created modules for 10-session Anger Management Group
- Managed and supervised 5 externs on group and individual services
- Administratively organized direct services to 40 residents
- Facilitated outreach programming for staff
- Coordinated assessment services within the program
- Completed 2 full psychological assessment batteries

Marla Vannucci, PhD, Chicago, IL
December 2012–August 2013
Advanced Psychotherapy Practicum
Supervisor: Marla Vannucci, PhD

- Provided outpatient psychotherapy to adults and couples in a private practice setting.
- Attended trainings and seminars on relevant topics.
- Weekly supervision with tape review and case conceptualization.

The Aspen Center for Counseling and Consultation, LLC, Chicago, IL
July–December 2012
Advanced Psychotherapy Practicum
Supervisor: Alisa Matteson Mundt, PsyD

- Provided outpatient psychotherapy to adults in a private practice setting, with a specialization of young adult population.
- Prepared treatment plans with multi-axial diagnoses, individualized goals, and objectives.
- Maintained patient contact charts and progress notes.
- Reviewed taped sessions, relevant theory, and case conceptualization in weekly individual supervision.
- Participated in two hours of group supervision weekly, including didactics and formal case reports.

South Campus Therapeutic Day School, Palatine, IL
August 2011–July 2012
Psychotherapy Practicum
Supervisor: Beth Becker, PsyD

- Conducted weekly and biweekly individual therapy with children and adolescents (caseload of 6).
- Planned and facilitated biweekly group therapy within classrooms, for both younger children (grades 2–3) and adolescents (grades 10–12).
- Served as the liaison to students' families through regular updates and family therapy sessions.
- Utilized behavior management system through immediate feedback to students in intensive milieu setting.
- Presented clinical case presentations and group supervision topics, as well as school-wide staff didactics and parent night presentations.
- Preparedand presented therapeutic summaries and recommendations for IEP meetings, including annual reviews, transition meetings, and domain reviews.

University of Illinois at Chicago, Chicago, IL
June 2007–August 2008
Hyperactivity, Attention and Learning Problems (HALP) Clinic
Assessment Practicum
Supervisors: Mark Stein, PhD; Francesca Skowronski, PhD

- Completed 17 integrated reports: collaborated with attending psychologist, summarized the results of the testing battery, and integrated additional materials from family.
- Administered comprehensive testing batteries to children and adolescents, as well as to adults during Adult ADHD Clinic rotation.
- Orally summarized data and analysis of testing results in feedback sessions with families.
- Provided weekly therapy for parents of a child diagnosed with ADHD, utilizing Barkley method for parent training.
- Assisted with teaching parent training group sessions during summer ADHD camp (Camp STAR).

Jane Addams Hull House Association, Chicago, IL
January–July 2007
Community Psychology Practicum
Supervisor: Naomi Samuels, Vice-President of Child Development Services

- Spent hands-on time with children in early childhood classrooms at Uptown Head Start site, home to an innovative literacy program designed to involve parents in child's language development.
- Developed Head Start parenting class syllabus and co-facilitated with lead parenting instructor, topics included: parenting towards literacy, encouragement, parent-child interaction styles, and child development.
- Conducted research in conjunction with the University of Chicago's Chapin Hall policy research, pertaining to mission of Child Development Services—poverty and childcare needs in Chicago, population trends, and requirements and standards of running a federal program.
- Prepared detailed research reports for Vice-President on child population growth patterns in the Chicago metropolitan area.
- Participated in planning committee meetings and facilitated regular communication with members, recorded notes, and organized event and marketing information.

Teaching Experience

Adler School of Professional Psychology, Chicago, IL

Adjunct Instructor
January 2013–April 2013

- Taught2-credit course, Parenting Education: Adlerian Theory and Intervention, to graduate-level students.
- Planned lessons and experiential activities for 5-hour class periods.
- Graded student participation and student-created class syllabi for community parenting classes.
- Supervised students through online community as they taught parenting classes in the community.

Teaching Assistant
January 2012–April 2012
Supervisor: Marla Vannucci, PhD

- Assisted with doctorate-level course, Supervision and Consultation.
- Facilitated group discussion and small group activities during class.
- Assisted with syllabus organization, class preparations, and grading of student journals.
- Prepared and facilitated one class presentation during term.

Community Engagement

Lycée Français de Chicago, Chicago, IL

Advanced Positive Discipline Parent Trainings October 2012–Present
Facilitator

- Developed and facilitated monthly training group of parents with an interest in advancing knowledge in Adlerian parenting theory.

Beginning Positive Discipline Parent Training
March 2012–June 2012; Present
Facilitator
Supervisor: Dina Emser, MA

- Organized and co-taught a parent training course to a group of parents within an international school community.
- Worked with school administration on development and implementation of integrating positive discipline methods within the school system.

South Campus Therapeutic Day School, Palatine, IL

Positive Discipline: Parenting Children with Special Needs
April 2012–May 2012
Facilitator
Supervisor: Beth Becker, PsyD

- Presented formal proposal to school administration and secured approval to offer a complimentary class to parents in the evening.
- Led a 7-week parent training with parents of children with developmental delays and other disabilities.

Haymarket Center, Chicago, IL
Parenting in Recovery Course
March 2008–April 2008
Co-Facilitator
Supervisor: Erik Mansager, PhD

- Planned and organized class curriculum based on Adlerian theory and parent training model.
- Facilitated parent training course with substance-dependent mothers in a residential drug and alcohol treatment program.

University of Chicago Comer Children's Hospital
Child Life Program
November 2005–March 2006
Volunteer

- Provided educational, developmental, and therapeutic services to children through playgroups, music, and art therapy (2–4 hours/week).
- Participated in the Infant Cuddler program in Transitional Care and NICU. Assisted nursing staff with routine care and feeding of infants (4 hours/week).

Professional Employment

University of Chicago Press
Production Editor, Manuscript Editing Department
March 2003–July 2006

- Supervised up to 30 books at a time in various stages of production and hired and managed pool of freelance copyeditors during editing process. Responsibilities also included approving final copyediting for style, grammar, clarity, and consistency and serving as liaison between author and other Press departments for all production-related issues.
- Prepared manuscripts for final typesetting; edited supplementary figures, tables, and new material; reviewed and coordinated final materials and correspondence for each manuscript.

Editorial Assistant, Manuscript Editing Department
August 2001–February 2003

- Assisted 13 manuscript and production editors with tasks relating to all stages of book production, including editing and formatting indexes for academic texts.

- Copyedited new material for paperback books and reprints and oversaw their production to publication. Responsibilities also included all production editing for National Bureau of Economic Research series.
- Compiled standards of procedure manual for future editorial assistants.

Presentations

Holliday, M., &Cockshaw, K. (2010, June).*Revising the Adler School's parenting curriculum: Implications for parents and children in the Chicagoland area.*Poster session presented at the Child and Adolescent Colloquium at the Adler School of Professional Psychology, Chicago, IL.

Holliday, M., & Rosen, M. (2010, March).*Disparities in autism: Racial and ethnic bias in the identification and treatment of children with autistic spectrum disorders.* Poster session presented at the Multifaceted Themes of Diversity Conference at the Chicago School of Professional Psychology, Chicago, IL.

Holliday, M. (2007, June). *Hull House Child Development Services: Childcare in Chicago and experiences at Uptown Head Start.* Poster session presented at the Community Service Poster Presentation Symposia at the Adler School of Professional Psychology, Chicago, IL.

Professional Development

Theraplay® Institute
August 2013
Introduction to Theraplay, Evanston, Illinois

- Attended three-day training in therapeutic use of Theraplay methods

Positive Discipline Think Tank
July 2013
San Diego, California

Positive Discipline Association Certification Program
February–November 2010

Positive Discipline in the Classroom, Bloomington, Illinois

- Attended two-day training workshop in classroom instruction for teachers, following Adlerian-based discipline theories.
- Demonstrated skills in leading experiential exercises through group demonstrations and incorporation of feedback from course facilitator.

Teaching Parenting the Positive Discipline Way, Bloomington, Illinois

- Attended two-day training workshop in Adlerian-based parent training program, with didactics in Adlerian theory and specialized parent training methods.
- Received hands-on instruction in utilizing experiential teaching methods for facilitating parent training groups and completed requirements as a Certified Positive Discipline Parent Educator.

Research Experience

Adler School of Professional Psychology, Chicago, IL May 2012-Present
Doctoral Dissertation Research
Committee Chair: Marla Vannucci, PhD
Readers: Kevin Osten-Garner, PsyD; Leigh Johnson-Migalski, PsyD
Dissertation Proposal Defense: Sept. 24, 2012
Anticipated Completion Date: June 2014

- Working title: *Outcomes of Positive Discipline Parent Training: Parenting Style and Perceived Efficacy*
- Program evaluation of parent training participants in an Adlerian (Positive Discipline) parent-training class
- Participants recruited through national Positive Discipline organization in combined effort to enhance research efforts

Adler School of Professional Psychology, Chicago, IL
February 2010–July 2011
Parenting Research Committee
Supervisors: Leigh Johnson-Migalski, PsyD; Kristin Velazquez-Kenefick, PsyD

- Evaluated parenting curriculum and developed supplementary modules for parent training.
- Contributed to development of a research study on efficacy of community-based parent trainings.

Northwestern University, Evanston, IL
June 2000–August 2000
Institute for Policy Research
Graduate Student Research Assistant

- Assisted in and independently ran SPSS data merges. Results contributed to the completion of Comer School Development Program Evaluation and graduate student's thesis. Responsibilities also included data cleaning, problem solving, and exhaustive reviews of data in order to produce accurate merges of comprehensive school and juvenile justice data sets (25 hours/week).

Northwestern University, Evanston, IL
March 2000–August 2000
Sociology Department
Graduate Student Research Assistant

- Conducted bi-monthly field research in the Rogers Park neighborhood of Chicago for a joint professor/graduate project focusing on community revitalization efforts. Responsibilities included surveying the neighborhood, attending community meetings, and submitting field notes monthly to graduate student.

Northwestern University, Evanston, IL
June 1999–April 2000
Sociology Department
Undergraduate Thesis
Faculty chair: Allan Schnaiberg, PhD

- Interviewed members of Unitarian congregation and gathered qualitative information from the recorded and transcribed interviews.
- Compiled literature review on theories of religious conversion.

Professional Affiliations and Certifications

American Psychological Association, since 2007
Illinois Psychological Association, since 2007
Certified Positive Discipline Trainer Candidate, Positive Discipline Association, June 2012

Table of Contents

LIST OF TABLES

Authoritative Parenting and Outcomes of Positive Discipline Parent Training: Parenting Style and Perceived Efficacy

Chapter I: Introduction

Parents today are simultaneously oversaturated with parenting advice (Sclafani, 2004; Smith & Pugh, 1996) and underinformed about scientific findings related to parenting (Oldershaw, 2002; Rankin, 2005). When parents seek guidance from parenting experts or popular media, they are met withinconsistent and ofteninaccurate information,often in the form of either oversimplified or overstated findings(Clarke-Stewart, 1988; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000;Smith & Pugh, 1996). Parents are turning to these sources for guidance in growing numbers (Rankin, 2005), perhaps because they feel unprepared for the role, and perhaps because they are experiencing a heightened sense of responsibility for the psychological well-being of children (Clarke-Stewart, 1998; Senior, 2014). Scholars have hypothesized that a generational shift—a complex interaction of family structure changes, drastic revolutions in work patterns, a changing perception of the child's role in society and the family, and advancements in both birth control and fertility treatments—has resulted in an increased sense of pressure and responsibility onthe parenting role that did not exist in prior generations (Oldershaw, 2002; Senior, 2014). Many parents are describing high levels of stress related to parenting, with nearly one-third of parents reporting that they are under a great deal of stress and 92% of

children reporting that their parents are under stress and acting stressed (American Psychological Association, 2010).

This might explain, then, the fascination with and popularity of current media depictions of parents being significantly more unhappy when compared to nonparents (Nelson, Kushlev, English, Dunn, & Lyubomirsky, 2013). Parents who have insufficient knowledge about child development also report low levels of confidence in their parenting (Oldershaw, 2002). Indeed, parents report they feel they do not have the information they need to guide their decisions and behaviors, and this has been found to be true especially when it comes to discipline (Bethell, Peck, & Schor, 2001; Stickler, Salter, Broughton, & Alario, 1991; Young, Davis, Schoen, & Parker, 1998). The result is that parents feel uncertain about what behaviors to adopt, and this uncertainty can negatively influence their sense of competence, an important factor in parents' overall well-being that impacts their ability to effectively parent and develop parent-child relationships (Ardelt&Eccles, 2001; Coleman &Karraker, 1998; Jones &Prinz, 2005).

Research into the parent-child relationship has evolved from clinical observations and speculations on "good enough parenting" to a focus primarily on the construct of parenting style—the emotional climate of the parent-child relationship (Baumrind, 1967). Research into parenting style was brought to the forefront of child development research by Diana Baumrind in 1966. Through her

work at the Instititute of Human Development, University of California, Berkeley, Baumrindpioneered amodel of parenting that designated three distinct parenting styles—authoritative, authoritarian, and permissive (Baumrind, 1966, 1967). Using lab observations, she identified high-functioning children and then studied the behaviors and attitudes of the parents of those children, thus reverse engineering a model for best practices. Her studies established that one specific parenting style—*authoritative*—is most closely correlated with positive outcomes for children (Baumrind, 1966; Larzelere, Cox, & Mandara, 2013; Baumrind, Larzelere,& Owens, 2010; Rinaldi & Howe, 2012; Steinberg, Blatt-Eisengart, & Cauffman, 2006; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).Authoritative parenting style is characterized by nonpunitive discipline practices, consistency, warmth and acceptance, and responsiveness to the child's needs and well-being (Maccoby & Martin, 1983). In contrast, the *permissive*parenting style is characterized by strong parental involvement and responsiveness to the child's needs, but with a lack of firm boundaries and inconsistent discipline practices.*Authoritarian* parenting style is characterized by firm control and reduced engagement with and responsiveness to the child. Copious studies have further substantiated Baumrind's findings that authoritative parenting positively impacts children and adolescentsin a number of ways, including academic success (Huey, Sayler, & Rinn, 2013; Steinberg et al., 1989),socioemotional functioning (Baumrind, Larzelere, & Owens, 2010), peer

group affiliation (Brown, Mounts, Lamborn, & Steinberg, 1993), and psychosocial development (Steinberg et al., 1995).

Willms (2002), using Canadian participants, studied the influence of socioeconomic factors on authoritative parenting andfound that only 30% of parents reported behaviors consistent with the authoritative parenting style. This disconnect between research findings and parents' knowledge of, and implementation of, "best practices" has significant implications for parents and children. There is already data to suggest that patterns of poor parenting are likely to be passed from generation to generation (Capaldi, Pears, Patterson, & Owen, 2003), and without access to new information, parents may not have full awareness of how parenting can be helpful or harmful to their children.

It is well established that poor parenting practices are associated with childhood aggression and other behavior problems(Brotman et al., 2009; DeKlyen, Speltz, & Greenberg, 1998; DeVito & Hopkins, 2001; Linville et al., 2010). Additionally, the negative impacts of abusive parenting, specifically, are well documented, and research has detailed strong correlations between corporal punishment and negative consequences for children (Deater-Deckard, Bates, Dodge, & Pettit, 1996; Gershoff & Bitensky, 2007; Kazdin & Benjet, 2003). Further, the deleterious influences of poor parenting practices have been proposed to have a significant impact on school and community climates (McVittie & Best, 2009).

These findings point toward the need for further research into how parents can obtain access to accurate information and also incorporate the findings of current research into their parenting practices and parenting style.The present study addressed the research need to examine parent training's potential to be the link between parents and ever-evolving research findings. Parent trainings have been cited as having the potential to curb cycles of violence (Bavolek, 2000), reduce neglect and child maltreatment (Barth, 2009; Guttentag et al., 2014), and improve mental health of children and parents (Barlow, Parsons, & Stewart-Brown, 2005; Coren, Barlow, & Stewart-Brown, 2003). Parent training groups have goals ranging fromeducating parents about child development, helping parents reduce oppositional, aggressive, or antisocial behavior in their children (Barlow & Stewart-Brown, 2000). Parent trainings have also been shown to be effective in reducingchild maladaptive behaviors (Eyberg, Nelson, & Boggs, 2008; Kazdin, 1997), in improving parent levels of stress and self-efficacy (Day, Michelson, Thomson, Penney, & Draper, 2012), and increasing parent sense of competence (Graf, Grumm, Hein, & Fingerle, 2014).Although many positive results of parent training have been found, some studies have resulted in conflicting data about what parents gain from attending parenting classes (Assemany & MacIntosh, 2002).

A well-established and long-standing parent-training model is the Adlerian approach, which emerged from the work of Alfred Adler and from the later

contributions of Rudolf Dreikurs, who formulated the four goals of misbehavior in children (Dinkmeyer, Dinkmeyer, & Sperry, 1987). Dreikurs and Adler took a decidedly different approach to work in the field at the time by focusing on a preventive intervention (Croake, 1983), educating parents through demonstrations in front of large audiences.

