

**A MONOGRAPH:
SUMMARY OF THE RESEARCH
RELATED TO THE USE AND EFFICACY
OF THE SYSTEMATIC TRAINING
FOR EFFECTIVE PARENTING
(STEP) PROGRAM
1976-1999**

**prepared for
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**by
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"It remains an irrefutable social and individual premise, that no culture has ever been able to provide a better shipyard for building storm-proof vessels for the journey of man from the cradle to the grave than the individual nourished in a loving family."

Laurens van der Post and Jane Taylor Testament to the Bushmen. Harmondsworth, Middlesex, England: Penguin Books, 1985 (pp. 130-131).

Table of Contents

Section I: Introduction and Purpose	4
Section II: Location and Selection of Studies	4
Section III: Narrative Description of Primary Research Studies	5
Explanation of Classification System	5
Narrative Descriptions	6
Narrative Descriptions of STEP Research Reviews ..	31
Section IV: Brief Summary of the STEP Research	34
Table 1 – Brief Description of Studies Included in This Monograph	36
Appendix A – Identification and Categorization of Dependent Measures	41
Appendix B – Index for Classification of Research Studies	44

**A Monograph:
Summary of the Research Related to the Use and Efficacy of
the Systematic Training for Effective Parenting (STEP) Program**

Section I: Introduction and Purpose

This monograph is offered as tool for both researchers and practitioners who have a stake in the Systematic Training for Effective Parenting (STEP) program. Originally published in 1976, by Dinkmeyer and McKay, this most popular parenting education program has experienced many changes in format and content presentation (e.g., audiotapes to videotapes, additions of STEP Teen and Early Childhood STEP, etc.) and has been the subject of applied research studies for almost 25 years. In this brief paper, the author has attempted to bring together all of the important and reliable research related to the STEP program during the period covering 1976 –1999.

Researchers in the field of parenting education should use the monograph to learn about prior research studies – their foci, methodological strengths and weaknesses, results, population descriptions, and results – in order to help them formulate useful hypotheses to test in further investigations into the efficacy of this popular program. Practitioners will find in this compilation evidence of the impact that the STEP program has had on various populations that they may wish to address. Program administrators may wish to use the information contained in this monograph to bolster their application for funding of their (STEP) parenting education programs.

This paper begins with a narrative description of sixty-one (61) primary research studies that explored the effectiveness of the STEP program on various populations, in varied contexts, using different dependent measures to gauge their success. Seven previous reviews of that focused exclusively on, or included, the STEP program follow the primary research narratives. These reviews were published between 1983 and 1994. The most extensive review (Gibson, 1994) provides a meta-analytical approach to studying the effectiveness of STEP and, along with a prior integration of parent education in general (Gibson, 1992)¹, provides the background for this paper.

Section II: Location and Selection of Studies

The search for a pool of studies on STEP began with the ERIC and PsychLit indexes. Psychological Abstracts was also searched to expand the pool. Bibliographies from the located research articles and reviews became a primary source of studies, particularly those studies that remain unpublished (e.g., doctoral dissertations and masters theses). This process was repeated until this author believed that a fair representation of research, review, and reference articles relative the STEP program had been identified.

¹ Gibson, D. G. (1992). An integration of the parent education literature: research, review, reference, and rhetoric. Paper presented at the second joint conference of the Western Psychological Association and the Rocky Mountain Psychological Association. Phoenix, AZ, April 1992.

This treatise is not meant to be exhaustive in its initial offering. Many unpublished studies and undocumented research efforts have unknowingly been omitted and the publisher, American Guidance Services, Inc. would welcome the opportunity to include these studies in an updated version of this monograph. Since the intention of this work is to provide a classified resource base for the research into and consumption of the STEP parenting education literature, no studies that pertained to this area have been excluded. All levels of sophistication in research design, all classifications of independent and dependent variables, all diversities of subject characteristics, and all theories of parent education are meant to be represented.

Section III: Narrative Description of Primary Research Studies

This section of the monograph comprises the largest portion of the study. Each of the 61 primary studies is summarized and the consumers are provided with information about the study that would enable them to decide whether or not they wish to obtain the original study. For each study, subject characteristics, research design methodology, independent variables, and dependent variables are described along with significant results and conclusions. These annotations are intended to be much more extensive than an abstract and should, hopefully, save both the researcher and the product consumer hours of exploration and analysis.

The reader is advised that this author has exercised critical license during the annotation process. Perceived weaknesses in research methodology, "leaps of faith" in significance and conclusions, and observed errors in data reporting, along with the personal biases of this author, are brought to the attention of the reader.

Explanation of Classification System

The main body of this study is contained in the Narrative Descriptions. The 61 studies are listed according to the procedure found in the Publication Manual of the American Psychological Association and are numbered in this sequence. Table 1, which follows the Narrative Descriptions, provides a brief description of the 61 studies in terms of the "Subjects and Methods" and "Dependent Measures" used by the researchers.

The first Appendix (A) provides a quick reference to the various acronyms that are used by the researchers to describe their dependent measures while the second Appendix (B) provides a classification system whereby each study (identified by the number assigned in the Narrative Description section) is categorized by Research Subjects, Research Methodology, and Type of Dependent Measure.

Another word of caution seems appropriate at this juncture. As with any area of inquiry into human behavior, this study required some subjective interpretation of the vast body of information with which the author was confronted. As such, an individual consumer with a different interpretation may believe that a component of a particular study (or studies) more appropriately belongs in a different category. This author makes no claims of classification infallibility but has attempted to remain consistent during the

classification process. Comments, suggestions, and helpful criticism are welcome in this regard.

Narrative Descriptions of Primary STEP Studies Included in this Monograph

(1) Allen, S. M., Thompson, R. H. & Drapeaux, J. (1997). Successful methods for increasing and improving parent and child interactions. Paper presented at the National Head Start Association Annual Training Conference. Boston, MA, May 1997.

This ethnographic study of Head Start-like services in South Dakota looked at many aspects of the flexible program. Included in the services were three parenting programs; STEP, Active Parenting, and 1-2-3 Magic. Although observed and reported changes in parents' behaviors are not specifically attributed to any one parenting program, the ethnographer, using about 300 structured interviews, reported a number of changes that would likely follow exposure to STEP (e.g., better listening skills, use of "I" Messages, use of non-punitive disciplinary measures, offering more choices, and an overall increase in interactions with their children). In addition, parents reported becoming more involved in their children's educational experiences.

(2) Bauer, M. T. (1977). A study of the effects of a group education program, Systematic Training for Effective Parenting, upon parental self concept and assessment of child behavior (Doctoral dissertation, The College of William and Mary, 1977). Dissertation Abstracts International, 38/08A, 4511.

The subjects for this study consisted of intact volunteer groups that were randomly assigned to one of three treatments. The treatments were (1) a process oriented STEP program, (2) a didactically oriented STEP program and (3) an Adlerian Parent Study Group (Dreikurs). The non-treatment control group was not randomly selected. No demographic information is provided on the subjects. The dependent measures included the Adlerian Parental Assessment of Child Behavior Scale (APACBS) and five scales of the Tennessee Self Concept Scale (TSCS), Total Score, Identity or Self-Concept, Behavior, Self-Satisfaction, and Family Self. Both measures were administered pre- and posttreatment with the pretest scores used as the covariate for one-way analyses of covariance. Group means and standard deviations, pre- and posttreatment, are reported for all measures. The STEP groups, although not differing from each other, scored statistically significantly higher gains on the APACBS than the control group. No statistically significant differences were found between the STEP groups and the control group on any scale of the TSCS or between the two STEP groups. The Dreikurs group showed statistically significant positive changes over the control group for the APACBS and for the Total Score and Behavior subscale of the TSCS. No difference was found between the STEP groups and the Dreikurs group on the APACBS.

(3) Bellamy, K. T. (1979). The short- and long-term effects of Systematic Training for Effective Parenting on perceived parental attitudes, concerns, and temperament (Doctoral

dissertation, East Texas State University, 1979). Dissertation Abstracts International, 40/02B, 890.

Volunteer Baptist church-member mothers ($n = 32$) were nonrandomly divided into three groups (matched on four demographic variables): (1) Treatment (STEP program), (2) Reading Control (read STEP Parent's Handbook), and (3) No-Treatment Control. Dependent measures at Pretest, Posttest, and 8-week follow-up: The Parent Attitude Survey (misidentified as the Parent Attitude Scale), the Becker Adjective Checklist (BAC), and the Taylor-Johnson Temperament Analysis Profile (TJTAP). Only ANCOVA tables with F-ratios are reported; no group means or standard deviations. Ages of subjects are not reported. The only statistically significant differences between groups were found on the Less-Withdrawn and Hostile subscales of the BAC at the 8-week follow-up test with the posttest scores used as the covariate where the Treatment Group had statistically significantly higher scores than the two Control groups. No other statistically significant differences were reported among the group means comparing pretest, posttest, and post-posttest scores for the remaining dependent measures.

(4) Bradley, E. C. (1993). The relationship between parent characteristics and effects of Systematic Training for Effective Parenting on parenting style and behaviors (Masters thesis, University of Florida College of Nursing, 1993). Masters Abstracts International, 33/01, 171.

Eleven parents (2 males and 9 females), with children between the ages of 4 and 12 years, were assigned to the STEP (treatment) group based on their ability to attend the classes at the scheduled time. The control group consisted of nine parents (3 males and 6 females) who were put on a waiting list. However, only two parents from the control group attended the next STEP program offered by the researcher. The site for the study was a Catholic Church in north central Florida. An instrument called the Parenting Questionnaire was administered to both groups as a pretest, posttest, and delayed posttest (4 weeks). The pretest and posttest were mailed to the control group parents. The parents in the STEP group showed statistically significant gains in the measure of their democratic parenting style ($p = .0005$) while the control group showed no significant gain. On the parents' use of natural and logical consequences, as measured by Section Two of the Parenting Questionnaire (PQ), both the treatment group and the control group demonstrated statistically significant gains (pretest to posttest). However, the researcher used the Wilcoxin Rank Sum Test to reveal a statistically significant difference between the posttest scores of the two groups ($p = .04$). Four weeks after completing the posttest, the parents in the STEP group took a delayed posttest. There were no significant differences in the scores indicating that the concepts and behaviors had been retained.

(5) Brooks, L. D., Spearn, R. C., Rice, M., Crocco, D., Hodgins, C., & Schaaf, V. (1988). Systematic Training for Effective Parenting (STEP): An evaluation study with a Canadian population. Canada's Mental Health, 36, 2-5.

The subjects were non-randomly assigned to experimental and wait-list control groups. Forty-four of the original 81 experimental subjects comprised the final sample along with

15 of 22 original control subjects. The mean age of the children in the study was 5.7 years. The regular nine-week STEP course served as the treatment. Dependent measures: The Confidence and Trust subscales of the Parent Attitude Survey (PAS), the Child and Adolescent Adjustment Profile (CAAP), and an author-devised STEP Evaluation Questionnaire. Pre/Post and 3-month follow-up measures (STEP Evaluation Questionnaire only) were given. Only the scores on the "Trust" subscale of PAS were found to be statistically significantly higher for the original experimental group versus the original control group. For the subsequent experimental group (originally the wait-list control group), $n = 8$, statistically significant differences were reported for the total PAS and for two subscales. Similar positive changes for CAAP are reported for both the experimental and control groups with no differences found between the groups. Group means and standard deviations are reported for only the STEP Evaluation Questionnaire. However, Dr. Marnie E. Rice graciously provided missing data. The authors suggest that, "STEP should be considered more a preventative intervention than a modifier of child behaviour." (p. 4).

(6) Campbell, N. A., & Sutton, J. M., Jr. (1983). Impact of parent education groups on family environment. Journal for Specialists in Group Work, 8, 126-132.

