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Discovering The Needs Of Parents: A Look Into Parenting Needs In A Southeastern Suburb

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DISCOVERING THE NEEDS OF PARENTS: A LOOK INTO PARENTING NEEDS
IN A SOUTHEASTERN SUBURB

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A SOUTHEASTERN SUBURB

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ABSTRACT

Parental self-efficacy (PSE) and parental discipline practices greatly determine the

parent-child relationship and the effects of child anti-social behaviors. This research

provides a look into parenting practices within a Southeastern school district implementing

a Comprehensive Integrated Three-Tier Model of Support (Ci3T). Data from this research

shows that parental self-efficacy does correlate with the level of student support services

(IEP, 504 Plan, tiered interventions, and gifted programs) a child is enrolled in. Although

this research proves to be significant to this population, future research would benefit from

expanding the study population to include parents who are fathers, those with a lower

levels of education, and school districts in lower income communities.

Key Words: Parenting, Parental Self-Efficacy, Parental Satisfaction, Discipline, Ci3T,

PBIS

DEDICATION

I would like to dedicate this work to my grandparents who were strong in their faith, faithful in their calling, and in a world lost in chaos you found your calling and I hope to have found mine too- my utmost for His highest.

ACKNOWLEDGEMENT

First, I want to acknowledge that none of this would have been possible without the faithfulness of God, the hope of Jesus, and the guidance of the Holy Spirit. To Him be all glory, honor, and praise.

It has also been because of the constant example and support of my parents that I even dreamed of pursuing this degree. Thank you to my mother and father who instilled in me that passion is worthy of following at any age.

I also want to say a special thank you to my soon to be husband, Ryan Flemming. Thank you for your endless support, patience, and encouragement through it all. You were the one to see me at my best and worst through this process.

Also, to my extended family, thank you for all the listening ears, dining room tables, for being my audience, my place of refuge, and my escape. I also need to send a special thank you to Carli, Randi, and Sara. Thank you for being strong, educated, and independent women who constantly picked up the phone just to listen to me stress out. I have been blessed to have the family and friends I do. It is because of all of your prayers, words, and love that this was even possible. I love you all.

Through the guidance of my committee, Dr. Laura Forbes, Dr. Larrell Wilkinson, and Dr. Robin Ennis, this research was able to be completed and many thanks to them for being supportive of this endeavor.

This adventure has been inspired by the many families struggling for the future of their children, may this work be one step in understanding how to better the lives of many.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

CI3T   Comprehensive Integrative Three-Tier Model of Prevention

PBIS   Positive Behavioral Intervention Supports

PS   Parenting Scale

PSE   parental self-efficacy

PSOC   Parenting Sense of Competence

SCT   Social Cognitive Theory

CHAPTER 1

INTRODUCTION

Over the last several decades research on parenting practices has greatly focused on parental efficacy and competency skills in hopes to provide evidential approaches to parenting education (Coleman & Karraker, 2003; Coleman & Karraker 2000). As part of understanding parental competency, it is also important to understand practices, such as discipline, to help better understand how parents approach their child's anti-social behaviors. Recent research has aimed to understand how parents perceive their capabilities, participate in childrearing, and provide discipline to support child behaviors through survey and observational research (Hoza, Owens, Pelham, Swanson, Conners, Hinshow, Arnold, & Kraemer, 2000).

Much research has aimed to understand the preschool and infancy years of child rearing through task-specific and domain-specific parental-efficacy surveys and observations (Teti & Gelfand, 1991). While focusing on young children is important for long-term success of positive child behaviors and parenting practices, newer research focusing on elementary aged children and the clinical population of youth, those with diagnosed disabilities, has emerged and provided key insights to parental and competency and skills. Studies have also desired to look at multiple factors that may affect the parental experience such as maternal depression, marital happiness, and family dynamics and makeup (Dumas & Serketich, 1994).

1

As part of this more recent body of literature, researcher's curiosity in parenting domains has expanded beyond the home and into the school setting (Hoover- Dempsey, Battito, Walker, Reed, DeJong, & Jones, 2001). In part of an expanding topic of literature, positive behavior instructional supports or PBIS frameworks have been developed in the school setting to support the whole child in academic, behavioral, and social development. As a part of schools implementing these new practices, many districts and schools understand that students need to be provided with and supported in a tiered model of prevention for child anti-social behaviors or academic performance. Consequently, schools have determined that to provide the best environment and support for children, parents need to be engaged and supported as well.

In hopes to provide schools with practical and useful ways of parental education and engagement, this research has been completed to provide the development of tools and measures for school districts to integrate into their PBIS framework to identify specific competencies or practices which parents may need to be supported, specifically around student supports in academic, behavioral, or social domains. Along with student support services, this research hopes to better understand how domain specific competency and dysfunctional discipline practices are affected through elementary and secondary grade levels.

CHAPTER 2

LITERATURE REVIEW

Parents play an integral role in a child's life and can set the stage for how a child will interact with the world around them. Lack of appropriate response to child behaviors, harsh discipline practices, and lack of positive parental reinforcement can lead to child anti-social behaviors and can have lasting impact on how a child approaches the world in which they live, learn, and play (Farrington, 2005). Equally, positive parent-child engagement, positive reinforcement, and responsiveness are all associated with improved child behaviors (Gardner, Ward, Burton, & Wilson, 2003; Zhou, Sandler, Millsap, Wolchik & Dawson-McCluer, 2008) .

Particular to school-aged children, the school environment also has a pivotal role in a young person's life. In recent years, schools have embraced the Positive Behavioral Instructional Supports (PBIS) framework, also known as Comprehensive Three-Tier Model of Prevention (Ci3T) framework, in order help support the whole child's needs-academic, behavioral, and social (Bradshaw, Koth, Thornton & Leaf, 2009; Lane, Oaks & Menzies, 2014). As a part of schools Ci3T framework, parental input and feedback has been key to the development of each schools Ci3T framework (Lane, Oaks & Magill, 2014). Parents provide support and feedback to the building of the Ci3T model, but little focus has been on engaging parents to better support their child with in the Ci3T model through the building of their own skills and school-based parenting support.

The purpose of this research is to utilize validated and reliable tools to evaluate current parenting attitudes and practices in hopes to better understand the needs of parents whose child is in a school implementing a Ci3T model. Further understanding of family demographics and makeup will help contextualize the research and findings.