Adler developed a model from clinical observations (Dinkmeyer, Dinkmeyer, & Sperry, 1987) that identified three parenting styles: democratic, authoritarian/disciplinarian, and permissive. Decades later, Baumrind'sindependent research in an academic psychology lab yielded three parenting styles that were remarkably reminiscent of Adler's findings. Gfroerer, Kern, and Curlette (2004), Ferguson, Hagaman, Grice, and Peng (2006), and McVittie and Best (2009) have proposed that the Adlerian parenting model is directly linked to Baumrind's authoritative parenting construct, and the two models are frequently conflated within the parent training field. However, the link between the two constructs has yet to be supported empirically, as research has not fully demonstrated the extent to which the constructs are aligned. Gfroerer et al.(2004) outlined the specific ways that the Adlerian parenting model's central principles are supported by Baumrind's theories, but this inference has yet to be tested. The current study builds upon this theoretical linkage and aims to contribute to the data pointing toward the association between authoritative parenting model and the Adlerian parenting model.

This study examined Positive Discipline, a manualized parent training program that is grounded in Adlerian theory and takes direct theoretical instruction from the works of Rudolf Dreikurs and Alfred Adler (Gfroerer, Nelsen, & Kern, 2013). Though exact growth statistics are not tracked by the Positive Discipline Association, the number of registered parent trainings have more than doubled from 2005 to 2010, suggesting growth in popularity, and there has been recent increase in media exposure ("Positive Parenting," 2014). Examining the impact of Positive Discipline parent trainings offers a unique opportunity to heuristically explore empirical validation for the Adlerian approach.

Statement of the Problem

Current parenting programs are based on the assumption that a parent training course leads to measurable and lasting change in parenting behaviors, butparent educators have little confirmation of well-established methods for educating parents and what works when and for whom (Ailincai& Weil-Barais, 2013). The expanding participation in Positive Discipline parenting programs suggests their utility, but efficacy has not been validated empirically, which limits their acceptance by the larger field of academic psychology.The present study was interested in contributing to the investigations of whether parents do change their behaviors as a result of attending a parenting class, how the change can be

measured, does the change last, and which parent characteristics mediate the effects.

In addition to investigating parenting style, this dissertationexamines the interaction between parents' perceived competence levels and change in authoritative parenting practices. Sense of competence in parenting mediates parents' perceptions of their children's behaviors, as well as their expectations for a parent training class (Graf et al., 2014).

In sum, there is an agreement from research that one parenting style is linked with most positive outcomes for children. Some parenting models, including the Adlerian-based Positive Discipline, claim to promote authoritative parenting. However, there is a lack of research evaluating this claim.

Statement of Purpose

The primary rationale for this dissertation was to determine if Adlerian-based parent training courses promote the *authoritative parenting* style. This study measured the impact of a parent training program on use of authoritativeparenting style and parent sense of competence and explored whether theeffects of parent training were maintained over time. The studywas intended to expand understanding of the mechanisms underlying effective parent training, and specifically to establish a theoretical link between the Adlerian parenting model and authoritative parenting model.

The sample for the present dissertation included parents within the United States who voluntarily and independently signed up for a Positive Discipline parenting class. The principal researcher recruited facilitators of "Parenting the Positive Discipline Way" classes across the country to assist with the study and provided access to the parents taking their classes.

Parents were assessed for parenting style and perceived competence level before the start of the course, upon completion of the course, and at a 3-month follow-up period, through an online survey that included an original demographic questionnaire, a measure of parenting style (Robinson, Mandleco, Olsen, & Hart, 1995), and a measure of parent sense of competence, as defined by sense of efficacy and satisfaction in the parenting role (Johnston & Mash, 1989).

Assumptions and Limitations

It is an assumption of this study that participants accurately gauged and communicated current behaviors and styles through candid responses in their self-assessments, and that participants were representing themselves and not someone else through their online profile. It is an assumption that the measures used are valid and reliable and that they accurately calculated the constructs of authoritativeness and competence. Additionally, this study relies on the facilitators to have introduced the participants to the study in an unbiased and uniform manner, neither coercing nor dissuading group members from participating in the study.

In this study, the following research questions were posed:

1. Does Positive Discipline parent training impact parenting style, and if so, does the change maintain over time?

2. Does Positive Discipline parent training impact competency, and if so, does the change maintain over time?

3. Is there a relationship between parenting competency and parenting style?

Chapter II: Review of the Literature

Popular conceptions of what constitutes "best practices" for parentinghave changed from generation to generation (Rankin, 2005). In the United States, the trends have alternated between primarily strict parenting and primarily indulgent parenting. This pattern has been guidedby the cultural milieu of each generation, as the societal and cultural environmentexperienced during childhoood has been shown to impact the standard of parenting practices used during the later decades of their parenting (Zervides & Knowles, 2007). During the 1960s, for example, both psychoanalytic theories and early behavioral research results touted the negative consequences of strict parenting, which was characterized by the use of punishment and rigid restriction, as well as an emotional detachment from the child. This led experts to suggest the permissive style—characterized by expressing warmth and empathy toward the child with few behavioral expectations—was optimal for child development (Maccoby, 1992). The increasing popularity of permissive parenting in the 1960s and 1970s, in turn, led to further investigation of that style, which stimulated a backlash by theorists decrying the dangers of permissive parenting and a reverse in the trendback toward more strict parenting practices (Maccoby, 1992).

In addition to the influence of cultureon parenting practices, researchers have also found substantial evidence that parenting practices are transferredfrom generation to generation within families, both harmful and abusive parenting

practices(Capaldi et al., 2003) and nurturing parenting practices(Chen & Kaplan, 2001; Chen, Lui, & Kaplan, 2008).Significance has long been ascribed to the parentsin determining the well-being, personality, and adjustment of children. It is only recently, however, that the role of parents in the socialization and development of children has been investigatedempirically within the field of developmental psychology research (Maccoby, 1992). Though parenting theory has evolved through several major theoretical approaches, including psychoanalytic and behavioral (Darling & Steinberg, 1993;Maccoby, 1992), initial attempts to reformulate psychoanalytic theories into testable hypotheses for behavioralresearch studies were unsuccessfuly. Researchers began to move away from existing theories of the time and started to incorporatenew findings from linguistic theory and attachment theory, as well as new ideas about modeling, intrinsic motivation, and scaffolding (Maccoby, 1992). Research since the 1960s has focused on the use of *parenting style* as a heuristic device for conceptualizing the distinct strategiesparents use to effectively elicit desired behaviors from their children.

Parenting Style

Parenting style, as defined by Darling and Steinberg (1993), is "a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed" (p. 493). Style is distinguished from "parenting practices" in that style encompasses a

broader pattern of emotional context and attitudes toward the child, including specific parenting practices but also expression of emotion and tone of voice (Darling & Steinberg, 1993). Parenting practices, on the other hand, simply refer to what parents do or donot do. As research into parenting developed through the 1930s and 40s, researchers searched for ways to better define parenting practices as merely "positive" or"negative"and began to conceptualize the *dimensions*that make up a parenting style (Darling & Steinberg, 1993). By analyzing different parenting practices—such as method of discipline used, type of communication, method for connection, expectations, and level of responsiveness—as well as parents' belief systems and the parent-child relationship (Darling & Steinberg, 1993), researchers began to organize their observations into dimensions that could be measured on a scale.

The format of these dimensions suggests that parenting style exists on a continuum, with the endpoints being indicative of "negative" parenting and mid-ranges being indicative of "positive" parenting. An extreme at either end of the dichotomy is associated with negative outcomes. For example, an abundance of warmth and autonomy granting, combined with an absence of boundaries and responsibilities, represents the permissive end of the spectrum. The other extreme end of parenting is termed authoritarian parenting, which is defined by criticism, overcontrol, and minimal warmth or responsiveness.

Remarkably, researchers from distinct theoretical models have come to similar conclusions and identified identical key dimensions with which to determine parenting style (Baumrind, 1971; Darling & Steinberg, 1993; Maccoby& Martin, 1983). The dichotomies "warmth/criticism" and "overcontrol/autonomy granting" have emerged as important dimensions in the field. Asghari and Besharat (2011) found positive correlations between the dimensions of autonomy and warmth with higher scores of emotional intelligence in male and female children. Additionally, Steinberg et al. (1989) include *psychological autonomy* or *democracy* as important additions to the Baumrind's model. Spera (2005) reviewed the literature on adolescent school achievement and the relationship to the constructs of *parental monitoring*, *parental involvement*, and parental goals, values, and aspirations.The dimension of *control/overcontrol*in parenting has been associating with risk factors for the development of oppositional defiant disorder (Burke, Loeber, &Birmaher, 2002).In a meta-analysis, McLeod, Weisz, and Wood (2007) examined the association between childhood depression and the dimensions of *rejection* and *control*, and found a moderate but consistent association between negative parenting and development of depressive symptoms. McLeod, Wood, and Weisz (2007) examined the association between parenting and childhood anxiety.

Parenting style research has considered both negative and positive aspects of the key dimensions. Negative parenting skills have been implicated as the

source of dysfunction in cases of child externalizing, such as aggression and delinquency, and internalizing behaviors, such as depressed affect and withdrawn behavior (Williams et al., 2009). Deater-Deckard et al. (1996) found a strong correlation between physical punishmentand externalizing and aggressive behaviors, such as fighting in the classroom, in both European-American and African American children.

Long-term positive effects of key parenting dimensions have been investigated and confirmed in the areas of cognitive development (Dornbusch et al., 1987), affective regulation (Keller et al., 2004), school readiness (Robinson, Mandleco, Olsen, & Hart, 2001), behavioral expressions (Paulussen-Hoogeboom et al., 2008),well-being in young adulthood (Aquilino& Supple, 2001), and school performance (Deslandes, Royer, &Turcotte, 1997). Further, research has indicated that parenting practices may mediate the emergence of childhood disorders (Rapee, 1997).

Authoritative Parenting Model

The research literature on parenting style from 1966 to the presentreveals that one parenting model has received the most consistent support—Baumrind'sauthoritative parenting model (Ballatine, 2001; Darling & Steinberg, 1993). In the 1960s, Diana Baumrind, a psychology researcher at Berkeley, conducted a seminal longitudinal study into parenting styles in response to what was then an often-polarized debate between those ascribing to a strict, or

authoritarian, style of parenting and those who ascribed to a child-centered, or permissive style of parenting (Baumrind, 1966). Perhaps due to the political polarization of the time, two distinct parenting perspectives had emerged as social trends—the permissive parenting model rooted in a liberal cultural stance and the authoritarian parenting model rooted in a conservative cultural stance (Baumrind, 1996). Her research emerged from leadership style theory by Baldwin (1955) and Lewin and Lippitt (1938). Leadership style research identified democratic leadership styles as associated with the most positive outcomes, and autocratic and laissez-faire styles were associated with more negative outcomes.

By observing the behaviors of well-adjusted children and linking them to the parenting practices of their parents, Baumrind correlated authoritative parenting practices with the children who exhibited the most desirable behaviors (Baumrind, 1966). Child behaviors such as hostile acting out, withdrawal, and rebelliousness, as well as nervousness and reduced efficiency were associated with punitive and restrictive practices (Baumrind, 1966). Baumrind's research identified a new, third parenting style termed "authoritative" to describe parenting practices that represented a balance between responsive behaviors and high expectations. In an introductory paper to the research, Baumrind (1966) termed the authoritative parent as one who "enforces her own perspective as an adult, but recognizes the child's individual interests and special ways" (p. 891). Authoritarian parenting was defined by high regard for order and structure, with

an emphasis on absolute control, restriction of the child's autonomy, and minimum of communication from the child. Permissive parenting was defined as a parent who "attempts to behave in a nonpunitive, acceptant, and affirmative manner toward the child's impuses, desires, and actions," and who would encourage communication from the child, make few demands of responsibility, and avoid the assertion of power over the child (p. 889).

Maccoby and Martin (1983),expanding on Baumrind's model, identified a succinct way of defining the constructs of parenting style through the use of two factors: *responsiveness*, defined as actions communicating emotional support and warmth, and *demandingness*, the expectation of mature behavior and participation in family life. These factors are similar to the dimensions discussed above, warmth vs. criticism and overcontrol vs. autonomy granting, and are also referenced as *monitoring* and *encouragement*. Responsiveness (similar to warmth) represents "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991, p. 62). Demandingness (similar to control) denotes "the claim parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys" (Baumrind, 1991, pp. 61–62).Based in part on the work of Maccoby and Martin (1983), Baumrind saw a need to distinguish permissive parenting further into two

subcategories, permissiveness based in indulgence and affection and permissiveness based in neglect and detachment (Baumrind, 1991). This led to the creation of the *rejecting-neglecting* parenting style.

As the children in Baumrind's study matured, her typologies were further differentiated and two "authoritative-like" styles were added: democratic and directive (1991). The authoritative style has been broken down into three constructs. *Acceptance-involvement* describes the perception of parents as loving, responsive and involved. *Strictness-supervision*references how much parents monitor their children and set limits. *Psychological autonomy granting*assesses how much parents use noncoercive, democratic discipline and encourage expression of individuality. Gray and Steinberg (1999) examined the impact of all three constructs on adolescent adjustment, which was defined by behavior problems, psychosocial development, internal distress, and academic competence. Results indicated that behavioral problems were related more to parents using behavioral control than those who used psychological autonomy granting. Psychosocial development and internal distress in the teens were more strongly associated with psychological autonomy granting and acceptance-involvement than with behavioral control. Academic competence had a strong relationship with all three constructs (Gray & Steinberg, 1999).

Baumrind discussed both the *benefits* associated with authoritative style and the *negative* associations with permissive and authoritarian styles. The

assertion that the authoritarian style is associated with negative behaviors in children has been further explored and replicated. Akhter, Hanif, Tariq, and Atta (2011) studied 200 parents and children in Pakistan and found the authoritarian parenting style predicted both internalizing and externalizing behavior problems in children.Permissive parenting, and specifically the uninvolved, dismissive, or neglectful subtype, has been linked to the child's poor sense of competence (Lamborn, Mounts, Steinberg, &Dornbusch, 1991) and later substance abuse (Weiss & Schwarz, 1996).

Copious studies, substantiated over decades of research, link authoritative parenting behaviors to positive outcomes. Authoritative parenting has been positively correlated with many psychological constructs, such as positive behaviors (Baumrind, 1991), resiliency (Ritter, 2005), internal locus of control (McClun& Merrell, 1998), and cognitive development as expressed through academic achievements (Deslandes, Royer,&Turcotte, 1997; Steinberg, Elmen& Mounts, 1989). Additionally, authoritative parenting style has been studied for its correlation with such diverse variables as smoking (Stanton, Highland, Tercyak, Luta, &Niaura, 2013), oral hygiene (Brukiene&Aleksejuniene, 2012), and perfectionism (Olson, 2012).

Baumrind and colleagues have replicated her original studies to evaluate a variety of impacts and outcomes associated with different parenting styles, including socialization practieces (Baumrind & Black, 1967), competence and

emotional health (Baumrind et al., 2010) and substance abuse (Baumrind, 1991).Most recently, the authoritative style has been further developed as a construct, with Baumrind calling for a distinction to be made between confrontiveand coercive control. Confrontive control is part of the demandingness aspect of the authoritative model, and is an important element that is carried out through kind and firm communication. Coercive control is a power assertion that may be carried out through manipulationand does not incorporate elements of responsiveness (Baumrind, 2012; Baumrind, 2013a).

Steinberg, Mounts, Dornbusch, Lamborn, and colleagues have also conducted a series of studies over many years that have substantiated the authoritative parenting model. Steinberg, Lamborn, Dornbusch, and Darling (1992) found that authoritative parenting led to better school performance and stronger school engagement on the part of the adolescent; furthermore, parental involvement was more causal of these positive outcomes if it happened within the context of an authoritative home. Nonauthoritativenessreduced the positive impact that parental involvement might otherwise have had (Steinberg et al., 1992).

Durbin, Darling, Steinberg, and Brown (1993) found multiple correlations with Baumrind's model: 1) if parents were authoritative, the child was more likely to be associated with "well-rounded" peer social groups; 2) if parents were "uninvolved," girls more likely to be oriented to negative crowds; and 3) if the

parents were indulgent, the child was more likely to be with crowds that were fun-loving oriented.

Steinberg et al. (1994) focused on the maintenance over time of adolescent adjustment and competence related to parenting style, andspecifically defined by psychosocial development, school achievement, internalized distress, and behavior problems. As a follow-up to prior studies, the longevity of the positive impact of authoritative style was maintained and the negative impact associated with neglectful parenting continued to accumulate over time.

Dornbusch, Ritter, Liederman, Roberts, and Fraleigh (1987) tested the relation of Baumrind's parenting stylesto adolescent school performance. They found that students with the highest mean grades were correlated with "pure authoritative" families and students with the lowest mean grades were correlated with families that inconsistently combined authoritarian parenting with other parenting styles. In a follow-up study, Steinberg et al. (1989) focused on academic success and psychosocial maturity in an adolescent sample and their results confirmed that authoritative parenting facilitated academic success, and that the three aspects of authoritative—acceptance, psychological autonomy, and behavioral control—each has a unique impact on academic success (Steinberg et al., 1989).