Ninety-three parents from 13 parent education groups participated in the STEP (treatment) group with 57 volunteers from university continuing education classes serving as a comparison group. The two groups were similar in demographic composition except for gender – 80% female in STEP and 68% female in comparison group – and level of education – mean education level of 2 years of college versus 4 years of college. Three test instruments were used: The Attitudes Toward Child Rearing Scale (ATCRS), the Family Environment Scale (FES), and the Child Behavior Checklist (CBC). The STEP group was given a pretest, a posttest, and a 3-month delayed posttest using all three instruments. The comparison group completed only the FES and ATCRS twice. The results of ANOVA for the ATCRS showed statistically significant differences between groups across time and on repeated measures, indicating a change toward more democratic parental attitudes for the STEP group. In addition, statistically significant differences were found on three subscales of the FES: the Cohesion subscale, the Independence subscale, and the Control subscale. These results showed the family members for the STEP group became more helpful and supportive of one another, became more assertive and self-sufficient, and became less rigid, exhibiting less autocratic behavior toward one another. The results of the CBC were mixed with only the "morning behavior" category showing statistically significant positive changes. The posttest scores for "evening behavior" and "miscellaneous behavior" also showed positive change – with the delayed posttests remaining essentially the same – but the changes were not statistically significant. The authors conclude that, "... behavior change in children can be accomplished by employing democratic principles."

(7) Catania, L. L. (1985). Parent education as part of a comprehensive drug rehabilitation program (Doctoral dissertation, Fordham University, 1985). Dissertation Abstracts International, 46/03B, 991.

A sample of drug-addicted persons and their spouses (n=80) were randomly assigned to treatment (a 10-week STEP course) or control. Subjects ranged in age from 23 to 40 years. The mean age of the designated target child for each couple was 9.5 years. Dependent measures, obtained pre- and posttreatment and at a 3-month follow-up, included the Parent Attitude Research Instrument (PARI), the Adlerian Parental Assessment of Child Behavior Scale (APACBS), and the Swanson Child-Parent Relationship Scale (completed by the target child). Statistically significant positive differences were found, pre- to posttest, between the treatment and control groups for all dependent measures. The effect eroded considerably (but maintained statistical significance) at the 3-month follow-up for the APACBS and the Swanson. In an additional analysis of the data, the author found no statistically significant differences between drug-addicted and non-addicted parents.

(8) Clark, F. J. H. (1983). The impact of two parent training models on foster parent attitudes and behaviors (Doctoral dissertation, Texas Woman's University, 1983). Dissertation Abstracts International, 44/10B, 3181.

Sixty foster parents were randomly assigned to either STEP, Parenting Skills Training (PST), a control group. With 24 dropouts, the study used the scores of 12 subjects in each group. The mean age of the parents was 41.5 years. Dependent measures, pre- and posttreatment, included the Porter Parental Acceptance Scale (PPAS), the Sensitivity to Children Questionnaire (STC), the Parent Training Inventory (PTI), and a Self-Reported Problem Areas questionnaire. Observed and adjusted group means are reported but no standard deviations. Both ANOVA and MANCOVA tables are used to report results. The author reports that statistically significant differences ($p < .05$) were found between the STEP group and the control group for the scores on the PPAS and the STC. The author reports that no other statistically significant differences were found.

(9) Clarkson, P. J. (1978). Effects of parent training and group counseling on children's functioning in elementary school (Doctoral dissertation, University of Massachusetts, 1979). Dissertation Abstracts International, 39A, 4726.

Combinations of child group counseling (Developing Understanding of Self and Others, DUSO) and parent training (STEP) were offered to children in elementary school (grades one through six) and their parents. Subjects were nonrandomly assigned to one of four groups: DUSO and STEP, STEP and no DUSO, DUSO and no STEP, and control with no DUSO and no STEP. Pre- and posttreatment and 3-month follow-up measures were obtained on these dependent variables: the Gates-MacGinitie Reading Test, the Devereaux Elementary School Behavior Rating Scale, Measures of Self-Concept (MSC), and the Adlerian Parental Assessment of Child Behavior Scale (APACBS). A two-by-two MANOVA was used to analyze the results. No statistically significant differences were found between any groups either immediately following treatment or at follow-up.

(10) Cronauer, D. W. (1981). The effects of Systematic Training for Effective Parenting (Doctoral dissertation, Indiana University of Pennsylvania, 1981). Dissertation Abstracts International, 42/05A, 1958.

The subjects for this study were 48 volunteer parents and their children (third, fourth, and fifth graders) from a parochial school system. Subjects were randomly assigned to treatment (STEP) or control. Dependent measures (pre- and posttreatment) included the Piers-Harris Children's Self-Concept Scale (administered to the children), the Short-Form Parent Attitude Research Instrument (PARI), the Adlerian Parental Assessment of Child Behavior Scale, and the Quay-Peterson Behavior Problem Checklist (completed by interviewing the children's teachers). Individual scores as well as group means and standard deviations are reported for all measures for both pre- and posttesting. A randomization test for two independent variables was used to determine that no statistically significant differences ($\alpha = .10$) existed between the treatment and control groups on the pretest scores. Statistically significant differences ($\alpha = .05$) between groups were found on all dependent measures for the posttest scores with the results favoring the treatment group. NOTE: Table 7 (p. 46) contains some, seemingly, erroneous values for the group standard deviations.

(11) de Sherbinin, P. R. (1981). Psychological study of the impact of Systematic Training for Effective Parenting groups upon children's behavior, achievement and self-ratings at home and at school (Doctoral dissertation, University of Massachusetts, 1981). Dissertation Abstracts International, 42/11A, 4765.

Parents of Title I children (scoring at least a half grade below grade level on a measure of reading achievement) were nonrandomly assigned to either a treatment (STEP) or control group. The book Liberated Parents/Liberated Children was also incorporated into the treatment. The audiotape portions of the STEP lesson plans were not used after the first week. Pre- and posttreatment measures included the Adlerian Parental Assessment of Child Behavior Scale (APACBS), the Pre-Primary Nowicki-Strickland Internal/External Scale, the MacDaniel-Piers Self-Concept Scale, the Devereaux Elementary School Behavior Rating Scale, and the Gates-MacGinitie Reading Test. Possible ceiling effects for the control group on the APACBS posttest may be operating as well as possible regression effects on all measures for all children. Group means and standard deviations are reported for both groups. Although the author reports that no statistically significant differences were found for any of the variables, a standardized mean difference effect size of +1.49 can be computed for the APACBS due to significantly different pretest scores between groups.

(12) Dodley, L. E., Sr. (1981). The effects of "Systematic Training for Effective Parenting" on parents' and children's behavior (Doctoral dissertation, Ohio State University, 1981). Dissertation Abstracts International, 42/04A, 1486.

Thirty parents (of the 45 originally enrolled) of seventh through twelfth grade students with "maladaptive behaviors" comprised the treatment group (STEP) for this study. No control group was used. The mean ages of the parents and children were 38 years and 14 years, respectively. Pre- and posttreatment measures were obtained on the STEP Questionnaire, the Jesness Behavior Checklist (JBC), and the Family Environment Scale (FES). ANOVAs are used to analyze the data; group means and standard deviations are not reported. No statistically significant differences were found, pre- to posttest, on

scores for the JBC or the FES. A statistically significant positive gain was found on scores for the STEP Questionnaire, an instrument that assessed the parents' knowledge and understanding of the STEP program concepts.

(13) Esters, P. (1980). The differential effects of a Gilmore Self-Esteem and a STEP parent counseling approach for low achieving latency-age children (Doctoral dissertation, Boston University School of Education, 1980). Dissertation Abstracts International, 41/05A, 2013.

Systematic Training for Effective Parenting (STEP) is compared with SEM (Self-Esteem Method) a wait-list control group using random assignment to groups. Some demographic information on the child subjects is reported. The dependent measures include grade point average (GPA), the Piers-Harris Children's Self-Concept Scale (PHS), and the Coopersmith Behavior Rating Form (CBRF). The dependent measures were administered pre- and posttreatment and at a 3-month follow-up. Group means and standard deviations, along with F-ratios (adjusted for covariance), are reported for all measures. Both programs had a statistically significant impact on GPA, compared to the control group with no difference found between the two treatment groups. Both the SEM and the STEP programs resulted in consistent statistically significant gains in self-esteem (as measured by the PHS, self-reported, and the CBRF, teacher-rated). The gains in self-esteem were greater for the SEM group.

(14) Fair, M. (1995). Project STRIVE: The synergistic effect of vocational development and parenting education (Doctoral dissertation, Walden University, 1995). Dissertation Abstracts International, 58/08A, 3102.

The Long Island Educational Opportunity Center (LIEOC) served as the focus for this study involving 17 “educationally and economically disadvantaged” single mothers. The treatment group was selected from the general population of business students from the LIEOC. Although no criteria for selection are indicated, the treatment group seems to mirror the general population of students at the LIEOC in terms of their age and racial mix. The treatment, which lasted for two semesters, consisted of the regular vocational skills training offered by the business school plus two additional components: life skills training in the form of the Adkins Skills Career Development Series and the STEP program. The results are reported in qualitative terms from the evaluation forms, which addressed positive outcomes, and were completed by the participants. In addition, the positive outcomes (e.g., program completion and employability, job placement, and college placement) were compared with the general population of the LIEOC. Whereas only 46% of the general population experienced a positive outcome for their business education program, fully 94% of the STRIVE group experienced positive outcomes. The author reports that, “The integration of the personal (parenting education/counseling) along with the vocational (career development series) was deemed extremely important and beneficial to all of the participants. ... the most helpful aspect of the program was the parenting component.”

(15) Falzone, R. J. (1993). Changes in family functioning and role satisfaction reported

by parents who engage in Systematic Training for Effective Parenting (Doctoral dissertation, Boston College), Dissertation Abstracts International, 54/08A, 2817.

The author recruited nine different STEP class leaders from Massachusetts and New Hampshire to participate in this study. The nine leaders brought a considerable range of experience to the study. A total of 68 experimental subjects (88% women and 80% married) participated in the nine classes with a group of 45 local PTA parents recruited for comparison. The comparison group differed from the experimental (STEP) group across several dimensions including almost all pretest measures. Subjects in both groups received pre- and posttesting using the Family Environment Scale (FES), the Parent Satisfaction Scale (PSS), and the Being A Parent Scale (BAP). Using analysis of covariance (ANCOVA) to analyze the results, the author found only one statistically significant difference between the two groups on posttest measures. On the Efficacy dimension of the BAP, the STEP group made statistically significant ($p < .05$) gains from pretest to posttest when compared to the group of PTA parents. Efficacy is defined by the authors of the BAP as, “an instrumental dimension of parenting, reflecting the degree to which the parent feels competent, capable of problem solving and familiar with parenting.” A negative, unpredicted, outcome was the decrease in scores related to satisfaction with parental role after the STEP training. The author suggests that, as a result of the STEP training, the participants may become aware of the limitations to the approaches to parenting that they have been using.

(16) Gillette, N. Y. (1989). Evaluation of the use of a Systematic Training for Effective Parenting program modified for low-income Puerto Rican parents of preschoolers (Doctoral dissertation, University of Massachusetts, 1989). Dissertation Abstracts International, 51/03A, 737.