Comprehensive Three-Tier Model of Prevention (Ci3T)

In recent years, schools have taken note of the evidence-based of PBIS framework in its approach to supporting students academically and behaviorally(Sugai & Horner 2009). This approach is not a curriculum-based program but rather a systematic framework used to identify school support resources and children who may benefit from extra support as determined by academic, behavioral, or social measures. From this research has come the development of a comprehensive PBIS framework, Ci3T (Sadler & Sugai, 2009).

Ci3T models are systems of support aimed to addressing academic, behavioral, and social domains in hopes to meet the needs of all students in an inclusive environment while using school staff in the best capacity (Lane, Kalberg, & Menzies, 2009). As a tier model of support, a system taken from the public health field (Frieden, 2010), this pyramidic approach works to identify primary, secondary, and tertiary levels of student support in the three domains- academic, behavioral, and social.

Primary support encompasses typically about 80% of the school population and focuses on core academic curriculum, school-wide social skills and behavioral efforts. Secondary supports focus on small group interventions or low-intensity supports offered through teachers, paraprofessionals, instructional aids, or school counselors or administration. These are more focused supports, typically engaging about 15% of the study population, were students are identified through data in each of the three domains.

Lastly are tertiary supports, used for about 5% of the school population, and are focused on more intensive and individualized supports to meet students' needs and are many times provide support in multiple domains. While tier three supports are not considered special education or require federal mandates on curriculum-based supports, they do meet the needs of high-risk students in hopes to diminish a student need for those services. Unique to the framework is the data driven response used to assess the needs of the whole school. Students do not stay in one tier or another, yet they move fluidly between all three based on the need of support as evident by the data, which is collected throughout the year (Lane et al., 2009).

<div align="center">Parental Self-Efficacy</div>

Parental Self-Efficacy (PSE) is defined as the expectation caregivers hold about their ability to parent successfully, the degree to which the parent feels competent, capable of problem solving, and familiar with parenting (Jones & Prinz, 2004; Johnson & Mash, 1989). This confidence in a parent's ability to parent, greatly impacts the family dynamic and functioning and is pivotal in child development and child problem behaviors (Jones & Prinz, 2004). PSE is foundational in the parent's engagement of discipline, academics, and child social-emotional development.

PSE is a sub-construct of Bandura's larger theoretical frame work of Social Cognitive Theory (SCT) and comes from thoughts around human agency (Bandura, 1977). Human agency is the perception of oneself and influence over what they do (Bandura, 1982; Jones & Prinz, 2004). PSE is focused around the parent's ability to influence their child and environment in order to foster healthy relationships and positive child outcomes.

PSE as a framework has four mechanisms- antecedent, consequence, mediator, and transactional variable. These four roles are dependent on the assessment of application and conceptualization of research and engagement. As an antecedent, parents who have high levels of PSE have greater confidence and ability to learn, implement, and exercise effective parenting skills, while those with low PSE struggle with effective parenting practices and consequentially undermine their child's development and can affect poor child behaviors . PSE as a consequence takes a more ecological approach in that the environment and socioeconomic status of the family directly impacts the parent's development or competence of PSE. When looking at PSE as a consequence, it is important to also consider child problem behaviors and behavioral disorders as influencers that can cause lower PSE. PSE as a mediator identifies a link between parenting competence and ecological variables. Parental confidence can be greatly impacted by the environmental conditions and can impact low PSE. The transactional variable of PSE show's an increase of PSE due to seeing success in parenting and child outcomes, this is a spiral upwards and momentum can generate great success in both parental competency and child problem behaviors. At the same time, a parent with low PSE may not see any improvement in confidence or child problem behaviors and a downward spiral can occur where confidence is lowered and child behaviors become more problematic (Jones & Prinz, 2004).

One conceptual model researched by Ardelt and Eccles (2001) develop a framework of PSE that states that parents who have a higher level of PSE are more likely to be engaged in promotive academic and social-psychological domains. The adverse happens when a parent has a child with more challenging behaviors. The authors also note

that parents who have children with challenging behaviors might find it difficult to maintain a high level of PSE but when positive observations of child challenging behaviors occur parents' PSE might strengthen but it is noted that family context and ecological barriers do affect these outcomes.

The main mode of data collection for PSE occurs through self-assessment and report and research has established three main avenues for collection. The first is referred to as general PSE, which focuses on the parent's feelings of competence in the parenting role but does not focus on specific parenting tasks or one domain of parenting. The second form assessment is focused on task-related parenting such as toilet training, academic readiness, or caring for a sick child. The third approach is narrow-domain PSE which looks specifically at areas like discipline, promotion of learning, or communication and is not focused on the more global items.

<center>Discipline</center>

Parents play a critical role in the development of the child and the in the formation of child behavior. The way a parent reacts to child behaviors can be positively promotive and can lead to child success either academically or psychologically, or the parental reaction of child behaviors can cause the adverse effect and stifle the child's appropriate development (Ardelt & Eccles, 2001).

Children use adult monitoring as a guideline for appropriate behaviors and adults are relied upon to help assist when the child is engaging in problem behaviors (Hoza et al. 2000). Because parents provide expectations and consequences for behaviors, it is the parental responsibility to promote positive outcomes when problem behaviors occur. In order to do so, parents need to feel effective in their ability to provide discipline in

<center>7</center>

developmentally appropriate ways. If a parent is ill equipped to respond to a child's problem behaviors the result is then a form of dysfunctional parenting. Observational studies done by Baumrind (1968) found that mothers who used very harsh or permissive discipline strategies tended to have children with poor behavioral outcomes or who are aggressive. This was later affirmed in study by Farrington (2005) that found correlations between child aggressive and inappropriate behaviors and inconsistent parental responses to the problem behaviors.

<div align="center">Parenting Measures</div>

Through the last few decades of research and understanding of the parent-child relationship, a need for the development of parental scales to measure issues like parental self-efficacy, satisfaction, and function of discipline has become necessary to identify approaches to child anti-social behaviors. While several scales exist, few have been utilized with school-aged, (grades K-12) and children in a non-clinical setting with a school implementing a PBIS framework. Of those that have been used, the most common are the Parenting Sense of Competency scale (PSOC; Gibaud-Wallston & Wandersman, 1978) and the Parenting Scale (PS; Arnold, O'leary, Wolff & Acker, 1993).

