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AN EVALUATION OF THE PARENT EDUCATION CLASSES PROVIDED BY A
COMMUNITY BASED ORGANIZATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Judy M. Briggs
Maria Mora
June 1997

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Approved by:




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ABSTRACT

Parent education classes offered in English and in Spanish at a community based organization was the focus of the study. A positivist explanatory model with a pre-test and post-test design was used to evaluate the program. The author's hypothesized that parents who attended parent education classes would show improvement in knowledge of instrumental parental skills and sense of parental satisfaction. Findings from the analysis suggested a trend showing participant improvement in all areas. These included understanding and awareness of effective ways to communicate positively with children; to use appropriate discipline given the child's developmental stage; to cope better by using strategies and techniques for dealing with stress; and satisfaction in parenting. Community based agencies can benefit from the model used to assess the effectiveness of their parent education programs. Accountability for program outcomes makes this study valuable to social work clinicians working with at-risk families.

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INTRODUCTION

Problem Statement

Families are vulnerable to the effects of too much stress. Stress can come from environmental problems, economic factors, poor health conditions, and from being unprepared for parenting and child-care. When faced with such stressors, some families are able to cope and meet the challenges of child rearing in a healthy manner. However, for many families, the effects of too much stress are demonstrated through incidents of family violence, substance abuse, dysfunctional relationships and dissatisfaction with parenting (Longres, 1995).

Many families are at-risk for problems that could result in serious lifelong consequences. The rising number of child maltreatment cases reported to Child Protective Services is an issue which social workers must address. The number of child maltreatment cases are increasing each year in the United States. There were 73,675 sustained cases of violence and child maltreatment in California in 1992 compared to 161,612 in 1993 (U.S. Department of Health and Human Services, 1994). This alarming statistic represents an increase of over 100% in one year alone.

Several studies suggest that at-risk families are vulnerable and unable to cope with internal and

environmental stressors (Coombs & Landsveck, 1988; Fontana, 1991). Garbarino and Ebata (1983) indicated that there is a disproportionately high percentage of child abuse cases in the United States which originate in less educated, poor and minority homes. Tower (1993) proposes that this is due to the stress and frustration associated with poverty and oppression. The San Bernardino County Department of Public Social Services Family Preservation-Support Grant dated September 15, 1995, stated that families identified as at-risk for possible child maltreatment and dysfunction are often impacted by three major internal and environmental stressors: 1) low economic status, 2) cultural differences in parenting styles, and 3) substance abuse and violence.

~~*~~In the area of low socio-economic status, families at-risk for dysfunction lack the economic and material resources which may assist them in dealing with the difficulties of child-rearing practices. These deficits often weaken the family structure (Halpern, 1990). In many instances families which are in need of family intervention do not receive services. This is often due to lack of funds and lack of transportation. Coll-Garcia (1990) found that at-risk families with economic and cultural barriers underutilize family services, especially preventive care services.

Utilization of services was found to increase among those high risk families when large group parent training programs were conducted in more accessible and convenient locations such as community centers (Firestone & Witt, 1982; Kazdin, Mazurick & Bass, 1993; Prinz & Miller, 1994). This in turn created an opportunity for families to build networks in their area with others who were dealing with similar problems.

This type of approach is needed within minority communities where poverty and stressful living conditions have been associated with child abuse (Baxter, 1989; Gil, 1979; Hunter & Kilstrom, 1979). There is a disproportionate number of low-income minority families reported to Child Protective Service agencies in the United States (Hughes, 1987; Wissow & Roter, 1994). Institutional racism or misunderstandings of child discipline practices among various cultures may be a factor. Child rearing models are based on the parenting practices of the majority (Caucasian American) and are used to compare with minority behavior. There is a tendency in these models to interpret minority practices as lacking or having deficits. In some cases different types of practices may just be another way to reach the same outcome (Kelley, Power & Wimbush, 1992).

There are various studies which suggest that there may

be an impact on parenting practices due to cultural diversity. Many minority parents have not had the opportunity for guidance or assistance with parenting skills in either a formal or informal setting (Campbell, 1992). Minority cultures do not routinely seek out help for child rearing problems (Wissow & Roter, 1994). Coll-Garcia (1990) found that minority parents share a unique set of beliefs and practices which may impact child-rearing.

In a study of maternal behavior of Chicano and Anglo American families, Laosa (1980) found that culture plays a role in the variation of parent-child interactions in terms of disciplining practices and parenting styles. Cultural differences are a factor in minority families who are at-risk for family dysfunction; such as families that have different communication patterns and rules (Tower, 1993). For example, Hispanic families are more likely to be living as single parent families and they often have an extended family support system (Lum, 1996). In the Hispanic family that is intact, however, the father is likely to be the undisputed authority. If the father is unable to provide for and protect his family he often feels depressed. This may cause family tension which may result in violence (Mizio, 1983).

Scolar and Stein (1993) found that spanking was a

prevalent means of discipline in the United States. Straus (1991) confirmed this when he found that over 90% of American parents use physical punishment as an attempt to correct misbehavior. This observation makes it necessary for minority as well as majority parents to receive training. Such training can assist parents in the effective discipline of their children according to age-appropriate stages.

Child maltreatment and substance abuse have both emerged as critical issues for public policy and clinical practice (Famularo, Kinscherff & Fenton, 1992). Parental substance abuse often contributes to severe family dysfunction and elevates the risks of child maltreatment. Parental alcoholism has been positively associated with child maltreatment (Behling, 1979; Famularo, Stone, Barnum & Wharton, 1986; Kaplan, Pelcovitz & Salzinger, 1983). Recent studies support the notion that families with a history of substance abuse and family violence have poor parenting skills and family relationship problems (Plasse, 1995; Conger, R.D., Rueter, M.A. & Conger, K.J., 1994). [The United States Department of Health and Human Services (1991) completed a study of parents with a history of substance abuse amongst their children and found that parent training was a critical component to prevention.

Wolfe and Korsch (1994) noted a recent shift in professional awareness and attitudes towards family violence and alcoholism. These issues are not only problematic for the adults in the family but also for the children. Children in these families experience psychological and social problems such as lowered self-esteem, depression, and difficulty in the appropriate expression of feelings (Domonico & Windle, 1993; Reich, Earls, Frankel & Shayka, 1993; Sheridan & Green, 1993). Problems develop when children grow up in this type of dysfunctional family. Children with these problems often exhibit disruptive and maladaptive social skills (Black, Bucky & Wilder-Padilla, 1986; Jones & Houts, 1992). Furthermore, children of substance abusers are at high-risk for drug and alcohol abuse and assorted anti-social and dysfunctional behaviors (Vicary & Lerner, 1986; Johnson & Pandena, 1991; Coombs & Landsveck, 1988).