The Spanish language version of STEP (PECES) is used in this 4-week program for low-income Puerto Rican mothers. Twenty-four mothers of three and four year old children from a pre-school were randomly assigned to an experimental (PECES) and control group. Qualitative analysis, as well as the Adlerian Parental Assessment of Child Behavior Scale (APACBS), was used to evaluate the effects of the program. The author collected additional data using a four-part pretest questionnaire, four brief achievement tests, four evaluation forms, and a five-part posttest questionnaire. Some mothers in the PECES group opted for an “individualized” condition based on the convenience of individual appointments and rescheduling, as necessary. In modifying the program to teach the materials in only four sessions the author chose to focus on skill training, omitting the discussions. A two-way ANCOVA revealed a statistically significant positive change ($p < .05$) in the PECES mothers’ attitudes regarding their children’s behavior, as measured by an adapted (16 item) APACBS. However, no difference was found when using the full 32-item scale. The author explains that the adapted 16-item scale is composed of items for which “the answer is less obviously determined by cultural or societal norms and thus likely to be more sensitive to the parents’ personal attitudes.” Qualitative analysis revealed that six of the ten PECES mothers focused on their own parental behavior and limitations when asked what they were doing regarding the target

behavior they selected for their child. This contrasted sharply with the control group mothers who reported focusing strictly on punishment or its absence.

(17) Goldstein, R. E. (1990). Assessment of the effects of communication training on the adult elderly and the assistive adult child (Doctoral dissertation, University of North Texas, 1990). Dissertation Abstracts International, 51/09A, 3220.

Older adults (mean age = 71 years) and their primary assisting adult child (mean age = 41 years) were randomly assigned to either treatment (STEP) or control. Quinn's Family Life Questionnaire (one version for parents and one version for the adult children) was administered pre- and posttreatment and at a one-month follow-up. The STEP workshop was conducted in four 12-hour sessions. The author experienced a 33% dropout rate in the treatment group. Group means and standard deviations are reported for all five scales of the QFLQ. No statistically significant differences between groups were found for either the adults or their assisting adult children.

(18) Good, L. (1997). Parent education in a rural state. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Although not a research paper, this report discusses the widespread use of parent education classes in various settings in South Dakota. STEP and Teen STEP are reportedly used in about 34% of the settings – Head Start, BIA, County Extension Agencies, Residential Treatment Centers, Schools, Penitentiaries, etc. – followed by Active Parenting, used by 27%.

(19) Gould, E. O. (1979). A comparison of the relative effectiveness of Adlerian group counseling and Adlerian parent education on middle school youth with classroom adjustment problems. Unpublished doctoral dissertation, University of Nevada.

Thirty-six volunteer students, with "classroom difficulties", in the sixth, seventh and eighth grades were randomly assigned to one of two treatment conditions: (1) the pupils participated in Adlerian group counseling or (2) the pupil's parents participated in a STEP program (Systematic Training for Effective Parenting). No control group was used and only very general demographic information is reported. The dependent measures, administered pre- and posttreatment, included the Walker Problem Behavior Identification Checklist (WPBIC), the Piers-Harris Children's Self-Concept Scale (PHSCS), and a Perceptual Survey for Parents (an untried, non-standardized instrument that was expanded by the researcher). The results were analyzed using analyses of covariance with pretest scores as the covariates. Group means and standard deviations are reported for all measures along with a summary table for the ANCOVA. The results are inconclusive. Statistically significant differences (by grade level, method, or interaction) between groups were not found for the scores on either the PHSCS or the WPBIC, although isolated instances of statistical significance were found as a result of post hoc t-tests. The STEP group did demonstrate a statistically significant improvement over the other treatment group on the Perceptual Survey for Parents which was expected since the Adlerian group counseling parents received no treatment.

(20) Gruen, S. N. (1978). Effects of a systematic parent training program on parental attitudes and child behavior (Doctoral dissertation, Texas A & M University, 1978). Dissertation Abstracts International, 39/04A, 2143.

Couples were nonrandomly assigned to one of three treatment groups: STEP co-facilitated by experienced leaders, STEP co-facilitated by inexperienced leaders, and an inactive control group. Dependent measures, administered pre- and posttreatment, included the Attitude Toward the Freedom of Children Scale (ATFC-II), the Adlerian Parental Assessment of Child Behavior Scale (APACBS), and the Child Rearing Practices Scale (CRPS). Pre- and posttest group means are reported without standard deviations. Analysis of Covariance is used in the data analysis. Statistically significant differences ($p < .005$) are found for all measures across groups. However, no differences were found between the two STEP groups. Average standard deviations from other studies were used in the computation of standardized mean difference effect sizes for the APACBS and the ATFC-II.

(21) Hammett, V. L., Omizo, M. M., & Loffredo, D. A. (1981). The effects of participation in a STEP program on parents' child-rearing attitudes and the self-concepts of their learning disabled children. Exceptional Child, 28, 183-190.

Forty-six mothers and their LD children (age range = 5-8 years) were randomly assigned to experimental (STEP) and control groups ($n = 25$, for each). The dependent measures were administered pre- and posttreatment and included the Parent Attitude Survey (PAS) for the parents and the Primary Self-Concept Inventory (PSCI) for the children. Group means and standard deviations are reported for both measures for posttest scores only. A multivariate analysis of variance was computed on the PAS and the PSCI scores along with univariate F-ratios and discriminant analysis procedures. Parents in the STEP group scored (statistically) significantly higher on the Acceptance and Trust subscales of the PAS and their children scored (statistically) significantly higher on the Personal-Self and Social-Self subscales of the PSCI.

(22) Jackson, M. D. (1982). Effects of a STEP parent education program on parent and child attitudes and child self-concept and school behavior (Doctoral dissertation, University of North Carolina at Chapel Hill, 1982). Dissertation Abstracts International, 43/08A, 2556.

Forty-five volunteer parents (all women, mean age = 32.2 years) are randomly assigned to experimental (Systematic Training for Effective Parenting, $n=25$) and wait-list control ($n=20$) groups. The children in the groups numbered 62 in the experimental group and 94 in the control group (which included a third group of children whose parents could not participate). The dependent measure for the parents was the Parent Attitude Survey (PAS), administered posttreatment only, with group means and standard deviations reported. The dependent measures for children (pre- and posttreatment) included 8 subscales of the Children's Report of Parental Behavior Inventory (CRPBI) and the Piers-Harris Children's Self-Concept Scales. The author reports no statistically significant

differences for the children's measures. Only the scores on the Trust subscale of the PAS were significantly different ($p < .05$) between the groups of parents.

(23) Kozlowski, J. (1979). The effects of Systematic Training for Effective Parenting on parent attitudes. (Doctoral dissertation, Northern Illinois University, 1978). Dissertation Abstracts International, 39/08A, 4825.

The effectiveness of STEP is assessed using the Parent Attitude Survey (PAS), the Rokeach Dogmatism Scale (RDS), and the Piers-Harris Self-Concept Scale for Children as dependent measures. Volunteer parents were semi-randomly assigned to a treatment (STEP) or control group (group membership was controlled for equal proportions of parent couples and singles). All measures were administered pre-, post-, and 8 weeks following treatment. 26 of the original 40 parents assigned to groups completed all three test administrations. Group means but no standard deviations or t-scores are reported. Using Analysis of Covariance with the pretest scores as the covariate the author claims to have found statistically significant gains for the experimental group (STEP) on two scales of the PAS (Understanding and Trust) from pre- to posttreatment; the gain on the Understanding scale was not maintained at follow-up. The results also disclosed statistically significant differences in favor of the experimental group on the Causation subscale of the PAS. This gain was maintained at follow-up. Only non-significant changes were recorded for the RDS and the Piers-Harris. In a further correlational study, a statistically significant positive relationship was found between the initial degree of parent dogmatism and the changes in attitude of parents as measured by the PAS Trust subscale both from pretest to posttest and from pretest to delayed posttest (at the 8 week follow-up).

(24) Krieg, P. E. (1985). Effects of Systematic Training for Effective Parenting (STEP) on perception and attitude of parents of learning disabled children (Doctoral dissertation, University of New Orleans, 1985). Dissertation Abstracts International, 46/07A, 1902.

This study involved parents of learning disabled (LD) and non-learning disabled children in a six-week STEP program. Each STEP group had its own nonrandom control group. The mean ages of all parent and child groups are reported along with the mean education level of the parents (14 years). The dependent measures, administered pre- and posttreatment, included the Adlerian Parental Assessment of Child Behavior Scale (APACBS) and two subscales (Confidence and Understanding) of Hereford's Parent Attitude Survey (PAS). Analysis of covariance, with pretest score as the covariate, was used to analyze the data. The parents of LD children had pretreatment attitudes that reflected lower confidence in their role as parents. No statistically significant differences were found between the LD parents and their control group on any dependent measure. There was a statistically significant difference, pre- to posttest, between the non-LD parents and their control group on the Understanding subscale of the PAS.

(25) LaFountain, R. M. (1987). The efficacy of parent counseling and support groups on stress levels, self-esteem and degree of coping of parents of developmentally delayed or

handicapped infants involved in an infant intervention program (Doctoral dissertation, College of William & Mary, 1987). Dissertation Abstracts International, 49/01A, 73.

Parents of children enrolled in an infant intervention program (for developmentally delayed or handicapped children) were randomly assigned to a self-help support group, a counseling group, or a no-treatment control group. The counseling group used the STEP program, adapted to include parent-infant interaction concepts and a therapy component. The author experienced a dropout rate of almost 35%. The dependent measures were administered only following treatment. They included the Coopersmith Self-Esteem Inventory (CSI), the Parenting Stress Index (PSI), and the two subscales (Used to Feel and Presently Feel) of the author-developed Coping with Loss Scale (CWLS). No statistically significant differences were found between the counseling (STEP) group and the control group on any measure. However, the results revealed significantly higher scores for the self-help support group compared to the counseling group on the CSI and the PSI.

(26) Landerholm, E. & Lowenthal, B. (1993). Adding variety to parent involvement activities. Early Childhood Development and Care, 91, 1-16.

This article describes a study of a parent involvement program conducted at a daycare center at Northeastern Illinois University. The purpose of the program was to increase parent involvement in a number of activities including support activities for parents (28 different activities at 2 levels), support activities for parents and children (12 different activities), educational activities (12 different activities), and leadership activities (7 different activities). The Early Childhood STEP program was included as an activity in "educational activities" component. Thirteen parents participated in one or more of the seven weekly sessions of the STEP program. They all came from middle class homes and included four single parents and one grandmother/primary caretaker. Their children, enrolled in the daycare center, ranged from 2 to 5 years in age with an average age of three years. A qualitative evaluation of the effects of the program was conducted informally following the group meetings. Comments included, "A very positive program.", "I learned to be more patient.", "Knowing the goals of misbehavior helped me better understand my child when she acted up.", "This program helped me get my confidence back as a parent – it validated what I was doing.", and "I learned to listen to my child more." In addition, the authors found that the parents who participated in the STEP program (education) also participated in a higher number of types of activities (both support and education) than did the parents who did not participate in STEP. There are two interesting side notes to this study. Food was used very successfully to entice the parents to attend all of the activities and children's books were distributed to participants at the end of each STEP group meeting as a reward for attendance.

(27) Larrivee, R. C. (1982). A comparison of the effects of three parent education programs, STEP, PAT, and EP, on the perceptions and interactions of low income Head Start mothers and their preschool children (Doctoral dissertation, University of Massachusetts, 1982). Dissertation Abstracts International, 42/12A, 5068.

Thirty-eight Head Start mothers were randomly assigned to one of three treatment programs; STEP, Parents are Teachers (PAT), or Exploring Parenting (EP). Only 18 mothers (six in each group) completed the program. No control group was used in the study. The attendance at the STEP meetings averaged only 62%. Pre- and posttreatment dependent measures included a Concept Evaluation Instrument (CEI), a Parent Questionnaire, which assessed the parents' perceptions of their children's behavior, and a Response-Class Matrix, which provided a measure of parent and child behavior scored from videotape recordings. The mean ages of the parents and children were 30 years and 4 years. All 3 treatment groups showed significant positive gains pre- to posttreatment. The STEP group showed significantly greater gains over the other groups on the measures of behavior (the Parent Questionnaire and the Response-Class Matrix).

(28) Levenson, C. A. (1994). Developing a parent education course for parents of children with disabilities and/or chronic illness (Doctoral dissertation, University of Nevada, Reno, 1994). Dissertation Abstracts International, 56/01A, 95.