The PS provides is a 30- question scale with three subfactors, laxness, overreactivity, and verbosity. These three factors are seen as dysfunctional practices and can promote a child's anti-social behavior. According to Arnold et al. (1993), there are three forms of dysfunctional parenting (a) Laxness, (b) Overreactivity, and (c) Verbosity. Laxness is defined as permissive discipline and includes parents giving in to a child's behavior or command, a parent that allows rules to go unenforced, or a parent that provides positive consequences for a child's misbehavior. Overreactivity are parental mistakes such

as parental display of anger, meanness, and irritability. Verbosity is when a parent responds to a child's misbehavior with a lengthy verbal response and reliance on talking even when talking is ineffective (Rhoads & O'Leary, 2007).

Use of the PS can be found in literature with use of parents of children from 2 years old through elementary school. While several studies used the PS in tandem with parental stress indicators (Gross, Sambrook, & Fogg, 1998; Prinzie, Onghena, & Hellinckx, 2007) and child problem behaviors or diagnosis (Gross et al., 1998; Collett, Gimpel, Greenson, & Gunderson, 2001) no studies have examine the use of the PS with in a school PBIS framework and secondary school aged children. Factor analysis has completed with elementary age students and the PS has been adapted with in that population to only provide two subfactors, laxness and overreactivity (Prinzie et al., 2007; Colllett et al., 2001). Since the three-factor model did not prove reliable in the elementary school population and changes were made, it is hard to understand how the two factor scale may affect a population older than elementary age and future research into its validity with secondary school aged population should be done.

The PSOC scale is a 17-item broken in to two subfactors, satisfaction and self-efficacy. Together these two subfactors make up parental self-esteem and is defined as both perceived self-efficacy as a parent and the satisfaction derived from parenting. Together these qualities are associated with parenting are critical in understanding how a parent copes with child anti-social behaviors (Johnston & Mash, 1989).

Reliability and validity research on the PSOC scales was completed by Johnson and Mash (1989) using a random sampling from participants gathered door-to-door in a Canadian city. Participants were parents of children ages 4 to 9 years old and parents were

9

asked to complete the PSOC and the Child Behavior Checklist. Findings from this research provided reliability for the use of the PSOC scale with school aged children.

While research using the PSOC scale has been completed on school aged children, the highest age of children has ben 12 years old. Research by Ohan, Leung, and Johnston (2000) used the PSOC scale in order to provide stable factor structure and validity to the scale. Although their research provided confirming support to earlier reliability and validity research completed by (Johnston & Mash, 1989) and proves usefulness of the scale, it was done through mail contact with parents who had some association and previous contact with the university and did not target public school families.

One study by Coleman and Karraker (2000) did look at elementary aged (5-12 year old) students using the PSOC scale but was focused on maternal self-efficacy in evaluation of task, domain and general PSE. In addition to only focusing on maternal self-efficacy, this research noted a limitation in that there are possibly more significant determinates of PSE and competency necessary to measure and that child academic, social, and emotional wellbeing may also be key factors to assessing PSE.

All previous research provides validity of the PSOC measure and PS as reliable tools to measure PSE and function of discipline but does not provide practical implications on how to use the findings to support PSE and postive functional discipline through parenting programs or education. There is also a lack of engagement of parents through school systems to support parents in the efficacy of child school academics, social, or behavioral needs.

CHAPTER 3

METHODOLOGY

Data for this thesis was collected in a large suburb in the metropolitan area of Birmingham, Alabama. Through the use of a school hosted email list serve, approximately 3,000 registered emails for both parents, families, and local community members and businesses were emailed to complete a parenting informative survey. The data presented came directly from email participates during this two-time data collection process. The author of this thesis also served as the Research Assistant in accordance with the university's International Review Board Procedures (IRB) as a part of a larger university project, Implementing Ci3T Models: Support Success and Sustainability at HCS. As part of this larger project, the school district was interested in understanding how to best serve and assist parents to promote school-based practices and the Ci3T framework.

The data from this cross-sectional survey design was to explore the PSE and the function of discipline of the parents whose children attend school in this district. The following chapter provides a detailed description of data collection procedures and provides rationale for the sampling frame utilized. The methodology for this thesis followed a cross-sectional survey design to collect and analyze PSE, the function of discipline, and demographic data to show trends and correlations between outcomes.

In order to measure PSE and discipline strategies, two validated and reliable scales were compiled and administered through Qualtrics software licensed through the university. The first measure was a 17-item Parenting Sense of Competence Scale (PSOC;

Gibaud-Wallston & Wandersman, 1978) and the second measure was the 30-item

Parenting Scale (PS; Arnold et al., 1993). These two measures were combined on the same

survey using the validated scoring system and wording. In addition to the validated scales

were demographic questions worded in accordance with APA survey standards.

Furthermore, to describing procedures, the focus of this methodology section is to further

explain the rationale for employing a cross-section survey design, sample selection, data

collection protocol, and the appropriateness of statistical procedures.

Research Hypotheses

The purpose of this study is to better understand the efficacy and discipline

practices of parents of students in the southeastern United States. The two dependent

variables were parental self-efficacy and function of discipline practices and was measured

by asking parents to participate in the 50- item survey. The major predictor variables were

student grade level and student support services. For the purposes of this study student

support services was identified as any added educational support such as an Individualized

Educational Program, 504 Plan, and intervention programming for academic, behavioral

and social needs. Collecting and analyzing these data will: 1) add to the current body of

parenting and school literature by understanding parental needs and abilities, and 2)

provide a foundation of knowledge on parting practices and outcomes in the southeastern

United States.

Research Hypothesis 1
 Null:
 There will be no statistically significant positive correlation between the

Parenting Sense of Competency Scale and student support services.

Alternative:

There will be a statistically significant positive correlation between the

Parenting Sense of Competency Scale and student support services.

Research Hypothesis 2
    Null:

There will be no statistically significant positive correlation between the

Parenting Scale and student support services.

Alternative:

There will be a statistically significant positive correlation between the

Parenting Scale and student support services.

Research Hypothesis 3
    Null:

There will be no statistically significant difference of means on the

Parenting Sense of Competency Scale of elementary students and parents of

secondary students.

Alternative:

There will be statistically significantly positive difference of means on the

Parenting Sense of Competency Scale of elementary students and parents of

secondary students.

Research Hypothesis 4
    Null:

There will be no statistically significant difference of means on the

Parenting Scale of elementary students and parents of secondary students.

Alternative:

There will be statistically significant difference of means on the Parenting

Scale of elementary students and parents of secondary students.

Aim 1

Null:

There will be no statistically significant positive correlation between the

subscale parental satisfaction and student support services.

