

A Follow-Up Study on Primary Prevention of Child Abuse: The Development of the *Children's Parenting Inventory (CPI)* to Identify High-Risk Parenting Attitudes Among At-Risk Middle School Children

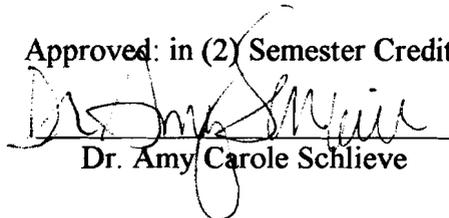
by

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A handwritten signature in black ink, appearing to read "Dr. Amy Carole Schlieve", is written over a horizontal line.

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ABSTRACT

The history of childhood is a nightmare from which we have only recently begun to awake. The further back in history one goes, the lower the level of child care and the more likely children are to be killed, abandoned, beaten, terrorized, and abused (De Mause, 1974). Authored by Schlieve in 2000, the *Children's Parenting Inventory (CPI)*, an inventory designed to assess parenting attitudes and child-rearing practices of middle school children, was utilized as a follow-up study. Responses to the *Children's Parenting Inventory* could provide an index of risk for practicing abusive parenting behaviors known to contribute to child abuse and neglect.

The first field test of the *Children's Parenting Inventory* in 2000 consisted of 137 items based on five constructs identified by Bavolek and Keene's (1999) *Adult-Adolescent Parenting Inventory-2*: (A) inappropriate parental expectations of children, (B) parental lack of an empathetic awareness of children's needs, (C) strong belief in use

and value of corporal punishment, (D) parent-child role reversal, and (E) oppressing children's power and independence. A study completed by Schlieve in 2000 revised the five constructs to three constructs: A-Empathy, B-Role Reversal, and C-Role Expectations. This study analyzed the responses through the three Constructs identified by Schlieve's final study in 2000.

Subjects for the current study included at-risk students ages 10 to 14 years old in three western Wisconsin schools. The results were measured to determine the inventory's consistency with Schlieve's findings. This study concluded that in all three Constructs, responses were consistent with Schlieve's findings in 2000 – thus concluding that the CPI could begin to provide an indicator of risk for abusive parenting behavior in the middle school population.

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## TABLE OF CONTENTS

	Page
.....	
ABSTRACT.....	ii
List of Tables .....	vi
Chapter I: Introduction.....	1
<i>Statement of the Problem</i> .....	2
<i>Purpose of the Study</i> .....	3
<i>Assumptions of the Study</i> .....	3
<i>Definition of Terms</i> .....	4
<i>Limitations</i> .....	6
Chapter II: Literature Review .....	7
Figure 1: Inverse Relationship of Nurturing Versus Abusive Parenting.....	14
Chapter III: Methodology .....	26
<i>Subject Selection and Description</i> .....	26
<i>Instrumentation</i> .....	26
<i>Data Collection Procedures</i> .....	26
<i>Data Analysis</i> .....	27
<i>Limitations</i> .....	27
Chapter IV: Results.....	28
<i>Item Analysis</i> .....	28
Chapter V: Discussion .....	47
<i>Limitations</i> .....	47
<i>Conclusions</i> .....	48

<i>Recommendations</i> .....	49
References.....	50
Appendix A: Parent Letter.....	55
Appendix B: <i>The Children's Parenting Inventory</i> .....	56

## List of Tables

Table 1: Gender, age and ethnic	28
CPI01 Teasing someone is never a good idea	29
CPI02 Mommies make better parents than daddies	29
CPI03 Hitting child out of love is different than anger	29
CPI04 Brothers and sisters never seem to get along	29
CPI05 Children should be taught to obey parents at all times	30
CPI06 Spanking teaches children it is alright to hit others	30
CPI07 If you are going to drink, to it in front of parents	30
CPI08 A good child always obeys his/her parents	30
CPI09 Guns help people feel safe	31
CPI10 It is a good idea to keep family secrets to yourself	31
CPI11 A good child gets good grades	31
CPI12 Teasing someone is a good idea	31
CPI13 If someone hits you, hit them back	32
CPI14 Children should think about what their parents need	32
CPI15 Children learn respect through strict discipline	32
CPI16 Children learn violence from their parents	32
CPI17 Parents needs are more important than a child's	33
CPI18 Children should comfort their parents when sad	33
CPI19 Having a brother and a sister is a pain	33
CPI20 Children should know parent's needs without being told	33
CPI21 A good child will comfort both parents after a fight	34
CPI22 Older children should be responsible for younger	34
CPI23 Children should know when their parents are tired	34
CPI24 A lot of times, just talking to somebody really helps	34
CPI25 It is good to be able to know what people are feeling	35
CPI26 It is okay to throw things when you are angry	35
CPI27 Parents should use a time-out, not spanking	35
CPI28 It is important to do what your parents tell you	35
CPI29 When you feel afraid, keep it to yourself	36
CPI30 Children should never say no to their parents	36
CPI31 Tell your parents when you are angry	36
CPI32 Older children should always give up things to younger siblings	37
CPI33 Crying is for sissies	37
CPI34 Taking something that was left behind is not stealing	37
CPI35 Children deserve to be punished when they misbehave	38
CPI36 Older kids should take care of their younger siblings	38
CPI37 Children who tell how they feel make things worse	38
CPI38 Two year-old children usually make a mess out of everything	38
CPI39 Getting back is getting even	39
CPI40 Time-out is an effective way to discipline	39
CPI41 Children need discipline, not spanking	39
CPI42 In a father's absence, the son needs to become man of house	39

CPI43 Children should do what they are told, when told	40
CPI44 Children should be responsible to keep parents happy	40
CPI45 Children who are afraid of their parents behave better	40
CPI46 Because I said so, is the only reason parents need to give	40
CPI47 Children need to learn about feelings of others	41
CPI48 Crying is a sign of weakness in boys	41
CPI49 Babies need to cry themselves to sleep at times	41
CPI50 It is important to reward children when they do something good	41
CPI51 Children should always do what they are told	42
CPI52 Good children always obey their parents	42
CPI53 Good children know what parents need without being told	42
CPI54 Mild spankings can begin between 15-18 months of age	42
Table 2: Construct Analysis	43

## Chapter I: Introduction

Theories and hypotheses have been tested, examined, and reexamined in attempts to recognize the most effective and valid ways of preventing injuries to children by their parents. Professionals have found that a trend among abusive parent populations is a mimicking of parents' own abusive childhood histories. The perpetuation of child abuse and neglect from parent to child and then replicating upon the child's becoming a parent, formulated the foundation for understanding child abuse and neglect (U.S. Department of Health and Human Services, 2002).

According to national data released by the U.S Department of Health and Human Services, an estimated 896,000 children across the country were victims of abuse or neglect in 2002. The statistics indicated 12.3 out of every 1,000 children were victims of abuse or neglect, a rate slightly below the previous year's victimization rate of 12.4 out of 1,000 children (U.S. Department of Health and Human Services, 2002). The rate of child neglect and abuse in 2002 was about 20 percent less than the rate in 1993, when maltreatment peaked at an estimated 15.3 out of every 1,000 children. As recently as 1998, the rate was 12.9 per 1,000 children. During the past three reporting years, the maltreatment rate has been fairly steady. Rates for 2000, 2001, and 2002 were 12.2, 12.4, and 12.3 respectively (U.S Department of Health and Human Services, 1998a). Schlieve (2000) affirmed that the early work of Bavolek systematized information generated from research and identified parenting patterns that led to the development of four parenting constructs. These constructs represented a synopsis of theory, research, and practice put forth by scientists, researchers, clinicians, and practitioners in describing abusive and neglecting parenting practices. A fifth construct emerged from Bavolek and Keene's (1999) renorming in the second edition of the Adult-Adolescent Parenting Inventory (AAPI-2). The

following five constructs serve as a basis for assessing attitudes known to contribute to child abuse and neglect.