For this study STEP was used in combination with materials written by and for parents of children with disabilities and/or chronic illness. These additional materials included chapters assigned from After the Tears: Parents Talk about Raising a Child with a Disability and articles from magazines for parents of children with special needs. Only 15 parents took part in the study and completed the evaluation instruments, with no control group. The goals were to increase the perceived sense of competence as parents – as measured by the Parenting Skills Inventory (PSI) – and decrease the stress experienced as parents – as measured by Parenting Stress Index/Short Form (PSI/SF). A pre- posttest design was used on these two instruments along with evaluation forms for each class session and for the course as a whole. The course lasted eight weeks and was offered at three different times. The ages of the children ranged from 1.5 to 13 years of age. The most common disabilities and/or chronic illnesses were Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, and Epilepsy. Using the Wilcoxin Matched-pairs Signed-ranks Test, the author demonstrated statistically significant differences between the pre- and posttest scores on several subscales (Objectivity, Expectations, Communications, and limit Setting) of the PSI, as well as on the total score. However, the author had expected to see a statistically significant difference in the Role Image subscale of the PSI and that was not realized. The Role Image subscale examines each parent's perception as "confident, comfortable, adequate, competent, successful, and positive in the parenting role." For the PSI/SF two of the three subscales (Parental Distress and Parent-Child Dysfunctional Interaction) as well as the total scores on the test showed statistically significant differences between the pre- and posttest scores. These results support the finding that there was a decrease in parental stress as a result of participation in the course.

(29) Lifur-Bennett, L. (1982). The effects of an Adlerian and a behavioral parent education program on learning disabled children and their parents (Doctoral dissertation, California School of Professional Psychology, 1982). Dissertation Abstracts International, 43/06B, 1959.

Eighty-two parent-teacher-child triads were nonrandomly assigned to two Adlerian (STEP) groups (n=29), two behavioral groups (Confident Parenting, n=28), or a no-treatment control group (n=25). The children in the study were all labeled Learning Disabled. The means ages of the parents and children were 37 years and 12 years respectively. Only parents participated in the treatment but all members of the triad were tested pretreatment, posttreatment, and after a two-month follow-up period. The dependent measures included the Piers-Harris Children's Self-Concept Scale (PHCSCS), the Parent Acceptance-Rejection Questionnaire (PARQ) - completed by both parents and children - and the Missouri Children's Behavior Checklist (MCBC) - administered to both parents and teachers. No statistically significant differences ($p < .05$) were found between the combined STEP groups and the control group, pre- to posttreatment, on the PHCSCS, the PARQ (parent and child), or the MCBC, in contradiction to the author's discussion of the results. The only significant differences were found when pretest and follow-up measures were compared between the STEP and control groups on the parent and child measures of the PARQ.

(30) Maez, A. (1987). The effects of two parent training programs on parental attitudes and self-concepts of Mexican-American mothers (Doctoral dissertation, University of California at Los Angeles, 1987). Dissertation Abstracts International, 48/10A, 2583.

This study compares STEP with a behavioral program, Confident Parenting (CP). A randomly sample of 120 low income Mexican-American mothers was selected from a master list of 400 intact families with 2-3 children within the Regional District of the Los Angeles County Mental health System. The subjects were randomly assigned to STEP groups, CP groups, or a control group. The mean ages of the parents and children were 30 years and 7 years respectively. The mean education level for the mothers was eight years. The dependent measures, taken posttreatment only, included the Parent Attitude Survey (PAS) and the Tennessee Self-Concept Scale (TSCS). Group means, without standard deviations, are reported, therefore F-values from 2-way ANOVA tables are used to compute effect sizes. A statistically significant difference ($p = .008$) was found between the STEP mothers and the control mothers for the total PAS scores. No difference was found for the TSCS. Only seven of the 14 scales on the TSCS were reported and they were collapsed into a total effect size.

(31) McInnis-Dittrich, K. (1996). Violence prevention: An ecological adaptation of Systematic Training for Effective Parenting. Families in Society, 77(7), 412-422.

This study takes place in an isolated community in the Appalachian Mountains where domestic and societal violence widely occurs. The author introduced three important differences between the original STEP model and ecological adaptation of STEP used in this study. First, the revised model acknowledges that corporal punishment was part of the parents' culture when they were growing up. Second, there is a shift from exclusive attention to the individual parent in the original STEP to the parent as part of ontogenic, familial, exo-, and macrosystems. Third, the revised approach reflects the significance of the "cognitive, affective, and psychomotor aspects of adult learning." The author provides a table contrasting the ecological adaptation of STEP with the original.

Although the author performed no formal evaluation of the impact of this STEP adaptation, self-reports from parents obtained immediately after and within six months of the training were “extremely positive.” The group discussions that focused on the participants own experiences in childhood and the appropriateness of corporal punishment seemed to have the greatest impact.

(32) McKay, G. D. (1976). *Systematic Training for Effective Parenting: Effects on behavioral change of parents and children* (Doctoral dissertation, University of Arizona, 1976). Dissertation Abstracts International, 37/06A, 3423.

Random assignment of 26 volunteer mothers (10 in each group used in data analysis) is made to an experimental (Systematic Training for Effective Parenting) or control group. The mean age of the children (midpoint of range) = 8.5 years. The dependent measures included the Adlerian Parental Assessment of Child Behavior Scale (APACBS), developed and tested by the authors and a Mother/Child Interaction Exercise (for facilitating and non-facilitating statements). The study incorporates a pre-, posttreatment measures design. Group mean scores, without standard deviations, and F-ratios from a one-way analysis of covariance (with pretest scores as the covariate) are reported. The treatment group demonstrated statistically significant positive changes in the mothers' perceptions of their target child's behavior. No significant differences were found between groups on the Interaction Exercise scores. The reported probability level for the F-value for between group variance in the ANCOVA table for the APACBS translates into a standard deviation of approximately 8.5. The range of standard deviations for the APACBS from other studies ranges from 20-26.

(33) Meredith, R., & Benninga, J. S. (1979). *Counseling with parents to benefit children*. Elementary School Guidance and Counseling, 14, 36-42.

The study used random assignment of 28 voluntary parents, whose children (mean age=6.8 years) scored below the mean on a self-concept scale, to treatment (STEP) or control groups. Since only 5 parents in the control group completed the pretest correctly, a second control group of teachers and parents was adopted. The dependent measures included, (1) for parents; The F-Scale and the Attitudes Towards the Freedom of Children Scale (ATFCS), and (2) for children; the "I Feel ... Me Feel" Self-Concept Appraisal (IFMF). Pre- and posttreatment scores were obtained for all measures but no data are presented in this article. Data was obtained from Ruth Meredith by mail confirming the reports of no statistically significant differences on ATFCS. F-Scale mean scores decreased significantly (statistically) for the experimental group and increased significantly (statistically) for the control group. Nonsignificant results were found opposite the expected direction for IFMF.

(34) Messinger-Revell, J. (1983). *A comparative analysis of the relative efficacy of two methods of increasing the attitude of acceptance in parents toward young special needs children* (Doctoral dissertation, Boston University School of Education, 1983). Dissertation Abstracts International, 44/05A, 1420.

The STEP program and the Parents Evaluating Attitudes toward their CHildren (PEACH) program were compared using a nonrandom control group. Parents of special needs children (mean age = 5 years) were nonrandomly assigned to STEP (n=9), PEACH (n=10), or control (n=9). The researcher-designed Parent Attitude toward Special Needs Youngsters (PATSNY) served as the dependent variable. The author indicates that pre- and posttreatment measures were obtained but only posttreatment scores are reported. Since only the mean and range of group attitude scores are reported, the standard deviation for the PATSNY scores was estimated by taking one-sixth of the range. No statistically significant difference was found on the PATSNY between the STEP group and the control group.

(35) Miller, J. H. (1979). Structured training with parents of exceptional children (Doctoral dissertation, Texas A&M University, 1979). Dissertation Abstracts International, 40/08B, 3908.

This study investigates the impact of STEP on specific diagnostic subsets of the population of parents of handicapped children. The study specifically included parents of mentally retarded (MR) children (n=8), parents of language learning disabled (LLD) children (n=17), and parents of speech handicapped (SP) children (n=8). Both the Attitude Toward the Freedom of Children – Scale II (ATFC-II) and the Adlerian Parental Assessment of Child Behavior Scale (APACBS) were administered pre- and post-treatment. Analysis of Covariance, using pretest scores as a covariate, and t-tests were used to analyze the data for statistical significance. The author found no statistically significant differences in the adjusted posttest scores among the three diagnostic subset groups on either the ATFC-II or the APACBS. However, statistically significant differences between pre- and posttest scores were found for 2 of the 3 subset groups on both the ATFC-II (LLD and SP subset groups) and the APACBS (MR and LLD Subset groups).

(36) Miller, W. M. (1987). Play therapy and parent training: The effects of the "Systematic Training for Effective Parenting" program on children in play therapy and their parents (Doctoral dissertation, University of Northern Colorado, Greeley, 1986). Dissertation Abstracts International, 47/09A, 3374.

Families were assigned to one of three groups using a "controlled randomization process" (i.e. nonrandom): (1) Treatment with children in play therapy and parent(s) in STEP; (2) Control 1 - with children in play therapy and parent(s) wait-listed for STEP; (3) Control 2 - with children wait-listed for play therapy and parent(s) wait-listed for STEP. The children's age ranged from 3-8 years. Pre- and posttreatment dependent measures were obtained using the Parent Attitude Survey (PAS), the Primary Self Concept Inventory (PSCI), and the Walker Problem Behavior Identification Checklist (WPBIC). A multiple analysis of variance on the pretest data led to WPBIC-Adult scores being treated as a covariate in the ANCOVA computations. Group Means and standard deviations, pre- and posttest, are reported. No statistically significant differences were found between the groups.

(37) Misja, C. F. (1980). Change in child-rearing practices as a result of an Adlerian parent study group (Doctoral dissertation, Kent State University, 1980). Dissertation Abstracts International, 41A, 3494.

Fifty-three parents were nonrandomly assigned to either treatment (STEP) or control. In reference to the independent variable, the author states that, "the approach used was not rigid and inflexible." A pre-, posttreatment design was used with two dependent measures: the Child-Rearing Practices Scale (CRPS) and the Parental Perception Survey (PPS), a measure of the parents' perception of their children's behavior. Using ANCOVA (with pretest scores as the covariate), statistically significant differences ($p < .01$) were found between the STEP and control groups, favoring the STEP group, on all subscales of both dependent measures. The three subscales of the CRPS and the four subscales of the PPS were combined in the computation of effect sizes.

(38) Moline, D. (1979). Systematic Training for Effective Parenting: A study of the effects of the STEP program on abusive parents' perceptions of their children's behaviors and attitudes toward the freedom of children (Doctoral dissertation, Brigham Young University, 1979). Dissertation Abstracts International, 40/07A, 3786.

Thirteen parents (mean age = 29.5 years), cited by the county court system for being abusive toward their children, and their target child (mean age = 5.5 years) constituted the experimental (STEP) group. A semi-equivalent control group composed of eleven abusing mothers (mean age = 29.0 years) and their target child (mean age = 8.0 years) was selected randomly from the remaining active caseload of the Department of Family Protective Services. Dependent measures, administered pre- and posttreatment, included the Attitude Toward the Freedom of Children Scale (ATFC), the Adlerian Parental Assessment of Child Behavior Scale (APACBS), and a fifteen-item quiz based on the STEP lessons (posttest only). Pretreatment group means and standard deviations and posttreatment group means (without standard deviations) are reported for the ATFC and the APACBS. Posttreatment group means and standard deviations are reported for the quiz. Statistically significant differences, favoring the experimental group, are found between the experimental and control groups on the changes in scores (pre- to posttreatment) on both the ATFC and the APACBS.