* There is a need for effective and efficient parent education classes to teach at-risk families how to deal with family dysfunction, improve parental satisfaction, and reduce the rate of child maltreatment. Hepworth and Larsen (1993) state, "deficiencies in parenting skills can be a major factor that contributes to child maltreatment" (p. 226). Parent training may assist in reducing child

maltreatment and family dysfunction.

A variety of approaches have been designed to assist at-risk families. These programs target family dysfunction and improved parental satisfaction, with the goal of reducing child maltreatment. Several studies state that the most effective parent education programs focus on the following areas: Improving coping skills; and educating parents as to their ability to find necessary resources (Patterson, Littman & Hinsey, 1974; Hawkins, 1972; and O'Dell, 1974). Arguably, there is need to assess the value of parenting programs as well.

✂ Parenting skills must be cherished and valued by society. Being a satisfied and competent parent is one of the most difficult and challenging tasks in life, and yet, society requires that those individuals who work closely with children must have specialized training (child counselors, psychologists, social workers). Ironically, the parents and primary caretakers of children have not been required to have any parental education.

Consistent with the goals of the Family Preservation-Reunification plan for the County Department of Public Social Services (DPSS), community based organizations have been encouraged to design and implement parent education programs. Such programs involve work with at-risk families

so that they can learn skills and coping strategies which will assist them in remaining together safely as a family (Berry, 1994; Barth, 1994).

The purpose of this study is to evaluate the group parent education classes which are being offered by clinicians of a community based agency. Such classes are in accordance with the first year mission statement of a Department of Public Social Services (DPSS) Family Preservation-Family Support Services five year Grant (Grant). The explicit client problem and need identified by the Grant was lack of parenting skills. These occur among at-risk families within a specific low socio-economic area in San Bernardino County. Culturally sensitive parent education training for at-risk families held at community sites was developed by the community based organization. This type of intervention is based on the assumption that if a parent gains knowledge about instrumental parenting skills, the individual will have a sense of efficacy over parental responsibilities. Plus, they will have an improved sense of parental satisfaction regarding their role as parent.

Numerous studies in the literature now document the positive role parent education programs play in improving parenting skills. [Evidence suggests that families who enter

prevention programs at the highest level of risk are those who are most likely to benefit from such interventions. These families tend to earn higher scores on standardized measures of risk assessment and maltreatment rates, and lower scores on standardized measures of parenting knowledge and personal functioning (Olds & Kitzman, 1993; Daro, Jones, & McCurdy, 1993). [Studies have found that locating prevention services within high-risk communities and offering them through community-based organizations creates a more positive and less threatening service delivery environment (Daro, 1988; Browne, Davies & Stratton, 1988).

* Parent education and center-based services also have produced positive gains in overall parenting skills and in the increased use of community resources. This is critical if families are to move from services to self-sufficiency (Levine, 1988). The most notable outcomes of these efforts include an increase in positive parent-child interactions, more extensive use of social supports, less use of corporal punishment, and higher self-esteem and personal functioning (Daro & McCurdy, 1994).]

Positive findings also have been noted among prevention programs providing parenting services for less than six months (Rodriguez & Cortez, 1988; Wolfe, Edwards, Manion & Koverola, 1988). Taylor and Beauchamp (1988) reported

notable differences in parenting knowledge, skills, and attitudes among participants receiving only four visits compared to a no-service control group. Results increased when services were provided by members within the community who share many of the same values and experiences (Gray, Culter, Dean & Kempe, 1979; Lerner, 1990). This type of service provides interpersonal skills and also help manage class and cultural barriers that may occur between provider and client (Austin, 1978).

Current research has focused on the importance of developing a trusting relationship with parents by being respectful of their expressed values in their community/culture (Kirby, 1995). This trust increases parental participation in such classes and increases the likelihood of parents to make use of newly learned parenting skills. A cooperative and trusting environment becomes a source of strength for family members and increases their parental functioning (Lantz, 1993). Various studies focusing on parent training programs demonstrate that the more positive the parental attitude, the less punitive forms of punishment are used (Chaffin, Kelleher, Harber, Harper & Crone, 1994; Eyeberg & Johnson, 1974).

McKenry and Gavazzi (1996) studied parenting practices and interventions which were directed toward the promotion

of effective parenting practices among the Appalachian population. People living in this region were of diverse ethnic and national backgrounds included European groups, Amish, Hispanics, American Indians, and African Americans. This research used an ecological framework to build on the parenting practices and interventions skills that were strengths within family systems. This allowed the community to obtain the support, information, and improved skills that were culturally responsive and effective for them. This study found that building a community support system that strengthens and supports families has an important indirect effect on parenting by promoting the welfare of the children and the community at large. Such support assists parents with mastering issues in their own lives and helps them address issues of belonging to a community that affect parents and children (Kagan, Powell, Weissbourd & Zigler, 1987):

Problem Focus

This research is a program evaluation that uses a positivist explanatory study. A positivist study is the paradigm of choice since causality is addressed. The researchers asked the following question: What impact do the parent education classes offered by the community based agency have on parents of at-risk families? Do the classes

have an effect on parent's level of instrumental parenting knowledge and affective sense of parental satisfaction? The authors hypothesized that parents who participated in the parenting classes were likely to show increased knowledge of instrumental parenting skills.

Parenting knowledge was assessed according to these three areas: 1) an awareness and understanding of effective ways to express feelings and ways to communicate positively with children, 2) an awareness and understanding of ways to discipline that are appropriate given the developmental stage of the children, and 3) an awareness and understanding of more effective coping strategies and techniques in dealing with stressors.

The authors also hypothesized that parents were likely to show an increased level of parental satisfaction. Parental satisfaction was assessed according to the level of enjoyment and pleasure received by parents in three areas: 1) relationships with the children, 2) the behavior of children, and 3) the parents role as parent. Parents participated by attending parent education classes for six weeks for two hours per week at one of the three community based locations (the agency, a public school, the Head Start facility).