- a. Inappropriate parental expectations of children - Beginning very early in an infant's life, abusive parents tend to imprecisely distinguish the skills and abilities of the child.
- b. Parental lack of an empathetic awareness of children's needs - Empathy is the ability of being aware of another person's needs, feelings, and state of being. It is the ability to place the needs of the child as precedence.
- c. Strong belief in the use and value of corporal punishment - Physical punishment is commonly the preferred means of discipline used by abusive parents. Often used as their only means of discipline, spanking children becomes the norm, not the exception.
- d. Parent-child role reversal - Children are expected to be receptive to and accountable for much of the happiness of their parents.
- e. Oppressing children's power and independence - The belief that children's power and independence needs to be demoralized to avoid the development of strong willed, spoiled children.

### *Statement of the Problem*

The need to study parenting attitudes of middle school populations is based on three problems: consistently high reports of child abuse and neglect, the continuing high rates of teen pregnancy and the risks of teen parents for abuse to their children, and the number of children with emotional behavioral disorders becoming teen parents.

### *Purpose of the Study*

The purpose of this study is the continuing significant problem with child abuse today. Further information and study is needed to preclude this ongoing problem. Kempe, Silverman, Steele, Droegemueller, and Silver (cited in Baumrind, 1994) created a new diagnostic entity, the *Battered Child Syndrome*, which gave medical legitimacy to the problem of child maltreatment. Despite substantial ongoing professional attention and research, the problem of child maltreatment has not abated. It is widely acknowledged that education in appropriate parenting is viewed as a primary strategy for the prevention and treatment of child abuse and neglect (Bavolek, 2001). Recent efforts by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Center for Substance Abuse Prevention (CSAP) have focused on identifying parenting programs with established histories of success. The underlying rationale to this endeavor is that established programs increase the probability in treating and preventing child abuse and neglect (Bavolek, 2001).

### *Scope of Study/Objectives*

- a. Replicate and use a pre-existing inventory to assess the parenting attitudes of preteen and early teen populations (i.e., those ages 10 to 14 years) currently enrolled in three western Wisconsin public schools.
- b. Identify parent attitudes of pre and early teen populations enrolled in programs for individuals with emotional behavior disorders.
- c. Compare norms within original study.

### *Assumptions of the Study*

It is assumed that child abuse will be found in the study sample at a similar rate as the national average. It is further assumed that the primary prevention of child abuse and neglect is one of the most sought-after goals in the helping fields today.

### Definition of Terms

*Assessment:* A process by which the CPS agency determines whether the child and/or other persons involved in the report of alleged maltreatment is in need of services (Schlieve, 2000).

*Battered Child Syndrome:* To characterize a clinical condition in young children who have received serious physical abuse, generally from a parent or foster parent (Schlieve, 2000).

*Child:* A person between birth and age 18 (Schlieve, 2000).

*Child Abuse and Neglect:* “Any recent act or failure on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents an imminent risk of serious harm” (Child Abuse Prevention and Treatment Act, 42 U.S.C., 5106g, 2003).

*Emotional Damage:* Severe anxiety, depression or withdrawal, or untoward aggressive behavior towards self or others, and the child’s parents are unwilling to provide treatment for him/her (Schlieve, 2000).

*Emotional Disturbance:* Means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- a. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - a. Inappropriate types of behavior or feelings under normal circumstances;
  - b. A general pervasive mood of unhappiness or depression; or
  - c. A tendency to develop physical symptoms or fears associated with personal or school problems.
  - d. The term includes children with schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance (NICHCY, 2004).

*Maltreatment:* Behavior towards another person, which a) is outside the norms of conduct, and b) entails a substantial risk of causing physical or emotional harm (Schlieve, 2000).

*Middle School Children:* Students aged 10-14 (Schlieve, 2000).

*Physical Harm:* Disfigurement, impairment of bodily functions or other serious physical injury (Schlieve, 2000).

*Sexual Abuse:* The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct (Schlieve, 2000).

*Limitations of the Study*

A major limitation of this study will be the limited size of sample and representative sample of the population. Also, a major limitation is a limited number of surveys returned by parents of at-risk children in the public schools studied. No measures of validity and reliability have been documented for this instrument.

## Chapter II: Literature Review

The following review of literature is presented with the intent of examining current and historical sociological evidence relative to the following issues: child abuse and neglect, teen pregnancy and individuals with emotional behavior disorders, and assessment and treatment of child abuse and neglect

### Child Abuse and Neglect

The Child Abuse Prevention and Treatment Act (CAPTA), as amended and reauthorized in 2003, defined child abuse and neglect as follows:

Child is a person who has not attained the lesser of:

- a. The age of 18
- b. Except in cases of sexual abuse, the age specified by the child protection law of the State in which the child lives.

Child abuse and neglect is, at minimum: any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation. It is also an act or failure to act, which presents an imminent risk of serious harm.

Sexual abuse is:

- a. The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct (National Clearinghouse on Child Abuse and Neglect, 2004).
- b. The rape, and in some cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children (National Clearinghouse on Child Abuse and Neglect, 2004).

Federal legislation provides the groundwork for States by identifying a minimum set of acts or behaviors that define child abuse and neglect. The *Federal Child Abuse Prevention and Treatment Act (CAPTA)*, as amended by the Keeping Children and Families Safe Act of 2003, defined child abuse and neglect as, at minimum:

- a. Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act, which presents an imminent risk of serious harm.
- b. Within the minimum standards set by CAPTA, each State is responsible for providing its own definitions of child abuse and neglect. Most States recognize four major types of maltreatment: neglect, physical abuse, sexual abuse, and emotional abuse. Although any of the forms of child maltreatment may be found separately, they often occur in combination.

The examples provided below are for universal informational purposes only. Not all States' definitions will include all of the examples listed below, and individual States' definitions may cover additional situations not mentioned here.

Neglect is failure to provide for a child's basic needs. Neglect may be:

- a. Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision)
- b. Medical (e.g., failure to provide necessary medical or mental health treatment)
- c. Educational (e.g., failure to educate a child or attend to special education needs)
- d. Emotional (e.g., inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs)

These situations do not always mean a child is neglected. From time to time, cultural values, the standards of care in the community, and poverty may be causative factors, signifying the family is in need of information or assistance. When a family fails to use information and resources, and the child's health or safety is at risk, then child welfare intervention may be essential (National Clearinghouse on Child Abuse and Neglect, 2004). Physical Abuse is physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child. Sexual Abuse includes activities by a parent or caretaker such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials. Emotional Abuse is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, CPS may not be able to arbitrate without evidence of harm to the child. Emotional abuse is almost always present when other forms are identified (National Clearinghouse on Child Abuse and Neglect, 2004).

An estimated 896,000 children across the country were victims of abuse or neglect in 2002, according to national data released by the U.S. Department of Health and Human Services (U.S. Department of Health and Human Services, 2002).

Child maltreatment is the common term used to depict all forms of child abuse and neglect. There is no one frequently accepted definition of "child abuse and neglect." The federal government defines child abuse and neglect in the Child Abuse Prevention and Treatment Act as

“the physical and mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child’s welfare under circumstances which indicate that the child’s health or welfare is harmed or threatened” (Children's Legal Rights Journal, 1999-2000). Even though it is difficult to accumulate accurate statistics for child maltreatment nationally, methodology has been urbanized for accumulating prevalence of child maltreatment from the states (U.S. Department of Health and Human Services, 1998; U.S. Department of Health and Human Services, 1998a). Once thought to be a quandary involving only a few thousand children a year, child maltreatment has since been identified as nothing less than a national epidemic (National Association of Counsel for Children, n.d.). The U.S. Department of Health and Human Services (1998b), reported the following incidence of child maltreatment for 1996:

- a. Three million children (based on two million reports) were reported as alleged victims of maltreatment and referred for investigation.
- b. The national rate of abused children reported was 44 per 1,000.
- c. Of the three million children reported, following investigation, approximately one million children were determined to be victims of maltreatment, making the substantiated or indicated occurrence of abuse 15 per 1,000.
- d. 52 percent of victims suffered neglect, 24 percent physical abuse, 12 percent sexual abuse, 6 percent emotional maltreatment and 3 percent medical neglect.
- e. 53 percent of victims were white, 27 percent African American, 11 percent Hispanic, two percent American Indian and one percent Asian. African American and American Indian percentages were roughly twice their depiction in the general population.

- f. 1,077 children died as a result of maltreatment, 76 percent of whom were under age four.
- g. 88 percent of all perpetrators of child maltreatment were family members of the child (77 percent parents and 11 percent other relatives).