(39) Naso, M. & Mirande, E. (1990). Efforts to help parents of LEP students take many forms. BEOutreach, 1(3), 8-14.

This article provides some details and outcome information about the adoption of Spanish language STEP (PECES) within the San Bernardino City Unified School District in California. The nine chapters normally took 14 weeks to complete in weekly 2-hour sessions. No formal evaluation of the program was attempted. However, in random telephone surveys the staff determined that parents were using PECES strategies such as assigning tasks to children, treating siblings equally, listening actively, and controlling their angry responses to their children's misbehavior. Some unanticipated outcomes were also found. Parents indicated that they were sharing information about community services, attending adult vocational and English classes, contacting teachers about

concerns, volunteering at school, and seeking employment within the district. All are interpreted as indications of increased self-esteem, confidence, and assertiveness.

(40) Nolan-Stenseth, S. (1982). The effects of Systematic Training for Effective Parenting on parent's self-concept and parental perceptions of children's behavior (Doctoral dissertation, University of South Dakota, 1982). Dissertation Abstracts International, 43/08A, 2558.

Twelve parents were randomly assigned to each of two groups: treatment (STEP) or control. The mean ages of the parents and their target children were 33 years and 8 years respectively. The mean education level of the parents was approximately 14 years. Only posttreatment measures were obtained using the Tennessee Self-Concept Scale (TSCS) and the Adlerian Parental Assessment of Child Behavior Scale (APACBS). Group means and standard deviations are reported with t-tests used to test for statistically significant differences between groups. No statistically significant differences ($p = .05$) were found between groups on the TSCS. Non-significant differences favoring the control group were found on the posttreatment scores on the APACBS.

(41) Noller, P., & Taylor, R. (1989). Parent education and family relations. Family Relations, 38, 196-200.

Thirty-one couples were involved in this study (mean age = 33.5 years). For 8 couples, both members completed either the Parent Effectiveness Training program (7 couples) or the Systematic Training for Effective Parenting program (1 couple); for 23 couples only one member participated (10 parents in P.E.T. and 13 parents in S.T.E.P). There is no mention of random assignment and no control group was used. The dependent measures included the Dyadic Adjustment Scale (DAS), Parents' Ratings of Program Effectiveness (PRPE), and the Areas of Change in Parenting Scale (ACPS). Pre-, posttreatment, and 8-week follow-up data were collected. The two courses were rated as equally effective. No differences were found between participants and nonparticipants (whose spouses participated alone) at posttest. At follow-up, however, the nonparticipants had lost their enthusiasm for the courses. Participants expressed desire for more change in their partner's parenting than nonparticipants did. Group means, standard deviations, and F-ratios are reported for the statistically significant effects and interactions.

(42) Nystul, M. S. (1982). The effects of Systematic Training for Effective Parenting on parental attitudes. The Journal of Psychology, 112, 63-66.

Twenty-eight Australian mothers (age range, 23-50 years) were randomly assigned to treatment (STEP) or wait-list control (14 per group). Dependent measures included the Attitude Toward the Freedom of Children Scale II (ATFC-II) and the Parent Attitude Research Instrument Q₄ (PARI Q₄). A pre-, posttreatment design was followed with no group differences found at the pretest. Only F-ratios are reported from one-way ANOVAs. STEP mothers were found to be more democratic than the control group mothers in child-rearing attitudes, based on the ATFC-II scores. They also differed from

non-STEP mothers on 2 of 5 scales of the PARI Q₄ (a statistically significant increase in Encouraging Verbalization and a statistically significant decrease in Strictness).

(43) Orem, K. L. (1993). Primary prevention of child abuse: the effects of Systematic Training for Effective Parenting on empathy and attitudes of high school students (Doctoral dissertation, California School of Professional Psychology, 1993). Dissertation Abstracts International, 54/08B, 4401.

This study examined the effects of pre-parent education – Early Childhood STEP – on high school students' empathy toward children and attitudes about parenting. Three classes totaling 85 students were involved in the study. Of two Child Development classes, one was randomly chosen to participate in a shortened (5 sessions) STEP program over a period of one week. The 2nd Child Development class was designated as didactic control group, receiving regular coursework didactic information about parenting. A 3rd classroom served as a no-treatment control group. Approximately 80% of the students were female with an age range from 14 to 19 years. A number of instruments were administered to all three groups prior to treatment to ascertain that the groups were initially equivalent in terms of demographics, socioeconomic status, previous history of abuse, and family substance use history. In addition, all subjects were asked to complete several instruments related to the dependent variables under study. These instruments were administered pre- and posttreatment and at a two month follow-up. They included the STEP Parenting Assessment Technique (SPAT), to ensure that the students in the treatment group did indeed learn the material from the STEP program, the Adult-Adolescent Parenting Inventory (AAPI), and the Child Abuse Potential Inventory (CAP). All subjects also viewed vignettes from the STEP videotapes and wrote three to five sentences about each one. Their responses were scored by trained independent raters, in terms of feelings of empathy, using the Garza Index of Responding. The results indicated that, "although students in the experimental (STEP) condition did not demonstrate an increased knowledge of parenting skills according to the test of STEP material, nor did they demonstrate more positive attitudes about parenting following this week-long experiment, they were able to respond more empathetically to children pictured in videotaped vignettes." The author feels that this increased empathy could result in a decreased propensity toward child abuse.

(44) Radabaugh, D. B. (1981). The effects of participation in a Systematic Training for Effective Parenting group on parents' self-assessed child rearing attitudes and on their learning disabled child's self-concept (Doctoral dissertation, University of Houston, 1981). Dissertation Abstracts International, 43/06A, 1900.

Parents (n=46) of learning disabled children (mean age = 10 years) were randomly assigned to treatment (STEP) or control groups. The dependent measures - the Parent Attitude Survey (PAS) and Dimensions of Self-Concept (DSC) - were administered pre- and posttreatment, but only posttreatment scores are reported. The author states that, "The two parent groups were theoretically equivalent since they were randomly established." Statistically significant differences favoring the STEP group were found between groups on three scales (Confidence, Acceptance, and Trust) of the PAS. A

statistically significant difference favoring the control group was found between groups on the Causation scale of the PAS. No significant differences were found between groups on the collapsed scores from the five subscales of the DSC. The author talks about "significant gains" on four of the five PAS subscales. Since pretest scores are not reported, only posttest differences between groups should be addressed. One such difference (on the Causation scale scores of the PAS) was actually negative.

(45) Ritchie, M. H. & Partin, R. L. (1994). Parent education and consultation activities of school counselors. School Counselor, 41(3), 165-171.

This short article assesses the extent and nature of school counselors' involvement in "parenting skills training" in Ohio. Information was gathered using questionnaires mailed to 300 randomly selected elementary, middle (or junior high), and high school counselors. Of importance for this STEP monograph is the finding that 84.5% of the 213 respondents indicated that there was a need for parent-skills training for the parents of the students in their schools (almost 35% indicated there was "much need" for this training. The survey results also disclosed that the most popular parenting program used by school counselors was STEP, used by over 38% of the counselors, followed by self-designed programs. Lack of training, time and support are listed as primary reasons for not offering the necessary parent-skills training. The authors recommend that school administrators reevaluate the duties and responsibilities of their school counseling staff in light of their findings.

(46) Saltzer, W. D. (1987). The effects of parent training and classroom group guidance on the self-concept of parents and their transitional second-grade children (Doctoral dissertation, Lehigh University, 1987). Dissertation Abstracts International, 48/04A, 882.

Parents were grouped by the schools that their children attended and randomly assigned to one of three treatment groups or a no-treatment control group. The treatment groups were combinations of STEP for the parents and Developing Understanding of Self and Others (DUSO) for the children. The children in the study were all transitional second grade students identified as "having difficulties within the public school system." The dependent measures included the Piers-Harris Children's Self-Concept Scale (PHCSCS), administered to both the child and parent pre-and posttreatment, and the Tennessee Self-Concept Scale (TSCS), administered to the parents posttreatment only. For the STEP versus the control group, the gains for the parents' perception of their child's self concept, as measured by the PHCSCS, were significantly higher in the STEP group. However, the parents' perception of the child's self-concept did not agree with the child's self-perception. Gain scores for the TSCS were also significantly higher ($p < .05$) for the STEP group as compared to the control group.

(47) Schramm, K. N. (1990). Measured personality trait changes in parents of at-risk or delinquent male adolescents following a STEP program presentation (Doctoral dissertation, United States International University, 1990). Dissertation Abstracts International, 51/07B, 3593.

Parents and caretakers of at-risk and delinquent male adolescents, between the ages of 12 and 16 years, who had attended a summer boy's camp, comprised the population for this study. The methodology included a pretest followed by four consecutive Saturday sessions, a posttest, and a three-month follow-up test by mail. Experimental and wait-list control groups was randomly selected with 34 treatment subjects and 28 control subjects completing all aspects of the study design. Of these 62 subjects 54, or 87%, were female. The Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) was administered at pretest, posttest and follow-up to measure possible changes in "... the fundamental interpersonal dimensions of ... expressed and wanted inclusion, control, and affection." The results were analyzed using t-tests, with a .05 level of significance, to compare the scores on the various scales of the FIRO-B between the two groups and across time within the groups. Statistically significant changes, in the direction of Social, were found on the pretest and posttest Inclusion scores for the STEP group. Also, a statistically significant difference was found between pre- and posttest scores for the STEP group on the Control scale, with movement shown moving in the direction toward Democratic. Several statistically significant changes were also found in differences between pre- and posttest scores for the wait-list control group. This tends to confuse and dilute the impact of the changes for the STEP (treatment) group. The author concludes that STEP training had a positive effect, over a short period, by moving subjects toward a more Social, Democratic, personal style of interpersonal functioning. The effects were not maintained at the three-month follow-up testing.

(48) Sellick, S. B. (1979). Sellick, S. (1979). Effects of three modalities for Adlerian parent study groups upon mothers' attitudes (Doctoral dissertation, University of Arizona, 1979). Dissertation Abstracts International, 40A, 614.

An eight-session STEP program was included with Adlerian-based bibliotherapy and a consultation group in this study involving 64 mothers. Random assignment was made to one of three treatment groups or a control group. The Adlerian Parental Assessment of Child Behavior Scale (APACBS) was administered pre- and posttreatment. The results suggest that bibliotherapy (a component in all three treatment groups) accounted for almost all of the changes in scores on the APACBS. When factored out of the other treatment methods, participation in the STEP program provided no gains in scores on the APACBS.

(49) Sharpley, C. F., & Poiner, A. M. (1980). An exploratory evaluation of the Systematic Training for Effective Parenting (STEP) programme. Australian Psychologist, 15, 103-109.

The subjects for this study were 56 Australian parents who attended nine different Systematic Training for Effective Parenting (STEP) groups. No control group was used. Pre- and posttreatment testing was conducted using a 20-item questionnaire devised by four experienced STEP leaders that tapped into situations discussed during the STEP program. The results of a t-test are reported with no group means or standard deviations. A statistically significant difference was found as expected. The authors also performed multiple discriminant analysis on all 20 items of the questionnaire. All but three of the

items significantly discriminated between the pre- and posttest. The questionnaire is reproduced in the paper.

(50) Smith, D. M. (1993). Parent training and guided imagery: Comparison of a traditional and a modified STEP program (Doctoral dissertation, University of North Texas, 1993). Dissertation Abstracts International, *54/12A*, 4333.