Central to this evaluation was the focus on the social

worker's role in direct practice involving group intervention. Thus, there are implications for the administrative and policy planning areas of practice. This is because the program included a formative and summative approach to the evaluation. The results are to be used to restructure and reorganization the program if warranted. The summative part of the evaluation was concerned with the ultimate success of the parent education program. Results from this study will be used to assist the community based agency in determining whether or not it should continue its parent education classes in the same manner it currently utilizes. The formative part of the evaluation contains information helpful in planning and improving the implementation of this program over the next three years.

RESEARCH DESIGN AND METHODS SECTION

Design of the Study

This is a positivist explanatory study. The researchers chose a positivist study as the paradigm of choice since causality is addressed. The research question was: What impact does the parent education program offered by clinicians of a community based agency have on the participant's level of instrumental parenting knowledge? What effect did these have on the sense of parental satisfaction for at-risk families within a specific low

socio-economic area in Southern California?

The model for this research is suggested by Weiss and Jacobs (1988) which divides program evaluation into five tiers: The first tier focuses on the pre-implementation stage of program evaluation; the second tier focuses on accountability; the third tier involves program clarification; the fourth tier focuses on progress towards objectives; the fifth tier focuses on program impact. According to this method of program evaluation, this research is at the third tier, as it involved program clarification for the purpose of providing information to the agency staff to improve the parent education program. Input from program staff and program participants was used to clarify what tasks were to be completed and by whom. There was a six week attendance requirement to get a certificate of completion.

For the purpose of this research, knowledge of instrumental parenting skills was operationally defined as follows. An increased understanding and awareness of appropriate parenting techniques and strategies in the following three areas: 1) effective ways to express feelings and ways to communicate positively, 2) ways to discipline that are appropriate given the developmental stage of the children, and 3) more effective coping tools to deal with

parental stressors. The hypothesis was that parents who participate in the parent education classes would demonstrate an improved level of knowledge and awareness of instrumental parenting skills.

For the purpose of this research, parental satisfaction was defined as enjoyment and pleasure in: Relationships with the children; behavior of children; and role as parent. The hypothesis was that parents who participated in the parent education classes would indicate an improved level of parental satisfaction.

Study Sample

This research used a non-probability sampling which relied on availability of participants. In this case participants were either referred to the community based agency for parent education classes because they had problems with substance abuse, domestic violence, child abuse. Parents were also self-referred because of stressors such as lack of parenting skills, low socio-economic status, or problems related to cultural differences. Therefore, results from this study are not necessarily generalizable. Parents who agreed to participate were referred for parent education classes by several sources. These included Child Protective Services, referrals from other agencies due to the family's history of substance abuse and/or family

violence, Head Start, and Self. According to the requirements of the Family Preservation-Family Support Grant, the participants in this sample lived within a specific geographic community in Southern California. This community was representative of a low socio-economic area as determined by the number of Aid to Families with Dependent Children (AFDC) recipients within its boundaries.

Data Collection and Instruments

The data for this study was gathered by asking the sample participants to complete a survey instrument which was made available in English and in Spanish. The instrument was designed to elicit information as to demographic characteristics, parent effectiveness and satisfaction with parenting. Parents had to volunteer for participation in this research before they attended the first parent education class. The participants were read a statement explaining the nature and the purpose of the study and related ethical considerations (See Appendix A).

Parents were asked to complete a Demographic Survey (See Appendix C) at the beginning of the first session. This instrument solicited information regarding the participant's age, gender, ethnicity, occupation, marital status, number of children, ages of children, socio-economic status and referral source.

Parents were also asked to complete a Parent Education Questionnaire (See Appendix D). This instrument was administered through a pre-test and post-test designed to measure knowledge and awareness of instrumental parenting skills and parental satisfaction. The pre-test was administered at the beginning of the first parent education session and the post-test was administered at the end of the last session. This instrument contained 34 items designed to measure knowledge of instrumental parenting skills and levels of parental satisfaction. These two constructs were encompassed by the following four areas: Effective ways to express feelings and ways to communicate positively (See item numbers 1,6,9,12,13,16,27); Ways to discipline that are appropriate given the developmental stage of the children (See item numbers 2,3,7,18,20,29,30); Effective coping tools to deal with stressors (See item numbers 19,21,23,31); and parental satisfaction (See item numbers 4,11,26). After completion of the pre-test and post-test each participant was provided with a Debriefing Statement (See Appendix B).

The face validity of the Parent Questionnaire was tested by showing it to four parent education clinicians, five parents, and one program administrator of the community based organization which provides the parent education classes. From their input, appropriate questions were

selected as agreed upon as appropriate measures of the areas related to knowledge of instrumental parental skills.

The questions used to measure parental satisfaction represent the Kansas Parental Satisfaction Scale (KPS) designed to measure affect and satisfaction with parenting. This three item instrument (See item numbers 4,11,26) has good internal consistency with alpha's of approximately .80. It has been used with Caucasian and Korean-American couples primarily, however, the researchers found it to be straightforward and easily adaptable to Spanish translation in seeking responses from Latino parents. The KPS had good concurrent validity, correlating significantly with marital satisfaction and the Rosenberg Self-Esteem Scale (Fisher & Corcoran, 1994).

Protection of Human Subjects

The participants privacy was protected using the following procedures consistent with The Institutional Review Board (IRB) guidelines at California State University at San Bernardino, California.

The researchers assigned each participant a numerical code which was kept confidential within the community based agency. The researchers were the only ones who had access to the code in order to eliminate the possibility of anyone discovering the identity of the participants. All

participants were provided with a consent form informing them of safeguards which were designed to maintain confidentiality, anonymity, and freedom from injury or harm resulting from their participation in this study. This form also contained information regarding their right to withdraw from the study at any time with no repercussions.

The researchers gave a Debriefing Statement (See Appendix B) to each participant when they completed the pre-test and post-test questionnaire. This Debriefing Statement provided the participants with information as to how they could receive the results of the study. The statement also instructed the participants as to the purpose of the study and provided them with telephone numbers of sources in case they had any questions regarding the research (See Appendix A).