There are approximately one million cases of child abuse and neglect in the United States each year. Child maltreatment is not a recent occurrence. It appears children have and always will be abused and neglected (U.S. Department of Health and Human Services, 1998a).

To recognize and classify the known behaviors of abusive parents, Bavolek, Kline and McLaughlin (1979) reviewed articles, books, and media programs and interviewed professionals known for their expertise in treating child abuse and neglect. The analysis of the information gathered from these sources distinguished four patterns (constructs) of abusive and neglecting parenting. These constructs are discussed in the following sections (Juvenile Justice Bulletin, 2000).

- a. Inappropriate Parental Expectations of the Child- Many abusive parents have idealistic expectations of their children's developmental skill level. Steele and Pollock (1968) found that parents in their study group anticipated and demanded their infants and children to behave in a manner that was developmentally inappropriate for their ages. Such parents expect more from their children than is sensible for their developmental states. For example, they might expect an infant to be toilet trained by age 6 to 12 months, a toddler to be able to talk before the age of 2, and young children to help with housework and food preparation or to care for themselves or younger siblings in the absence of adult supervision.

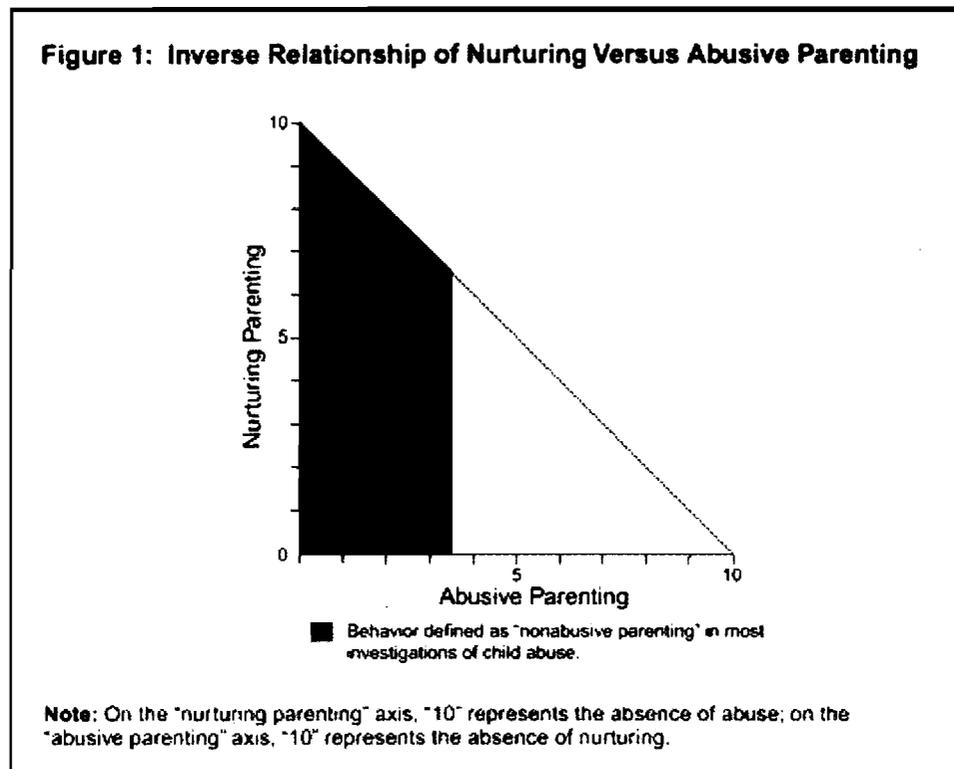
- b. Lack of Empathy Towards Children's Needs - A second common trait of abusive parents is the incapability to be empathically aware of their children's needs and to respond to those needs in a suitable fashion (Steele, 1975). According to Goleman (1995), empathy builds on self-awareness; the more open individuals are to their own emotions, the more skilled they will be in reading feelings.
- c. Parental Value of Physical Punishment - The third behavior common among abusive parents is a strong belief in the value of physical punishment. Abusive parents often believe babies should not be "given in to" or allowed to "get away with anything." They believe that their children must periodically be shown "who is boss" and made to respect authority so they will not become disobedient (Steele, 1975). Abusive parents not only consider physical punishment a proper disciplinary measure but also strongly defend their right to use physical force.
- d. Parental Role Reversal - The fourth common attribute of abusive parents is a need to reverse parent-child roles; that is, the children are expected to be sensitive to the parents' needs and responsible for much of their happiness (Martin, 1976). Steele (1975) described this role reversal as the parent behaving as a powerless, needy child who looks to his or her own children as though they were adults who could provide parental care and comfort.

It is widely conventional by parent educators today that parenting patterns are learned in childhood and repeated later in life when children become parents. The experiences children have during the process of growing up have a momentous impact on the attitudes, skills, and childrearing practices they will use with their own children. Though the impression of intergenerational replication of parenting is easy to accept, understanding the issues that affect

the experiences children have while growing up is more complex. Professionals in the helping fields frequently discuss two types of childhood experiences: positive experiences that build strong character and a sense of self-worth that model a nurturing parenting style; and negative experiences that engulf children in parenting models of abuse, neglect, exploitation, and victimization (Juvenile Justice, 2000, Bavolek).

Although neither the positive nurturing experiences, nor the negative, abusive experiences are isolated from one another; authority of one over the other does make a difference. That is, the more children are exposed to a particular parenting style and quality of experience, the more they internalize that style and manifest it in their succeeding parenting attitudes and practices. According to Bavolek, Kline and McLaughlin (1979), individuals can parent in only one of two ways, nurturing or abusive. The incidence and harshness of each type of interaction make an important difference in whether the child will learn nurturing parenting styles, abusive parenting styles, or some of both. Figure 1 (pg.14), details the relationship. The higher the degree of parental nurturing, the lower the degree of abuse because the behaviors are reciprocally elite. Namely, hugging exists on the nurturing scale, and hitting exists on the abusive scale. Praising a child is a nurturing parenting practice and berating a child is an abusive parenting practice. At each end of each scale, the complete presence of one behavior is the complete absence of the other. The objective of child abuse prevention is the whole nonappearance of abuse in any form. As shown in Figure 1 (pg.14), lesser degrees of physical injury are sometimes not considered reportable abuse because of the minor nature of the injury. As the severity of the physical injuries increases, so does the probability that a mandated reporter will view the injury as child abuse and report the case. Red marks on the wrist as a result of having hands taped together (perhaps a 5 on the scale shown in the figure) might get reported,

whereas second-degree burns on the hands (a 7 or 8 on the scale) would unquestionably bring forth a response to report the injury. As the severity of the abuse increases, the level of nurturing decreases. Tolerating more severe injuries to children as ordinary is one danger of living in a society with increasing rates of violence.



According to Bavolek (2000), the foundation of the Nurturing Parenting Programs is that parenting is learned. The programs are based on six assumptions:

- a. The family is a system. Involvement of all members is essential to change the system. Parents and children in the Nurturing Parenting Programs partake together in group- or home-based interventions.
- b. Empathy is the single most desirable quality in nurturing parenting. Empathy is the ability to be aware of the needs of others and to value those needs. When empathy is

high among family members, abuse is low—the two are fundamentally unsuited. The Nurturing Parenting Programs seek to expand empathy in all family members.

- c. Parenting exists on a continuum. To some degree, all families experience healthy and unhealthy interactions. Building positive, healthy interactions between family members is an important key to reducing family violence.
- d. Learning is both cognitive and affective. To be effective, education or intervention must connect the learner on both the cognitive (knowledge) level and the affective (feeling) level.
- e. Children who feel good about themselves are more likely to become nurturing parents. Children who feel good about themselves are more competent than children with low self-worth of being nurturing sons and daughters and of becoming nurturing parents. A major objective of the Nurturing Parenting Programs is to help both parents and children increase their self-esteem and build up positive self-concepts.
- f. No one truly prefers abusive interactions. Given a choice, all families would rather engage in happy, healthy connections than abusive, problematic ones such as belittling, hitting, and shaming (Juvenile Justice Bulletin, 2000, p.5).

### Teen Pregnancy

Adolescence is the stage of maturation between childhood and adulthood. The term indicates the period from the beginning of puberty to maturity; it usually starts at about age 14 in males and age 12 in females. The transition to adulthood varies among cultures, but it is generally defined as the time when individuals begin to function independently of their parents (Encyclopedia Encarta, 2005).