The author used a shortened 8-week STEP program with two treatment groups – one traditional STEP group (n=14) and one imagery-modified STEP group (n=14) – with one dropout comparison group (n=10). The guided imagery consisted of “centering exercises for focus and concentration, structured imagery of Adlerian concepts, and open-ended role-assumption imagery for clarifying personal values, the perspectives of others, and concept practice.” The 5 scales of the Parent Attitude Survey (PAS) were the primary dependent variables with expectations that the STEP-Imagery (STEP-Im) group would demonstrate greater attitude changes from pretest to posttest than the other groups. Other expectations addressed the number of STEP handbook chapters read by the two treatment groups and the number of times STEP concepts were practiced with a target child. The PAS pretest scores were used as covariates in an ANCOVA statistical analysis of the data. The results showed that the STEP-Im group showed statistically significantly greater gains ($p < .0005$) than the dropout control group on four of the five scales of the PAS (differences on the Acceptance scale showed significance at the .07 level). The STEP-Im group also achieved greater attitude change than the traditional STEP group ($p < .005$) with the greatest differences found on the Trust and Understanding scales. No differences were found between the two treatment groups on the number of STEP classes attended or the number of reading assignments completed. The most important finding was that the members of the STEP-Im group practiced the STEP concepts approximately twice as often as did the members of the traditional STEP group.

(51) Snow, J. N., Kern, R. M. & Penick, J. (1997). The effects of STEP on patient progress in an adolescent day hospital. Individual Psychology, *53(4)*, 388-395.

Children and adolescents (n=119) in a day hospitalization program for a variety of emotional and behavioral problems, along with their parents, were the participants in this study. The purpose of the study was to measure the impact that the STEP program – for the parents – had on (1) the success rate of patients (children and adolescents, whose ages ranged from 5 to 18 years) in the day treatment program, and (2) the average length of stay before stabilization and discharge. A chi-square test revealed that a significantly larger number of patients graduated when one or more parents were involved in the STEP program ($p < .007$); 42.1% versus only 12.5% when the patient’s parents did not participate in STEP in addition to the standard family treatment program. In addition, the results showed that patients who had parents involved in STEP were involved in their treatment program nearly twice as long as patients whose parents were not involved in STEP. The authors conclude that when patients’ parents are involved with STEP, the patients are more likely to successfully complete the treatment program and enhancing the benefit they receive.

(52) Summerlin, M. L. B. (1978). The effect of parental participation in a Systematic Training for Effective Parenting group on a child's self-concept (Doctoral dissertation, University of Houston, 1978). Dissertation Abstracts International, 39/07A, 4155.

Volunteer parents (n=50) were randomly assigned to either the experimental group (a six-session study group of Systematic Training for Effective Parenting, STEP) or the wait-list control group. Posttreatment scores on the five scales of the Parent Attitude Survey (PAS) and the combined scales of the Primary Self-Concept Inventory (PSCI) were used as the dependent measures. Group means and standard deviations are reported. A multivariate analysis of variance was computed and statistically significant differences were found between the two groups of parents on the Acceptance and Trust Subscales of the PAS and between the two groups of children on the PSCI. Parents of kindergarten and second-grade students were sampled.

(53) Thompson, M. J. (1997). The effectiveness of Systematic Training for Effective Parenting at Family and Child Treatment of Southern Nevada (Masters thesis, University of Nevada, Las Vegas, 1997). Masters Abstracts International, 35/05, 1536.

Twenty-four subjects (50% male and 50% female) who enrolled in STEP courses at Family and Child Treatment (FACT) volunteered to take part in this research project. A dropout control group was planned but the author was unable to collect posttest data from the dropout group. A pre-, posttest methodology was employed using the Competence and Conflict subscales of the Self-Report Family Inventory (SFI), clinicians' ratings of their responses to four problem scenarios using the Global Assessment of Relational Functioning (GARF) scale, and the Client Rating Counselor Outcome (CRCO) scale. The STEP program was presented in six weekly sessions. In order to be included in the treatment group a participant must have completed five or six of the classes. Over 26% of the subjects stated that they were either court-ordered to attend or court-referred. The data were analyzed using dependent sample t-tests. No statistically significant differences were found between pretest and posttest scores on either the Competence or the Conflict subscale of the SFI. However, the average GARF scores, as provided by two raters, were found to be significantly different ($p < .001$), from pretest to posttest. In addition, the clients rated their feelings, behavior, self-understanding, and overall change as falling within the "moderately improved" to "much improved" range, as measured by the CRCO. The author concludes that, "... although the STEP program at FACT is effective in helping parents increase their knowledge about parenting skills, the application of those skills to affect change in the family environment at home remains unclear."

(54) Vesper, J. J. (1985). The effects of a parent group education program on attitudes and perceptions within family systems (Doctoral dissertation, University of Cincinnati, 1985). Dissertation Abstracts International, 46/05A, 1233.

Triads of parents and a target child were randomly assigned to a treatment (STEP) or a wait-list control group. Only the mothers received the STEP program, but all subjects were tested pre- and posttreatment using the Parent Attitude Survey (PAS), the Child's

Report of Parent Behavior Inventory (CRPBI) and posttreatment using the Adlerian Parental Assessment of Child Behavior Scale (APACBS). The mean ages of the parents and children were 35 years and 9 years respectively. The results of univariate analysis of covariance show statistically significant ($p < .05$) differences between the scores for the STEP mothers and the control mothers on the Understanding and Trust scales of the PAS. Surprisingly, significant differences were found between the scores for the untreated STEP fathers and the control fathers on the Causation and Acceptance scales of the PAS. A statistically significant difference was also found between STEP and control group mother scores on the APACBS. Target children in the STEP group did not change their perceptions of either mother or father behaviors as measured by the CRPBI.

(55) Villegas, A. V. (1977). The efficacy of Systematic Training for Effective Parenting with Chicana mothers (Doctoral dissertation, Arizona State University, 1977). Dissertation Abstracts International, 38/03A, 1236.

Twenty-eight Chicana mothers, with a child between the ages of 4 and 14, were randomly assigned to either treatment (STEP) or control. The dependent measures, administered pre- and posttreatment, included the Adlerian Parental Assessment of Child Behavior Scale (APACBS) and a Parent Competency Instrument (PCI), which measured the subjects' knowledge of child development principles. A statistically significant difference in gain scores on the APACBS was found favoring the STEP group. However, the standard deviation for the pre-treatment APACBS scores was 6.54, considerably lower than the 19-27 standard deviation range for other studies using the APACBS. No significant difference between groups was found for scores on the PCI.

(56) Wantz, R. A., & Recor, R. D. (1984). Simultaneous parent-child group intervention. Elementary School Guidance and Counseling, 19, 126-131.

Eleven parents (mean age = 28 years) were self-selected through newspaper and radio advertisements to participate in a 6-week STEP program. No control group was used. The mean age of the target children in the study was approximately four years. The dependent measure, administered pre- and posttreatment, was the Adlerian Parental Assessment of Child Behavior Scale (APACBS). A statistically significant ($p < .05$) improvement in the mean score on the APACBS was reported.

(57) Weaver, C. J. S. (1981). The effects of the STEP program on mothers from different socio-economic levels (Doctoral dissertation, University of Tennessee, 1981). Dissertation Abstracts International, 42/09A, 3926.

Equal numbers of volunteer mothers from two economic levels (lower to middle-lower and middle to upper-middle) were randomly assigned to either treatment (STEP) or control groups. The mothers selected target children. The dependent measures were administered pre- and posttreatment and included the Adlerian Parental Assessment of Child Behavior Scale (APACBS), the Attitude Toward the Freedom of Children Scale (ATFC-II), and the Children's Report of Parent Behavior Inventory (CRPBI). One-way ANCOVAs were used to analyze the data. On the APACBS scores, significant positive

changes were found for the upper SES group relative to their control group but not for the lower SES group. On the CRPBI, children of the upper SES group reported significant positive changes in their parents' behavior on only one of the six factors of the measure. The same result (but on a different factor) was reported by children of the lower SES group. The author reports no statistically significant changes on scores for the ATFC-II for either SES group. However, there are miscalculations in Table 6, page 44, of the study. Based on the pre- and posttest group means and the sums-of-squares values from the ANCOVA table, the F-value for lower SES group on the ATFC-II should have been 11.325 rather than .01, as reported. This corrected value would represent a statistically significant difference in scores ($p = .013$), pre- to posttest, between the lower SES group and their control group on the ATFC-II.

(58) Williams, R. E., Omizo, M. M., & Abrams, B. C. (1984). Effects of STEP on parental attitudes and locus of control of their learning disabled children. The School Counselor, 32, 126-133.

Thirty-eight volunteer parents with a "learning disabled" child (mean age = 10.5 years) were randomly assigned to either a treatment (Systematic Training for Effective Parenting, STEP) or control group. The dependent measures (administered pre- and posttreatment) included the Parent Attitude Survey (PAS) and the Locus of Control Inventory for Three Achievement Domains (LOCITAD), for the children. Group means and standard deviations are reported for all scales of both measures for posttreatment only. The authors assert that t-tests revealed no statistically significant differences between the groups on the pretreatment scores on the LOCITAD and nonsignificant differences on the pretreatment scores for the PAS scales. Statistically significant posttreatment differences, between the scores for the treatment and control groups, were found on three of five scales of the PAS (Acceptance, Trust, and Causation) and four of six domains of the LOCITAD. The six domains of the LOCITAD were collapsed in computing an effect size for this analysis.

(59) Wilmes-Reitz, M. E. (1983). Systematic Training for Effective Parenting: The relationship of training methodology and parent characteristics to outcome variables (Doctoral dissertation, California School of Professional Psychology, 1983). Dissertation Abstracts International, 44/02B, 620.

This study compares a standard STEP program with a modified STEP program (with role-playing) using a nonrandom and unmatched control group. Only mothers were included in the treatment. The mean ages of the mothers and their target children were 35 years and 10 years respectively. The dependent measure, administered pre- and posttreatment, included the Parent Attitude Research Instrument (PARI-Q₄) and the Child's Report of Parent Behavior Inventory (CRPBI). No differences were found between the two STEP groups on either outcome variable. No group means or standard deviations are reported. The author reports that significant differences were found on any dependent variable scores between the combined trained parents (both STEP groups) and the control parents.

(60) Wilson, N. K. (1991). Helping recovering drug-addicted mothers to build healthy families by enhancing parenting skills and providing opportunities for bonding (Doctoral practicum report). Fort Lauderdale: Nova University. (ERIC Document Reproduction Service No. ED 337 726)

The author describes a practicum designed to enhance the parenting skills of drug-addicted recovering women (n=8) over an 8-month period. The Systematic Training for Effective Parenting (STEP) program was used and the results evaluated using the Walker Problem Behavior Identification Checklist (Walker). Completion of assignments was treated as part of the extended recovery program. Data for each child are presented and the average decrease in score on the Walker was 5%. This fell far short of the objective of an average drop of 20% for the scores on the Walker. All of the women reported feelings of higher value as a parent.

(61) Winans, T. R. (1982). The effect of group parent training on marital satisfaction and on compatibility between spouses: An application and investigation of systems theory (Doctoral dissertation, University of Mississippi, 1982). Dissertation Abstracts International, 43/06A, 2119.

Twenty couples comprised the units of investigation for this study with no control group. Pre-, posttreatment dependent measures included the Locke-Wallace Marital Adjustment Test (MAT) and the Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B). Differences in group means were tested using correlated t-tests. No statistically significant differences ($p < .05$) were found between groups on any of the three scales of the FIRO-B. The author reports a statistically significant difference between group means for the scores on the MAT. However, the reported pre- and posttreatment group means and standard deviations result in an effect size (standardized mean difference) of only +0.25. In order for a mean difference standard error equaling +1.76 (as reported) to have been computed, the correlation coefficient for the pretest and posttest scores would have to have been equal to approximately .92 ($r = .92$). This is highly improbable and casts some doubt on the veracity of this significant difference.

Narrative Descriptions of STEP Research Reviews

Burnett, P. C. (1988). Evaluation of Adlerian parenting programs. Individual Psychology, 44, 63-76.