Perceived Competence of Parents

A number of parenting studies have also considered the influence of another factor, parents' *perceived competence*, which hasbeen strongly associated with child developmental outcomes, parental self-efficacy, school achievement, socio-emotional adjustment, and child behaviors (Jones & Prinz, 2005; Slagt, Dekovic, deHaan, van den Akker, & Prinzie, 2012). Parents who are not confident in their parenting abilities are likely to make parenting decisions that are less effective and therefore lead to lower levels of confidence, satisfaction, and sense of efficacy as a parent, ultimately impacting developmental outcomes for their children (Ardelt&Eccles, 2001; Coleman &Karraker, 1998; Jones &Prinz, 2005). The constructs of competence, efficacy, and satisfaction are frequently used in relation to one another and sometimes interchangeably in the literature. Parent self-efficacy is defined simply as the expectation one has in his/her ability "to exercise positive influence on the behavior and development of one's children" (Coleman & Karraker, 1998, p. 58). Parent self-efficacy is also used more broadly to emcompass having appropriate knowledge, confidence in abilities, a belief that children will respond, and a sense that others will be supportive of parenting efforts (Watson, White, Taplin, & Huntsman, 2005). Perceived competence is often used as an umbrella term, inclusive of parent self-efficacy, parenting efficacy, confidence, and satisfaction. Indeed, self-efficacy is frequently cited as influencing overall competence (Jones &Prinz, 2005). The instruments used to measure sense of competence are organized with competence as the overall score

and efficacy as a subscale (Coleman &Karraker, 1998; Johnston & Mash, 1989). Satisfaction is related to competence, as well, given that the sense of intrinsic value and gratification in parenting efforts is likely to impact the degree to which one invests in achieving competency and vice versa (Coleman &Karraker, 1998).

In a review of current studies, Jones and Prinz (2005) found strong evidence for the association between parental self-efficacy and parenting sense of competence. Studies varied in their use of the efficacy construct, and some designs tested its impact as a precursor to other variables, others as a consequence of other variables, and still others as a mediator or transactional variable (Jones & Prinz, 2005). Results strongly suggested that efficacy does predict parenting perceived competence but that efficacy levels are also sometimes consequences of competence levels (Jones & Prinz, 2005). Self-efficacy is also cited as contributing to variance in parental skills and satisfaction (Coleman & Karraker, 1998). Moderate support has been found for efficacy as a mediator and the transactional role is still under investigation (Jones & Prinz, 2005).

Ardelt and Eccles (2001) examined parent self-efficacy as a predictor of child ability and academic success and found strong relationships in disadvantaged family contexts, but less of a relationship in advantaged/stable family contexts. Self-efficacy has also been positively associated with parents seeking out preventive and protective measures, specifically in impoverished or high-risk environments (Ardelt&Eccles, 2001).

Slagt et al. (2012) examined the bidirectional associations between parent perceived competence and child externalizing problems. Confirming previous linkages between low perceived competence levels and child conduct problems, the results of their study found that externalizing problem behaviors predicted parent competence at the six-year mark but that parent competence did not predict externalizing behaviors at the six-year mark (Slagt et al., 2012).

Several studies have examined the impact of parent training on parent sense of competence. Pisterman et al. (1992b) investigated the impact of parent training groups on parenting stress and parent sense of competence. Results indicated that, when compared to parents in waitlist group, parents who underwent a12-week group training reported reduced stress and increases in competence. The significant increase in competence from pretreatment to post-treatment was followed by significant changes reported at a three-month follow-up. The authors indicated their findings suggest the benefits of attending a group parent training extend beyond behavioral changes to core shifts in perspective about the role of parenting, demonstrating a meaningful relationship between satisfaction and efficacy in parenting (Pisterman et al., 1992b).

Parent competence has also been investigated as a mediating factor of what parents take in from parent trainings, as parent self-efficacy has been found to "completely mediate[s] the connection between perceived child behavior problems and situational expectations, as well as relational expectations towards

the training" (Graf et al., 2014). As an extension of this, the content of parent trainings can contribute to parent sense of competence—parenting knowledge and dissonance between actual and ideal parenting style have been shown to most consistently contribute to self-perceptions of parenting (Bornstein et al., 2003).

As discussed above, parents today face significant challenges in establishing feelings of confidence and competence about their parenting approaches. This may be contributing to a sense of heightened anxiety about parenting decisions, behaviors, and choices. Researchers have started to examine whether parents' attitudes about the degree of their influence over children has impacted their feelings about the parenting role, including heightened stress levels and lowered levels of competence or efficacy (Oldershaw, 2002; Senior, 2014), and additional investigation into these complex interactions is needed.

Parent Training

Traditionally, parents experienced a "forced choice" between following or going against the parenting they experienced in their family of origin (Mansager& Volk, 2004). Researchers have generally focused on the transmission of harmful, or abusive, parenting practices from generation to generation (Capaldi et al., 2003), but there have also been some investigations into the carrying on of nurturing parenting practices (Chen & Kaplan, 2001).

Parent training rests upon a relatively new idea that parents need to acquire the knowledge of parenting rather than parent according to custom,

tradition, or instinct. Researchers have reached consensus on optimal skills, styles, and approaches for parenting, but the findings are less robust when it comes to the best methods for teaching or training parents in how to be authoritative (Steinberg, 2001). There are few conclusive studies aboutwhether these skills are in fact teachable, how to measure the impact of training on parents and/or children, and whether the changes are lasting.

"Parent training" is just one of the terms used within a variety of disciplines to describe programs created for the education of parents, including parenting programs, parent education, parent reading circles, and parent support groups. Parent training has been broadly defined as helping parents to improve their communication with and parenting of their children and more precisely as "programs in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practice skills" (Barth, 2005).Some have declared there is little utility in differentiating between the terms and most studies have classified a program as parent training if it is in a group setting with an educational component (Smith & Pugh, 1996). Others have called for a more precise definition and cite the variations among programs, such as length and number of meetings, experiential versus didactic structure, and use of homework or other outside supplemental learning experiences.

Parallel to the research that helped to establish a consensus on a dominant parenting theory, there have also been efforts to identify the best delivery model

for teaching parents. While all agree that parent trainings are preventative and needed, few agree on how best to do so, who is best equipped or most qualified to do so, and in what way they should go about it. Substantial research indicates that an *active* delivery method is superior to a *passive* delivery method for parenting training structures, and yet the majority of parent education programs are lecture style, with the addition of a discussion component (Drugli& Larsson, 2006). Parent training that involves an active mechanism of change, such as homework, modeling, or practicing, has been shown to have the highest and most consistent effects (Barth, 2005; Knapp &Deluty, 1989). Saunders, McFarland-Piazza, Jacobivitz, Hazen-Swann, and Burton (2013) call for interactive approaches within parent training. In their review of research needs within the field, Smith and Pugh argued for studies that would focus on the process of change itself, rather than just the outcomes of parent trainings (1996). The confusion about process by which the effect is brought about may indicate a need for more qualitative studies. Parr and Joyce (2009) called for process evaluation that would include asking participants to provide direct commentary about their experiences.

Parent training has been demonstrated to be an effective tool for promoting positive parenting practices and researchers use a variety of approaches to measure the impact of trainings. Recent studies have focused on the capacity of parent trainings to promote positive changes in parents' psychosocial functioning (Bennett, Barlow, Huban, Smailagic, &Roloff, 2013) or to reduce or prevent child

abuse or neglect (Lundahl, Nimer, & Parsons, 2006). Others have focused on the potential to reduce negative outcomes in children, and measured behaviors such as reduced disruptive behavior in childrenand attentional/hyperactivity difficulties (Barth, 2005; Bor, Sanders, &Markie-Dadds, 2002). Still others have examined the impact of training on both parents and children (Coren, Barlow, & Stewart-Brown, 2003).

There are many parent training models, each with distinct theoretical groundings, that intend to help parents do better through enhancing parenting skills or with the promise of a resultant change in child behavior. One parenting model that has received the most empirical attention is the behavioral parent training model.

The effectiveness of behavioral parenting trainingsare generally measured through an assessment of child behaviors that are thought to have changed as a result of parents attending a training group or class. A meta-analysis of behavioral parent trainings indicated that trainings significantly modified child antisocial behavior and improve parental personal adjustment (Serketich& Dumas, 1996).

Other programs are a combination of theories, such as the Incredible Years Series (IYS), which draws from cognitive social learning theory, as well as attachment and developmental theories. Brotman et al. (2009) studied the impact of IYS on parenting practices within African American and Latino families. They found improved parenting practices in the area of lower harsh parenting scores

and higher responsive parenting and stimulating parenting scores after taking the class; these improved parenting practices were shown to partially mediate the expression of physical aggression (Brotman et al., 2009). The *Fathers and Sons Program* is another parent training intervention that combine theories. Through a incorporation of social cognitive theory, models of social networks and social support, and race-related socialization, and racial identity, developers of the model hoped to create an intervention that would enhance father-son relationships and reduce violence and aggressive behavior in young males (Caldwell, Rafferty, Reischl, DeLoney, & Brooks, 2010). Preliminary research into effectiveness indicated that the intervention enhanced several aspects of parent-child relationships, including parental monitoring, communication about sex, and intentions to communicate, but did not reduce aggressive behaviors in the sons (Caldwell et al., 2010).

It is acknowledged by many that measuring the effectiveness of parent training is complex and it is perhaps for this reason that there is also a dearth of evidence-based conclusions about which parent training programs are the best (Alincai& Weil-Barais, 2013; Smith & Pugh, 1996). Negative self-perceptions of parenting style and effectiveness are influenced by a variety of environmental, cultural, and personality factors; additionally, researchers have found that dissonance between *actual* and *ideal* parenting style can negatively impact self-perceived competence and satisfaction (Bornstein et al., 2003). However, there is

a lack of agreement aboutwhich instruments accurately measure style and self-efficacy.

Research has also investigated the potential for negative outcomes resulting from parent training. Assemany& McIntosh (2002) examined negative treatment outcomes of behavioral parent trainings and found that there was often high rates of families who dropped out before the class was over, and that parents often struggled to fully engage with the parent training sessions. This sometimes came in the form of parents refusing to participate in class activities, responding with hostility to suggestions, and not completing homework (Assemany& McIntosh, 2002). Finally, there is question about the long-term impact of parent trainings and some studies have suggested that there is little progress maintained over time (Assemany& McIntosh, 2002).

Utilizing groups as the delivery vehicle for information to parents has also been documented as favorable for a variety of reasons, including cost-effectiveness, efficiency for professionals wishing to have broad impact, social connections, building cohesiveness within the group, normalizing, and positive impacts on confidence levels and stress levels as a result of group process (Smith & Pugh, 1996).

Parents seek help from parent trainings, often offered through educational counseling centers or local community centers, due to "uncertainty" and "insecurities" in child rearing process (Klann, Hahlweg, Janke, & Kroger, 2000).

Some parents seek assistance with behavioral, developmental, or emotional issues with their children, and other parents seek help and guidance for parenting children whose behaviors are within the normal range. One study hypothesized that the goals of a parent seeking parent training for non-clinical problems included parent enhancement and validation (Forehand, Parent, Linnea, Merchant, Long, & Jones, 2011).

Smith and Pugh (1996) called for linking parenting class goals with what parents want and need from the class, so that parents who want to do good-enough parenting, parents of children who have specific behavioral issues or developmental dysfunction,families with multiple problems, and parents with low self-confidence and/or high stress are matched with the programs appropriate to their needs. Bethell et al. (2001) cited a gap between parents' wants and the knowledge provided. These findings suggest a need for better development of classes in conjunction with parent needs and more focused on specialty interests.

The delivery of Adlerian parenting education through the group format specifically has a history rooted in Adlerian traditions(Carlson, Watts, &Maniacci, 2006;Sweeney, 1998). Adlerian theory has had an extensive influence within the field of parent training,and this history will be discussed below.

Adlerian Parenting Model

The Adlerian parenting model is rootedin Individual Psychology, a comprehensive theory of human behavior. This is notably distinct from the

foundation of Baumrind's model, which is rooted in clinical observation. Alfred Adler founded Individual Psychology in part as a response to Freud, joining other neo-Freudians in expressing viewpoints that differed from the prevailing psychoanalytic theories. Adler conceptualized human behavior as being related to social interactions with others and to strivings to overcome inferiority feelings from childhood (Dinkmeyer& Sperry, 2000), rather than as being intrinsically driven by internal impulses.Early in his career, Adler showed an interest in the centrality of parental influence on a child's development, and often met with teachers and parents in group settings for discussions about child behavior (Carlson, et al., 2006). His focus on the family systeminfluenced his student, RudolfDreikurs, who continued to develop Adler's approach to working with parents after Adler's death and who endeavored to establish Adlerian child-guidance clinics through the United States and abroad (Dinkmeyer et al., 1987).With*Children: The Challenge* (1964), Dreikursand Soltztranslated Adlerian theory into practical methods for parents. In 1948, Dreikurs wrote: "Parents are in trouble because they are caught in the net of confusion characteristic of the transitory cultural period through which we are passing" (1948, p. xv). He felt parenting had been greatly influenced by the introduction of democratic principles into society and that parents experienced decisions about parenting as a "forced choice" by which they could either parent in the way they were raised or parent as a reaction to how they were raised (Dreikurs, 1948; Mansager& Volk, 2004).

Dreikurs spoke of autocratic, or "do-as-I-say," parenting as being out of touch with the democratic setup of society. He cited the negative consequences inherent to inconsistent parenting as well as permissive parenting. Instead, the Adlerian modelpromoted"kind and firm" parenting behaviors. This approach was designated"democratic parenting."

More recently, those within the Adlerian camp have begun to refer to democratic parenting interchangeably with "authoritative." However, this link has yet to be substantiated through empirical study. Gfroereret al. (2004) examined the research support for the Adlerian parenting model and called for a direct link between Baumrind's theories on authoritative parenting and the Adlerian parenting model. In doing so, they attempted to provide support for the Adlerian model by bridging it to the wealth of evidence-based support for the authoritative model. Their central argument was that Baumrind's research can be applied to any parent training that follows the Adlerian model because the constructs used in the classes are parallel to authoritativeparenting constructs(Gfroerer et al., 2004).

Adlerian Training Model

Adlerians have long had a presence in the field of parent education or parent training, and Adler and Dreikurs are noted to be among the first to work with families through the group format (Sweeney, 1998).Dreikursconceptualized parent education as an alternative to the "forced choice" of parentingand wanted to offer education about a democratic approach to parenting to parents who might

be interested in something other than repeating their own history or reacting to it (Mansager& Volk, 2004).Initially, Adler used a demonstration-style group format, called open-forum counseling. In this process, Adlerian theory was demonstrated by a professional, who publicly processed the problems or difficulties of a volunteer family. This was essentially Adlerian family counseling, but provided in the context of a group format, and the observers in the group learned concepts and theory from the interventions used to come up with solutions to the volunteer family's problem. Also popular in the 1970s were reading groups (called Parent Study Groups) based around reading *Children: The Challenge.* Educating parents in the group format seems to have had the most lasting popularity, and recent programs include Systematic Training for Effective Parenting (STEP), Active Parenting, and Positive Discipline.

Collectively, research studies on Adlerian parent trainings suggest that classes have an impact on parenting skills (McVittie& Best, 2009); parents' attitudes/confidence (Huhn&Zimpfer, 1989; Moore & Dean-Zubritsky, 1979; Seiss, 2008), and parenting style (Huhn&Zimpfer, 1989; Johnson, 1990). Attendance in an Adlerian parenting class has also been shown to have a positive effect on parental perception of their children's behavior (Mullis, 1999). Some studies also have included an analysis of second-order change by examining the impact on children of the parents who take the parenting classes. For instance, small but positive effects on child behavior and self-esteem have been

demonstrated (Gruen, 1978). Nitschke(2010) proposed that Adlerian trainings might impact school readiness, but no conclusive impacts were found in initial studies.

One of the only comprehensive reviews of Adlerian parent education dates back to 1988. Burnett (1988) reviewed the existing literature at the time and focused his attention on two models of Adlerian parent education—the Parent Study Groups (PSG) and Systemic Training for Effective Parenting (STEP). He identified 21 studies, all of which were evaluating the effect that attending an Adlerian group had on parents, children, or the family. Some studies examined lasting impact or looked at how children might benefit from the use of parenting practices that are based on these Adlerian principles. All studies suffered from small *N*and the majority utilized Pretest-Posttest Control Group design by incorporating a control group through random assignment to a waiting list. A minority of the studies used the Pretest-Posttest Without Control Group design. Additionally, several studies added a second posttest measure in order to evaluate the presence of lasting effects. The time allowed ranged from 4–6 weeks, intervals of 2, 5, and 9 weeks, and two follow-ups at 3 and 12 months. Measures used by the majority focused on parental attitudes (Attitude Toward the Freedom of Children ATFC-II) and children's behavior (Child Behavior Checklist, CBC). Little change was noted in the behaviors of the children, though there was a slight positive trend in the mothers' perceptions of their child's behavior. Some positive

effect was found in 2 of the 3 studies that looked at child self-concept (Burnett, 1988). The Child Rearing Practices Scale was used to report on the methods used by the parent and all of the studies that used this noted positive trends. Parental attitudes were reported to change the most in the majority of the studies, and indicate a more "liberal" attitude toward the child (Burnett, 1988).