Teenage birth rates in this country have declined progressively since 1991. While this is good news, teen birth rates in the U.S. remain high, exceeding those in most developed countries. High teen birth rates are a significant apprehension because teen mothers and their babies face increased risks to their health, and their opportunities to build a future are diminished (National Center for Health Statistics, 2003). About 11 percent of all U.S. births in 2002 were to teens (ages 15 to 19) (National Center for Health Statistics, 2003). The majority of teenage births (about 67 percent) are to females ages 18 and 19.

- a. About 860,000 teenagers become pregnant each year, of which 425,000 give birth (National Center for Health Statistics, 2003).
- b. About one in three teenagers becomes pregnant before age 20 (National Center for Health Statistics, 2003).
- c. The teenage birth rate is declining. Between 1991 and 2002, the rate fell by 30 percent (from 61.8 per 1,000 women to 43). Still, in 2002 (the most recent year for which data are available), about 4 teenage girls in 100 had a baby (National Center for Health Statistics, 2003).
- d. About 17 percent of teen mothers go on to have a second baby within three years after the birth of their first baby (National Center for Health Statistics, 2003).
- e. Teen mothers are more probable than mothers over age 20 to give birth prematurely (before 37 completed weeks of pregnancy). In 2002, the 7,315 girls under age 15 who gave birth were more than twice as likely to deliver prematurely than women ages 30 to 34 (21 vs. 9 percent). Babies born too soon face an amplified danger of newborn health problems and even death, as well as lasting disabilities (National Center for Health Statistics, 2003).

According to Woodman (cited in Shimoda, 2000, p.36), the fate of teen parents is of immense significance to our communities because of the numbers involved, “...about one million teenagers—12 percent of all 15 to 19 year-olds—are getting pregnant each year; teenagers are responsible for 12 percent of all the births of the U.S.” (Woodman, 1997, p.36). Teen parenthood is described as leading to unemployment, poverty, and suffering (Bassey, 1996; Eby & Donovan, 1997). Glazer reported that there is a “remarkably poor prognosis for the average family launched by a teen birth. Compared with families where the first child is born later, teen mothers are less likely to complete high school, tend to earn less and are disproportionately poor” (Glazer, 1993, p. 2). When taking into relation high school completion and adolescent teen mothers, Maynard reported, “only about three of 10 adolescent mothers earn a high school diploma by age 30 compared with nearly 76 percent in the comparison group. Adolescent childbearing alone accounts for more than 40 percent of this variation. Adolescent childbearing is accountable for over 30,000 adolescent girls annually not completing high school (1996a, p. 12).

#### At Risk Students

There are many factors to a student being labeled at-risk, which vary from emotional, behavioral, biological, or environmental. (Unks, cited in Shimoda, 2000), traced the roots of difficulty in school back to the womb, citing maternal health habits as a crucial element in the quality of neurological development. Shimoda (Children at risk, 2000, p. 7) stated that at-risk students are defined by Wisconsin statutes to be “pupils in grades 5 to 12 who are one or more years behind their age group in the number of high school credits attained, or 2 or more years behind their age group in basic skill levels, and are also one or more of the following:

1. Dropouts.
2. Habitual truants.
3. Parents.
4. Adjudicated delinquents (1997, p. 2612). As

a result of enduring issues with this population of students, alternative programs have evolved.” Shimoda (Children at risk, 2000, p. 17) stated that Wisconsin statutes mandate that upon request of a pupil who is a child at risk or the pupil’s parent or guardian, a school board... shall enroll the pupil in the program for children at risk (Children at risk, 1997-1998, p. 2612.) Also acknowledged that the dictate from the state is that the school size is to range from 40 to 200 students, be located within 5 miles of the school district, and to allow students to work towards earning a diploma (Children at risk, 1997-1998, p. 2612). Conant stated, the special facilitative school climate offered by alternative schools can improve student self-esteem, reduce the dropout rate, and increase efficiency. Strategies for keeping at-risk students in the school and for enhancing their self-esteem include limiting class sizes, selecting teachers carefully, being flexible, and avoiding the conventional model of school in which rewards and penalties dominate the teacher-student relationship (1994, p.1).

According to the Robin Hood Foundation (Maynard, 1996b), each year nearly one million teenagers in the United States--approximately 10 percent of all 15 to 19 year-old females--become pregnant. About one third of these teens abort their pregnancies, 14 percent miscarry, and 52 percent (or more than half a million teens) bear children, 72 percent of them out of wedlock. Of the half a million teens who give birth each year, roughly three fourths are giving birth for the first time. Even more remarkable, more than 175,000 of these new mothers are 17 years old or younger. These young mothers and their progeny are especially vulnerable to severe disagreeable social and economic consequences. More than 80 percent of these infantile mothers end up in poverty and rely on welfare. Due to their feeble educational and skill levels, low rates of marriage, and insufficient support from nonresident fathers of their children, young mothers face momentous challenges in trying to provide for their children. Partly because of their young

age, very few of these mothers complete high school before their first child is born. According to the Robin Hood Foundation (Maynard, 1996) more than 80 percent of those who are 17 or younger when they have their first child are unmarried. Less than half of them will get married within ten years. Only a stunted minority of the unwed fathers of the children born to adolescent mothers provide any ongoing economic support for their children. Researchers focused their study on the roughly 175,000 adolescents a year who have their first baby at the age of 17 or younger. Still school age, unlikely to be married, and even less probable to be prepared for parenthood, these young mothers bring to light the magnitude of the teen pregnancy and parenthood problems in this country. According to the Robin Hood Foundation (Maynard, 1996) the researchers compared these young mothers with women who delay their first births until the age of 20 or 21, which is still two to three years younger than the national average age of women having their first child. The researchers chose this evaluation group in the belief that a delay in childbearing until the early twenties is a long enough delay to make a significant difference in the life options of the young mothers and their children. These teenage mothers are referred to as "adolescent mothers" throughout many reports, making these mothers more distinctive from the older teen mothers. Those who are 20 or 21 when they have their first child are referred to as "later child bearers."

#### Consequences for the Children of Adolescent Mothers

Children of adolescents: (Maynard, 1996b)

- a. Are more probable to be born prematurely and be low-birth weight babies
- b. Are more probable to be affected by unfavorable conditions such as infant death, blindness, deafness, chronic respiratory problems, mental retardation, mental illness, and cerebral palsy

- c. Are more probable to be later diagnosed as having dyslexia, hyperactivity, or another disability.

Compared to children of mothers who were age 20 or 21 when their first child was born, the children of adolescent mothers tend to have poorer health. These children accept only one-half the level of medical care and treatment as their counterparts accept. The typical adolescent mother annually takes advantage of nearly 20 percent or more medical care for her children than she would if she postponed childbearing until age 20 or 21 for the effortless reason that she has, on average, more children than her older childbearing counterparts do.

#### Children of Adolescent Mothers (Maynard, 1996b)

- a. Characteristically grow up in homes without fathers, with less emotional support and cognitive encouragement;
- b. Are two to three times more likely to run away from home than their counterparts;
- c. Are far more probable to be physically abused, abandoned, or neglected;
- d. Are more probable to end up in foster care, ensuing in a taxpayer obligation as high as \$900 million a year.
- e. Are two to three times less probable to be rated "exceptional" by their teachers, and 50 percent more probable to repeat a grade;
- f. Perform considerably worse on tests of their cognitive development;

Only 77 percent of the children of adolescent mothers graduate from high school by early adulthood, compared with 89 percent of the comparison group. Although a part of this considerable difference in high school graduation rates can be explained by background differences, 57 percent of the graduation rate breach is due to adolescent childbearing and intimately linked factors (Maynard, 1996b).

- a. Daughters of adolescent moms are 83 percent more probable themselves to become mothers before age 18.
- b. Teen moms are more probable to pass on their poor life forecast as a birthright.
- c. Daughters of teen moms, whether they become teen moms themselves, are 50 percent more probable to bear children out of wedlock.
- d. The long-term earnings latent of children born to teen moms appears to be extensively lower than that of the comparison group born to later child bearers.
- e. The teen sons of adolescent mothers are 2.7 times more probable to land in jail than the sons of mothers who delayed childbearing until their early twenties.
- f. Adolescent childbearing in all probability costs U.S. taxpayers approximately \$1 billion each year to build and maintain prisons for the sons of adolescent mothers.