Data Analysis

After the data was collected from the pre-test and post-test questionnaire, a formal statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS), Version 7.1. This questionnaire was coded, reverse scored where appropriate, and summative scores and a total scores were calculated. The data was analyzed to determine whether there was a relationship between the demographics variables, the parent education classes

(independent variable) provided by clinicians of a community based agency, and knowledge and awareness of instrumental parenting skills and parental satisfaction (dependent variables). The dependent variables represented the goals of the parent education program, and were operationally defined for this study as follows: a) understanding of effective ways to express ways to express feelings and ways to communicate positively with children, b) understanding of ways to discipline children that are appropriate given the developmental stage of the children, c) understanding of more effective coping strategies and techniques in dealing with stressors, and d) level of parental satisfaction.

RESULTS

The data was analyzed and presented in tables. Included in the information were frequencies, measures of central tendency and t-tests for measuring the differences between groups of participants. According to the figures (See Table 1) the sample size consisted of 20 participants. Of these, six were Spanish speaking and 14 spoke English only. Seventy percent (n=14) of the participants were between the ages of 20 and 30. Twenty-five percent (n=5) were between the ages of 31 and 40. Five percent (n=1) were between the ages of 41-48. Seventy percent (n=14) of the participants were married and thirty percent (n=6) were

unmarried. Twenty-five percent (n=5) completed up to 8 years of school and seventy-five percent (n=15) completed between 9 and 16 years of school. Sixty percent (n=12) of the participants were Hispanic, fifteen percent (n=3) were Caucasian, and twenty percent (n=2) were African American, or Asian. Five percent (n=1) did not respond to this question. Forty percent (n=8) had between 1 to 2 children, fifty-five percent (n=11) had between 3 to 4 children, and five percent (n=1) had 5 to 6 children. Seventy-five percent (n=15) of the participants were unemployed and twenty-five percent (n=5) were employed. Fifty percent (n=10) had an income of under \$9,999 per year, forty percent (n=8) had an income of between \$10,000 and \$19,999 per year, five percent (n=1) had an income of \$20,000 to \$29,999 per year. Fifty-five percent (n=11) participants were referred by Child Protective Services, twenty percent (n=4) were referred by the parent coordinator at Head Start and thirty percent (n=5) were self-referred.

Spearman's rho correlational analysis were run to examine the relationship among the variables. According to the findings only one of the correlations reached statistical significance: Parents who were closer to the age of thirty years old were more likely to understand effective ways to express feelings and communicate positively with

children ($R=.523$, $p=.018$).

The researchers anticipated that the t-tests would produce results indicating a positive relationship between parent education classes (independent variable) and knowledge and awareness of instrumental parenting skills and parental satisfaction (dependent variables). A paired t-test was performed to determine if there was any significant difference between the pre-test and post-test mean scores. While a trend indicated some improvement between the pre-tests and post-tests, this research did not find a difference at a p level of .05 (See Table 2).

Given these findings, the researchers decided to examine the difference between the two ethnic groups across the data. A statistically significant difference at a p level of .05 was seen between the mean scores of the Spanish and English speakers in the areas of effective coping techniques and strategies and on the overall mean scores in the area of knowledge and awareness of instrumental parenting skills (See Table 3).

DISCUSSION

This research evaluated a parent education program for at-risk families. The community based organization which solicited this study is in its third year of a Department of Public Social Services Family Preservation-Family

Reunification Grant. The goal of the research was to provide a quantitative study on the effectiveness of this social service program. Evaluations of program effectiveness and outcome based treatment interventions are required by San Bernardino County.

The hypothesis was that the parent education classes offered by the community based agency would have an effect on knowledge and awareness of instrumental parenting skills and parental satisfaction. While the quantitative findings of this study do not completely support the hypothesis, the results showed a trend. This trend indicated improvement in the following areas: Understanding effective ways to express feelings and ways to communicate positively with children; understanding more effective ways to discipline that are appropriate given the developmental stage of the children and; understanding more effective coping strategies and techniques in dealing with stressors; and parental satisfaction.

The participants who benefitted from the parent education classes were from at-risk families who showed improvement in knowledge and awareness of instrumental parenting skills in a six week program. This research finds support in numerous research that indicated that at-risk families benefit from and produced positive gains in

knowledge, skills and attitudes when offered parent education classes (Taylor & Beauchamp, 1988).

The parent education classes offered by the community based agency in this study were held for six weeks, two hours per week. Improvement in parenting skills in such a short time was also noted to occur only after four sessions of parent education classes by Olds & Kitzman (1993). Positive findings have also been noted among prevention programs providing parenting services for less than six months (Rodriquez & Cortez, 1988; Wolfe, et.al., 1988).

While the findings in this study suggested a trend of improvement in parenting skills, the cultural diversity of the participants may have accounted for the lack of statistical significance at the $p=.05$ level. The importance of the role of culture in the variation of disciplining practices and parenting styles has been noted in various studies (Campbell, 1992; Coll-Garcia, 1990; Laosa, 1980; Tower, 1993; Wissow & Roter, 1994). It is possible that while the parent education classes evaluated in this study were considered to be culturally sensitive, there may have been elements of diversity among the participants' parenting practices which were not adequately addressed.

The correlation between age and understanding effective ways to express feelings and ways to communicate positively

with children on the pre-test questionnaire indicated that the older the parent, the better communication skills they possess. There may be several reasons which impacted this finding. For example, more positive communication in the older parent may be the result of variables such as experience, education, and/or awareness.

While literature as to the relationship between age and parenting was unavailable, there are studies which focus on the role strain associated with parenting. These studies suggest that as parents age they tend to be more encouraging, neutral, supportive and increasingly comfortable with the parental role (Newman & Newman, 1991).

Providing parent education classes at convenient sites within the community helped to manage cultural barriers that may otherwise occur between a provider and client and has been found to be a positive approach to parent education (Austin, 1978; Firestone & Witt, 1982; Daro, 1988; Browne, et. al., 1988; Kazdin, et. al., 1993 Prinz & Miller, 1994). This may account for the trend indicated in this study. All parent education classes offered by the community based agency studied in this research were offered at convenient community sites.

Several studies have suggested that parent education classes offered at community centers have produced positive

gains in overall parenting skills and increased positive parent-child interactions (Levine, 1988; Daro & McCurdy, 1994). The current study supports these findings. Providing services in the parent's community facilitates trust between the educator and the parent which is a strength in improving parental function (Lantz, 1993; Kirby, 1995).

All twenty participants who attended the parent education classes completed the six week course, qualifying them for a Certificate of Completion. This finding also lends support to studies which indicated that providing culturally sensitive community based services created a more positive and less stressful service delivery environment while increasing participation (Kagan, et. al., 1987; Daro, 1988; and Brown, et. al., 1988; Kirby, 1995; Lantz, 1993).