Alternative:

There will be statistically significant positive correlation between the

subscale parental satisfaction and student support services.

Study Population

Participants were engaged from a large suburb public school district in the

Birmingham, Alabama metropolitan area. According to the most recent data provided by

the National Center for Education Statistics (NCES), school enrollment for the district for

the 2015-2016 school year was 4,069 students. Of those 4,069 student's 75 percent of the

population are White alone, 19 percent were African American, 3.5 percent Latin

American or Hispanic, 2.6 percent Asian, and 2 percent identified as having two or more

races (NCES, 2016). School reported data for student support services only capture those

who have an Individualized Education Plan (IEP) for a total of 258 students in the district

during the 2015-2016 school year. Students identified as English Language Learners for

the 2015-2016 school year totaled 235 (NCES, 2016).

Data reported to the Census Bureau for the whole population that feeds into this

school system is 78.1% White alone, 14.4% African American, 3.8% Latin American or

Hispanic, 2.4% Asian, and 1.2% identifying with two or more races. City data also reports

that 62.4% of persons over the age of 25 have a bachelor's degree or higher. The median

income of this large Birmingham suburb is $66,573 compared to the median income of

Birmingham proper at just $32,404 (Census, 2016; 2017).

<div align="center">Data Collection Procedures</div>

Survey Distribution Methods

A total of 3,033 participants received the 50-item Parenting Survey approximately

four weeks into the 2018- 2019 school year. The listserv included parents, local businesses,

neighborhood residents, and other non-school associated entities who have signed up to

receive emails or newsletters from the school's safety coalition. Through the school

districts safety coalition email list serve a Qualtrics (2013) survey link was sent out to all

email addresses on the list serve via a bi-monthly newsletter. The content of the email

included a brief description of the intentions of the survey and the link to the survey. Three

weeks into the survey a social media post on the district safety coalition with the survey

link was sent out to capture parents who might have not seen or regarded the email. The

survey was finalized 25 days after the initial email administration. A total of 130 responses

were collected from both survey distributions with 114 completed and analyzed.

Survey Materials and Delivery

The survey was made electronic through Qualtrics software licensed through the

university (Qualtrics, 2018). Participants received a link to access the web-based survey.

The items in the survey included an IRB approved letter stating the purpose of the study

and the two measures and demographic survey. The content of the survey was approved by

the IRB, along with the protocol for the distribution of the surveys by email on December

12, 2017.Informed consent of the participant is one of the fundamental ethical principles of research with human subjects and is mandated by Federal regulation (45 CFT 46).

Incentives for Participation

Upon completion of the survey window, ten participants were selected to receive a twenty-dollar gift card to Publix through a randomized drawing. Participants provided an email or phone number in which the researcher could get in contact with in order to give the prize if they chose to be entered. Names were for incentive purposes only and were not shared or analyzed in isolation.

Power Calculations and Sample Size

In order to ensure that power was met power calculations were completed through the use of G-Power software (Erdfelder, 1996). A two tailed bi-variate correlation with exact distribution was set up to determine power and sample size. Power was calculated at 80 percent with a needed sample size of 84 and a critical *r* at 0.21. These results would support a correlation hypothesis with an 80 percent chance of rejecting the null hypothesis when the correlation is at 0.21.

Measures

Parents were asked 50 questions including 13 demographic and background information, 30 questions that make up the PS (Appendix D) , and 17 questions that make up the PSOC scale (Appendix C). Within the demographic section's parents were asked to answer questions about themselves and about their child. Demographic questions included the age of the parent, education level of the parent, annual household income, and parent gender. Student questions answered by the parent included grade level, student support

services, parent-child relationship, gender of the child, number of school aged children in the home, and what school the child attends.

The PS contains 30 questions measured in three subscales- verbosity, overreactivity, and laxness. This scale is based on a 7-point Likert rating with averaged totals completed for each subscale and total score. Scale subfactors included 11 items as indicators of laxness, 10 items as indicators of overreactivity, 7 items as indicators of verbosity, and 4 additional items that loaded as non-factors, but are still included on the scale. Previous research has worked to better understand the three-factor measure, but has determined that a two-factor scale can be just as complete through both exploratory analysis and factor analysis of the scale (Prinzie et al., 2007). In research done by Arnold and colleagues (1993), both laxness and overreactivity met the Cronbach's αs at .83 and .82 respectively with verbosity only at .63. Although the original two-factor scale has been shown to be reliable in the elementary school population by Prinzie et al., (2007), we chose to use the original three-factor assessment due to the variety of age ranges assessed through this research.

Questions found in the PS aim to identify the function of discipline practices over three subfactors. The scale is anchored on both sides of the 7-points where a seven shows dysfunction. A total of seven items were reverse scored. An example of questions that loaded on the laxness subscale are "I threaten to do things that… (1) I'm sure I can carry out; (7) That I know I won't actually do." Types of questions that can be found on the overreactivity factor are "When I am upset of under stress… (1) I am picky and on my child's back; (7) I am not more picky than usual." Questions loaded on the verbosity

subfactor are "Before I do something about a problem... (1) I give my child several reminders and warnings; (7) I use only one reminder or warning" (Appendix D).

The PSOC scale contains 17 questions broken into two subscales- self-efficacy and satisfaction. This scale is measured on a 6-point Likert scale using total combined scores for each subscale and total score. In analysis completed by Johnston and Mash (1989), Cronbach's alpha coefficients were calculated for the total score and each factor for the whole sample (16 items) an alpha of .79 was found; the satisfaction factor (9 items) had an alpha of .75, and Efficacy factor (7 items) showed an alpha of .76. Item 8 and 17 failed to load during factor analysis for the two-factor subscales. Factor analysis was completed on school aged children ranging from 4-9 years old.

Questions that make up the PSOC scale aim to identify two subfactors- satisfaction and efficacy. On this six-point scale nine questions are reversed scored. Questions on the subscale of satisfaction are "Even though being a parent could be rewarding, I am frustrated now while my child is at his/ her present age." Questions on the subscale of efficacy are worded like "The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired" (Appendix C).