This literature review assesses the outcomes of Adlerian parenting programs (STEP and Parent Study Groups, PSG). Twenty-one studies between 1975 and 1986 are included. The author describes design characteristics, treatment, dependent measures with outcome (+, 0, or -), and the statistical tools used to analyze the results. A claim is made for strong support for the effectiveness of Adlerian parenting programs. However, many of the dependent measure results were coded with a NO" (no change) or a "-" (negative change). No detailed data from the studies are presented.

Croake, J. W. (1983). Adlerian parent education. Counseling Psychologist, 11, 65-71.

This author reviews the basic theories and tenets of Adlerian Parent Education, including the STEP adaptation of Adlerian theory and Dreikurian methods. The author's Research section decries the lack of standardization between and within the various programs, particularly referring to the limited training of most of the leaders. They include a brief summary of research results for studies that measured both attitude and perceived behavioral changes in the parents and children. No data are presented, only a description of the instruments used to measure changes in attitudes and behaviors.

Dembo, M. H., Sweitzer, M., & Lauritzen, P. (1985). An evaluation of group parent education: Behavioral, PET, and Adlerian programs. Review of Educational Research, 55, 155-200.

This review covers 48 investigations (15 behavioral, 18 Parent Effectiveness Training, 10 Adlerian parent education, and 5 comparative studies) into the efficacy of parent education. The tabular headings include experimental and control group numbers, group leader information, treatment and design methodologies, measurement instrument used, and the results in the form of a plus or minus. No hard data are reported. The authors conclude that, "Parent educators need to develop more valid and reliable dependent measures assessing various parental behaviors..... New measures oriented toward educational outcomes and sensitive to the new roles of mothers and fathers would be a welcomed contribution to the field." (P. 191)

Gibson, D. G., (1993). A meta-analytical review of the literature on the efficacy of the Systematic Training for Effective Parenting (STEP) program (Doctoral dissertation, Utah State University, 1993). Dissertation Abstracts International, 55/02B, 629.

An analysis of previous reviews of the parent education literature revealed that few reviewers have incorporated sound methodological practice in their review process. Most reviewers included too few studies and ignored important information about the primary research studies that they reviewed. The Systematic Training for Effective Parenting

(STEP) program has received less attention from reviewers than any of the other popular programs and information about its effectiveness is lacking. Forty primary research studies, addressing the effectiveness of the STEP program, were located and analyzed using the meta-analytic method of review. Research questions for this study addressed the issues of effectiveness in terms of parent and child attitude change, behavioral change, psychological functioning, changes in self-esteem, changes in the family environment, and changes in parent/child interactions. The variables that were coded and analyzed included the quality of the study, the publication source, socioeconomic status of the family, special parent characteristics (e.g., drug-addicted, abusive, Chicano, foreign), any children's handicaps (e.g., learning disabled, Title I), type of group leader (professional or nonprofessional), type of tapes used (audiotape or videotape), design methodology, type of program participants (e.g., only mothers, couples, mixed parent groups), age of parents, education of parents, and age of child(ren). The dependent variables were coded and categorized into nine categories for parent measures and five categories for child measures. Effect sizes were computed for both immediate effects (immediately following treatment) and follow-up effects (after a designated elapsed time). Moderate effect sizes were found which diminished with the passage of time. The STEP program was found to be more effective with couples than with mothers or with mixed parent groups. In addition, the program was found to be more effective with younger, less educated parents with younger children. Also, although representing only a few studies, it was found that exposure to the STEP program was associated with larger effect sizes for abusive and drug-addicted parents. Regression analyses were conducted for selected dependent measures, and raw score prediction formulas were constructed using the age of parents, age of children, and education of parents as predictor variables. Suggestions are made for future research directions in the area of parent education and, specifically, changes in the STEP program that might add to its effectiveness.

Krebs, L. L. (1986). Current research on theoretically based parenting programs. Individual Psychology, *42*, 375-387.

This is a tabular summary of "current" research on (1) Behavioral, (2) Adlerian, and (3) P.E.T. parenting programs (1973-1984). A total of 22 studies are reviewed with column headings including "Orientation", "Focus", use of a comparison and/or control group, and "Results". The author provides a good source of references but no specific data are reported.

Medway, F. J. (1989). Measuring the effectiveness of parent education. In M. J. Fine (Ed.), The second handbook on parent education (pp. 237-255). San Diego, CA: Academic Press.

This chapter presents a review of empirical research on parent education effectiveness. The author has chosen to focus only on group interventions where parents, alone, are treated. His section headings include Methodological Problems and Issues and Approaches to Evaluating Parent Education Literature, and he finishes with a Meta-Analysis of Group Parent Education Studies. Medway's study-inclusion criteria are enumerated along with his specifications for the computation of effect sizes. Twenty-

seven outcome studies remained in his final study pool, which included 12 studies of behavioral parent training, 7 studies of Adlerian training (including 2 STEP studies), 5 studies of Parent Effectiveness Training (PET), and 3 comparative studies. The mean average effect size for the 24 studies involving a single program was $+.90$. Other mean effect sizes were reported as follows: for parent measures, $+.76$; for child measures, $+.80$; for attitude measures, $+.70$; for behavior measures, $+.79$. Footnote "bl" for Table 10.2 (page 250) is inaccurate. This meta-analysis with a limited number of studies presents an excellent framework and methodology for additional research in this area.

Schultz, C. L. (1985). Parent group education: A review of comparative studies. Australian Journal of Sex, Marriage and Family, 6, 5-13.

This article focuses on the lack of comparative studies in the parent education literature and summarizes the methodological problems in the eight studies that are cited (between the years 1975-1981). Several insightful recommendations are advanced including the need for longitudinal studies, the need for investigation into the use of combinations of methods, the need for refresher or booster courses, and the use of increased rigor in the investigation of the many unanswered questions in the parent group education area.

Section IV: Brief Summary of the STEP Research

It is evident from a perusal of the 61 primary research studies, that the STEP program has been used, and investigated, in a wide variety of contexts since its introduction by Don Dinkmeyer and Gary McKay almost 25 years ago. It is the most popular of the many parenting programs that are available commercially and, in this author's opinion, among the most thoroughly scrutinized by the educational and psychological research communities.

Table 1 and Appendices A and B provide detailed views of the 61 primary research studies that comprise this monograph. Although "normal" parent populations are most often the target for STEP parenting research studies, the program has also been used successfully with special populations such as Head Start parents, drug-addicted parents, foster parents, Title I families, disadvantaged single mothers, middle class parents, abusive parents, Chicana parents, Mexican-American parents, and parents from Appalachia, Canada, Puerto Rico, Australia. In addition, STEP program research has looked at parents of anti-social children, low-GPA students, "problem" children, LD children, developmentally-delayed children, children with disabilities, low self-concept children, special needs children, "transitional" children, and parents of adolescents who were involved in day hospitalization for emotional and behavioral problems. There seems to be no population of parents or children that have not benefited from the Adlerian principles developed in the various STEP programs.

The primary question that the researchers investigate, in relation to a parenting program, is, "Does it work?" And, by extension, does it work across different populations of both parents and children. In research terms this translates into inquiries into efficacy and generalizability. The efficacy of the STEP program is addressed in almost all of the studies and reviews included in this paper. The success of the program with various populations, as measured by the wide array of instruments listed in Appendix A, has been reliably established, although there are several examples within the studies where the changes in knowledge, attitude, behavior, etc. did not reach the desired level of statistical significance.

A meta-analytic approach to the efficacy of the STEP program was completed in 1993 (Gibson, 1993) and involved 40 studies. Adding 21 more studies to the mix has not altered the conclusions that emerged from analyzing the 40 primary research studies in 1993. The serious researcher and practitioner might review the results of that STEP meta-analysis in order to maximize the benefits of their research and/or exposure to STEP parent education. Briefly, we find short-term significant positive changes in many areas, such as attitudes toward democratic parenting, empathy toward children, utilization of STEP tools (e.g., Goals of Misbehavior, Reflective Listening, Natural and Logical Consequences, Family Meetings, etc.), family functioning and stress levels, parents' and children's self-concept, and children's misbehavior as observed by parents and others, that are not necessarily sustained over time, as reported in the 13 studies that collected follow-up data on dependent measures.

For the practitioner who is offering the STEP program to a group of parents and/or writing proposals to obtain funding for the program, the Index for Classification of Research Studies, found at the end of this monograph, should prove helpful. Information about the 61 studies is categorized to enable the reader to refer to specific populations, demographics within populations, different research methodologies, and types of dependent measures used to assess the effectiveness of the STEP program. The bold numbers following each category refer the reader to the Narrative Descriptions of the 61 studies.

Table 1 - Brief Description of Studies Included in this Monograph

<u>Citation</u>	<u>Subjects & Methods</u>	<u>*Dependent Measures</u>
Allen, et al., 1997	Head Start parents/children Ethnographic study	Themes from interviews
Bauer, 1977	normal parents/child. (n=79) non-random control group	TSCS, APACBS
Bellamy, 1979	normal mothers/child. (n=22) matched control group	Becker, TJT, PAS
Bradley, 1993	normal parents (n=20) non-random control group	PQ
Brooks et al., 1988	Canadian parents (n=59) non-random control group	PAS, CAAP, STEP Ques.
Campbell & Sutton, 1983	normal parents (n=150) comparison group	ATCRS, FES, CBC
Catania, 1985	drug-addicted parents (n=80) random control group	PARI, APACBS, SCPRS
Clark, 1983	foster parents (n=24) random control group	PPAS, STC
Clarkson, 1978	normal parents/child. (n=36) non-random control group	Gates-MacDever., APACBS, MSC
Cronauer, 1981	normal parents/child. (n=48) random control group	PHCSCS, PARI, APACBS, QPBS
de Sherbinin, 1981	Title I families (n=21) non-random control group	APACBS, PPNS, MPSC, Gates-MacDever.
Dodley, 1981	anti-social children (n=30) no control group	STEP Ques., JBC, FES
Esters, 1980	low GPA students (n=22) matched control group	GPA, PHCSCS, CBRF
Fair, 1995	disadvantaged single mothers Unmatched control (n=17)	course evaluations (qualitative)

Table 1 - Brief Description of Studies Included in this Monograph (continued)

<u>Citation</u>	<u>Subjects & Methods</u>	<u>*Dependent Measures</u>
Falzone, 1993	normal parents (n=113) non-random comparison group	FES, PSS, BAP
Gillette, 1989	Puerto Rican, low-income mothers Random control group (n=24)	APACBS
Goldstein, 1990	normal parents/child. (n=28) random control group	QFLQ
Good, 1997	none, descriptive only	none
Gould, 1979	"problem" children (n=18) no control group	PHCSCS, Walker, PSP
Gruen, 1978	normal couples/child. (n=24) non-random control group	ATFC-II, CRPS, APACBS
Hammet et al., 1981	mothers/LD children (n=46) random control group	PAS, PSCI
Jackson, 1982	normal mothers/child. (n=45) random control group	PHCSCS, PAR, CRPBI
Kozlowski, 1979	normal parents/child. (n=28) random control group	PAS, Rokeach
Krieg, 1985	normal & LD children (n=30) non-random control group	APACBS, PAS
LaFountain, 1987	devel. delayed child. (n=22) random control group	CSI, PSI, CWLS
Landerholm & Lowenthal, 1993)	middle class parents (n=13) no control	qualitative only
Larrivee, 1982	normal mothers/child. (n=6) no control group	Parent Ques., CEI, RCM
Levenson, 1994	parents of children with Disabilities (n=14); no control	PSI, PSI/SF

Table 1 - Brief Description of Studies Included in this Monograph (continued)