One of the most provocative findings, though not the focus of this study, was that parents who took the pre-test in Spanish scored higher than those who took the pre-test in English. This finding certainly is counter to the view that considers minority practices to be lacking or having deficits (Kelley, et. al., 1992). The current study found that Spanish speaking parents scored higher than English speaking parents in all areas indicating knowledge and awareness of instrumental parenting skills. Why this result occurred is uncertain, however, it is possible that a random

variable influenced the outcome. For example, Spanish speaking parents may have a qualitatively different approach to parenting than other parent populations.

IMPLICATIONS

Further research in the area of parent education programs for at-risk families is recommended. There is need for the development of a standardized instruments to examine the skills of parents from culturally different groups. Due to the diversity of the types of parent education programs offered by community based agencies for at-risk families, there is also a need for future research into effective parent education models.

The current research will assist in further evaluation of parent education programs, however, there were several limitations in this research as indicated by the data. Relatively few subjects participated in the study which prevents generalizability and the manipulation of data. Further studies on parental education effectiveness programs should also make use of a control group to improve the internal validity and external validity of the study.

Another limitation was that the questionnaire may not have been designed to accurately reflect the goals of the parent education program which compromised construct validity. Casler (1994) found the "testing instrument played

a significant role in hindering the quantitative results" (p. 25) due to random and inappropriate responses by participants. While researchers did consult with various sources in developing the pre-test, post-test parent education questionnaire, the areas to be evaluated were not necessarily representative of the questions asked. Use of appropriate and culturally sensitive standardized instruments may be more appropriate for future research.

The majority of participants were referred to the parent education classes from Child Protective Services. It is possible that high scores on the pre-test were the result of a halo effect or self-report bias (Rubin & Babbie, 1993). Some parents may not have felt comfortable in providing candid responses to questions on the pre-test due to lack of trust in the confidentiality of the procedure. If trust was built with the community based parent education teacher before the pre-test, participants may have responded differently on the pre-test. This approach may yield outcomes more reflective of the effectiveness of the program to be evaluated. Further research should include a session whereby a trusting relationship could be established prior to the pre-test administration.

It would be helpful to work with the parent in a naturalistic setting where the actual application of

parenting skills could be modeled and observed. Home visits would be a valuable part of the education and evaluation process. Involvement and feedback from the children and spouse affected by the participants who are attending parent education classes should also be encouraged in any future study using a qualitative and quantitative method were used to gather data.

Social workers who assist at-risk families should also be aware of the critical importance of developing programs to reduce family problems. These problems include, but are not limited to, cycles of substance abuse, family violence and child maltreatment. If these problems are addressed, child maltreatment will decrease and parental satisfaction and family empowerment will increase. This is consistent with the belief that parent education is critical to the healthy development of children and the healthy function of families in general (Earls, McGuire & Shat, 1992; Chilman, 1975; Hawkins, 1972; Dinkmeyer & McKay, 1989).

Parent education programs need to be offered at sites that are within the at-risk family's community. This is consistent with Gray, et. al. (1990) whose findings suggested that participation and results increased when services were offered within the community. Futhermore, Lantz (1993) found that culturally sensitive programs

increased and participation and utilization of skills learned also improved when classes were held within the at-risk family's community.

Since many at-risk families may lack material resources and income to assist them with learning ways to deal with stressors associated with parenting, social workers should provide services at low-cost or sliding scale fees. Community based agencies, city, school and private sector collaborative could be facilitated by social workers to assist in identifying ways in which to address funding issues.

Social workers need to have ongoing training in order to understand the negative impact of substance abuse and violence on family function using a multi-system approach. Parent education classes designed for parents with relapse related to substance abuse would be beneficial. Multi-family groups may also be of assistance to families with this problem.

Education and ongoing in-service should be provided to social workers so that they are more sensitive to issues of institutional racism or misunderstanding of child discipline practices within cultures. Part of this training should include using the strengths perspective. Studies show that family empowerment and self-determination improved when

family strengths were identified and used as part of a treatment intervention (Kagan, 1987). One's ethnicity and pride of cultural values may be viewed as a strength.

Parenting is needed within at-risk communities where poverty and stressful living conditions are associated with child abuse (Baxter, 1989; Gil, 1979; and Hunter & Kilstrom, 1979). Child maltreatment cases being reported had risen one hundred percent in the most recent survey (U.S. Health and Human Services, 1994). Social workers must advocate policy which addresses the need to provide parent education training as well as the expansion of services. Emphasis should include prevention and early intervention. Parent education training should be provided through school based programs, Head Start, State pre-schools, and any community where families are at-risk.

Social workers must be willing to advocate for policy to provide better services for at-risk families. Services such as perinatal child-care, ongoing parental education, community user-friendly, culturally sensitive parent education classes are all necessary in order to reduce cycles of family violence and substance abuse. As parental satisfaction and empowerment improves, the ultimate goal of reducing child maltreatment will become a reality.

In conclusion, the community based organization which

solicited this research offered parent education classes to at-risk families. The data showed a trend indicating that parents who participated improved their knowledge and awareness of instrumental parenting skills and parental satisfaction. Limitations of this study were discussed and recommendations were made. Future research into the area of the development of a culturally sensitive standardized instrument for evaluating parent education programs will assist social workers in outcome based treatment requirements. Further studies into effective parent education models for at-risk families using a strengths perspective and which respects cultural diversity should be encouraged.

APPENDIX A

CONSENT FORM

I consent to serve as a participant in the research investigation entitled An Evaluation of the Parent Education Classes. The nature and general purpose of the study has been explained to me by Maria Mora and/or Judy Briggs from the Social Work Department of California State University at San Bernardino (CSUSB).

STATEMENT OF PURPOSE

The purpose of this research is to evaluate the Parent Education Classes being offered by counselors at a community based agency according to the first year mission statement of the Department of Public Social Services (DPSS) Family Preservation/Family Support Services five year Grant in collaboration with the Focus West program. The research team will ask certain research questions to all participants. The purpose of these questions is to assess knowledge of parenting skills and sense of parental satisfaction.

Participation in this research is voluntary and you are free to withdraw consent or stop participating at any time. The withdrawal from the research project will not exempt you from taking the Parent Education Classes offered. Please be assured that any information you provide will be held in strict confidence by the researchers. At no time will you name be reported along with your responses.