Data Analysis

Survey data was analyzed using SPSS statistical software (2018). To make best sense of the data, a bi-variate correlation using Spearman's rho coefficient was used with an alpha of .05 to determine the possible correlation of the PSOC scale and the subfactor of satisfaction since the data being used is ordinal. In order to understand the strength of the monotonic relationship, the correlation coefficient would show between a -1 and +1 with a strong relationship being closer to +/- 1 (Thompson, Diamond, McWilliam, Snyder, &

Snyder, 2005). When analyzing data for the hypothesis using school grade level and the PSOC scale and PS, a difference of means is captured to understand how parents varied in the total scores between the different age classifications. When using difference of means data would show to be significant at an alpha of .05. Demographic data was analyzed under descriptive statistics to as useful data points when interpreting results and findings as it will later support the future direction of the research findings.

CHAPTER 4

RESULTS

This chapter represents an analysis of the data collected in this study. Data included parent and student demographic information and parental responses to the two survey measures. Those data were then analyzed to be discussed to answer the questions of this research.

Survey Demographics

A total of 148 surveys were started but of those started, two provided no information once consent was singed, one did not provide consent, and thirty-one surveys did not provide enough of a combination of both demographic data and parenting measure data to have meaningful analysis. Completed surveys were 114 and survey data included 106 mothers, 7 were fathers, and 1 grandmother. Of those surveyed 90 were married, 10 divorced, 2 separated, and 1 never married. The average age of survey takers was 42.88, with a range between 21 and 70+ years old. Data showed that 41.7 percent of parents completing the survey had a household annual income of $150,000 or higher (table 1.1).

Table 1.1 Parent and Student Demographic	Number (percent)
Gender	**N= 104**
Male	8 (7.7)
Female	96 (92.3)
Relationship	**N= 114**
Mother	106 (93.0)

Father	7 (6.1)
Grandmother	1 (0.8)
Race/ Ethnicity	**N= 102**
White (Non-Hispanic/ Latino)	91 (89.2)
Black/ African American	3 (2.9)
Hispanic/ Latino	3 (2.9)
Asian/ Pacific Islander	2 (2.0)
Prefer Not to Answer	3 (2.9)
Income	**N= 103**
Less than $24,999	2 (1.9)
$25,000- $49,999	2 (1.9)
$50,000- $74,999	11 (10.7)
$75,000- $99,999	13 (12.6)
$100,000- $149,000	18 (17.5)
$150,000 or higher	43 (41.7)
Prefer Not to Answer	14 (13.6)
Education Level	**N=104**
High School Diploma/ GED	0 (0)
Associates Degree/ Trade School	7 (6.7)
Bachelor's Degree	45 (43.3)
Master's Degree	34 (32.7)
Doctorate/JD/ Medical Degree	18 (17.3)
Marital Status	**N= 103**

Married	90 (87.4)
Divorced	10 (9.7)
Separated	2 (1.9)
Never Married	1 (1.0)
Parent Age	**N= 85**
21-34	6 (5.0)
35-40	23 (19.1)
41-45	29 (26.6)
46-50	18 (41.9)
51-56	8 (6.6)
70	1 (.8)
Student Grade Level	**N= 111**
Lower Elementary (k-3)	43 (38.7)
Upper Elementary (4-5)	18 (16.2)
Middle School (6-8)	25 (22.5)
High School (9-12)	25 (22.5)
Student Gender	**N= 114**
Male	53 (46.5)
Female	61 (53.5)

Parents were asked to answer all questions of the survey based on the youngest enrolled student in the home. The survey represents kindergarten through 12th grades with 43 participants having children in lower elementary grades (K-3), 18 participants with

children in upper elementary grades (4-5), 25 participants with children in middle school grades (6-8), and 25 participants with children in high school grades (9-12). Sixty-one of respondents had a youngest child who was female and 53 of respondents had a youngest child who was male. Twenty-three parents noted their child was involved in academic services, while 70 parents identified that their child was not receiving any services, with 19 parents not answering the question (table 1.2). Academic services were self-reported by the parents and includes Individualized Education Plans, 504 behavioral plans, Tier 2 and 3 intervention services as provided by the schools Comprehensive Integrative Their-Tired model of support (Ci3T) which include social skills, academic, and behavioral interventions, and an option to write in

 other services being given to the student.

Table 1.2 Satisfaction and Student Support Services	Number (N)	Mean	Std. Deviation
IEP	9	35.11	7.03
504 Plan/ Tier 2 or 3	10	39.40	6.67
General Education	69	41.61	5.99
Enrichment (gifted)	5	42.20	6.49

Table 1.3 Scale and Subscale Means	Number (N)	Mean	Std. Deviation
PSOC Total	109	73.75	10.36
PSOC Satisfaction	111	40.37	6.47
PSOC Self-Efficacy	109	33.40	5.81
PS Total	98	3.19	.707
Verbosity	101	3.66	.919
Overreactivity	101	2.85	.672
Laxness	100	2.41	.892
Non-factors	99	3.00	.693

Results

Research Hypothesis 1

 Alternative:

  There will be a statistically significant positive correlation between the

  Parenting Sense of Competency Scale and student support services.

 There was found to be a slight statistically significant positive correlation between the PSOC scale and student support services therefore researchers reject the null hypothesis. A Spearman's rho correlation was used to determine the correlation coefficient and significant value. For the total PSOC score, findings show an *a*= .225 (p= .032). Parents scored an average of 73.75 (*SD*=10.36) on the PSOC scale, a scale that could have to maximum score of 102 (Table 1.3).

Research Hypothesis 2

 Null:

  There will be no statistically significant positive correlation between the

  Parenting Scale and student support services.

 Researchers fail to reject the null hypothesis due to no statistically significant positive correlation being found between the Parenting Scale and student support services. A Spearman's rho correlation was used to determine statistical significance. For the total PS score of *a*= -.020 (p= .858) was found. Parent scores on the parenting scale was averaged 3.19 (*SD*= .707) a total score of 7 would show higher rates of dysfunctional parenting practices (Table 1.3). The three subfactors that make up this total score are verbosity, overreactivity, and laxness. None of the individual factors showed any statistical significance.

Research Hypothesis 3

Null:

There will be no statistically significant difference of means on the

Parenting Sense of Competency Scale of elementary students and parents of

secondary students.

No statistically significant finding was found when looking at the difference of

means between parents scores of elementary grades than those parents scores of secondary

students. The independent variable was grade level and dependent variable is the total

average score of the PSOC scale. When using an alpha of .05 the PSOC total score in

comparison of means with student grade level, an $F = .762$ (p=.518) was found requiring to

fail to reject the null hypothesis.

Research Hypothesis 4

Null:

There will be no statistically significant difference of means on the

Parenting Scale of elementary students and parents of secondary students.