#### Consequences for Adolescent Mothers

- a. Seven out of ten adolescent moms will withdraw out of high school. Adolescent childbearing, at its present rate, is openly accountable for over 30,000 adolescent girls in the U.S. annually not completing high school.
- d. Throughout their first 13 years of parenthood, adolescent moms earn a mean of about \$5,600 annually, less than one-half the poverty level.
- b. Adolescent mothers spend much of their youthful adults years (ages 19 to 30) as single parents.

According to the Robin Hood Foundation (Maynard, 1996) even though their sources of income fluctuate, adolescent mothers have combined incomes from their own earnings, earnings of spouses, child support, and public assistance similar to those of the older child-bearers, after background and closely associated factors are restricted for. Even though total economic support

is not greatly exaggerated by adolescent childbearing itself, this relatively self-effacing level of economic support must feed more mouths than does the income of their counterparts who postpone childbearing until age 20 or 21, ensuing in greater deficiency. During the first 13 years of parenthood, adolescent mothers and their comparison group work similar hours: 691 and 762 hours per year, roughly 14 hours a week on average, and earn only about \$5,700 and \$6,200 annually. According to the Robin Hood Foundation (Maynard, 1996) adolescent mothers obtain 50 percent more welfare assistance than do the comparison group of women who have their first child at age 20 or 21, partially because women who are 20 or 21 when they have their first child marry at higher rates and can count on better support from their spouses.

Assessment:

As stated by Schlieve (2000), attitude serves as a high-risk indicator. According to Allport (cited in Fishbein & Ajzen, 1975), attitude is the most distinctive and indispensable concept in contemporary American Social Psychology. According to Bavolek (cited in Schlieve, 2000), there are number of distinctiveness that some families or individual family members show evidence of that are similar to those of families who have ill-treated their children. When these characteristics subsist in a family and abuse and neglect has occurred, the family is said to demonstrate high-risk indicators. High-risk indicators routinely appear in clusters and can be unremitting or heightened.

According to Schlieve (2000), the hypothesis that attitudes are learned is supported in the finding of numerous studies that have deliberated the continuation of attitudes, beliefs, morals, and values from generation to generation (Fry, 1975; Munns, 1972; Sears, 1953; Weisbroth, 1970). These studies originate that a child, in spite of culture, recognized with a parent early in

the child's life and tried to photocopy in its own life, the values, morals, beliefs, and attitudes of the parent with whom the child was identifying.

According to Schlieve (2000), previous studies have been recognized with reference to high-risk parenting attitudes and how these attitudes narrate to physical child abuse. Bavolek (cited in Schlieve, 2000) compiled the next high-risk indicators comparative to child abuse.

- a. Unwanted pregnancy by the mother or father
- b. Perceptions of the young infant as an adult (role reversal)
- c. Perceptions that the infant is attempting to assume the parent's influence
- d. A child who reminds a mother of earlier licentious behavior and stirs up guilt
- e. Alcoholism/chemical exploitation and/or dependency by the mother or father
- f. An intellectual awareness on the part of the parent of the inappropriateness of feeling hostile towards the child-but an inability to suspend emotional dislike for the child
- g. Parents who demonstrate evidence of loss of control, or fear of losing control
- h. A child who retains physical features of the father who has since left the mother
- i. Parents who lack an empathetic awareness and investment in their child
- j. Parents maintaining a strong belief in the use of physical punishment as a means of disciplining their children
- k. Parents placing their child (ren) in an inappropriate role to serve as a substitute mother, father, husband, wife, or lover
- l. Parents who have a history of being abused or neglected as children
- m. Parent(s) who lack community "life lines", loners, community isolates
- n. Parents who are under consistent stress and demonstrate an inability to adequately handle their stress situation

- o. Parents who are unable to adequately “cope” with crisis, such as loss of job, or death in the family
- p. Teenage pregnancy: Adolescents are often ill suited to become parents. Soon after the initial excitement of having a child disappears and the teenage parents are faced with the day-to-day demands of parenthood, the child may become something less than desirable
- q. Single parenthood, particularly in adolescent and young adult mothers living in economically deprived environments
- r. Unhappy marriages or relationships
- s. Certain personality characteristics of the parents which include immaturity, extreme neediness, mental illness, and rigidity
- t. Children with handicaps whose parents deny the handicapping condition and /or have inappropriate developmental expectations of the child
- u. As cited in Schlieve, the work by Bavolek, (1979) in developing and validating the Adult Adolescent Parenting Inventory (AAPI) provided data to sustain the theory of abuse maintenance from one generation to the next. Bavolek (1987) found that abusive parenting attitudes are learned in childhood and expressed as desirable parenting patterns in adolescence. These abusive attitudes are learned, bias action, and result in actions that are reliably auspicious or inauspicious toward the object of the abuse. In his study, abused teenagers expressed extensively more ( $p < .001$ ) abusive parenting attitudes than teenagers did without known histories of abuse. The AAPI and the AAPI-2 (Bavolek & Keene, 1999) are inventories designed to assess the parenting and child rearing attitudes of adults and adolescents. According to

Bavolek (cited in Schlieve, 2000), years of research with the AAPI have identified a number of specific uses for the instrument.

- v. Assessing the parenting and child-rearing attitudes of adolescents and young adults prior to parenthood.
- w. Assessing the parenting attitudes of parent populations for treatment and prevention purposes.
- x. Screening potential foster parents, child-care staff, and day care workers.
- y. In the literature cited above, age and teenagers being at-risk appear to be a causative factor in assessing the risk levels for abuse in pre-parent and parent populations. To date, there is no accessible data based research on the parenting attitudes of the middle school at-risk population (i.e., those ages 10-14 and being “labeled” at-risk). By using an already developed inventory to assess the parenting and child-rearing attitudes of middle school at-risk students, ages 10 to 14 years, could make an immense contribution to the primary prevention of child abuse and neglect.

### Chapter III: Methodology

The purpose of this study is to use the *Children's Parenting Inventory* (CPI), an already developed inventory designed to assess the parenting and child-rearing attitudes of middle school students, ages 10 to 14 years, which was used on the middle school at-risk population in western Wisconsin. Responses to the inventory provided an index of risk for practicing abusive parenting behaviors. The study offered minimal risks by presenting a question or concern to the child. The child could discontinue the inventory at any time, if they felt uncomfortable.

#### *Subject Selection and Description*

The inventory was used in three selected middle schools in the area containing the at-risk population, ages 10 to 14 years. The inventory is designed to gather information about parenting attitudes of at-risk middle school age children in regards to parenting and child rearing.

#### *Instrumentation*

The instrument used was developed by Dr. Amy Carole Schlieve, (2000). The instrument is based on the Likert scale, which contains 55 statements in the booklet. The statements were about parenting and raising children. The students needed to decide if they agree or disagree with each statement by circling one of the responses. No measures of validity and reliability have been documented for this instrument.

#### *Data Collection Procedures*

A 55- question survey was administered to 245 at-risk students throughout the three middle schools in western Wisconsin. The schools surveyed were chosen on the basis of community size, and the at-risk population. A survey (Appendix A) was sent to the selected schools requesting each student in the at-risk program to participate in this survey. The Human Subjects Committee of UW-Stout, is to ensure that the treatment of all subjects meet the ethical

standards of the *American Psychological Association*, which reviewed and approved the research plan and inventory. The consent form was prefaced with a paragraph advising potential participants of their rights regarding this particular research being conducted. The instrument was designed with simplicity in mind to increase the overall desire to take the inventory. The inventory was sent to all middle school at-risk students, ages 10 to 14 years of age, along with the cover letter (Appendix B) and a self-addressed, stamped envelope. The information received from participants was then collected.

#### *Data Analysis*

A number of statistical analyses were used in this study. The *Statistical Program for Social Sciences*, version 10.0, (SPSS, 2002) was used to analyze the data. These numbers were then computed to provide an idea of pre-parenting and parenting attitudes among the at-risk middle school population. Additionally items were categorized by the three constructs identified by Schlieve, (2000). Construct A is Empathy, Construct B is Role Reversal, and Construct C is Role Expectations.