The STEP program is Adlerian in its foundation and provides education to parents in a small-group format through a live facilitator and a multimedia kit that includes a leader's guide, a parent handbook, DVDs, and drug prevention materials. Parents engage in role plays and discussions, and the videos are used to show examples of ineffective and effective parent-child interactions. STEP continues to receive research attention and in 2010, the National Registry of Evidence-Based Programs and Practices (NREPP) assigned ratings from 2.1 to 3.2 on a 4-point scale to the research, indicating above adequate acceptability as an evidence-based program, and an overall score of 2.7 for readiness for dissemination. Two of the most recent studies on STEP are Adams (2001) and Spence (2008). Spence (2008) examined adolescents whose parents were taking the STEP class, to determine if the class resulted in greater parent-child alignment of perception of family environment, an increase in democratic values in the family environment, and a potential decline in problematic behaviors in the teens. Results of the study did not confirm the hypotheses, but did indicate that the intervention led to enhanced knowledge of concepts and decreased parent-

adolescent incongruence, as measured by the Family Environment Scale (Spence, 2008).

Active Parenting is another parenting program based in Adlerian theory. Developed by Michael Popkin, Active Parenting is a video-based program with two components, one for middle childhood (2–12) and one for teens. The teen program is designed as a school- and community-based intervention. Materials for dissemination were given an overall rating of 3.2 from NREPP, and research was rated as 2.2 to 3.3. Smalls (2010) studied Active Parenting in a population of low-income, single black parents. The results indicated that attendance at the Active parenting class resulted in improvements in parental attitudes of acceptance, lowered parent stress, and higher female adolescent achievement motivation (Smalls, 2010).

There has been research on a handful of programs that are a combination of Adlerian principles and other theories. Hastings and Ludlow (2006) investigated a community-based parenting program, Participatory Program Promoting Pleasurable Parenting (P5), which was founded on both Adlerian and behavioral principles. The study investigated the brief parent training for its impact on levels of disruptive child behavior and found that P5 was effective in reducing oppositional defiant symptoms and that change was most apparent in children of parents who reported clinically significant symptoms in their children (Hastings & Ludlow, 2006). "Partners in Parenting" (PIP) is another program that

combines Adlerian approaches with behavioral approaches, as well as client-centered theories. A 2007 study of PIP within a substance abuse treatment program for women indicated that the intervention improved attitudes toward parenting strategies and reduced family conflict (Knight, Bartholomew, & Simpson, 2007).

Adlerian parent education has also been compared to other parenting programs(Dembo, Sweitzer,&Lauritzen, 1985; Gutierrez, 2007).Gutierrez (2007) compared Adlerian parent training (STEP) to a behavioral program (*1-2-3 Magic*). Participants were assessed for parent stress, parent-child dysfunction, and child behavior. The behavioral program produced significantly greater changes in parent stress than the Adlerian program. Parent-child dysfunction was reduced significantly more in the behavioral program than the placebo and wait-list groups, but not the Adlerian group (Gutierrez, 2007).

The Adlerian parent education approach utilized as the intervention in this study is Positive Discipline. Positive Discipline classes aim to go further than "symptom remission," and to promote the growth of change-promoting structures for increasing community (Gfroerer et al., 2013). Positive Discipline differs from STEP and Active Parenting in its approach to teaching parents and in its organizational model. Classes use an active delivery method that builds on experiential learning theory, which states that learning through personal experience and the direct application of new material builds self-efficacy

(Manolis, Burns, Assudani, &Chinta, 2013). The tenets of Positive Discipline include foremost the fostering of significance and belonging in children, and a focus on developing long-term skills in communication, problem-solving, social interest, and self-reliance (Gfroerer et al., 2013). Positive Discipline was chosen for this study based on its adherence to Adlerian principles and its recent growth and potential for impact in growing communities worldwide.

Though there have been several studies on Adlerian parent training, as detailed above, research into the effects of Positive Discipline parent trainingsspecificallyhave been sparse. This may be the result of focused efforts toward reaching parents and refining teaching strategies, rather than efforts toward gaining evidence-based certification (Gfroerer et al., 2004). In 2009, McVittie and Best conducted a study to determine the effect of Positive Discipline parent trainings on self-reported parenting behaviors and attitudes and similar to the current study, to determine whether parenting class resulted in more authoritative parenting behaviors. Questionnaires were distributed after the class was over, at the end of the last meeting, and parents self-assessed their behaviors from before the class and after the class. This reliance on retroactive self-assessment of attitudes and the use of non-validated instrument were weaknesses of the study.

Multicultural Applicability

A major critique of both Baumrind's model and the Adlerian model is the lack of sufficient research and focus on the application of parenting models to diverse populations. The absence of culturally sensitive programming has been a critique of parent trainings in general (Forehand &Kotchick, 1996; Gorman &Balter, 1997), and the authoritative model has been critiqued for its ethnocentricity and lack of sufficient research and focus on the application of the model to diverse family environments, including class. However, Willms (2002) foundthe authoritative model was associated with positive outcomes for children across family environmental circumstances and that there was only a weak link between authoritative parenting style and SES. However, questions remain about how to conceptualize "style" within diverse contexts (Darling & Steinberg, 1993).

Research on the effectiveness of Adlerian parent training in populations outside of the American mainstream has also been sparse. There is a strong case for studying the effects of parent trainings when implemented within specific cultural groups given the greater need for parent training in populations under the greatest levels of economic and social stress (Harwood, Leyendecker, Carlson, Asencio, & Miller, 2002). Farooq, Jefferson, and Fleming (2005) examined the effectiveness of an Adlerian video-based parent education program among African American parents, which was the first study was the first to examine the use of Adlerian training with African American parents. The study utilized a waitlist control group (Farooq et al., 2005) and utilized pretest-posttest measures

to determine if there would be an improvement in parents' perceptions of their children after the class. The measures included a questionnaire that assessed parent perception of children's behavior and a measure of parenting styles (Popkin, 1998). The results of the study found a significant difference between the experimental and control groups with a change toward more favorable perceptions of their children in those parents who took the class. A significant, though slightly smaller, difference was also found in regard to the parents' perceptions of their parenting styles.

The lack of representation of diverse groups in parent training materials is of considerable concern, in reflection of the changing structures of families in the United States, with double the amount of children growing up in single-parent homes (Rosiak, 2012), with same-sex parents (Mezey, 2008), and representing increased cultural diversity (Forehand &Kotchick, 1996). Adlerian materials have been criticized for their failure to address cultural diversity and broader range of family environments. Fox (2008) cited the absence of LGBTQ parents in Adlerian parenting materials, including the Positive Discipline books. Oswald(2008) called for an integrative model of authoritative parenting that combines parenting practices and global parenting characteristics.Some movements have been made to increase applicability of models across cultural groups. Nitschke (2010) developed an Adlerian parent education program specifically for use with the Latino population, and Prinz, Arkin, and Gelkopf (2008) examined an Adlerian

parenting program that has been adapted for use in schools and with parents in Israel.

Conclusions

As the literature has demonstrated, parenting has clear and sustainable impacts on the lives of children, families, and communities. By examining parenting style and impacts of the authoritative parenting style, researchers have been able to produce "a remarkably consistent picture of the type of parenting conducive to the successful socialization of children into the dominant culture of the United States" (Darling & Steinberg, 1993, p. 487). The benefits of authoritative parenting are clear. Less clear is the path to prevention of negative consequences of parenting and how to disseminate and promote the authoritative style (Steinberg, 2001).

This study aspired to fill a gap in the literature by evaluating an Adlerian parent training course, for efficacy in increasing parents' sense of competence, and also for potential value in promoting the authoritative style. Utilizing instruments that measured authoritativeness and parents' sense of competence, this study investigated how authoritative parenting style is impacted by attendance of a Positive Discipline parent training. The research examined levels of authoritative, permissive, and authoritarian parenting style before a Positive Discipline parent training (Time 1), after a Positive Discipline parent training (Time 2), and at a three-month follow-up (Time 3) in order to see how change

was maintained over time. Parents' perceived competence was also measured at each time, in order to investigate how self-efficacy and satisfaction as related to the parenting role interacted with authoritative style.

Hypotheses

1. It is hypothesized that, following completion of a Positive Discipline parent training course, authoritative parenting practices will be significantly greater than at the start of the course (Authoritative Time 2 > Authoritative Time 1). Additionally, the increase in authoritative parenting practices will be maintained at a 3-month follow-up (Authoritative Time 3 > Authoritative Time 1 and Authoritative Time 3 =/> Authoritative Time 2).

2. It is hypothesized that,following completion of a Positive Discipline parent training course, there will be a significant decrease in permissive and authoritarian parenting practices (Permissive Time 2 > Permissive Time 1, Authoritarian Time 2 > Authoritarian Time 1), and that these changes will be maintained at a 3-month follow-up (Permissive Time 3 > Permissive Time 1 and Permissive Time 3 >/= Permissive Time 2; Authoritarian Time 2 > Authoritarian Time 1; Authoritarian Time 3 >/= Authoritarian Time 2).

3. It is hypothesized that there will be a significant increase in parent perceivedcompetence following participation in parent training (Competence Time 2 > Competence Time 1), and that these changes will be maintained at a 3-

month follow-up (Competence Time 3 > Competence Time 1; Competence Time 3 >/= Competence Time 2).

4. It is hypothesized that there will be a statistically significant positive correlation between parent competence and authoritative parenting style.

Chapter III: Methodology

Participants

The study obtained participants through the use of a convenience sample. The principal researcher coordinated with the Positive Discipline Association (PDA). The PDA is a non-profit organization that coordinates the training of facilitators who educate parents, teachers, counselors, and other helping professionals in Positive Discipline methods. The PDA Board of Directors reviewed and approved the researcher's proposed study, and granted the researcher access to the PDA list-serve for the purpose of recruiting facilitators/parent educators. The list-serve is reserved for facilitators who have achieved a specific level of training, submitted a letter of intent to the association, and paid an annual membership fee to the PDA. Members are typically active in educating parents and/or teachers and thus represent many of the most experienced Positive Discipline trainers in the country. The list-serve is utilized for daily and weekly postings of experiences, advice, and announcements.

The principal researcher initiated recruitment through an email announcement to the list-serve in August 2013 and again in November 2013 (see Appendix C). Facilitators who were interested in assisting with the study were asked to contact the principal researcher. International facilitators were asked to refrain from participation. The principal researcher emailed interested facilitators the following information: (a) instructions for filling out a facilitator consent and

facilitator profile questionnaire (Appendix B); (b) the text to include in their email to the upcoming class; and (c) a script of what to say in person to participants in the parenting classes (see Appendix C).

Participants were recruited on a class-by-class basis, and participation was requested as an optional part of their attendance in the class. Parents who signed up for Positive Discipline parenting classes from September 2013 to March 2014 were offered the possibility of participating in the study through their parenting class facilitator. Thus, facilitators served as the messengers between the researcher and parents. Participants who followed the link from the email were directed to a website where all data was collected and thus parenting class facilitators remained blind as to whether anyone from their class consented to participate. The PDA was also not informed of the identity of facilitators who chose to participate and assist in the study.

Participants were first asked to provide informed consent (Appendix A). A total of 118 consents were signed, and a total of 101 participants filled out Survey 1. Of the 118 consents, 14 dropped out before completing Survey 1 and three additional participants were eliminated due to a high percentage of missing values. Once a participant filled out Survey 1 and provided contact information, the principal researcher tracked the class, and emailed out the link to Survey 2 at the corresponding end date of the seven- or eight-week class. A total of 96 participants were contacted to fill out Survey 2 (five were not contacted due to

incorrect email address or researcher error), and 54 participants returned and completed Survey 2. Three months following the conclusion of each class, the principal researcher emailed study participants a link to Survey 3. The time frame of three months was determined for the follow-up modeled afterthe precedent set by previous research (Pisterman et al., 1992a). A total of 35 participants returned to fill out Survey 3.

All communication took place directly between the principal researcher and the participants. Participants were provided the opportunity to enter their email address in a raffle to win one of three $100 gift cards. The length of time required to complete each survey was approximately 10-20 minutes.

Characteristics

Demographic variables were assessed through questionnaires during the pretest period (see Appendix F). The sample consisted of 101 parents from a total of 26 classes offered across the United States. Complete demographic characteristics of the sample can be found in Table 1. Female participants made up a substantial proportion of the participants (84.2%) and male participants represented a much smaller proportion of participants (12.9%). The majority of participants reported being married (82.2%) and heterosexual (99%). Parents responded as to whether they were attending the class on their own (61%) or with a partner (38%). The participants ranged in age from 31 to 58, with a mean age of 43 and mode of 39: 39.2% were 30–39; 39.2% were 40–49, and 21.6% were 50–

59. The ethnicity of the sample was predominantly Caucasian (77%), with smaller percentages of African American/black (1%), Hispanic (2%), Asian American (9%) participants. Eleven percent of participants listed other ethnic identities, including Native American, Asian, Indian, and Asian Indian (see Table 1). The mode for number of children was 2, with the following percentages reported: one child (19%); two children (61%); three children (17%); 4 children (1%); and 5 children (1%). There was a high percentage of missing values for income (73.4%); of those who responded, 22.2% reported $0-25,000; 3.7% reported $25-50,000; 11.1% reported $50-75,000; 14.8% reported $75-100,000; 25.9% reported $100-150,000 and 22.2% reported above $150,000. A minority of participants (18.4%) reported education equaling high school or associates, 37.6% reported a college degree, 31.7% reported a master's level degree, and 9.9% reported an advanced or doctoral level degree. The majority of parents reported full custody of their children (83.2%), with 7.9% reporting shared custody, and 5% reporting another arrangement. Only 1% of participants reported being mandated to attend the class.

Participants were asked several questions in order to characterize the structure of the family and the level of involvement with parenting. When asked to identify their relationship to the child they parent, 86.1% identified as biological parent, 4% as adoptive parents, 2% as step-parents, and 4% chose Other, indicating various arrangements: having one biological child and one

adoptive child; having a stepson but now divorced, having grown children, and expectant parents. The majority of participants reported parenting together with partner of the opposite sex (89.1%); 1% reported parenting with partner of same sex; 5.2% reported parenting as a single parent with assistance from another parent; and 1% reported having an arrangement not listed. Family structure was further assessed with a question about division of outside work and childcare responsibilities: 41.8% reported being primary caregiver while partner works; 36.7% reported dual-income household and spending equal amounts of time with kids; 8.2% reported working and partner spends the most time with the kids; 13.3% reported an arrangement with partner not represented by the choices.

Prior studies of parents who take Positive Discipline parent training have not been found to proportionately represent the racial and cultural diversity of the United States (McVittie& Best, 2009). It was anticipated that the characteristics of participants in Positive Discipline parent trainings evaluated in this study would be similar to those previously evaluated through the Positive Discipline Association. The demographics compiled from this study's participants are comparable to prior studies, including the McVittieand Best study (2009), in which 1300 parents were evaluated through access to 110 classes. Participant were predominantly White (89.6%) with smaller representations of Hispanic/Latino (3.8%), Asian (3.3%), Black/African American (2.6%), Hawaiian/Pacific Islander (0.7%), and Native American (0.5%).The

socioeconomic status of the participant group was largely upper middle class, with annual family income reported as follows: 62.5% reported $80,000 or more; 17.1% reported $60–79,000; 10.4% reported $40–59,000; 7% reported $20–39,000: and only 3% reported $0–19,000 (McVittie& Best, 2009). Parents who participated in the study were predominantly aged 31 to 50 (81.9%), with only 8.5% reporting that they were between the ages of 21 and 30 and 9.6% reporting that they were over 50 years old (McVittie& Best, 2009). Similar to the current study, participants were predominantly mothers (71.3%), though fathers were also represented (28.7%; McVittie& Best, 2009). Additionally, 88.9% of the parents indicated that they parent with a partner, while 10.6% identified as single parents, and 0.5% identified as grandparents (McVittie& Best, 2009).

Instruments

Demographic questionnaire. Participants were first asked to provide demographic and background information by responding to questions developed by the researcher. The questions asked them to provide age, gender identity, marital status, sexual orientation, employment status, income, education level, racial identity, number and ages of children, and geographic location. Family structure and environment was assessed through several questions: division of work related to childrearing, responsibility for parenting decision-making, partner agreement on parenting decisions, parenting stress, family conflict, dual-income or single income, and attending the class with a partner. Parents were asked to

denote their current parenting status but were not excluded from the study if their children were not currently in their custody. Some information about prior classes taken and title of the current class was gathered. Qualitative questions prompted participants to explain the problems they were experiencing in the home prior to attending the class.

The following two instruments were used to measure change as expressed in the two central variables, parenting style and parent competence.