When using an alpha of .05, the PS total average score had an $F=.297$ and a

(p=.827). There was found to be no statistically significant findings when comparing the

difference of means between the dependent variable, PS and the independent variable,

grade level, therefore we fail to reject the null hypothesis.

Research Aim 1

  Alternative:

     There will be statistically significant positive correlation between the

     subscale parental satisfaction and student support services.

  When analyzing the subfactors of the PSOC scale through the use of Spearman's

rho correlation, a statistically significant find was found. Parents showed a weak but

slightly significant positive correlation between the satisfaction subscale and student

support services with an a= .261 (p= .012) when the alpha was set at .05. Although a weak

positive correlation, parents whose children receive more student support the rate of

parental satisfaction also declines. Although correlation does not insinuate causation, it is

significant enough to note.

CHAPTER 5

DISCUSSION

The purpose of this study is to provide insight into parenting competence and the function of discipline within a Ci3T framework. The importance of this data is critical to the development of PBIS frameworks particularly in its support of student achievement and parental engagement. This research will help guide future research and development of practices in hopes to better understand the practical ways to survey parents in order to provide targeted parenting interventions to fully support the academic, social, and behavioral achievement of all students.

Unique to this study is not only the engagement of families through the PBIS framework, but the expansion of survey data in areas of parenting practices through the secondary grade levels and in a general school population. Although previous research has used the same measures to survey parents with other qualifying factors like ADD/ ADHD or parental depression, none have been anchored in a PBIS model or with the general K-12 school population (Hoover-Dempsey et al., 1992). Before limitations are cited and explained, the results of the study will be discussed as well as the direction of future research and suggestions for implementation of parental surveys for practitioner-based use.

Particular to this study, the school system desired to engage in this research in hopes to discover how to best provide parental support in the context of the school's implementation of the Ci3T framework. Few studies have aimed to look at the role that PSE and parental discipline practices play within a school based Ci3T plan, specifically

focused on students that receive support services or student grade level. While academics and parenting have been researched with both scales, PSOC and PS, together and independently (Arnold et al., 1998; Collett, Gimpel, Greenson, Gunderson, 2001; Hoover-Dempsey et al., 1992) none of these studies have focused on such a wide range of grade levels or with a demographic makeup resembling this Birmingham suburb. Previous studies have used the Parenting Sense of Competence Scale (PSOC) and Parenting Scale (PS) as lenses to understand child behaviors and parent's ability to assist with homework activities but further research was needed to better understand how child grade level and support services impacted PSE and parental discipline practices (Hoza et al., 2000).

Different from previous research, this study focused on a large age range defined by school grade level, K-12. Since the research has not focused on such a broad range the tools used to measure discipline and PSE were kept to the original scoring method and subfactor analysis. Novel to this research was also the categorization of student support services, where parents identified the support in which a student receives services as either IEP, 504 Plan, Tier 2 or 3 intervention, not receive any services, or enrolled in enrichment or gifted programming.

Both hypothesis 1 and aim 1 of the research did show statistical significance through a slight positive correlation. The positive association between the PSOC scale and student support services shows a weak positive correlation in overall total score and the subfactor of satisfaction. This finding helps to articulate that parents whose children are receive more intensive student support services show to have lower overall parenting satisfaction and parental self-efficacy. In conjunction, a positive correlation in parenting satisfaction does also exist with parents who identified that their child was receiving

student support services that focuses on academic, social, or behavioral deficits. It also proves that as support services decrease and move to enrichment services, parents' rate of satisfaction and overall competency score increases as well, although correlation does not cause causation, it is a point of significance.

The significance of this data provides many insights to possible targeted interventions provided to parents of this school district. When focusing on parenting programs, those that provide support to parents whose children have low academic competence or those receiving special need services may be of interest and a smart use of monies and resources. In regards to dysfunctional discipline practices as determined by the PS, parents in this school district show to have low scores in dysfunction, therefore a focus on parental satisfaction and self-efficacy should be a main focus on any intervention strategies used by this district.

Demographic data from this research provides a lens in which to interpret how these research findings can be used across other variables and limiting factors that prohibit this from being interpreted across other school districts. Unique to this population was the high level of household income with the largest group being in over $150,000 at, 41 percent, and the number of participants whose education was at least a bachelor's degree was at 93 percent. Instead of looking to transfer data across other school systems through generalizability of results, this research has shown that data produced from surveying parents can be informative to other school districts hoping to support parental practices and that a replication of methods produced from this research can create meaningful results for schools. Most importantly, this research provides validated measures in which other school districts can utilize to provide useful feedback on parenting practices and can guide

practitioners in (1) better understanding their parent population and (2) finding evidence-based parenting education programs to support parental learning and practices.

Study Limitations

Generalizability of Population

External and internal validity have a major impact on how results can be determined and disseminated with in the populations or similar populations. While internal validity is controlled for by using validated and reliable measures, external validity in cross-sectional designs can be more difficult to control and problematic for generalization of research results. Particular to cross-sectional design researchers have to be aware that participants may struggle with recall of specific incidents creating misclassification when responding to survey questions particular to one child or one momentary point (Rosenman, Tennekoon, & Hill, 2011). Along those lines, researchers also may struggle with participation outcome or low response rates. Although power was met in this study, a wider availability of participants will increase the generalizability of the research.

Self-Report of Behaviors

Self-report can be an easy non-intrusive way to gain parental support and to identify needs with in a community on certain health topics and behaviors. Although, self-report is easy to use and is relatively inexpensive to execute, it does come without limitations that can impact the results of data. Data can be biased based on parental report without any interface with the researcher or observations of the actual behavior (Rosenman et al., 2011).

Although there were no questions asked that were deemed to be inappropriate or sensitive, parenting behaviors can have personal implications that people may choose to

distort their answers based on the way they would preferer to be perceived. This self-report

bias can be either intentional or unintentional response distortion and failure to respond

completely or at all (Wechsler et al., 2002). This study has sought to minimize the effect of

this potential limitation by using validated and reliable measures with strong psychometric

properties (Arnold et al., 1993; Gibaud-Wallston & Wandersman, 1978).

This bias of self-report can be certainly true in the context of this research due to

the way the researcher asked the parents to take the survey keeping the youngest child in

mind. Many times, it can be hard to recall behaviors of yourself or others particularly in

this context when many families had multiple children. However, parenting attitudes and

behaviors do not change particularly between children (Baumrind, 2005) additionally,

behaviors may not have occurred in the recent past and have to be recalled from longer

periods of time.