#### *Limitations*

The first limitation to this study was the limited size of sample and representative sample of population in western Wisconsin. The second limitation is there were no measures of validity and reliability that have been documented with this instrument. The third limitation was a limited number of surveys returned by parents of at-risk children. Out of 245 surveyed mailed out to students, 18 were returned in completed format.

## Chapter IV: Results

The following describes the results of *The Children's Parenting Inventory* developed by Dr. Amy Carole Schlieve. The instrument is based on the Likert scale, which contains 55 statements in the booklet. The statements were about parenting and raising children. The survey was administered to 245 at-risk students in three western Wisconsin schools. The students needed to decide if they agreed or disagreed with each statement by circling the responses. No measures of validity and reliability have been documented for this instrument.

### *Item Analysis*

A total of 55 statements were analyzed in the following manner:

1. Frequency counts and percentages on gender, age and ethnicity were analyzed for the total group of correspondents.
2. Items were further analyzed by Construct:

Construct A-Empathy

Construct B-Role Reversal

Construct C-Role Expectation

Table 1

## GENDER OF CHILD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 male	11	61.1	64.7	64.7
	2 female	6	33.3	35.3	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

## AGE OF CHILD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 years old	4	22.2	26.7	26.7
	12 years old	1	5.6	6.7	33.3
	13 years old	9	50.0	60.0	93.3
	14 years old	1	5.6	6.7	100.0
	Total	15	83.3	100.0	
Missing	System	3	16.7		
Total		18	100.0		

## ETHNIC BACKGROUND OF CHILD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	11	61.1	64.7	64.7
	Black	3	16.7	17.6	82.4
	Multi-racial	3	16.7	17.6	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of a total of 18 children, 11 children were male, 6 children were female. The average age of the children ranged from 11 to 14 years of age. 4 children were 11 years old, 1 child was 12, 9 children were 13 years old and 1 child was 14 years of age. Out of 18 total children, 61.1 percent were white, 16.7 percent were black, 16.7 were multi-racial and 5.6 percent was missing information.

## CP101 TEASING SOMEONE IS NEVER A GOOD IDEA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	83.3	83.3	83.3
	Disagree	2	11.1	11.1	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 83.3 percent agree, 11.1 percent disagree and 5.6 percent don't know.

## CP102 MOMMIES MAKE BETTER PARENTS THAN DADDIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	11.1	11.1	11.1
	Disagree	11	61.1	61.1	72.2
	?/don't know	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Out of 18 children, 11.1 percent agree, 61.1 percent disagree and 27.8 percent don't know.

## CP103 HITTING CHILD OUT OF LOVE IS DIFFERENT THAN ANGER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	7	38.9	38.9	72.2
	?/don't know	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 38.9 percent disagree and 27.8 percent don't know.

## CP104 BROTHERS AND SISTERS NEVER SEEM TO GET ALONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	12	66.7	66.7	100.0
	?/don't know	0	0	0	
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 66.7 percent disagree.

## CP105 CHILDREN SHOULD BE TAUGHT OBEY PARENTS AT ALL TIMES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	72.2	72.2	72.2
	Disagree	2	11.1	11.1	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 72.2 percent agree, 11.1 disagree and 16.7 don't know.

## CP106 SPANKING TEACHES CHILDREN IT'S ALRIGHT TO HIT OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	16.7	16.7	16.7
	Disagree	13	72.2	72.2	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 16.7 percent agree, 72.2 percent disagree and 11.1 percent don't know.

## CP107 IF YOU'RE GOING TO DRINK, DO IT IN FRONT OF PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	6	33.3	33.3	66.7
	?/don't know	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 33.3 percent disagree and 33.3 percent don't know.

## CP108 A GOOD CHILD ALWAYS OBEYS HIS/HER PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	44.4	44.4	44.4
	Disagree	8	44.4	44.4	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 44.4 percent agree, 44.4 disagree and 11.1 percent don't know.

## CP109 GUNS HELP PEOPLE FEEL SAFE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	16.7	16.7	16.7
	Disagree	9	50.0	50.0	66.7
	?/don't know	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Out of 18 children, 16.7 percent agree, 50.0 percent disagree and 33.3 percent don't know.

## CP110 IT'S A GOOD IDEA TO KEEP FAMILY SECRETS TO YOURSELF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	66.7	66.7	66.7
	Disagree	4	22.2	22.2	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 66.7 percent agree, 22.2 percent disagree and 11.1 percent don't know.

## CP111 A GOOD CHILD GETS GOOD GRADES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	38.9	38.9	38.9
	Disagree	9	50.0	50.0	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 38.9 percent agree, 50.0 percent disagree and 11.1 percent don't know.

## CP112 TEASING SOMEONE IS A GOOD IDEA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	5.6	5.6	5.6
	Disagree	16	88.9	88.9	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 5.6 agree, 88.9 percent disagree and 5.6 percent don't know.

## CP113 IF SOMEONE HITS YOU, HIT THEM BACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	16.7	16.7	16.7
	Disagree	11	61.1	61.1	77.8
	?/don't know	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Out of 18 children, 16.7 percent agree, 61.1 percent disagree and 22.2 percent don't know.

## CP114 CHILDREN SHOULD THINK ABOUT WHAT THEIR PARENTS NEED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	61.1	61.1	61.1
	Disagree	3	16.7	16.7	77.8
	?/don't know	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Out of 18 children, 61.1 percent agree, 77.8 percent disagree.

## CP115 CHILDREN LEARN RESPECT THROUGH STRICT DISCIPLINE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	27.8	27.8	27.8
	Disagree	13	72.2	72.2	100.0
	?/don't know	0	0	0	
	Total	18	100.0	100.0	

Out of 18 children, 27.8 percent agree, 72.2 percent disagree.

## CP116 CHILDREN LEARN VIOLENCE FROM THEIR PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	27.8	27.8	27.8
	Disagree	7	38.9	38.9	66.7
	?/don't know	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Out of 18 children, 27.8 percent agree, 38.9 percent disagree and 33.3 percent don't know.

## CP117 PARENT'S NEEDS ARE MORE IMPORTANT THAN A CHILD'S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	11.1	11.1	11.1
	Disagree	13	72.2	72.2	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 11.1 percent agree, 72.2 percent disagree and 16.7 percent don't know.

## CP118 CHILDREN SHOULD COMFORT THEIR PARENTS WHEN SAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	55.6	55.6	55.6
	Disagree	3	16.7	16.7	72.2
	?/don't know	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Out of 18 children, 55.6 percent agree, 16.7 percent disagree and 27.8 percent don't know.

## CP119 HAVING A BROTHER AND A SISTER IS A PAIN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	35.3	35.3
	Disagree	11	61.1	64.7	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 33.3 percent agree, 61.1 percent disagree.

## CP120 CHILDREN SHOULD KNOW PARENT'S NEEDS W/O BEING TOLD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	27.8	27.8	27.8
	Disagree	10	55.6	55.6	83.3
	? /don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 27.8 percent agree, 55.6 percent disagree and 16.7 percent don't know.

## CP121 A GOOD CHILD WILL COMFORT BOTH PARENTS AFTER FIGHT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	50.0	50.0	50.0
	Disagree	6	33.3	33.3	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 50.0 percent agree, 33.3 percent disagree and 16.7 percent don't know.

## CP122 OLDER CHILDREN SHOULD BE RESPONSIBLE/CARE FOR YOUNGER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	66.7	66.7	66.7
	Disagree	6	33.3	33.3	100.0
	?/don't know	0	0	0	
	Total	18	100.0	100.0	

Out of 18 children, 66.7 percent agree, 33.3 percent disagree.

## CP123 CHILDREN SHOULD KNOW WHEN THEIR PARENTS ARE TIRED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	44.4	44.4	44.4
	Disagree	7	38.9	38.9	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 44.4 percent agree, 38.9 percent disagree and 16.7 percent don't know.

## CP124 A LOT OF TIMES JUST TALKING TO SOMEBODY REALLY HELPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	83.3	83.3	83.3
	Disagree	0	0	0	100.0
	?/don't know	3	16.7	16.7	
	Total	18	100.0	100.0	

Out of 18 children, 83.3 percent agree and 16.7 percent don't know.