Any questions that you may have about this research will be answered by the researchers or by an authorized representative of CSUSB. The research team has the responsibility for insuring that participants in research projects conducted under university auspices are safeguarded from injury or harm resulting from such participation.

On the basis of these statements, I voluntarily agree to participate in this project. I acknowledge that I am at least 18 years of age.

_____ Participant's Signature	_____ Date
_____ Researcher's Signature	_____ Date

APPENDIX A

Forma de Consentimiento

Yo doy mi consentimiento para servir como participante en la investigación titulada Una evaluación del padre Hispánico en clases de educación. El propósito general del estudio fue explicado y leído a mi por Maria Mora del departamento de trabajos sociales de la Universidad del estado de California en San Bernardino (CSUSB).

DECLARACION DE PROPÓSITO (LEER A LOS PARTICIPANTES)

El propósito de esta investigación es para evaluar las clases en español en educación para padres, estas clases se están ofreciendo por consejeros de la agencia de la comunidad, de acuerdo con la declaración de la misión del primer año del Departamento de Servicios Sociales Públicos (DPSS) Preservación de la Familia/Servicios de apoyo para la Familia subsidio de cinco años en colaboración con el programa Focus West. El equipo de investigación hará preguntas de investigación al empezar y terminar el estudio a todos los participantes. El propósito de estas preguntas es para apreciar las habilidades de ser padres y las satisfacción de ser padres.

La participación en esta investigación es voluntaria y usted esta libre de retirar su consentimiento en cualquier momento. El retiro de este proyecto investigativo no lo hará exento de tomar las clases en español de educación para padres. Nada de la información que usted proporcionó será conectada con su nombre ya que todos los exámenes serán identificados solo por un código de cuatro números que usted escogerá. Toda la información que usted proporcione será confidencial y su identidad será anónima. Por favor, a todas las preguntas dé una respuesta. Trate de hacer lo más honesto posible. Gracias por su participación.

Cualquier pregunta que puedan tener sobre esta investigación serán resueltas por los investigadores o por un representante autorizado de (CSUSB) la Universidad de estado de California en San Bernardino. El equipo de investigaciones tiene la responsabilidad de asegurar que todos los participantes en los proyectos de investigación conducidos bajo los auspicios de la Universidad serán protegidos de daños o perjuicios que puedan resultar de tal participación.

Sobre esta declaración, Yo voluntariamente estoy de acuerdo de participar en este proyecto. Yo reconozco que por lo menos tengo 18 años.

Firma del Participante

Fecha

Firma del Investigador

Fecha

APPENDIX B

DEBRIEFING STATEMENT

The research team would like to thank you for voluntarily participating in our research project. The purpose of this study was to assess the parent education classes offered at this agency so that they may provide effective services to their clients. We would like to emphasize that all information collected is strictly confidential and at no time will your identities be revealed. We encourage participants to contact the research team if you have any questions regarding this project. For written results of this study, you may contact the following individuals:

Dr. Lucy Cardona
Professor, California State University
San Bernardino (909) 880-5559

Olivia Sevilla, Director
Bilingual Family Counseling Services
(909) 986-7111

Dr. Teresa Morris
Professor, California State University
San Bernardino (909) 880-5561

Judy Briggs, Maria Mora
Department of Social Work
California State University
San Bernardino (909) 880-5501

APPENDIX B

Declaracion de Informe

El grupo de investigación les da las gracias por participar voluntariamente en nuestro proyecto de investigación. Queremos dar énfasis que toda información colectada es estrictamente confidencial y que en ningún tiempo se revelarán sus identidades. Queremos animar a los participantes que se pongan en contacto con el grupo de investigación si tienen preguntas sobre este proyecto. Para obtener resultados por escrito sobre este estudio, usted puede ponerse en contacto con los siguientes individuales:

Doctora Lucy Cardona, Profesora del
Departamento de Asistente Social
Universidad del Estrado de California en
San Bernardino (909) 880-5559

Olivia Sevilla, Directora de
Servicios Bilingüe de Consejos para Familias
(909) 986-7111

Doctora Teresa Morris, Profesora del
Departamento de Asistente Social
Universidad del Estrado de California en
San Bernardino (909) 880-5561

Judy Briggs o Maria Mora, del
Departamento de Asistente Social
Universidad del Estrado de California en
San Bernardino (909) 880-5501

APPENDIX C

PARENT DEMOGRAPHIC INFORMATION

Please complete the following questionnaire. Any questions that you do not wish to answer please leave blank. You may stop at any time. Thank you.

1. Your age: ___
2. Gender: Female__ Male__

3. Married__
Single__
Divorced__
Separated__
Widowed__

4. Education - highest grade completed in school ___

5. Ethnicity - Caucasian__
Hispanic__
African American__
Native American__
Asian__
Other__

6. Number of children and their ages _____

7. Employment: Unemployed__
Disabled__
Student__
Employed - Occupation_____

8. Income: Between 0 to \$9,999 per year__
Between \$10,000 and \$19,999 per year__
Between \$20,000 and \$29,999 per year__
Between \$30,000 and \$39,999 per year__
Over \$40,000 per year__

9. Who referred you to these classes? (self-referred, DPSS, CPS, Probation, Court/law enforcement, this agency, other agency, other) _____

APPENDIX C

Información Demografico de Padres

Por favor complete es sugurente cuestionario. Cualquier preguntas que usted no deasea completar por favor deje en blanco. Usted puede parar cuando usted desea. Gracias.

1. Su Edad:___
2. Género: Hembra___ Macho___
3. Casado(a)___ Soltero(a)___ Divorciado(a)___
Separado(a)___ Uindo(a)___
4. Educacion - El grado más alto terminado en la escuela___
5. Etnicidad - Anglosajón___ Hispano___
Africano Americano___ Nativo Americano___
Asiatico___
Favor de especificar si es de orta etnicidad_____
6. Numero de niños en su familia_____
7. Las edades de su niños_____
8. Empleo: Desempleo___ Incapacitado___
Estudiante___ Empleado-Ocupación___
9. Ingreso: Entre 0 a \$9,999 por año___
Entre \$10,000 a \$19,999 por año___
Entre \$20,000 a \$29,999 por año___
Entre \$30,000 a \$39,999 por año___
Sobre \$40,000 por año___
10. Quien lo referio a esta clases?
 - A. Yo mismo___
 - B. El departamento de Servicio Sociales___
 - C. Servicio para la protección de niño___
 - D. Probación___
 - E. Corte/Cumplimiento Forzado (una ley)___
 - F. Esta Agencia___
 - G. Otra Agencia___

APPENDIX D

PARENT EDUCATION QUESTIONNAIRE

For each of the following questions, please circle the number that most clearly reflects your opinion, Thank you.

- | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
|---|--------------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| 1. When I am not happy with my child's behavior I actively let him/her know by complaining or by nagging | 2 | 3 | 4 |
| 2. I look my child in the eyes to communicate important information. | 2 | 3 | 4 |
| 3. I take away things my child likes as a method of discipline. | 2 | 3 | 4 |
| 4. I am satisfied with my relationship with my child. | 2 | 3 | 4 |
| 5. When my child misbehaves I allow him/her to "do their own thing" as a way of discipline him/her so him/her can learn for themselves. | 2 | 3 | 4 |
| 6. When I want to demonstrate my love to my child I spend special time playing with him/her. | 2 | 3 | 4 |
| 7. When my child misbehaves I threaten, yell, spank to get his/her attention. | 2 | 3 | 4 |
| 8. I use talking as a method of discipline for it provides effective learning techniques to children. | 2 | 3 | 4 |
| 9. I usually have family meetings to ensure communication among family members. | 2 | 3 | 4 |

Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	
1	2	3	4	
10. When I want to let my child know how I feel I use the word "I", for example: "I feel.....".	1	2	3	4
11. I am satisfied with the behavior of my child.	1	2	3	4
12. My child knows when I am frustrated by his/her behavior because I scold him/her.	1	2	3	4
13. When I find that I am angry at my child's behavior I let him/her know by hitting or yelling.	1	2	3	4
14. When I can no longer tolerate my child's behavior I actively let him/her know by picking on him/her.	1	2	3	4
15. When I discipline my child I am always right.	1	2	3	4
16. When I talk to my child, I use a firm and calm tone of voice.	1	2	3	4
17. When talking to my child, I use a loud and mean tone of voice to get my message across.	1	2	3	4
18. I usually punish as a method of discipline.	1	2	3	4
19. When I feel stress, I try to tell myself I'm doing an ok job with my child.	1	2	3	4
20. When I discipline my child's behavior I make sure he/she knows the behavior is not right or unacceptable.	1	2	3	4

Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1	2	3	4

21. I drink alcohol or eat to cope with my stress.

1	2	3	4
----------	----------	----------	----------

22. My child know I care about him/her, I do not have to show it in any special way.

1	2	3	4
----------	----------	----------	----------

23. When I experience parenting stress, I yell or hit others to cope with my feeling.

1	2	3	4
----------	----------	----------	----------

24. My children know that I love them because I tell them "I love you".

1	2	3	4
----------	----------	----------	----------

25. It is not important to have family rules. I make/change the rules for my family as we go along.

1	2	3	4
----------	----------	----------	----------

26. I am satisfied with myself as a parent.

1	2	3	4
----------	----------	----------	----------

27. My child knows when I am listening because I nod my head or I answer.

1	2	3	4
----------	----------	----------	----------

28. When my child misbehaves he/she must tell he/she understnads what can happen if he/she misbehaves.

1	2	3	4
----------	----------	----------	----------

29. I review plans with my child to make sure he/she understands what can happen if he/she misbehaves.

1	2	3	4
----------	----------	----------	----------

30. When my child misbehaves I use discipline such as giving additional chores or send to room for short period of time.

1	2	3	4
----------	----------	----------	----------

31. When I experience parenting stress, I take a time-out for myself such as calling a friend or leaving the room.

1	2	3	4
----------	----------	----------	----------

Strongly disagree **Somewhat disagree** **Somewhat agree** **Strongly agree**
1 **2** **3** **4**

32. My child knows when I am listening to what he/she is saying because I repeat back what I hear.

1 **2** **3** **4**

33. when I am happy with my child's behavior I actively let him/her know through praise, attention, treats, hugs, kisses, or pats on the back.

1 **2** **3** **4**

34. I don't feel it is necessary to look at my child in the eye because my child can hear me.

1 **2** **3** **4**

APPENDIX D

CUESTIONARIO PARA LA EDUCACIÓN DE LOS PADRES

Para cada de las siguientes preguntas, por favor circule el numero que mas claramente refleja su opinión. Gracias.

Disentir Fuertemente	Disentir Un Poco	Acordar Un Poco	Fuertemente Acordar	
1	2	3	4	
1. Cuando estoy disgustado con el comportamiento de mi niño, Yo de una manera activa le doy a entender a él/ella con quejarme o con regañarlo.	1	2	3	4
2. Yo hago contacto con los ojos de me niño cuando le comunico información importante.	1	2	3	4
3. Le quito privilegios como forma de diciplina.	1	2	3	4
4. Estoy satisfecho con la relación que tengo con mi niño.	1	2	3	4
5. Cuando my niño se prota mal dejo que él/ella "haga lo que quieran" como forma de diciplina a él/ella puedan por si mismos.	1	2	3	4
6. Cuando quiero demostrarle amor a mi niño tomo tiempo para jugar personalmente con ellos.	1	2	3	4
7. Cuando mi niño se porta mal yo uso amenazas, gritos, or azotaina como mi forma de diciplina preferida.	1	2	3	4
8. Yo uso explicación como forma de diciplina porque proprciona una técnica eficiente para que los niños aprendan.	1	2	3	4
9. Me aseguro de tener juntas de familia para asegurar que haiga comunicación entre miembros de la familia.	1	2	3	4

Disentir Fuertemente	Disentir Un Poco	Acordar Un Poco	Fuertemente Acordar
1	2	3	4

10. Cuando quiero comunicarle a mi niño mis sentimientos sobre su comportamiento Yo uso claramente al palabra "Yo" en declaraciones come "Yo siento..."

1	2	3	4
----------	----------	----------	----------

11. Estoy satisfecho con el comportamiento de mi niño.

1	2	3	4
----------	----------	----------	----------

12. Mi niño sabe cuando estoy frustrado con su comportamiento porque lo regaño a él/ella.

1	2	3	4
----------	----------	----------	----------

13. Cuando estoy enojado con el comportamiento de mi niño le dejo saber a él/ella con golpes o gritos.

1	2	3	4
----------	----------	----------	----------

14. Cuando estoy abrumado con el comportamiento de mi niño de una forma activa le dejo saber a él/ella con criticar a él/ella.