Assessment of parenting style. Participants were administered the Parenting Styles and Dimensions Questionnaire (PSDQ)—Short Version, a 32-item, Likert-scale questionnaire that assesses parenting style. The PSDQ, originally titled the Parenting Practices Questionnaire, was developed by Robinson, Mandleco, Olsen, and Hart (1995) to align with and quantitatively measure Baumrind's parenting style model (1966). The original 62-question version was created from a 133-item questionnaire based on items from the *Child Rearing Practices Report* (Robinson et al., 1995) and was designed as a self-report for parents of preadolescent children. Using factor analysis, Robinson et al. (2001) reduced the number of questions to 32 and developed the PSDQ-short version, which was used for this study in order to keep down the time required to complete the online surveys.

Scores measure parents on all three categories of parenting styles: authoritative, authoritarian, and permissive. Additionally, the PSDQ was designed

to examine internal structures, or dimensions, within the three parenting typologies and not just the main typologies themselves (Robinson et al., 1995). The authoritative scale has three subfactors: (1) Connection Dimension (Warmth and Support); (2) Regulation Dimension (Reasoning/Induction); and (3) Autonomy Granting Dimension (Democratic Participation). The authoritarian scale has three subfactors: (1) Physical Coercion Dimension; (2) Verbal Hostility Dimension; and (3) Non-Reasoning/Punitive Dimension. The Permissive style is made up of only one factor: Indulgent Dimension. See Appendix G for the PSDQ-short version. Response choices range from "Never" to "Always" and scores are determined by summing the scaled responses to items in each dimension.

Locke and Prinz (2001) examined 55 instruments in a meta-review of parenting measures. They found the PSDQ to have acceptable internal consistency (.75-.91) and concurrent validity.Onder and Gülay (2009) found the Turkish translation of the PSDQ to have acceptable reliability and validity. Results of their analysis also indicated that the authoritative style subscale had highest internal consistency coefficients and that all three subscales had strong test-retest measurements (Onder&Gülay, 2009).

Baumrind (2013a) critiqued the authoritative dimension of the PSDQ for its failure to adequately address the demandingness component of the authoritative construct. Baumrind recognized the existing subdimensions included in the instrument, and called for the addition of a dimension that would assess

confrontive control in order to adequately measure demandingness, one of the key constructs of the style (Baumrind, 2013a).

Assessment of parenting competence. Participants were also administered the Parenting Sense of Competence (PSOC) scale as a means of assessing levels of satisfaction and efficacy with the parenting role over the three distinct time intervals. The PSOC was originally developed by Gibaud-Wallston and Wandersman (1978, cited in Johnston and Mash, 1989). The instrument was further developed by Johnston and Mash (1989), who created an interpretable factor structure. The PSOC is a 17-item, 6-point Likert-scale questionnaire. In a review of 16 valid, peer-reviewed studies on efficacy, the PSOC was found to be the most frequently used instrument to measure parental self-efficacy (Jones &Prinz, 2005). This instrument measures parental satisfaction (combining the constructs of frustration, anxiety, and motivation) and parent efficacy (combining the constructs of feelings of competence, problem-solving ability, and capability).

Ohan, Leung, and Johnston (2000) studied 110 mothers and 110 fathers in an effort to find evidence of stable factor structure and validity in the PSOC. Results of the study confirmed internal consistency and found no meaningful variance across gender. Gilmore and Cuskelly (2009) further examined the PSOC in order to establish the factor structure for mothers and fathers separately. Through their analysis, they developed a third factor, Interest. The Interest factor was not evaluated in the current dissertation. Results of an analysis of factor

structure indicated three acceptable factors: Satisfaction, Efficacy, and Interest (Gilmore &Cuskelly, 2009).

Procedures

Intervention. The Positive Discipline parent training model was developed by Jane Nelsen and Lynn Lott, following the publication Nelsen's*Positive Discipline* in 1981. In order to present Adlerian theories to parents and teachers in a format that would be accessible, Nelsen joined forces with Lott, a parent educator and therapist, and together, they developed twomanualized programs—one to teach Adlerian-based methods to educators and one to teach Adlerian-based approaches to parents. The curriculum is rooted in Adlerian theory and is learned through experiential activities, such as role plays, building on the work of John Taylor (Manolis et al., 2013).

Facilitators undergo a formal training process that follows a series of certification levels. The introductory levels consist of two specialization possibilities: Certified Positive Discipline Parenting Educator (CPDPE) or Certified Positive Discipline Classroom Educator (CPDCE). Both certifications can be achieved by attending two-day training workshops, which are led by a certified trainer who teaches the fundamentals of Adlerian theory, demonstrates Positive Discipline experiential activities that teach the parenting principles, and coaches on how to facilitate a class through role plays and discussion of class agendas. The second level, Positive Discipline Trainer Candidate (PDTC),

denotes acceptance into the advanced training program, and requires attendance at a two-day training workshop in parenting, classroom, or both, some informal practice with Adlerian theory and concepts, writing a letter of intent to the PDA, and optionally subscribing for membership with the association. An advanced certification, Certified Positive Discipline Trainer (CPDT), is awarded after successful facilitation of two 7-week parenting classes, attendance of an advanced 2-day training workshop (ACT), and an optional attendance at the national members conference. A higher level of certification, Lead Trainer level, qualifies facilitators to train other parent educators and is achieved after attendance at an advanced, 3-day workshop, submission of a written paper and attendance at the annual national conference. Lead Trainer is the title reserved for trainers who are authorized to provide the advanced training required for facilitators seeking certification through the program.

Positive Discipline parent trainings were originally designed as weekly classes that meet for an hour and a half to two hours. Outlines are published in *Teaching Parenting the Positive Discipline Way,* a manual that includes step-by-step instructions for leading experiential activities and details outlines for several variations of running a 7-week class.However, parent training can also take the form of a weekend workshopor a series of weekend workshops. Many of the alternative formats followthe same structure and concepts as the weekly classes, but facilitators also frequently offer short introductory sessions or specialized

topics that appeal to parents in their community. Facilitators are guided by a standard class outline but often tailor the activities of the class to their own specifications. Seven-week outlines generally include the following basic concepts and accompanying activities: (1) General Adlerian theory, (2) Purposes of Misbehavior/Mistaken Goals; (3) Encouragement vs. Praise; (4) Family Meetings; (5) Focusing on Solutions; and (6) Connection before Correction. However,facilitators report variation in the experiential activities they choose.

Parents learn the basics of Adlerian theory and how these apply to parenting skills. They learn an approach to discipline that helps children feels a sense of connection, is mutually respectful and encouraging, has long-term benefits, teaches important social and life skills, and encourages the child to feel capable. Other key concepts include: identifying the belief behind the behavior; using encouragement instead of praise; focusing on solutions instead of punishment; effective communication and problem-solving skills, and mutual respect. For example, through an activity called "Top Card," parents are asked to consider aspects of their own personality and parenting style. Throughout the training, parents are prompted to consider the parenting style of their family of origin and other aspects of family history, including sibling relationships.

According to recent calculations from the PDA, Positive Discipline classes have been taught by approximately 130 trainers across the country, and more than 80 classes were offered in 2013. However, exact statistics are not available from

the PDA, as facilitators are not required to register for classes they facilitate, though the PDA is currently developing a more comprehensive database to facilitate collection of statistics. Because participants for this study were recruited through facilitators who volunteered, the participant pool represents only a representative subsample of those who are currently taking the classes across the country and worldwide.

Access to the class. Classes were offered with a'open-door' policy. Any parent who wanted to attend was welcome to do so. There was no screening process for evaluating parents' goals for the class or their existing skill level, or the degree of severity of problems with their children or at home. This method of forming groups for parent training is a common approach among programs that are not based in a clinical population (Smith & Pugh, 1996).

Inclusion and exclusion criteria. Facilitators were approved to participate if their class followed the format of a weekly class, meeting over a period of six to eight weeks, with the total class time equaling approximately 12-15 hours. Seminar-style classes that were taught in one to two days were excluded from the study, given the different format and the reduced time that parents have to process the information they learn in the class. Additionally, parents taking classes specifically geared toward the special needs population were excluded from the current study, based on information that these Positive Discipline classes have a significantly different class structure.

Chapter IV: Results

Missing Data

Due to a high proportion of missing values in a small percentage of participants' data, an analysis was conducted to determine the feasibility of calculating estimated missing values. First, Little's Missing Completely at Random (MCAR) test was conducted to determine degree of randomness of the missing values. The MCAR calculations (Chi-square = 370.925, DF = 352, sig. = .234) satisfied the requirement, finding no statistical significance in the missing values, meaning a failure to reject the Null Hypothesis. This indicated that the values were in fact missing at random and an expectation-maximization would be appropriate to perform to replace missing values. Of the 113 participants who began Survey 1, six were omitted due to excessive missing values, with total unanswered items in excess of 18 percent (> 3). Participants who had fewer than three missing values were retained and expectation-maximization calculations were carried out. Surveys 2 and 3 did not contain responses that qualified for missing value calculations.

Assumptions

Normality and homogeneity of variance tests were performed on the variables involved in the research hypotheses. Normality was tested using skewness and kurtosis. Levene's statistic was used to test the homogeneity of variance. No violations were found for authoritative scores at any time point, and

all authoritative totals were found to be approximately symmetric. Permissive scores at Time 2 were found to be highly skewed, and authoritarian scores were moderately skewed at Time 1 and highly skewed at Time 2. Kurtosis violations were found for authoritarian and permissive scores at various time points. Implications will be discussed below.

Descriptive Analysis

Paired *t*-tests were conducted to test hypotheses 1–3. A Pearson's *r* correlation was conducted to test hypothesis 4. Parenting style and parenting competence values are presented in Table 3.

Hypothesis One: Increase in Authoritative Style

The first hypothesis stated there would be a significant increase in the authoritative parenting score following participation in a parent training course. Further, it stated there would be a significant increase in the authoritative parenting score three months subsequent to the end of a parent training course. To test the hypothesis that participants would report a higher authoritative parenting style after the final class ($M = 3.76$, $SD = .428$) and at a three-month follow-up ($M = 4.10$, $SD = .40$) when compared to scores from before the first class ($M = 3.58$, $SD = .59$), dependent samples *t*-tests were performed. Both hypotheses were supported. See Table 3.

On average, participants reported significantly greater authoritative parenting style after the class ($M = 3.76$, $SD = .43$) as compared to before the

class (M = 3.58, SD = .59), $t(43)$ = -2.809 , p = .007. Thus, the post-training mean was statistically significantly higher than the mean from pre-training.

When authoritative parenting style was measured at Time 3, scores again indicated statistically significant change. On average, participants experienced an increase in authoritative parenting style from Time 1, before the class (M = 3.67, SD = .64) to the follow-up measure at Time 3, three months after the class (M = 4.10, SD= .40), $t(29)$ = -4.890, $p < .001$.

An additional calculation was run to calculate the change from after the class (Time 2) to the three-month follow-up (Time 3). On average, participants experienced a statistically significant increase from Time 2 (M = 3.82, SD = .45) to Time 3 (M = 4.02, SD= .39), $t(24)$ = -2.35,p = .002.

Hypothesis Two: Permissive and Authoritarian

The second hypothesis stated there would be a significant decrease in the permissive parenting style and authoritarian parenting style scores following participation in parent training course (Time 2). Further, it stated there would be a significant decrease in both styles three months subsequent to the end of the parent training course (Time 3). In order to test the hypothesis that participants would report a decrease in authoritarian parenting style and permissive parenting style after the parent training course, dependent samples t-tests were performed.

Permissive. On average, participants experienced a decrease in permissive parenting style from before parent training (M = 2.38, SD = .48) to after the parent

training (M = 2.09, SD = .47), $t(45) = 5.095$, $p < .001$. Results also indicated a decrease in permissive parenting from before parent training (M = 2.35, SD = .50) to the three-month follow-up (M = 2.00, SD = .41), $t(30) = 4.412$, $p < .001$. Participants did not experience a statistically significant decrease in permissive parenting style from after parent training (M = 2.00, SD = .43) to the three-month follow-up (M = 2.01, SD = .44), $t(25) = -.116$, $p = .91$.

Authoritarian. On average, participants experienced a decrease in authoritarian parenting style from before parent training (M = 1.89, SD = .35) to after the parent training (M = 1.63, SD = .34), $t(44) = 5.90$, $p < .001$. Results also indicated a decrease in authoritarian parenting from before parent training (M = 1.85, SD = .39) to the three-month follow-up (M = 1.54, SD = .26), $t(29) = 4.89$, $p < .001$. Participants did not experience a statistically significant decrease in authoritarian parenting style from after parent training (M = 1.60, SD = .25) to the three-month follow-up (M = 1.56, SD = .24), $t(25) = .715$, $p = .48$.

For both permissive and authoritarian scores, the change from Time 2 to Time 3 did not indicate statistically significant change. The initial reduction of punitive measures and reduction of permissive behaviors were sustained, but did not continue to decline. This supports the predication of the first hypothesis, which indicated that authoritative style would maintain or continues to decrease during the period of time after the class has ended.

Hypothesis Three: Competence

The third hypothesis stated there would be a significant increase in parenting sense of competence scores following participation in a parent training course. Further, the hypothesis stated there would be a significant increase in competence three months subsequent to the end of the parent training course. In order to test the hypothesis that participants would report a decrease in competence levels after the parent training course, dependent samples *t*-tests were conducted.

On average, participants experienced a statistically significant increase in competence levels from before parent training ($M = 60.32$, $SD = 8.70$) to after the parent training ($M = 65.23$, $SD = 10.50$), $t(43) = -4.14$, $p < .001$. Results also indicated an increase in competence levels from before parent training ($M = 58.67$, $SD = 9.36$) to the three-month follow-up ($M = 65.04$, $SD = 9.88$), $t(26) = -4.14$, $p < .001$. Participants did not experience a statistically significant increase in competence levels from after parent training ($M = 63.57$, $SD = 8.02$) to the three-month follow-up ($M = 65.91$, $SD = 8.46$), $t(22) = -1.32$, $p = .20$.

Analysis of the change in Satisfaction and Efficacy subscales indicated similar patterns. Results indicated that participants experienced a statistically significant increase in Satisfaction levels from Time 1 ($M = 34.13$, $SD = 6.67$) to Time 2 ($M = 37.09$, $SD = 7.10$), $t(45) = -4.11$, $p < .001$; as well as from Time 1 ($M = 32.96$, $SD = 6.60$) to Time 3 ($M = 36.14$, $SD = 6.53$), $t(28) = -3.22$, $p = .003$.

Similar to overall competence levels, the change for Satisfaction from Time 2 to Time 3 did not show statistical significance, $t(24) = -.54$, $p = .59$.

Efficacy was shown to have a similar pattern, with results indicating a statistically significant increase from Time 1 ($M = 26.33$, $SD = 4.52$) to Time 2 ($M = 28.41$, $SD = 4.82$), $t(45) = -3.05$, $p = .004$; as well as from Time 1 ($M = 25.82$, $SD = 5.01$) to Time 3 ($M = 28.93$, $SD = 5.26$), $t(27) = -3.82$, $p = .001$. The change in reported Efficacy levels was not found to be significant at the .05 level from Time 2 to Time 3, $t(22) = -1.75$, $p = .09$, but did indicate significance at the .10 level.

Hypothesis Four: Correlation between Competence and Authoritative

The fourth hypothesis stated there would be a statistically significant correlation between parenting competence scores and authoritative parenting style at any time point of measure. A Pearson product-moment correlation coefficient (Pearson's *r*) was conducted to assess the relationship between competence and authoritativeness. Before analyses were run, variables were checked for skewed distributions and scatter. Neither of the two variables was found to be highly skewed at Time 1, 2, or 3, and the scatterplots were not found to be curvilinear at Time 1, 2, or 3.

At Time 1, prior to the parent training, 89 participants completed the scale for both parenting sense of competence ($M = 59.68$, $SD = 10.74$) and authoritative parenting ($M = 3.62$, $SD = .57$). A Pearson's r analysis revealed a moderate

positive correlation, $r = .314$, $p < .01$. See Table 4 for full results. Overall, parents who reported higher authoritative scores also reported higher competence scores.

At Time 2, after the parent training, 47 participants completed the scale for parenting sense of competence ($M = 65.12$, $SD = 10.43$) and authoritative parenting ($M = 3.78$, $SD = .42$). A Pearson's r analysis revealed a small but positive correlation, $r = .279$, $p = .06$. These results indicate that there is less of a relationship between the authoritative parenting style and sense of competence at the end of the class than there was at the beginning of the class.

At Time 3, three months following the conclusion of the parent training, 30 participants completed the scale for parenting sense of competence ($M = 65.47$, $SD = 10.17$) and authoritative parenting ($M = 4.08$, $SD = .40$). A Pearson's r analysis revealed a weak positive correlation and no statistically significant correlation was found, $r = .028$, $p = .88$. This result indicated there was not a significant relationship between competence and authoritative parenting style at three months following the completion of the class.