## CP125 IT'S GOOD TO BE ABLE TO KNOW WHAT PEOPLE ARE FEELING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	88.9	88.9	88.9
	Disagree	0	0	0	
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 88.9 percent agree and 11.1 percent don't know.

## CP126 IT'S OK TO THROW THINGS WHEN YOU ARE ANGRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	22.2	22.2	22.2
	Disagree	13	72.2	72.2	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 22.2 percent agree, 72.2 percent disagree and 5.6 percent don't know.

## CP127 PARENTS SHOULD USE TIME-OUT, NOT SPANKING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	61.1	61.1	61.1
	Disagree	4	22.2	22.2	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 61.1 percent agree, 22.2 percent disagree and 16.7 percent don't know.

## CP128 IT'S IMPORTANT TO DO WHAT YOUR PARENTS TELL YOU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	77.8	77.8	77.8
	Disagree	2	11.1	11.1	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 77.8 percent agree, 11.1 disagree and 11.1 percent don't know.

## CP129 WHEN YOU FEEL AFRAID, KEEP IT TO YOURSELF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	5.6	5.6	5.6
	Disagree	14	77.8	77.8	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 5.6 percent agree, 77.8 percent disagree and 16.7 percent don't know.

## CP130 CHILDREN SHOULD NEVER SAY NO TO THEIR PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	35.3	35.3
	Disagree	7	38.9	41.2	76.5
	?/don't know	4	22.2	23.5	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 33.3 percent agree, 38.9 percent disagree and 22.2 percent don't know.

## CP131 TELL YOUR PAENTS WHEN YOU ARE ANGRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	88.9	94.1	94.1
	Disagree	1	5.6	5.9	100.0
	?/don't know	0	0		
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 88.9 percent agree, 5.6 disagree.

## CP132 OLDER CHILDREN SHOULD ALWAYS GIVE UP THINGS TO YOUNGER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	22.2	23.5	23.5
	Disagree	11	61.1	64.7	88.2
	?/don't know	2	11.1	11.8	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 22.2 percent agree, 61.1 percent disagree and 11.1 percent don't know.

## CP133 CRYING IS FOR SISSIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	35.3	35.3
	Disagree	8	44.4	47.1	82.4
	?/don't know	3	16.7	17.6	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 33.3 percent agree, 44.4 percent disagree and 16.7 percent don't know.

## CP134 TAKING SOMETHING THAT WAS LEFT BEHIND IS NOT STEALING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	7	38.9	38.9	72.2
	?/don't know	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 38.9 percent disagree and 27.8 percent don't know.

## CP135 CHILDREN DESERVE TO BE PUNISHED WHEN MISBEHAVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	72.2	72.2	72.2
	Disagree	4	22.2	22.2	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 72.2 percent agree, 22.2 percent disagree and 5.6 percent don't know.

## CP136 OLDER KIDS SHOULD TAKE CARE OF THEIR YOUNGER SIBS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	72.2	72.2	72.2
	Disagree	4	22.2	22.2	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 72.2 percent agree, 22.2 percent disagree and 5.6 percent don't know.

## CP137 CHILDREN WHO TELL HOW THEY FEEL MAKE THINGS WORSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	22.2	22.2	22.2
	Disagree	12	66.7	66.7	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 22.2 percent agree, 66.7 percent disagree and 11.1 don't know.

## CP138 TWO-YR OLD CHILDREN USUALLY MAKE A MESS OF EVERYTHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	61.1	61.1	61.1
	Disagree	7	38.9	38.9	100.0
	?/don't know		100.0	100.0	
	Total	18			

Out of 18 children, 61.1 percent agree, 38.9 percent disagree.

## CP139 GETTING BACK IS GETTING EVEN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	27.8	27.8	27.8
	Disagree	10	55.6	55.6	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 27.8 percent agree, 55.6 percent disagree and 16.7 percent don't know.

## CP140 TIME-OUT IS AN EFFECTIVE WAY TO DISCIPLINE CHILDREN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	55.6	55.6	55.6
	Disagree	5	27.8	27.8	83.3
	?/don't know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Out of 18 children, 55.6 percent agree, 27.8 percent disagree and 16.7 percent don't know.

## CP141 CHILDREN NEED DISCIPLINE, NOT SPANKING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	66.7	70.6	70.6
	Disagree	2	11.1	11.8	82.4
	?/don't know	3	16.7	17.6	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Out of 18 children, 66.7 percent agree, 11.1 percent disagree and 16.7 percent don't know.

## CP142 FATHER ABSENT, SON NEEDS TO BECOME MAN OF HOUSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	22.2	22.2	22.2
	Disagree	13	72.2	72.2	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 22.2 percent agree, 72.2 percent disagree and 5.6 percent don't know.

## CP143 CHILDREN SHOULD DO WHAT THEY ARE TOLD, WHEN TOLD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	77.8	77.8	77.8
	Disagree	2	11.1	11.1	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 77.8 percent agree, 11.1 percent disagree and 11.1 percent don't know.

## CP144 CHILDREN SHOULD BE RESPONSIBLE KEEP PARENTS HAPPY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	27.8	27.8	27.8
	Disagree	11	61.1	61.1	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 27.8 percent agree, 61.1 percent disagree and 11.1 percent don't know.

## CP145 CHILDREN WHO ARE AFRAID OF PARENTS BEHAVE BETTER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	22.2	22.2	22.2
	Disagree	12	66.7	66.7	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 22.2 percent agree, 66.7 percent disagree and 11.1 percent don't know.

## CP146 BECAUSE I SAID SO/ONLY REASON PARENTS NEED TO GIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	44.4	44.4	44.4
	Disagree	10	55.6	55.6	100.0
	?/don't know	0	0	0	
	Total	18	100.0	100.0	

Out of 18 children, 44.4 percent agree, 55.6 percent disagree.

## CP147 CHILDREN NEED TO LEARN ABOUT FEELINGS OF OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	88.9	88.9	88.9
	Disagree	1	5.6	5.6	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 88.9 percent agree, 5.6 percent disagree and 5.6 don't know.

## CP148 CRYING IS A SIGN OF WEAKNESS IN BOYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	10	55.6	55.6	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 55.6 percent disagree and 11.1 percent don't know.

## CP149 BABIES NEED TO CRY THEMSELVES TO SLEEP AT TIMES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	83.3	83.3	83.3
	Disagree	2	11.1	11.1	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 83.3 percent agree, 11.1 percent disagree and 5.6 percent don't know.

## CP150 IMPORTANT TO REWARD CHILDREN WHEN DO SOMETHING GOOD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	88.9	88.9	88.9
	Disagree	2	11.1	11.1	100.0
	?/don't know	0	0	0	
	Total	18	100.0	100.0	

Out of 18 children, 88.9 percent agree, 11.1 percent disagree.

## CPI 51 CHILDREN SHOULD ALWAYS DO WHAT THEY ARE TOLD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	66.7	66.7	66.7
	Disagree	4	22.2	22.2	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 66.7 percent agree, 22.2 percent disagree and 11.1 percent don't know.

## CP152 GOOD CHILDREN ALWAYS OBEY THEIR PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	44.4	44.4	44.4
	Disagree	9	50.0	50.0	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 44.4 percent agree, 50.0 percent disagree and 5.6 percent don't know.

## CP153 GOOD CHILDREN KNOW WHAT PARENTS NEED W/O BEING TOLD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	10	55.6	55.6	88.9
	?/don't know	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 55.6 percent disagree and 11.1 percent don't know.

## CP154 MILD SPANKINGS CAN BEGIN BETWEEN 15-18 MONTHS OF AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	33.3	33.3	33.3
	Disagree	11	61.1	61.1	94.4
	?/don't know	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Out of 18 children, 33.3 percent agree, 61.1 percent disagree and 5.6 percent don't know.