<u>Citation</u>	<u>Subjects & Methods</u>	<u>*Dependent Measures</u>
Lifur-Bennett, 1982	parents/LD children (n=60) nonrandom control group	PHCSCS PARQ, MCBC
Maez, 1987	Mexican-Amer. mothers (n=80) random control group	PAS, TSCS
McInnis-Dittrich, 1996	parents in Appalachia no control group	informal only
McKay, 1976	normal mothers/child. (n=20) random control group	APACBS, MCIE
Meredith & Benninga, 1979	parents of low self-concept children (n=28), random control	F-Scale, ATFC, IFMF
Messinger-Revell 1983	parents of special needs child. (n=18); non-random control group	PATSNY
Miller, 1979	parents of handicapped child. (n=33); no control group	ATFC-II, APACBS
Miller, 1987	normal parents/child. (n=24) matched control group	PAS, PSCI, Walker
Misja, 1980	normal parents/child. (n=53) non-random control group	CRPS, PPS
Moline, 1979	abusive parents (n=24) matched control group	APACBS, ATFC, STEP Ques.
Naso, 1990	Spanish-speaking parents no control group	qualitative only
Nolan-Stenseth, 1982	normal parents/child. (n=24) random control group	TSCS, APACBS
Noller & Taylor 1989	normal parents with or without spouse (n=62)	DAS, PRPE, ACPS
Nystul, 1982	Australian mothers (n=28) random control group	ATFC-II, PARI-Q ₄

Table 1 - Brief Description of Studies Included in this Monograph (continued)

<u>Citation</u>	<u>Subjects & Methods</u>	<u>*Dependent Measures</u>
Orem, 1993	high school students Two non-random control groups	AAPI, CAP, SPAT
Radabaugh, 1981	parents/LD child. (n=46) random control group	PAS, DSC
Ritchie & Partin. 1994	School counselors (n=213) no control group	none; survey only
Saltzer, 1987	"transitional" child. (n=20) non-random control group	PHCSCS, TSCS
Schramm, 1990	parents of delinquent male adolescents; wait-list control	FIRO-B
Sellick, 1979	normal mothers/child. (n=64) random control group	APACBS
Sharpley & Poiner, 1980	Australian parents (n=56) no control group	STEP Ques.
Smith, 1993	parents of elementary students (n=38); 2 treatment, non-random control	PAS
Snow, et al, 1997	parents of child & adolescent patients of a day hospitalization program (N=119)	success rates of patients
Summerlin, 1978	normal parents/child. (n=50) random control group	PAS, PSCI
Thompson, 1997	normal parents (21% court- referred) (n=24); no control group	SFI, GARF, CRCO
Vesper, 1985	normal mothers/child. (n=36) random control group	PAS, APACBS, CRPBI
Villegas, 1977	Chicana mothers (n=28) random control group	APACBS, PCI

Wantz & Recor,
1984

normal parents/child. (n=11)
no control group

APACBS

Table 1 - Brief Description of Studies Included in this Monograph (continued)

<u>Citation</u>	<u>Subjects & Methods</u>	<u>*Dependent Measures</u>
Weaver, 1981	normal mothers/child. (n=20) random control group	APACBS, ATFC-II, CRPBI
Williams et al., 1984	parents/LD child. (n=38) random control group	PAS, LOCITAD
Wilmes-Reitz, 1983	normal mothers/child. (n=56) non-random control group	PARI-Q ₄ , CRPBI
Wilson, 1991	drug-addicted recovering mothers (n=8); no control group	Walker
Winans, 1982	normal couples/child. (n=20) no control group	MAT, FIRO-B

* The dependent measures are identified and categorized in Appendix A.

APPENDIX A

IDENTIFICATION AND CATEGORIZATION
OF DEPENDENT MEASURES

Identification and Categorization of Dependent Measures

PARENT MEASURES

<u>Abbreviation</u>	<u>Name of Instrument</u>
AAPI	Adult-Adolescent Parenting Inventory
ACPS	Areas of Change in Parenting Scale
ATCRS	Attitudes Toward Child Rearing Scale
ATFC	Attitude Toward the Freedom of Children Scale
ATFC-II	Attitude Toward the Freedom of Children Scale-II
BAP	Being A Parent Scale
CAP	Child Abuse Potential Inventory
CEI	Concept Evaluation Instrument
CRPBI	Child's Report of Parent Behavior Inventory
CRCO	Client Rating Counseling Outcome
CRPS	Child Rearing Practices Scale
CSI	Coopersmith Self-Esteem Inventory
DAS	Dyadic Adjustment Scale
CWLS	Coping With Loss Scale
F-Scale	F-Scale
FES	Family Environment Scale
FIRO-B	Fundamental Interpersonal Relations Orientation-Behavior
GARF	Global Assessment of Relational Functioning scale
MAT	Locke-Wallace Marital Adjustment Test
MCIE	Mother/Child Interaction Exercise
PARI- (Q ₄)	Parent Attitude Research Instrument
PARQ	Parent Acceptance-Rejection Quest.
PAS	Hereford's Parent Attitude Survey
PATSNY	Parent Attitude Towards Special Needs Youngsters
PCI	Parent Competency Instrument
PPAS	Porter Parental Acceptance Scale
PRPE	Parents' Ratings of Program Effectiveness
PQ	Parenting Questionnaire
PSI	Parenting Stress Index AND Parenting Skills Inventory
PSI/SF	Parenting Stress Index/Short Form
PSP	Perceptual Survey for Parents
PSS	Parent Satisfaction Scale
QFLQ	Quinn's Family Life Questionnaire
RCM	Response-Class Matrix
Rokeach	Rokeach Dogmatism Scale
SCPRS	Swanson Child-Parent Relationship Scale
SFI	Self-Report Family Inventory
SPAT	STEP Parenting Assessment Technique
STC	Sensitivity to Children Questionnaire
STEP Ques.	Step Evaluation Questionnaire
TJT	Taylor-Johnson Temperament Analysis Profile
TSCS	Tennessee Self-Concept Scale

Identification and Categorization of Dependent Measures (continued)

CHILD MEASURES

<u>Abbreviation</u>	<u>Name of Instrument</u>
APACBS	Adlerian Parental Assessment of Child Behavior Scale
Becker	Becker Bipolar Adjective Checklist
CAAP	Child & Adolescent Adjustment Profile
CBC	Child Behavior Checklist
CBRF	Coopersmith Behavior Rating Form
Dever.	Devereau Elementary School Behavior Rating Scale
DSC	Dimensions of Self-Concept
Gates-Mac	Gates-MacGinitie Reading Test
IFMF	"I Feel ... Me Feel" Self-Concept Appraisal
JBC	Jessness Behavior Checklist
LOCITAD	Locus of Control Inventory for Three Achievement Domains
MCBC	Missouri Children's Behavior Checklist
MPSC	McDaniel-Piers Self-Concept Scale
MSC	Measures of Self-Concept
Parent Ques.	Parent Questionnaire
PHCSCS	Piers-Harris Children's Self-Concept Scale
PPNS	Pre-Primary Nowicki-Strickland Internal/External Scale
PPS	Parental Perception Survey
PSCI	Primary Self-Concept Inventory
QFLQ	Quinn's Family Life Questionnaire
QPBS	Quay-Peterson Behavior Scale
RCM	Response-Class Matrix
Walker	Walker Problem Behavior Identification Checklist

APPENDIX B
INDEX FOR CLASSIFICATION
OF RESEARCH STUDIES

INDEX FOR CLASSIFICATION OF RESEARCH STUDIES

(research studies fitting each category are represented by
bold numbers – refer to Narrative Descriptions)

A. Research Subjects

1. Special population characteristics represented
 - a. Parents (e.g., court-referred, court-ordered, low income, special ethnic group, teenage mothers, foster parents, etc.) **7, 8, 14, 16, 30, 31, 38, 39, 42, 49, 53, 55, 60**
 - b. Children (e.g., learning disabled, conduct disorder, hearing impaired, hyperactive, antisocial, court-referred, etc.) **11, 12, 13, 19, 21, 24, 25, 29, 34, 35, 44, 46, 47, 51, 58**
2. Detailed demographics provided
 - a. Age of parents **4, 7, 12, 15, 17, 22, 24, 25, 27, 29, 30, 38, 40, 41, 47, 53, 54, 56, 57, 59**
 - b. Age or grade of children **2, 4, 5, 7, 9, 10, 11, 12, 13, 16, 17, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 36, 38, 40, 43, 44, 46, 47, 49, 51, 52, 54, 56, 58, 59, 60**
 - c. Socioeconomic or ethnic information **4, 7, 9, 10, 11, 12, 13, 16, 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 37, 38, 40, 41, 42, 43, 44, 47, 50, 52, 54, 55, 57, 58, 59, 61**
 - d. Educational level of parents **6, 7, 12, 15, 22, 24, 27, 29, 30, 38, 40, 54, 56, 57, 59**
3. Research participants
 - a. Parents only **2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 23, 24, 25, 29, 33, 34, 35, 36, 37, 38, 40, 41, 44, 46, 49, 51, 52, 53, 56, 58**
 - b. Parent(s) and children **17, 19**
 - c. Mothers only **3, 14, 16, 21, 22, 27, 30, 32, 42, 48, 54, 55, 57, 59, 60**
 - d. Couples **20, 61**
 - e. Other (students, school psychologists) **43, 45**

B. Research Methodology

1. Control group description
 - a. None **12, 19, 27, 28, 39, 41, 45, 49, 53, 56, 60, 61**
 - b. Unmatched and nonrandom assignment **4, 5, 6, 9, 11, 14, 15, 20, 22, 24, 29, 33, 34, 36, 37, 46, 50, 52, 54, 59**
 - c. Matched/equivalent (nonrandom) assignment **2, 3, 13, 38, 43**
 - d. Random assignment **7, 8, 10, 16, 17, 21, 22, 23, 25, 30, 32, 40, 42, 44, 47, 48, 52, 54, 55, 57, 58**
2. Dependent measure pattern
 - a. Posttreatment only **14, 21, 22, 25, 26, 30, 34, 38, 39, 40, 42, 44, 46, 51, 52, 58**
 - b. Posttreatment and follow-up **31**
 - c. Pretreatment and posttreatment **2, 8, 10, 11, 12, 15, 16, 19, 20, 24, 27, 28, 32, 33, 35, 36, 37, 38, 46, 48, 49, 50, 53, 54, 55, 56, 57, 59, 60, 61**
 - d. Pretreatment, posttreatment and follow-up **3, 4, 5, 6, 7, 9, 13, 17, 23, 29, 41, 43, 47**

INDEX FOR CLASSIFICATION OF RESEARCH STUDIES (continued)**C. Type of Dependent Measure****1. Parent Measures**

- a. Attitude 3, 4, 5, 6, 7, 8, 10, 15, 20, 21, 22, 23, 24, 30, 33, 35, 36, 38, 41, 42, 43, 44, 50, 52, 54, 57, 58, 59
- b. Psychological functioning 3, 25, 28, 43
- c. Self-concept 2, 15, 25, 30, 40, 46
- d. Behavior; self-report 4, 28, 29, 37, 47, 53
- e. Behavior; child report 22, 29, 54, 57, 59
- f. Behavior; other report 8, 20, 27, 32
- g. Family/Marriage functioning 6, 12, 15, 41, 53, 61
- h. Parent/child interaction 5, 7, 17
- i. Program evaluation 5, 12, 14, 19, 26, 27, 28, 31, 38, 39, 41, 43, 49, 55
- j. Other measures 53

2. Child Measures

- a. Psychological functioning 11, 58
- b. Self- concept 9, 10, 11, 13, 19, 21, 22, 29, 33, 36, 44, 46, 52
- c. Behavior; parent report 2, 7, 9, 10, 11, 16, 20, 24, 27, 29, 32, 35, 36, 37, 38, 40, 48, 54, 55, 56, 57
- d. Behavior; other report 9, 11, 13, 19, 27, 29, 36
- e. Behavior checklist 3, 5, 6, 10, 12, 60
- f. Other measures 9, 11, 13, 51