Chapter V: Discussion

Summary of Results

The data provide support for the prediction that an Adlerian parent training would lead to an increase in parents' authoritative parenting style, as evidenced by significantly higher authoritative scores both immediately post-treatment and at a three-month follow-up. Further, the data provide support for the prediction that there would be an increase in parents' sense of competence, as evidenced by increases in competence scores following the parent training and at a three-month follow-up.

The findings confirming the first hypothesis were robust. As reported in the results chapter, there was a statistically significant increase from pre-test to post-test, which suggests that parents incorporated perspectives learned in the class into new conceptualizations of parenting, as expressed through a self-assessment of their own parenting behaviors and attitudes. The increase from pre-test to the three-month follow-up showed stronger statistical significance, indicating continued change after the class concluded.

The findings related to changes in permissive and authoritarian parenting styles also confirmed the original hypotheses that attendance at the parent training would lead to a decrease in both overly lax (permissive) and overly strict (authoritarian) parenting. Change was statistically significant for both permissive and authoritarian from Time 1 to Time 2 and from Time 1 to Time 3. Curiously,

there was not a significant decrease from Time 2 and Time 3 for either permissive or authoritarian. This may indicate that there was less continued learning effect for the behaviors associated with these styles, or that the rate of change slowed. Implications will be discussed below.

Perceived competence was investigated because the classes may have had a greater impact on parents' sense of efficacy and satisfaction than on their parenting style. Results indicated that parents experienced an increase in sense of competence, as expressed through self-efficacy and satisfaction subscales.This change slowed down after the class was over, however, suggesting that other factors may have contributed to the change during the class or that post-treatment effects impacted the final measurement of perceived competence.

The hypothesis that competence would be associated with authoritative style was partially confirmed. As predicted, authoritative parenting showed a statistically significant positive relationship to competence levels at Time 1, which suggests that parents who are more authoritative also experience higher levels of competence. This hypothesis was confirmed at Time 1, and though positive relationships were found at Time 2 and Time 3, the correlations were not strong and no statistical significance was found.

Interpretations of Findings

Findings confirmed that the intervention, a Positive Discipline parent training, positively impacted authoritative parenting style, as well as reduced

authoritarian and permissive parenting styles. These changes, at minimum, indicate a change in parents' assessment of their own parenting beliefs and behaviors.The persistant changes in authoritative parenting style from not only Time 1 to Time 2, but also Time 2 to Time 3, suggestthat parents continued to use the methods taught in the classes, practicing and experimenting with new approaches in the weeks subsequent to the end of the class. Given additional time to process materials from the class on their own, parents continued to incorporate the new perspectives into their interactions with their children. This may have led to furthershiftsin perceptions of themselves as parents, which were reflected in the self-assessment measures.

The declines in permissive and authoritarian scores have important implications as well. Through the class activities, parents were exposed to information about the deleterious effects of permissive and authoritarian parenting practices, and it appears that over the course of the class, they experienced a significant change in their perceptions about those types of behaviors. Once the class was over, however, there was little additional change. This may be influenced by the fact that permissive and authoritative behaviors are not given as much emphasis in the typical class syllabus, with only the first few weeks focusing on activities specifically demonstrating the impact of extremely lax parenting through poor follow-through or overly controlling parenting through yelling or shaming. Rather, the bulk of the lessons and activities featured in

typical classes specifically promote the authoritative style through role plays and experiential activities that help parents to practice responses that embody both firm control and emotional responsiveness. Parents may have walked away from the class with more of a focus on how they would be incorporating new, authoritative methods and thus experienced the most change in that area.It may be that throughout their experience with and exposure to Positive Discipline, parenting practices were changing more to reflect the incorporation of new authoritative approaches, while permissive and authoritarian levels were influenced only by the initial exposure to materials and did not continue to decline at the same rate.

Sense of competence, as measured at pretest, may reflect a variety of factors about the parent. Self-efficacy has been positively associated with parents seeking out education related to parenting, including parent education programs (Spoth& Conroy, 1993) and preventive and protective measures (Ardelt&Eccles, 2001). Thus, competence levels as measured before the start of the class may have beenshaped by qualities of the parents who tend to seek guidance for parenting.One the one hand, parents may have entered the classes with an inflated sense of self-competence due to positive feelings associated with seeking help and gaining additional knowledge about parenting. On the other hand, some parents may have entered the classes with a lowersense of self-competence due to cultural factors that attach shame to reaching out for help from mental health

professionals. These factors mayhave influenced the observed changes in competence scores from Time 1 to Time 2.

In addition, findings of this study point toward the existence of a relationship between authoritative style and competence; however, the nature of that relationship is unclear and warrants further exploration. The findings suggest that as authoritative parenting behaviors increase, so does a parent's sense of competence. This matches with prior studies showing that when parenting skills are gained, parents feel good about themselves and experience reduced mood symptoms and stress levels. Indeed, parenting self-efficacy has been shown to be a transactional variable within parent-child interactions (Jones &Prinz, 2005). As suggested but not confirmed by the hypotheses of the current study, there may be a positive feedback loop of parents finding success in using new tools with their children, which then leads to better relational outcomes and in turn further increases parents' sense of efficacy and overall competence.

There is also the possibility that a negative feedback loop exists, consisting of parents feeling reduced confidence because they are trying to use unfamiliar skills. This could lead to parents having negative experiences, becoming discouraged or demoralized, and potentially developing negative mood symptoms. Alternatively, these dynamics may coexist, and competence may have a high rate of fluctuation, which would suggest that measuring three time points is

not sufficient to accurately assess long-lasting changes of a construct that may rapidly cycle between extremes.

It is also possible that increases in reported competence mayhave been impacted by aspects of the classes other than the direct training in parenting. Parents may have benefited from group camaraderie, as they connected with other parents with similar feelings of frustration or stress related to parenting. Parents might also have found comfort in hearing stories of other parents struggling with problematic behaviors in their children.

Theimpact of the broader social context on the results should also be considered. For parents, the communitiesand cultures they come from influence the attitudes and perspectives that they bring into the class but may also influence how they continue to think about and incorporate methods once the class is over, which could explain the changes (or lack thereof) in perceived competence between Time 2 and Time 3. Dominant culture in the United States places a great deal of emphasis on success and accomplishments and yet methods in the Positive Discipline classes encourage parents to shift their focus to striving and effort, rather than on the end result. The Adlerian parenting model also promotes the idea that well-being derives from a sense of belonging, which in a family context takes the form of contributions to the family unit. These concepts may be at odds with the dominant culture of individualism and independence in the United States.After aclass, a parent who takes Adlerian parenting ideas back to their

spouse or friends and neighbors may be met with skepticism or resistance. If the parent experiences this as lack of acceptance, the result could be a lowered sense of belongingand a reduced feeling of satisfaction in the parenting role, which could be reflected in lower self-competence. From Time 1 to Time 2, the temporary community of the group itself may have insulated participants against any contrary effect from dominant culture or resistance from attitudes and perspectives within individual family cultures.

The weaker correlations at Time 2 and Time 3 may suggest that an adjustment in parenting style—whether there was an increase in authoritativeness, a decrease in permissiveness or authoritarian parenting, or both—may have disrupted parents' sense of efficacy and satisfaction with the parenting role. Parents who increased their authoritativeness may have made so many changes to their daily interactions with their children that they found that they were feeling less certain or efficacious than they had with previous habits and established patterns of communication. The portion of parents who did not experience increases in authoritativeness may have started to feel less competent in their role after exposure to the new methods introduced in the class, thus causing them to score their sense of competence differently.Further investigation is needed to test the hypothesis that that if trainings increase parents' authoritative style, self-efficacy and satisfaction in parenting are also impacted, thus leading to an overall

increase in sense of competence as related to parenting. Multiple contributing factors may moderate this relationship.

The findings related to rate of change make up an important element of the present study. As stated above, authoritarian and permissive styles decreased during the class, and though the change continued in the months that followed the conclusion of the class, the rate of change slowed. Competence levels increased after the class, but when examined three months later, the level was not significantly different than after the class. Because competence encompasses both satisfaction with the parenting role and sense of self-efficacy, it is important to consider other elements of attending the class may have had led to increased feelings of self-efficacy rather than, or in addition to, a shift in parenting practices. All of these findings imply that parents may benefit most from remaining actively involved in the group process, learning new information and continuing to reflect on their own parenting. This provides support for follow-up seminars or classes for parents who are interested in continuing to learn—or in maintaining the learning and alterations in style achieved through the class.

Connections to Previous Research

Central to this study was the question of whether findings would replicate prior studies that have found Adlerian parent trainings to positively impact parents, primarily as measured through evaluation of changed parental attitudes toward child behavior (Farooq et al., 2005; Moore & Dean-Zubritsky, 1979;

Mullis, 1999) and parent knowledge and behaviors (Hinkle et al., 1980; McVittie &Best, 2009; Prinz et al., 2008). In the present study, parents experienced significant changes in attitudes about their own parenting that align with the authoritative parenting model, which supports and builds on the prior studies. Findings from this study alsosubstantiate the goals of the Positive Discipline parenting classes, which endeavor to promote Adlerian principles of parenting through the promotion of a democratic parenting style, and suggest that Adlerian parent trainings have the potential to be the vehicle through which authoritative parenting can be promoted to groups of parents. This has important implications for clinicians, school psychologists, and other mental health professionals who are under pressure to utilize methods and interventions that are empirically supported and may be able to gain more funding for Adlerian parenting programs if they achieve empirical validation.

Hinkle et al. (1980) explored parent attitudes, parental perceptions of child behaviors, and child self-esteem. The study confirmed the hypothesis that an Adlerian parent group would facilitate more "democratic" attitudes and behaviors in the parents who attended the class. Previously cited research studies have not included longitudinal aspects, though Hinkle et al. (1980) assessed parents at four time points across the time that the group was being held. None of the previously cited research has included a follow-up at 3 months following the conclusion of

the group or training. The current study supports those early findings and expands on them by providing a a three-month follow-up measure.

The currentstudy supports the findings of McVittie and Best (2009), who noted significant changes toward authoritative style, and furthers their findings through the addition of validated measures of parenting style and competence. Additionally, prior studies have relied on parents to self-assess their behaviors from before the parent training to after by having them complete a questionnaire at the last class of the parent training (McVittie & Best, 2009; Prinz et al., 2008). The implementation of a pre- and post-test measure at two time points strengthens the established findings of these earlier studies.

Existing literature has established that the authoritative parenting style is the most likely to produce healthy results in children, and several studies have also examined the impact of a class on parents' well-being. Findings of this study support prior research that has found parenting trainings improve parent self-efficacy (Day, Michelson, Thomson, Penney, & Draper, 2012) and increase parent sense of competence (Graf et al., 2014). However, none of the studies of Adlerian classes have included perceived competence and thus the findings of this study are a new addition to the research into Adlerian trainings specifically.

This study also supports existing literature that has proposed that an active delivery model is best practice for teaching parents. Positive Discipline exclusively utilizes interactive and experiential methods for parent training, and

the results of this study suggest that these methods were effective in transmitting the knowledge in a way that parents could not only absorb during the class, but also continue to use and incorporate in the months following the class.

Implications

The findings of the present study have important implications for clinical work with parents and families. The field has established which style of parenting leads to the best results for children and families, but there is much less certainty about how to transfer that knowledge into the daily practices of parents (Steinberg, 2001). Group parenting training has the potential to be the vehicle for transferring research findings to parents' practices, but much work remains to be done to support that assertion empirically. This study provides further evidence that Positive Discipline parenting classes have potential to be an effective delivery model of the authoritative parenting style, creating significant change in under two months. Further, the data showed that the lessons continued to have learning effect after the class was over, which implies enhanced effectiveness of the parent training and supports approaches that offer follow-up courses or advanced classes or refresher seminars.

On an individual treatment level,there is also a need for emperical validation for Adlerian interventions currently in use with children and families seeking individual counseling. Though prior studies have theoretically aligned democratic parenting and authoritative parenting (Ferguson et al., 2006; Gfroerer

et al., 2004), emperical validation has been needed in order to better substantiate the work of cliniciansand parent educators.

Research that speaks to the effectiveness of parent trainings is paramount to the success of policies that aim to direct state and federal resources toward preventative work with families, rather than funneling the bulk of resources into child protective services. The results of this study contribute to the evidence base for a popular treatment method, Positive Discipline parent trainings, and may lead to further research that will improve the likelihood of receiving certification and thus opportunities for funding.

Prior research has identified four main risk factors that contribute to child maltreatment—substance abuse, mental illness, domestic violence, and child conduct problems—and some have questioned how much parent training can do to address parenting skills without also addressing these problems (Barth, 2009).

Limitations

Research into parenting education has been criticized for poor generalization and dissemination of results, due to long-established difficulties inherent to studying parenting. Anecdotal evidence is often distracting or contradictory to empirical results, the reliability of self-reports is often questioned, and longitudinal and observational studies that look at second-hand impacts are costly. In an evaluation of parenting programs in the UK, the researchers noted that only 18 of the 38 programs studied responded that they had

undergone an external evaluation (Smith & Pugh, 1996), and in many meta-analyses of parent trainings, only a small fraction of the programs considered actually meet the basic criteria for review (Barlow, Coren, & Stewart-Brown, 2002).

It is important to note the central disadvantage of this dissertation, which is that participants were not assigned to groups, and thus no control group was established. Because participants volunteered themselves to be in the class, they in effect chose their assignment to a group of people who were also interested in taking the same class. There is therefore an assumption that the groups of parents who decided to take the class may be more homogenous and may differ in significant ways from the population at large. For example, parents who choose to take parenting classes may start out being more open to change or more motivated to seek out new experiences, which may be reflected in higher competence levels from the pre-test period.

This study did not take into account potential differences in the parent training classes that were included. Because the classes being studied were offered in towns and citiesdispersed across the United States, the researcher was unable to observe facilitators actively leading the class or otherwise account for potential differences in teaching style or effectiveness. Further, the researcher did not request syllabi from facilitators in order to review them for consistency with the manual or with one another. Therefore this study cannot confirm whether

facilitators were closely following the manualized training protocol, and there may have been variation among syllabi used by the facilitators.

Another weakness of the study lies in the reliance on parent self-report, which has been questioned for its validity (Jones &Prinz, 2005; Morsbach&Prinz, 2006). Instruments used were limited by their measurement of self-perceptions of parents, with no objective observations of parenting skills, behaviors, or styles. Additionally, scholars have called for increased investigation into measures of parenting style. Baumrind has critiqued the PSDQ for not including a measure of the element of "control," which is considered an integral component of authoritative parenting but which has been left out of many conceptualization and instruments as the term authoritative has evolved over the years (Baumrind, 2013a, 2013b).

There is a possibility that participation in the study, and the experience of filling out questionnaires and signing up to be a subject for the study before the class started, had an effect on the parents' experience in the class. Participants may have rated themselves more favorably because of the thought that the facilitator would see the results or due to anxiety about their parenting going into the class. There is potential that participants felt increased stress because of a perception of pressure to feel that they have learned something, anxiety that they are being evaluated, or increased level of self-criticism because of exposure to

items on the parenting style scale. Instructor consistency will be explored in future analyses of the data.

This study was subject to the drop rate that is seen in most parenting classes, and future studies will need to track retention rates. Researchers have suggested that self-efficacy and demographic features may be involved in whether or not parents continue on in a class or drop out. This study was not able to track participants who dropped out of the class or who completed the class but chose not to fill out Survey 2.Additionally, this study did not track the 17 participants who did fill out Survey 2 but did continue on with Survey 3. These participants could be analyzed in future studies for incoming competence levels to see if there was a significant difference from the 33 who continued from Survey 1 all the way through to Survey 3.

There are difficulties inherent to comparing the impact of a parenting class to a parenting model that was formulated from observational study. Due to the nature of the manualized programs, research into Positive Discipline is necessarily centered around outcome studies. This is distinct from Baumrind, who was able to base her evaluations in direct lab observations. Thus, the research is necessarily disparate from the origins of the model, and it is as evaluation of an intervention used in a group setting rather than the parent-child dyad.

Nondominant cultures are not well-represented in the population of this study, perhaps because of lack of access, geographic location of the classes, or a

reticence on the part of parents from many cultures who view seeking help with parenting as a sign of weakness. Parent training classes can be linked to mainstream cultural values and priorities, which promote a sense of achieving success in all areas of life, including parenting, and thus a focus on learning how to "do it right." Parents from European American backgrounds may be more likely to consult an expert who will instruct in the right ways to go about parenting (Shriver & Allen, 2008).

Plans for Future Studies

Evaluations of parent trainings have struggled with how to extrapolate changes in actual parenting behavior from changes in parent attitudes and styles. Topping (1986) measured outcomes of parent trainings with a "scale of importance" and called for a renewed look at how parent training is measured, placing an emphasis on measuring the generalized impacts on child behavior, sibling behavior, and long-term improvements.Future studies should consider examining parent behaviors and decision-making through additional assessments or observations. Given the criticisms of the absence of a measure of parental "control" in the commonly used assessments of parenting style (Baumrind, 2013a), future studies will want to incorporate a measure of parental control into pre- and post-test measures. This could be accomplished by adding an independent measure of control to supplement existing instruments or by using an

updated assessment measure that assesses parenting style by including questions that evaluateparental control.