Causality

With a slight statistically significant correlation between parenting satisfaction and

student support services, it is important to note that correlation does not imply causation.

Meaning that although parents who identified their child as receiving student support

services showed lower rates of satisfaction, one does not cause the other.

Sample Selection, Missingness, and Non-Response

Other limitations that exist in this study are the sample selection, missingness, and

non-response. The demographics of those who responded to the survey do not adequately

represent the demographic makeup of the school district. Although the researcher had

access to a comprehensive listserv of emails, not all the emails included on the list were

parents or caregiver and therefore not eligible to complete the survey. Therefore, an accurate response rate cannon be calculated.

If this study were to be replicated, efforts should be made to generate a more comprehensive list of emails specific to enrolled students and their families. This comprehensive list can help create a more complete sample size and rate of response. It would also benefit future research if follow up emails were generated to probe respondents to take the survey or to finish their responses. It may also benefit this community specifically if the survey could be completed with paper and pencil as well as translated into Spanish.

Direction for Future Research

Based on findings from this study, further research is needed to examine the specific needs of parents by identifying a larger group of parents representative of each grade level, descriptive of both genders, and in balance with race and ethnic makeups in the school system. In regards to the scales used in this research, efforts can be made to identify the sub-scales in relation to how they load based on child age, developmental status of the child, and parental age.

Next steps can include validating other parenting scales with school aged children in order to measure different or more complex parenting issues. Future researchers may also want to include other more diverse school systems to find how other demographic variables may change data outcomes or inform intervention strategies. Research can also guide school districts on how to engage parents with strategies direct to gaining PSE and promoting positive discipline practices.

Implications for School Districts and Supports

Previous work shows the importance of high PSE and functional discipline strategies as important to the lowering of child problem behaviors, decrease of parental depression, and an increase in the enjoyment of parenting (Gross, Sambrook, & Fogg, 1999; Dumas & Serketich, 1994). School aged children, ages four through eighteen, are wrought with waves of behavioral issues, academic attainment, developmental changes and shifts in the parent-child relationship (Gross, Sambrook, & Fogg, 1999; Ballenski & Cook, 1982). The one constant during this time is the school environment. It is through this environment that children are assessed and provided support in academics, social development, and behavioral needs. It is also in this setting that schools have access to parents.

Future researchers should look into the role and feasibility for school systems to provide parental supports and education in order to wrap-around the already provided in-school supports offered to students. This research provides a glimpse into the opportunity to engage parents with valid and reliable tools and how to assess the data to better understand the current practices of parents and families in the school district.

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APPENDIX A

IRB APPLICATION

- **To complete the form,** click the underlined areas and type or paste in your text; double-click checkboxes to check/uncheck. For more tips, see www.uab.edu/irb/forms.
- **Mail or deliver all materials to AB 470,** 701 20th Street South, Birmingham, AL 35294-0104.

1. Project Identification

a. Title of Project: <u>Implementing Ci3T Models in Alabama</u>
  b. Principal Investigator (PI):<u>**Robin Parks Ennis**</u> PI's BlazerID or E-Mail Address:<u>**rennis**</u>
   If the PI is a student, fellow, or resident, provide the name, number, and email of the faculty advisor or course instructor as contact information and obtain the person's signature.
   Advisor/Instructor's Name:_____ Telephone Number:_____ BlazerID:_____
   Advisor/Instructor's Signature:_____
  c. PI's Address (on-campus or home)
   On-Campus: Department:<u>**1720 2nd Avenue South**</u> Building:<u>**EB**</u> Room:<u>**114**</u> UAB Zip:<u>**35294**</u>
   Phone:<u>**205-975-6152**</u> FAX:_____
   -OR-
   Home Address:_____ Street:_____ City:_____ State:_____ ZIP:_____
   and Campus Affiliation:_____
  d. List all staff who will be involved with the research, their degree(s) and job title, and any additional qualifications. Include individuals who will be involved in the consent process. *Repeat the table below for each individual.*
   Note. For studies involving investigational drugs, include all investigators who will be listed on FDA Form 1572 and attach a copy, if applicable. Send the IRB a copy of Form 1572 anytime you update the form with the FDA.

Role:	☐Co- -OR- ☒Other
Full Name:	**Sarah Cole**
Primary UAB Dept.: (Employer if not UAB)	**Health and Human Studies**
Degree(s) / Job Title:	**Research Assistant**
·Additional Qualifications pertinent to the study:	_____

  e. Is this activity funded in any way?   ☐Yes ☒No
   If yes, attach 1 copy of completed application and complete (i)-(iv):
   i. Grant or Contract Title:_____
   ii. PI of Grant or Contract:_____
   iii. OSP Proposal Number:_____
   iv. Funding Source
     ☐Gov't Agency or Agencies:_____
     ☐UAB Departmental Funds:_____
     ☐Other:_____

2. Mark the category or categories below that describe the proposed research:

☒1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. The research is not FDA regulated and does not involve prisoners as participants.

☐2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. Attach questionnaire(s) and/or surveys. If the research involves children as participants, the procedures are limited to educational

APPENDEX B

IRB APPROVAL LETTER

APPROVAL LETTER

TO: Ennis, Robin P

FROM: University of Alabama at Birmingham Institutional Review Board
Federalwide Assurance # FWA00005960
IORG Registration # IRB00000196 (IRB 01)
IORG Registration # IRB00000726 (IRB 02)

DATE: 13-Dec-2017

RE: IRB-300000645
Implementing Ci3T Models: Supporting Success and Sustainability at HCS

The IRB reviewed and approved the Revision/Amendment submitted on 04-Dec-2017 for the above referenced project. The review was conducted in accordance with UAB's Assurance of Compliance approved by the Department of Health and Human Services.

Type of Review: Exempt (Category 1)
Determination: Approved
Approval Date: 12-Dec-2017

The following apply to this project related to informed consent and/or assent:

- Waiver of Informed Consent

Documents Included in Review:

- praf.signed.171204
- consent.clean.171204
- hsp.clean.171204

APPENDEX C

PARENTING SENSE OF COMPENTENCY SCALE

Parenting Sense of Competence Scale

(Gibaud-Wallston & Wandersman, 1978)

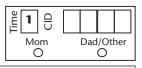Please rate the extent to which you agree or disagree with each of the following statements.