1	2	3	4
----------	----------	----------	----------

15. Cuando diciplino a mi niño siempre tengo la razón.

1	2	3	4
----------	----------	----------	----------

16. Cuando comunico con mi niño, yo uso un tono de voz calmada y firme.

1	2	3	4
----------	----------	----------	----------

17. Cuando comunico con mi niño, Yo uso un tono de voz alto y duro para que me entienda.

1	2	3	4
----------	----------	----------	----------

18. Yo uso castigos fisicos como forma de diciplina.

1	2	3	4
----------	----------	----------	----------

19. Cuando siento tensión de ser padre, Yo traito de darme alabanza por el trabajo efectivo total que he cumplido con mi niño.

1	2	3	4
----------	----------	----------	----------

Disentir Fuertemente	Disentir Un Poco	Acordar Un Poco	Fuertemente Acordar
1	2	3	4

20. Cuando disciplino el comportamiento de mi niño me aseguro que él/ella sepa que su comportamiento es poco apropiado.

1	2	3	4
----------	----------	----------	----------

21. Yo tomo alcohol o como para poder con la tensión de ser padres.

1	2	3	4
----------	----------	----------	----------

22. Mi niño sabe que yo lo quiero a él/ella, no so lo tengo que demostrar de una manera especial.

1	2	3	4
----------	----------	----------	----------

23. Cuando siento tensión de ser padre, Yo grito o golpeo a otros para poder con mis sentimientos.

1	2	3	4
----------	----------	----------	----------

24. Mis niño saben que los amo proque yo les digo "Te Amo".

1	2	3	4
----------	----------	----------	----------

25. No es importante tener reglas para la familia. Yo hago y cambio las reglas para mi familia de día a día.

1	2	3	4
----------	----------	----------	----------

26. Estoy satisfecho connigo mismo como padre.

1	2	3	4
----------	----------	----------	----------

27. Mi niño sabe que yo lo escucho porque muevo mi cabeza o le doy uan respuesta.

1	2	3	4
----------	----------	----------	----------

28. Cuando me niño se porta má él/ella necesita aceptar su comportamiento antes de liberarlo de la diciplina.

1	2	3	4
----------	----------	----------	----------

29. Yo negocio contratos con mi niño para establecer falsillas sobre su comportamiento y las consecuencias si el contrato no se lleva acabo.

1	2	3	4
----------	----------	----------	----------

30. Cuando mi niño se porta má lo disciplino de tal manera que le doy más tarea pesada o "time-outs".

1	2	3	4
----------	----------	----------	----------

Disentir Fuertemente	Disentir Un Poco	Acordar Un Poco	Fuertemente Acordar
1	2	3	4

31. Cuando siento tensión de ser padre, yo tomo un time-out para yo mismo tal como llamarle a un amigo(a) o salir del cuarto.

1	2	3	4
----------	----------	----------	----------

32. Mi niño sabe que yo escucho lo que él/ella me dice porque yo expreso lo que acabo de escuchar.

1	2	3	4
----------	----------	----------	----------

33. Cuando estoy alegre con el comportamiento de mi niño, en una forma activa le dejo saber a él/ella en forma de alabanza, atención, regalos, abrazos, besos, o una caricia.

1	2	3	4
----------	----------	----------	----------

34. No siento que sea necesario hacer contacto con los ojos porque me niño me puede escuchar.

1	2	3	4
----------	----------	----------	----------

Table 1
Demographic Characteristics of Sample Showing Numbers and Percentages

Variables	Numbers	Percentages
Age		
20-30	N = 14	70%
31-40	N = 5	25%
41-48	N = 1	5%
Marital Status		
Married	N = 14	70%
Unmarried	N = 6	30%
Grades Complete in School		
0-8	N = 5	25%
Over 9	N = 15	75%
Ethnicity		
Hispanic	N = 12	60%
Caucasian	N = 3	15%
African American	N = 1	5%
Asian	N = 1	5%
Other	N = 2	10%
No Response	N = 1	5%
Number of Children		
1-2	N = 8	40%
3-4	N = 11	55%
5-6	N = 1	5%
Employment Status		
Employed	N = 5	25%
Unemployed	N = 5	75%

Variables	Numbers	Percentages
Income		
between 0 - \$9,999	N = 10	50%
between 10,000 - 19,999	N = 8	40%
between 20,000 - 29,999	N = 1	5%
No Response	N = 1	5%
Referral Source		
CPS	N = 11	55%
Head Start	N = 4	20%
Self	N = 5	25%

TABLE 2

T-test Showing Difference Between the Means of the Scores Related to Knowledge and Awareness of Instrumental Parenting Skills.

	Pre-test (N = 20)		Post-test (N = 20)		
	M	SD	M	SD	t
1. Understanding of more effective ways to express feelings and ways to communicate positively with children	2.764	.4404	2.948	.6626	-.950
2. Understanding of more effective ways to discipline that are appropriate given the developmental stage of the children	2.850	.6356	3.268	.6665	-2.085
3. Understanding of more effective coping strategies and techniques in dealing with stressors	2.964	.5879	3.296	.8056	-1.426

	Pre-test (N = 20)		Post-test (N = 20)		
	M	SD	M	SD	t
4. Parental satisfaction	2.766	.6848	2.924	.8859	-.525

TABLE 3

T-test Showing Difference Between the Means of the Scores Between Two Groups Related to Knowledge and Awareness of Instrumental Parenting Skills on the Pre-test.

	Spanish Speaking Group (N=6)			English Speaking Group (N=14)		
	M	SD	t	M	SD	t
1. Understanding of more effective ways to express feelings and ways to communicate positively with children	3.0238	.4082	1.829	2.6531	.4182	1.847
2. Understanding of more effective ways to discipline that are appropriate given the developmental stage of the children	3.2500	.4183	1.979	2.6786	.6462	2.353
3. Understanding of more effective coping strategies and techniques in dealing with stressors	3.3810	.3798	2.297*	2.7857	.5789	2.718

	Spanish Speaking Group (N=6)			English Speaking Group (N=14)		
	M	SD	t	M	SD	t
4. Parental satisfaction	2.7778	.7794	.046	2.7619	.6721	.043
Overall mean score	3.1429	.3538	2.368*	2.7313	.3571	2.377
* p < .05						

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