Though the authoritative parenting model was conceptualized as a dyad—parent and child—Dreikurs held the perspective that parenting was influenced by the family's interaction styles and indeed early Adlerian parent education focused more on the family constellation (Hinkle, Arnold, Croake, & Keller, 1980). Thus, future studies will want to account for parenting practices of parent partners or spouses and determine how much parenting styles align, degree of partner conflict, as well as an overall assessment of family atmosphere.For example, when a spouse is not supportive of new parenting choices, the family environment could become more conflictual. The parentwho attended the class may experience disillusionment with new perspectives gained in the class, thus leading to lower competence over time.

Building on the influence of spouses and family atmosphere, future studies may also want to consider the degree to which culture and family environment influence parenting. A study that incorporates a qualitative component that could examine the extent to which elements of the broader social context impact whether parents are able to maintain changes in parenting style, or if a decreased rate of competenceis associated withliving in an unreceptive environment.

Because the sample contains an overrepresentation of female, heterosexual, well-educated participants from higher socioeconomic backgrounds,

it is possible that these variables may have also impacted perceived competence levels at all time points. Women from privileged, high socioeconomic backgrounds may enter into parenting classes with a unique set of perceptions about themselves, with ingrained ideas either that they should feel competent or that they are entitled to feel competent because dominant parenting attitudes match with the dominant cultural worldview. This same group may experience a sense of competition with other parents and may have been influenced by internal sense of wanting to "look good" by perceiving themselves in a certain way. Further study is needed into subgroups of gender, sexual identity, education levels, and socioeconomic status, some of which could be accomplished through additional analyses of data from the present study. For example, differences in competence levels of male participants could be compared to female participants who have full-time parenting responsibilities and decision-making as opposed to those who share parenting responsibilities with partners.

Future studies could include a pretest of authoritative knowledge to determine incoming knowledge about the authoritative parenting model.Future researchers might consider adding an interview or qualitative piece, because parents are often not confident in determining if their parenting practices align with the authoritative parenting model. For example, future researchers could offer to consult with parents about whether or not their reported parenting practices and beliefs/attitudes line up with the authoritative model (i.e., offer to

give feedback to the parents who take the survey and express interest in wanting to know their authoritative "score").

Individual differences among parents may impact the degree to which parent trainings influencechanges in parenting styles.Future studies might consider an additional measure of parenting stress (Deater-Deckard, 2004), as parenting stress has been shown to directly impact capacity for parenting. Additionally, future studies might add a new measure that has received recent attention, the perceived energy for parenting (PEP) (Janisse, Barnett, &Nies, 2009), which can assess for meaningful differences as expressed through assessment of mood, physical activity, self-esteem, and self-efficacy.

Prior studies suggested that parents leave Adlerian parenting classes better informed about the authoritative model (McVittie& Best, 2009), and the current study suggests that authoritative parenting increases. However, additional research is needed to explore parents' patterns of following through with parenting practices, to see if knowledge translates into long-lasting behavioral or philosophical changes. To extend the examination of the long-term effects, a one-year follow-up with participants would further inform the question of longevity of effect. This study has the possibility to be the first step in a multi-phase program evaluation—wherein subsequent stages might examine parent perceptions of their children's behaviors, or more in-depth analysis of several contributing variables. For example, a longer-term evaluation could better determine the impact of self-

efficacy on parents' ability to continue to change their own behavior and the influence of family and culture. Future studies could assess overall family functioning both before and after parent training through use of a tool like the McMaster model, which measures six domains of family functioning: problem-solving, communication, roles, affective responsiveness, affective involvement, behavior control, and overall family functioning (Ryan, Epstein, Keitner, Miller, & Bishop, 2005).

Differences in the make up of parenting classes may have also impacted how much change was experienced by individuals in each class. For example, a measure of group cohesiveness could be added in order to be able to compare parents who were part of a group with high levels of cohesiveness as opposed to a group with little cohesiveness. High group cohesiveness may have impacted the parents' willingness to share in the group, participate in problem-solving sessions, attend the session regularly, and to keep in touch with the parents after the class was over. Differences in the socioeconomic composition of classes could also impact cohesiveness or have other measurable impacts on the amount of change experienced by participants.

Parenting style is affected by the temperament of the child, and influenced by attachment style, as well as the interaction among all three—attachment, temperament, and parenting style (Sclafani, 2004). Attachment and child temperament were not assessed with this study. Companion studies may want to

more closely examine the children's perceptions of parenting style and behaviors and skills of their parents, as outcomes may be more influenced by the children's perceptions than the parents' perceptions of their own change/style/behaviors (Allesandri& Wozniak, 1987). Additionally, research findings suggest that parent stress may be rooted in child characteristics (Mash & Johnston, 1990).Researchers have questioned the long-term impact of parenting (Maccoby& Martin, 1983), and future studies will need to include a way to consider the impact of child and parent temperament and the interaction among biological, psychological, and environmental factors.

Media and popular parenting experts have been shown to be unreliable sources of evidence-based information (Clarke-Stewart, 1998; Rankin, 2005). And yet, it has been proposed that media be used as the entry point to strengthen parenting skills (Sanders & Prinz, 2008). If Positive Discipline parent training methods continue to receive research attention and achieve evidence-based certification, future researchers should explore how to expand methods used in a class to a parenting model to be consumed by a wider audience. Prior research cautions that there is a danger that information disseminated through media and popular culture is ripe for misinterpretation and exaggerationg, and thus future research endeavors may want to examine the feasability of expanding parent training methods to larger group audiences that would be accurately interpreted by the consumers.

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Tables

Table 1
Demographic Characteristics of Sample

Demographic Variable	N	%
Gender		
Male	13	12.9%
Female	85	84.2%
Age		
30–39	38	39.2%
40–49	38	39.2%
50–59	21	21.6%
Ethnicity		
Caucasian	74	75.5%
Hispanic	3	3.1%
Black	1	1.0%
Asian-American	9	9.2%
Other	11	11.2%
Education		
Some High School	1	1.0%
High School Graduate	1	1.0%
Some College	9	9.2%
Associate's Degree	7	7.1%
Bachelor's Degree	38	38.8%
Masters-Level	32	32.7%
Advanced/Doctoral	10	10.2%
Marital Status		
Married	83	86.5%
Domestic Partnership	2	2.1%
Living with Partner	1	1.0%
Divorced	3	3.1%
Separated	2	2.1%
Other	5	5.2%
Employment		
Full-time	38	40.0%
Part-time	11	11.6%
Self-employed	10	10.5%
Unemployed	4	4.2%
Student (part-time)	1	1.1%
At-home parent	29	30.5%

Retired	2	2.1%
Income		
$0–$25,000	6	22.2%
$25,001–$50,000	1	3.7%
$50,001–$75,000	3	11.1%
$75,001–$100,000	4	14.8%
$100,001–$150,000	7	25.9%
$150,001 and above	6	22.2%

Table 2
Means and Standard Deviations for Parenting Styles and Competence

Scale	M	SD
PSDQ, Authoritative		
Time 1	3.58	.59
Time 2	3.76	.43
Time 3	4.10	.40
PSDQ, Permissive		
Time 1	2.38	.48
Time 2	2.09	.47
Time 3	2.00	.41
PSDQ, Authoritarian		
Time 1	1.89	.35
Time 2	1.63	.34
Time 3	1.54	.26
PSOC, Competence		
Time 1	60.32	8.70
Time 2	65.23	10.50
Time 3	65.04	9.88
PSOC, Satisfaction		
Time 1	34.13	6.67
Time 2	37.09	7.10
Time 3	36.14	6.53
PSOC, Efficacy		
Time 1	26.33	4.52
Time 2	28.41	4.82
Time 3	28.93	5.26

Table 3

Descriptive Statistics and t*-Test Results for Authoritative, Authoritarian, Permissive, and Sense of Competence*

	Time 1		Time 2		Time 3		*N*	*t*	df
	M	SD	M	SD	M	SD			
Authoritative T1 to T2	3.58	.59	3.76	.43			44	-2.81**	43
Authoritative T1 to T3	3.67	.64			4.10	.40	30	-4.89**	29
Authoritative T2 to T3			3.82	.45	4.02	.39	25	-2.35	24
Permissive T1 to T2	2.38	.48	2.09	.47			45	5.10**	44
Permissive T1 to T3	2.35	.50			2.00	.41	30	4.41**	29
Permissive T2 to T3			2.00	.43	2.01	.44	25	-0.12	24
Authoritarian T1 to T2	1.89	.35	1.63	.34			45	5.90**	44
Authoritarian T1 to T3	1.85	.39			1.54	.26	30	4.89**	29
Authoritarian T2 to T3			1.60	.25	1.56	.24	25	.72	24
Competence T1 to T2	60.32	8.70	65.23	10.50			44	-4.14**	43
Competence T1 to T3	58.67	9.36			65.04	9.88	27	-4.14**	26
Competence			63.57	8.02	65.91	8.46	23	.20	22

	T2 to T3

Note. $^{**}p < .01$.

Table 4

Correlations between Authoritative and Competence Variables

	Competence, Time 1	Competence, Time 2	Competence, Time 3
Authoritative, Time 1			
Pearson correlation	.314		
Sig.	.003*		
N	89		
Authoritative, Time 2			
Pearson correlation		.279	
Sig.		.058	
N		47	
Authoritative, Time 3			
Pearson correlation			.028
Sig.			.884
N			30

Note. * $p < .05$

Appendix A

Participant Consent Form

Consent Form to Participate in Research Study

You are being asked to participate in a research study being conducted by Monica Holliday, a graduate student in clinical psychology at the Adler School of Professional Psychology. The purpose of the research study is to evaluate the impact of parenting classes on parenting. This study is also being conducted in part to fulfill the requirements of the student's doctoral dissertation.

Participation in this study is voluntary and you may withdraw from the study at any time without consequence. For instance, even if you sign the consent form, you may decide not to complete the survey.

Should you choose to participate in this study, clicking the link below will indicate your consent to participate. The research study consists of **three** surveys in total: the **first** survey is to be completed within 24 hours of attending the first session of the parenting class you are currently enrolled in. You will be asked to fill out the **second** survey within 7 days of your final parenting class, and the researcher will contact you with a reminder as you approach the end of the class. Finally, the researcher will contact you for the **third** survey approximately three months after the parenting class ends.

Each survey will be similar in format and will take approximately 10–15 minutes to complete. First, you will be asked questions related to your background, such as age, race, and employment, as well as questions related to your family, such as how many children you have. These questions will be followed by a series of questions related to your perspectives on and experiences with parenting.

Upon completion of the third survey, you will be eligible to enter into a raffle to win one of three $100 Amazon gift cards. The final page of the third survey will include a link to enter into the raffle, should you choose to do so.

This study involves minimal risks. Generally, the experience of responding to the questionnaires should not provoke any more risk or discomfort than everyday life situations. However, answering questions that ask you to consider your interactions with your child(ren) may create the possibility for emotional stimulation or distress. Should you experience emotional stimulation or distress while completing any of the questionnaires, you may discontinue the survey. You may also contact this investigator should you have any concerns about any of the

questionnaires, and if you wish to see a mental health professional you may find one in your area by searching Mental Health America (a link to their website will be provided at the end of the survey). You may choose not to answer questions that you want to skip, without penalty.

There is no direct benefit to you for participating in this study. However, this study has the potential to benefit others because of the knowledge gained. Specifically, it may enhance clinicians' understanding of how parenting classes impact parents. Additionally, there is a potential individual benefit, as it may increase your awareness about your parenting.

All information collected during the study will be kept private and confidential. Your responses will be coded with a number, and your name will not be used in any of the analyses or reports.Once all the information is in, your name will be eliminated and your answers will be stored in a password-protected file, will be kept confidential, and will not be linked to your email address. The survey data will only be accessible to authorized account holders, which includes the principal researcher, Monica Holliday, and her dissertation advisor. As part of the dissertation, the results of the study may be published, but no information will identify you. Your personal information and decision to participate will not be shared with anyone, including your parenting class instructor and the Positive Discipline Association.

If you have any questions about this study that are not answered here, please contact the principal researcher, Monica Holliday (positivedisciplinestudy@gmail.com,847-867-3653), or Marla Vannucci, Ph.D.(mvannucci@adler.edu, 312-662-4350), Chair of Monica Holliday's dissertation committee.

If you have any questions about your rights as a research participant, you may contact: Peter Ji, Ph.D. (pji@adler.edu, 312-662-4354) or David Castro-Blanco, Ph.D. (dcastroblanco@adler.edu, 312-662-4333), Co-Chairs of the Adler Institutional Review Board (irb@adler.edu), 17 North Dearborn, Chicago, Illinois 60602.

Mental Health Resources

The following linkto Mental Health America will assist you in finding a mental health professional. The search allows for specification by geographic location, treatment orientation, area of expertise, and payment options:

http://www.mentalhealthamerica.net/go/find_therapy

http://www.mentalhealthamerica.net/go/help

***1. By clicking "I agree," I indicate my agreement to participate in this research study and will access the survey.**

Name:

Date:

To allow us to follow up with you for Survey 2, please enter your email address here.
Email:

Also, please indicate the date of your last class here:
Date of last class:

You will be able to print a copy of the consent form to keep for your records.

Appendix B

Parent Educator Consent Form

Consent Form for Parent Educators

You are being asked to participate in a research study being conducted by Monica Holliday, a graduate student in clinical psychology at the Adler School of Professional Psychology. The purpose of the research study is to evaluate the impact of parenting classes on parenting. This study is also being conducted in part to fulfill the requirements of the student's doctoral dissertation.

Participation in this study is voluntary and you may withdraw from the study at any time without consequence. For instance, even if you sign the consent form, you may decide not to complete the survey.

Should you choose to participate in this study, clicking the link below will indicate your consent to participate. Your participation in this research study involves responding to a survey about your training with Positive Discipline. You are also being asked to include an invitation to participate in your communication with parents attending your classes.

The survey will take approximately 5 minutes to complete. First, you will be asked questions related to your upcoming class, such as start and end dates and number of parents enrolled. Then, you will be asked a series of questions related to your experience teaching Positive Discipline classes.

Upon completion of the survey, you will be eligible to enter into a raffle to win one of seven free Positive Discipline teleseminars. At the bottom of the survey, you will find a link to enter into the raffle, should you choose to do so.

This study involves minimal risks. Generally, the experience of responding to the questionnaires should not provoke any more risk or discomfort than everyday life situations. Should you experience emotional stimulation or distress while completing any of the questionnaires, you may discontinue the survey. You may also contact this investigator should you have any concerns about any of the questionnaires, and if you wish to see a mental health professional you may find one in your area by searching Mental Health America (a link to their website will be provided at the end of the survey).

There is no direct benefit to you for participating in this study. However, this study has the potential to benefit others because of the knowledge gained. Specifically, it may enhance clinicians' understanding of how parenting classes impact parents.

All information collected during the study will be kept private and confidential. Your responses will be coded with a number, and your name will not be used in any of the analyses or reports.Once all the information is in, your name will be eliminated and your answers will be stored in a password-protected file, will be kept confidential, and will not be linked to your email address. The survey data will only be accessible to authorized account holders, which includes the principal researcher, Monica Holliday, and her dissertation advisor. As part of the dissertation, the results of the study may be published, but no information will identify you. Your personal information and decision to participate will not be shared with anyone, including the Positive Discipline Association.

If you have any questions about this study that are not answered here, please contact the principal researcher, Monica Holliday (positivedisciplinestudy@gmail.com,847-867-3653), or Marla Vannucci, Ph.D.(mvannucci@adler.edu, 312-662-4350), Chair of Monica Holliday's dissertation committee.

If you have any questions about your rights as a research participant, you may contact: Peter Ji, Ph.D. (pji@adler.edu, 312-662-4354) or David Castro-Blanco, Ph.D. (dcastroblanco@adler.edu, 312-662-4333), Co-Chairs of the Adler Institutional Review Board (irb@adler.edu), 17 North Dearborn, Chicago, Illinois 60602.

Mental Health Resources

The following linkto Mental Health America will assist you in finding a mental health professional. The search allows for specification by geographic location, treatment orientation, area of expertise, and payment options:

http://www.mentalhealthamerica.net/go/find_therapy

http://www.mentalhealthamerica.net/go/help

***1. By clicking "I agree," I indicate my agreement to participate in this research study and will access the survey.**

Name:

Date:

You will be able to print a copy of the consent form to keep for your records.

Appendix C

Recruitment Message and Scripts for PDA Parent Educators

Hello, fellow PDers!

We are writing to you with very exciting news today. We hope to gather your full support for a new research endeavor. One of our Positive Discipline Trainer Candidates, Monica Holliday, is getting ready to embark on a study to satisfy requirements for her doctorate in clinical psychology at The Adler School of Professional Psychology. She has proposed a new way to investigate the work we do by narrowing in on the concept of "parenting style" and she is going to be using a validated instrument called the Parenting Styles and Dimensions Questionnaire (PDSQ). Though this study will not satisfy all that we need for gaining the distinction "evidence-based practice," it is a step in the right direction.