Strongly Disagree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Strongly Agree
1	2	3	4	5	6

1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.   1 2 3 4 5 6

2. Even though being a parent could be rewarding, I am frustrated now while my child is at his / her present age.   1 2 3 4 5 6

3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.   1 2 3 4 5 6

4. I do not know why it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated.   1 2 3 4 5 6

5. My mother was better prepared to be a good mother than I am.   1 2 3 4 5 6

6. I would make a fine model for a new mother to follow in order to learn what she would need to know in order to be a good parent.   1 2 3 4 5 6

7. Being a parent is manageable, and any problems are easily solved.   1 2 3 4 5 6

8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.   1 2 3 4 5 6

9. Sometimes I feel like I'm not getting anything done.   1 2 3 4 5

10. I meet by own personal expectations for expertise in caring for my child.   1 2 3 4 5 6

11. If anyone can find the answer to what is troubling my child, I am the one.   1 2 3 4 5 6

12. My talents and interests are in other areas, not being a parent.   1 2 3 4 5 6

13. Considering how long I've been a mother, I feel thoroughly familiar with this role.   1 2 3 4 5 6

14. If being a mother of a child were only more interesting, I would be motivated to do a better job as a parent.   1 2 3 4 5 6

15. I honestly believe I have all the skills necessary to be a good mother to my child.   1 2 3 4 5 6

16. Being a parent makes me tense and anxious.   1 2 3 4 5 6

17. Being a good mother is a reward in itself.   1 2 3 4 5 6

APPENDEX D

PARENTING SCALE

Scale Developed by Susan G. O'Leary, David S. Arnold, Lisa S. Wolff, & Maureen M. Acker.
Psychology Department, Stony Brook University, Stony Brook, NY 11794-2500

Parenting Scale

Time 1 CID ☐☐☐☐

Mom ○   Dad/Other ○

At one time or another, all children misbehave or do things that could be harmful, are "wrong," or that parents don't like. Examples include: hitting someone, forgetting homework, having a tantrum, whining, throwing food, lying, arguing back, not picking up things, refusing to go to bed, coming home late. Parents have many different ways or styles of dealing with these types of problems. Below are items that describe some styles of parenting.

For each item, fill in the bubble that best describes your style of parenting during the **PAST TWO MONTHS** with the child with you here today.

Ex.	At meal time... *I let my child decide how I decide how much to eat*	○ ○ ● ○ ○ ○ ○	*I decide how much my child eats*

IN THE PAST TWO MONTHS

1. When my child misbehaves... *I do something right away*	○ ○ ○ ○ ○ ○ ○	*I do something later*
2. Before I do something about a problem... *I give my child several reminders and warnings*	○ ○ ○ ○ ○ ○ ○	*I use only one reminder or warning*
3. When I'm upset or under stress... *I am picky and on my child's back*	○ ○ ○ ○ ○ ○ ○	*I am not more picky than usual*
4. When I tell my child NOT to do something... *I say very little*	○ ○ ○ ○ ○ ○ ○	*I say a lot*
5. When my child pesters me... *I can ignore the pestering*	○ ○ ○ ○ ○ ○ ○	*I can't ignore the pestering*
6. When my child misbehaves... *I usually get into a long argument with my child*	○ ○ ○ ○ ○ ○ ○	*I don't get into an argument*
7. I threaten to do things that... *I'm sure I can carry out*	○ ○ ○ ○ ○ ○ ○	*I know I won't actually do*
8. I am the kind of parent that... *Sets limits on what my child is allowed to do*	○ ○ ○ ○ ○ ○ ○	*Lets my child do whatever he/ she wants*
9. When my child misbehaves... *I give my child a long lecture*	○ ○ ○ ○ ○ ○ ○	*I keep my talks short and to the point*
10. When my child misbehaves... *I raise my voice or yell*	○ ○ ○ ○ ○ ○ ○	*I speak to my child calmly*
11. If saying no doesn't work right away... *I take some other kind of action*	○ ○ ○ ○ ○ ○ ○	*I keep talking and try to get through to my child*
12. When I want my child to stop doing something... *I firmly tell my child to stop*	○ ○ ○ ○ ○ ○ ○	*I coax or beg my child to stop*
13. When my child is out of sight... *I often don't know what my child is doing*	○ ○ ○ ○ ○ ○ ○	*I always have a good idea of what my child is doing*

14. After there's been a problem with my child... *I often hold a grudge*	O	O	O	O	O	O	O	*Things get back to normal quickly*
15. When we're not at home... *I handle my child the way I do at home*	O	O	O	O	O	O	O	*I let my child get away with a lot more*
16. When my child does something I don't like... *I do something about it every time it happens*	O	O	O	O	O	O	O	*I often let it go*
17. When there is a problem with my child... *Things build up and I do things I don't mean to do*	O	O	O	O	O	O	O	*Things don't get out of hand*
18. When my child misbehaves I spank, slap, grab, or hit my child... *Never or rarely*	O	O	O	O	O	O	O	*Most of the time*
19. When my child doesn't do what I ask... *I often let it go or end up doing it myself*	O	O	O	O	O	O	O	*I take some other action*
20. When I give a fair threat or warning... *I often don't carry it out*	O	O	O	O	O	O	O	*I always do what I said*
21. If saying "no" doesn't work... *I take some other kind of action*	O	O	O	O	O	O	O	*I offer my child something nice so he/she will behave*
22. When my child misbehaves... *I handle it without getting upset*	O	O	O	O	O	O	O	*I get so frustrated or angry that my child can see I'm upset*
23. When my child misbehaves... *I make my child tell me why he/she did it*	O	O	O	O	O	O	O	*I say "no" or take some other action*
24. If my child misbehaves and then acts sorry... *I handle the problem like I usually would*	O	O	O	O	O	O	O	*I let it go that time*
25. When my child misbehaves... *I rarely use bad language or curse*	O	O	O	O	O	O	O	*I almost always use bad language*
26. When I say my child can't do something... *I let my child do it anyway*	O	O	O	O	O	O	O	*I stick to what I said*
27. When I have to handle a problem... *I tell my child I'm sorry about it*	O	O	O	O	O	O	O	*I don't say I'm sorry*
28. When my child does something I don't like, I insult my child, say mean things, or call my child names *Never or rarely*	O	O	O	O	O	O	O	*Most of the time*
29. If my child talks back or complains when I handle a problem... *I ignore the complaining and stick to what I said*	O	O	O	O	O	O	O	*I give my child a talk about not complaining*
30. If my child gets upset when I say "no"... *I back down and give in to my child*	O	O	O	O	O	O	O	*I stick to what I said*