Why are we telling you this? **We need your cooperation,** but we promise it won't take much of your time. *And for participating, you'll be eligible to enter a raffle to receive a free teleseminar!*

If you are facilitating a parenting course starting anytime in the upcoming months, we would like to ask you to email Monica *prior to the start of your first class.* If you are willing and you have a class coming up, we ask that you click here to contact Monica. She will respond to you and provide you with a short "blurb" to include in your welcome email. It will let parents know how they can take part in this study. As instructor, you will also be asked to answer a short survey about your upcoming class and your PD background and training. **That's it!**

But what do I do if I have parents show up to the first class and I wasn't able to send them the email?
They can still participate! But you will want to let them know that they have to finish the survey within 24 hours of the first class. (And this means you'll have to be sure to get their email address at the first class and remember to email them right away.)

What about classes that don't follow the 7-week format? What if I teach the same number of hours but in a 3-class format or a weekend seminar?
For the purposes of uniformity, we will only be including 7-week format classes in this study.

Please note that this study is being conducted independently by Monica Holliday but with the approval of PDA. I thank you for considering participation!

OTHER QUESTIONS? Email Monica Holliday at positivedisciplinestudy@gmail.com

FOR PARENT EDUCATORS/ Text for Welcome Email:

In the email welcoming parents who have signed up for the class, please include the following:

By signing up for this class, you are eligible to take part in an online study being sponsored by the Positive Discipline Association. By participating in this study, you will be making an important contribution to the work that we are doing. We know your time is valuable, and we thank you for considering participation in this research study.

You may decline from participating in this study and it will have no impact on your enrollment in this class. If you sign up for the study, you may also decline further involvement at any time. There will be options for dropping out of the study at any point. Your decision to participate in this study is confidential, and will not be shared with your parenting class instructor or the Positive Discipline Association. Please note that this study is being conducted independently by a graduate student, Monica Holliday, but with the approval of PDA.

Participants who complete this study will be entered to win 1 of 3 $100 Amazon gift cards.

Please click here to participate!

FOR PARENT EDUCATORS/Script to recite DURING FIRST CLASS

"I want to make brief mention of the link at the bottom of my email that went out to all of you [yesterday]. Positive Discipline is looking at the ways our parenting classes impact the parents who take them, so please help us further the work we're doing by taking this opportunity to be a part of the study. I am not involved in this study directly and thus I will not know whether you are in the study or not.

I will never see your responses. Please direct all questions about the study to the researcher, Monica Holliday, at positivedisciplinestudy@gmail.com."

Appendix D

Parent Educator Profile Questionnaire

1. What is the start date of your upcoming Positive Discipline parenting class?

2. What is the date of the last class for your upcoming Positive Discipline parenting class?

3. What is the expected enrollment for your upcoming Positive Discipline class?

4. How long will the sessions be for your upcoming class?

1 hour

1.5 hours

2 hours

Other, please specify

5. How many standard (6- or 7-week) PD parenting courses have you taught?

6. Please indicate your level of training within Positive Discipline.

CPDPE

CPDCE

PDTC

CPDT

Lead Trainer

7. How long have you been a parent educator within Positive Discipline? (i.e., count back to your first training with PD)

less than 1 year

1 year

2 years

...

30+ years

8. Please indicate your educational background. Example: BA, Sociology; MA, Counseling Psychology

9. Please list other Positive Discipline parenting classes, workshops, or trainings you have facilitated, followed by how many. Example:

Teaching Parenting the Positive Discipline Way (4)

Parenting the Positive Discipline Way, 1-day conference (1)

Positive Discipline for Middle School Years, 2-hour workshop (2)

Appendix E

Researcher Designed Demographic Survey

Survey 1

Welcome!

Instructions: Thank you for your participation in completing this survey. Your contribution is valued and we greatly appreciate your time. This survey will take approximately 10–15 minutes to complete.

Once you have completed a page, select "Next" to continue to the next page. To go to a previous page, select "Previous." Once you have exited the survey you will be unable to change your responses.

1. What year were you born? (AGE_T1)

[free response]

2. What is your identified gender? (GENDER_T1)

Male

Female

Transgender

Intersex

Gender Queer

Identity other than listed

3. What is your marital status? (MARITAL_T1)

Married

Single/Dating

Domestic partnership

Civil union

Living with a partner

Divorced

Separated

Widowed

4. How do you identify your sexual orientation? (SEXORIENT_T1)

Heterosexual

Gay

Lesbian

Bisexual

Queer

Same Gender Loving

5. Which item best describes your current employment status? (EMPLOYMENT_T1)

Full time

Part-time

Self-employed

Unemployed

Student, full time

Student, part time

At-home parent

Retired

6. What do you expect your 2013 family income from all sources before taxes to be? (example: $54,000) (INCOME_T1)

[free response]

7. Which level of education best describes you? (EDUCATION_T1)

Elementary school

Some high school

High school graduate

Some college

2-year college degree (A.A./A.S.)

4-year college degree (B.A./B.S.)

Completed masters degree

Advanced graduate work or PhD

8. How do you identify racially/ethnically? (RACIALID_T1)

White/Caucasian or Euro-American

Hispanic/Latino/a American

Black

African American

Asian American

American Indian/Native American

Pacific Islander

Multiracial please specify: _____

Other please specify: _____

9. What is your relationship to the child(ren) you parent? (REL_TO_CHILD_T1)

Biological parent

Adoptive parent

Foster parent

Step-parent

Extended family member

Other_____

10. Is a co-parent attending this class with you? (COPARENT_T1)

Yes

No

11. How many children do you have? (CHILDREN#_T1)

[1-10]

12. What are the ages of your children?
(AGE_OF_1ST_CHILD_T1)(AGE_OF_2ND_CHILD_T1)
(AGE_OF_3RD_CHILD_T1) (AGE_OF_4TH_CHILD_T1)
(AGE_OF_5TH_CHILD_T1)

13. Which category best describes your role as a parent?
(PARENT_ROLE_T1)

I parent together with my partner of the opposite sex

I parent together with my partner of the same sex

I parent as a single parent, with no assistance from another parent/person

I parent as a single parent, with assistance from family-of-origin or family-of-choice members or other caregivers

I parent as a single parent, with assistance from another parent/person

I parent as a grandparent of the child(ren)

I have an arrangement not represented here.

14. Which statement best describes your family? (FAMILY_STRUCTURE_T1)

My partner works and I spend most of the time with our children.

My partner and I both work, and we spend equal amounts of time with our children.

I work and my partner spends most of the time with our children.

My partner and I have an arrangement not represented here.

15. What city and state do you live in? (CITY_T1)

[free response]

16. Do you currently have custody of your child(ren)? (CUSTODY_T1)

Yes, full custody

Yes, shared custody

I do not have custody, but I have visitation rights

I do not have custody, but I have visitation with supervision

I do not have custody, and I do not currently have contact with my children

I have a custody arrangement not listed here (please describe)

17. Were you mandated to enroll in this class? (MANDATED_T1)

Yes

No

18. What are the problems or issues at home that you are hoping to improve upon by coming to this class? (PROBLEMS_AT_HOME_T1)

[1000 character free response]

19. Have you attended any of the following parenting classes before? (PRIOR_CLASSES_T1)

___ 1-2-3 Magic™

___ Love and Logic®

___Common Sense Parenting®

___STEP (Systematic Training for Effective Parenting)

___Triple P (Positive Parenting Program®)

___The Incredible Years®

___None of the above

___Other _____

20. Which of the following best describes the Positive Discipline parenting class you are currently enrolled in? (CLASS_TITLE_T1)

___For Parents of Teens

___ Parenting in Recovery

___Parenting for Preschoolers

___No special focus/General Parenting with Positive Discipline

___Other:_____

{MATRIX}

For the following questions, please choose the answer that best describes your level of agreement with the statement...

1 2 3 4

Strongly agree Agree Disagree Strongly Disagree

21. I am currently responsible for the majority of the parenting decisions in my household. (RESPONSIBLE_PARENT_DEC_T1)

22. My partner and I agree on most parenting decisions. (PARTNER_AGREEMENT_T1)

23. I currently experience significant stress related to parenting. (PARENT_STRESS_T1)

24. I currently experience significant family conflict in my household. (FAMILY_CONFLICT_T1)

Survey2–Time 2

Questions 3, 5, 6, 13, 14, 16, 21–24 from Survey 1 are repeated here as questions 1–10.

1. What is your marital status? (MARITAL_T2)

2. Which item best describes your current employment status? (EMPLOYMENT_T2)

3. What do you expect your 2013 family income from all sources before taxes to be? (example: $54,000) (INCOME_T2)

4. Which category best describes your role as a parent? (PARENT_ROLE_T2)

5. Which statement best describes your family? (FAMILY_STRUCTURE_T2)

6. Do you currently have custody of your child(ren)? (CUSTODY_T2)

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

7. I am currently responsible for the majority of the parenting decisions in my household. (RESPONSIBLE_PARENT_DEC_T2)

8. My partner and I agree on most parenting decisions. (PARTNER_AGREEMENT_T2)

9. I currently experience significant stress related to parenting. (PARENT_STRESS_T2)

10. I currently experience significant family conflict in my household. (FAMILY_CONFLICT_T2)

11. My original problems or concerns from home were addressed in this class. (PROBS_ADDRESSED_T2)

12. I feel that my parenting has changed to incorporate PD.(CHANGE_IN_PARENTING_T2)

13. Please describe an activity from the Positive Discipline class that has directly impacted your parenting behaviors at home. (QUALITATIVE_DIRECT_IMPACT_T2)

[1000-character free response]

14. Which of the following statements best describes you? (CONFIDENCE_IN_SKILLS)

____I am confident about some of the things I learned in class and I plan to put my new skills as a parent into practice immediately.

___Though I enjoyed many of the experiential activities in the PD class, I have doubts about my ability to put the skills I learned into practice in my home.

___I did not find many of the lessons taught in the PD class to be useful for me, and I doubt that I will change my parenting as a result.

15. What have been the biggest challenges in implementing what you learned in the PD parenting class? (QUALITATIVE_CHALLENGES_T2)

[1000-character free response]

16. What has been your implementation of the Four Goals of Misbehavior? (QUALITATIVE_FOUR_GOALS_T2)

[1000-character free response]

Survey3–Time 3

Questions3, 5, 6, 13, 14, 16, 21–24 from Survey 1 are repeated here as questions 1–10.

1. What is your marital status? (MARITAL_T3)

2. Which item best describes your current employment status? (EMPLOYMENT_T3)

3. What do you expect your 2013 family income from all sources before taxes to be? (example: $54,000) (INCOME_T3)

4. Which category best describes your role as a parent? (PARENT_ROLE_T3)

5. Which statement best describes your family? (FAMILY_STRUCTURE_T3)

6. Do you currently have custody of your child(ren)? (CUSTODY_T3)

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

7. I am currently responsible for the majority of the parenting decisions in my household. (RESPONSIBLE_PARENT_DEC_T3)

8. My partner and I agree on most parenting decisions. (PARTNER_AGREEMENT_T3)

9. I currently experience significant stress related to parenting. (PARENT_STRESS_T3)

10. I currently experience significant family conflict in my household. (FAMILY_CONFLICT_T3)

11. My original problems or concerns from home were addressed in this class. (PROBS_ADDRESSED_T3)

12. I feel that my parenting has changed to incorporate PD. (CHANGE_IN_PARENTING_T3)

13. Which of the following statements best describes you? (CONFIDENCE_IN_SKILLS_T3)

____I am confident about some of the things I learned in class and I plan to put my new skills as a parent into practice immediately.

___Though I enjoyed many of the experiential activities in the PD class, I have doubts about my ability to put the skills I learned into practice in my home.

___I did not find many of the lessons taught in the PD class to be useful for me, and I doubt that I will change my parenting as a result.

14. What have been the biggest challenges in implementing what you learned in the PD parenting class? (QUALITATIVE_CHALLENGES_T3)

[free response]

15. How much do you feel that your parenting has changed to incorporate PD? (CHANGE_IN_PARENTING_T3)

[free response]

16. What has been your implementation of the Four Goals of Misbehavior? (QUALITATIVE_FOUR_GOALS_T3)

[free response]

Raffle Notice

Thank you!

Congratulations! You have completed all three surveys and are now eligible to enter a rafffle to win a $100 Amazon gift card. Your name and contact information, should you choose to enter it, will not be associated with your answers from the surveys. Please note that the winner of the raffle will be notified when the survey period has ended. If you have any questions about this survey, you can contact Monica Holliday by telephone at (847) 867-3653 or by email at positivedisciplinestudy@gmail.com.

Appendix F

Parenting Styles and Dimensions Questionnaire (PSDQ)

REMEMBER: For each item, rate how often you exhibit this behavior with your child.

I EXHIBIT THIS BEHAVIOR:
1 = Never
2 = Once In Awhile
3 = About Half of the Time
4 = Very Often
5 = Always

_____ 1.I am responsive to my child's feelings and needs.

2.I use physical punishment as a way of disciplining my child.

3.I take my child's desires into account before asking him/her to do something.

4.When my child asks why he/she has to conform, I state: because I said so, or I am your parent and I want you to.

5.I explain to my child how I feel about the child's good and bad behavior.

6.I spank when my child is disobedient.

7.I encourage my child to talk about his/her troubles.

8.I find it difficult to discipline my child.

9. I encourage my child to freely express (himself)(herself) even when disagreeing with me.

10.I punishby taking privileges away from my child with little if any explanations.

11.I emphasize the reasons for rules.

12.I give comfort and understanding when my child is upset.

13.I yell or shout when my child misbehaves.

14.I give praise when my child is good.

15.I give into my child when the child causes a commotion about something.

16.I explode in anger towards my child.

17.I threaten my child with punishment more often than actually giving it.

18.I take into account my child's preferences in making plans for the family.

19.I grab my child when being disobedient.

20.I state punishments to my child and do not actually do them.

21.I show respect for my child's opinions by encouraging my child to express them.

22.I allow my child to give input into family rules.

23.I scold and criticize to make my child improve.

24.I spoil my child.

25.I give my child reasons why rules should be obeyed.

26.I use threats as punishment with little or no justification.

27.I have warm and intimate times together with my child.

28.I punish by putting my child off somewhere alone with little if any explanations.

29.I help my child to understand the impact of behavior by encouraging my child to talk about the consequences of his/her own actions.

30.I scold or criticize when my child's behavior doesn't meet my expectations.

31.I explain the consequences of the child's behavior.

32. I slap my child when the child misbehaves.

Appendix G

Parenting Sense of Competence (PSOC) Scale
Being A Parent

Name: _____ Date: _____

Listed below are a number of statements. Please respond to each item, indicating your agreement or disagreement with each statement in the following manner.

If you strongly agree, circle the letters SA
If you agree, circle the letter A
If you mildly agree, circle the letters MA
If you mildly disagree, circle the letter MD
If you disagree, circle the letter D
If you strongly disagree, circle the letter SD

1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired. SA A MA MD D SD

2. Even though being a parent could be rewarding, I am frustrated now while my child is at his/her present age. SA A MA MD D SD

3. I go to bed the same way I wake up in the morning—feeling I have not accomplished a whole lot. SA AMAMDDSD

4. I do not know what it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated. SAAMAMDDSD

5. My mother was better prepared to be a good mother than I am. SAAMAMDDSD

6. I would make a fine model for a new mother to follow in order to learn what she would need to know in order to be a good parent. SAAMAMDDSD

7. Being a parent is manageable, and any problems SA A MAMDDSD

are easily solved.

8.	A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.	SAAMAMDDSD
9.	Sometimes I feel like I'm not getting anything done.	SAAMAMDDSD
10.	I meet my own personal expectations for expertise in caring for my child.	SAAMAMDDSD
11.	If anyone can find the answer to what is troubling my child, I am the one.	SAAMAMDDSD
12.	My talents and interests are in other areas, not in being a parent.	SAAMAMDDSD
13.	Considering how long I've been a mother, I feel thoroughly familiar with this role.	SAAMAMDDSD
14.	If being a mother of a child were only more interesting, I would be motivated to do a better job as a parent.	SAAMAMDDSD
15.	I honestly believe I have all the skills necessary to be a good parent to my child.	SAAMAMDDSD
16.	Being a parent makes me tense and anxious.	SAAMAMDDSD

July 6, 2013

Dear Monica Holliday,

The Institutional Review Board evaluated the changes to your application, proposal **#13-061**, *Outcomes of Positive Discipline Parent Training: Parenting Style and Perceived Efficacy*. Your application has now received **Full Approval**. This decision means that you may proceed with your plan of research as it is proposed in your application.

Please note that if you wish to make changes to your procedures or materials, you must provide written notification to the IRB in advance of the changes, co-signed by your Dissertation Chair, Dr. Vannucci. **You may not implement those changes until you have received a Full Approval letter from the IRB**. Please feel free to contact myself or other IRB committee members should you have any questions.

Sincerely,

Peter Ji

Peter Ji, Ph.D
Core Faculty, Psy.D. Program in Clinical Psychology
Co-Chair, Institutional Review Board
Adler School of Professional Psychology