Table 2

*Construct Analysis*

## Construct A-Empathy

## Item

24. A lot of times just talking to someone really helps	83.3 percent agree	0 percent disagree	16.7 percent don't know
25. It's good to be able to know how other people are feeling	88.9 percent agree	0 percent disagree	11.1 percent don't know
1. Teasing someone is never a good idea	83.3 percent agree	11.1 percent disagree	5.6 percent don't know
30. When you feel afraid, keep it to yourself	5.6 percent agree	77.8 percent disagree	16.7 percent don't know
18. Children should know what their parents need without being told	27.8 percent agree	55.6 percent disagree	16.7 percent don't know
12. Teasing someone is a good idea	5.6 percent agree	88.9 percent disagree	5.6 percent don't know
28. It is important to do what your parents tell you to do	77.8 percent agree	11.1 percent disagree	11.1 percent don't know
32. Tell your parents when you are angry	88.9 percent agree	5.6 percent disagree	0 percent don't know
48. Children need to learn about the feelings of others	88.9 percent agree	5.6 percent disagree	5.6 percent don't know

42. Children need discipline, not spanking

66.7 percent agree      11.1 percent disagree   16.7 percent don't know

The analysis of the completed surveys for construct A-Empathy, indicate that the majority of students displayed a clear and predictable understanding of the Construct, Empathy.

Construct B-Role Reversal

Item

8. A good child always obeys his parents

44.4 percent agree      44.4 percent disagree   11.1 percent don't know

33. Crying is for sissies

33.3 percent agree      44.4 percent disagree   16.7 percent don't know

11. A good child gets good grades

38.9 percent agree      50.0 percent disagree   11.1 percent don't know

53. Children always obey their parents

44.4 percent agree      50.0 percent disagree   5.6 percent don't know

45. Children should be responsible for keeping their parents happy

27.8 percent agree      61.1 percent disagree   11.1 percent don't know

17. Parents' needs are more important than children's needs

11.1 percent agree      72.2 percent disagree   16.7 percent don't know

54. Children should know what their parents need without being told

33.3 percent agree      55.6 percent disagree   11.1 percent don't know

31. Children should never say "no" to their parents

33.3 percent agree      38.9 percent disagree   22.2 percent don't know

The analysis for the completed surveys indicated for Construct B-Role Reversal, indicated that the majority of students displayed a clear and predictable understanding of the Construct, Role Reversal.

#### Construct C-Role Expectations

##### Item

37. Older kids take care of their younger brothers and sisters

72.2 percent agree      22.2 percent disagree   5.6 percent don't know

22. Older children should be responsible for the care of their younger brothers and sisters

66.7 percent agree      33.3 percent disagree   0 percent don't know

43. In the father's absence, the son needs to become the man of the house

22.2 percent agree      72.2 percent disagree   5.6 percent don't know

The analysis for the completed surveys indicated for Construct C-Role Expectations, indicated that the majority of students displayed a clear and predictable understanding of the Construct, Role Expectations.

#### *Summary*

The analysis of completed surveys indicate that out of 18 children, 11 were males, 6 were females – with the average of 13 years. Out of the 18 children 61 percent were white, 16.7 percent were black, 16.7 percent were multi-racial.

The results of the analysis for Construct A-Empathy; Construct B-Role Reversal; and Construct C-Role Expectations indicate that the majority of students displayed a clear and predictable understanding of each Construct.

## Chapter V: Discussion

The purpose of this study was to gain further information to preclude the ongoing problem of child abuse today. *The Children's Parenting Inventory* developed by Dr. Amy Carole Schlieve (2000) was used to assess the parenting and child-rearing attitudes of at-risk children 10 to 14 years of age. The instrument is based on the Likert scale, which contains 55 statements in the booklet. The statements are about parenting and raising children. The students needed to decide if they agree or disagree with each statement by circling one of the responses. Responses to the instrument's questions would allow for further acquired information of pre-parent attitudes towards parenting behaviors. To this end, the following were carried out:

A review of literature was conducted to identify the parenting and child-rearing attitudes of abusive and non-abusive parents. In addition, the use of a pre-existing and replicated inventory was used to assess the parenting attitudes of preteen and early teen populations (i.e., those ages 10 to 14 years) currently enrolled in three western Wisconsin public schools. 245 surveys were mailed out to students in these three schools and 18 were completed. The schools surveyed were chosen on the basis of community size and the at-risk population.

### *Limitations*

A major limitation of this study is the size of sample and representative sample of the population. Also, a major limitation is a limited number of surveys returned by parents of at-risk children in the public schools studied. No measures of validity and reliability have been documented for this instrument.

### *Conclusions*

The results of this study began to reveal the child-rearing attitudes of at-risk children 10 to 14 years of age. According to the findings, when all the variables were considered, the differences among the three constructs were apparent:

- a. In Schlieve's study (2000), the results of the discriminant analysis was not enough to affect Construct A-Empathy. In this study (2005), the results of the discriminant analysis indicated that the subject's attitudes towards empathy were consistent and were predictable with Schlieve's.
- b. In Schlieve's study (2000) Construct B-Role Reversal, the 11 year-old boys displayed the greatest range of responses. In this study (2005), the results of the discriminant analysis indicated that the subject's attitudes towards role reversal were consistent and predictable with Schlieve's.
- c. In Schlieve's study (2000) Construct C-Role Expectations, 11 year-old boys again displayed the most significant range of attitudes.

In this study (2005), the results of the discriminant analysis indicated that the subject's attitudes towards role expectations were consistent and predictable with Schlieve's.

According to Schiamberg and Sears (cited in Schlieve, 2000, pg. 96), adolescence is a period when youths begin to develop into adults and traits learned in childhood tend to stabilize and are sustained through adulthood. Bavolek (cited by Schlieve, 2000, pg. 96) concurs stating that adolescents and young adults have usually developed fairly well defined attitudes toward parenting by the time they reach and graduate from high school.

Results from this study of the *Children's Parenting Inventory* indicate that subjects responded to questions in a consistent and predictable manner to that of Schlieve's study in 2000. According to Schlieve (2000), the CPI is not an indicator of future abusive parenting beliefs. However, answers to the inventory can begin to serve as an indicator as to how at-risk children 10 to 14 years of age respond to such questions on their attitudes and beliefs in regard to parenting and child-rearing practices.

### *Recommendations*

Research continues to indicate that regardless of gender, race, and age, teenagers are having babies at a younger age. At-risk children 10 to 14 years of age are an important population to continue to target for pregnancy prevention and to begin to target for suitable parenting-skill development. By utilizing instruments such as the CPI and providing pre-emptive strategies are indispensable beginnings to avert injuries to children of future generations.

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## Appendix A: Parent Letter

October 7, 2005

Dear Parents,

I am writing this letter on behalf of Mindee Kopp, a graduate student at the University of Wisconsin-Stout. Mrs. Kopp is conducting research about the parenting and child rearing attitudes of children in middle school as the final portion of her degree.

I strongly encourage your child to participate in this study, and feel that the information gathered will provide a better understanding about parenting skills.

For your child to participate in this project, your consent is required. By returning the completed survey, this has given your child permission to be in the study. As a participant in the research study, your child will be asked to complete the *Children's Parenting Inventory*, which will only take 5 minutes. To keep his or her identity confidential and to protect their privacy, Mrs. Kopp will not be given your child's name. Be assured your child's answers will remain confidential.

Mindee will put information she collects about your child with other information from other people in the study. When Mindee analyzes her research, she will not use your name, your child's name, or your community, so no one can tell what community or school this information came from.

Please fill out the given survey, fold in half and staple. There is already a return address and stamp on the back of the survey. Please complete the survey by October 19, 2005.

If you have any questions regarding this research, or would like to know more about it, please contact me at 852-3070.

Sincerely,

Fred E. Weissenburger, Ph.D.  
Executive Director Student Services

Appendix B: *Children's Parenting Inventory*

## **CONSENT FORM**

### **University of Wisconsin-Stout • Children's Parenting Inventory**

I am conducting a study about the attitudes middle school age children have in regards to parenting and child rearing. I am asking your child to participate in this research that I am conducting. This information is being distributed to all middle school aged children in the district. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Mindee Kopp, Master's in Education Candidate, at the University of Wisconsin-Stout. If you have any questions or concerns about the study, contact Amy Schlieve at 715-232-1332 and/or Sue Foxwell, Research Administrator and Human Protections Administrator at UW-Stout.

**Background Information:**

The purpose of this study is: To assess the parenting and child-rearing attitudes of middle school aged children receiving services in special education, at-risk programs.

**Procedures:**

If you agree for your child to participate in this study, I will ask you to do the following things: 1. Read all the materials provided for you in this packet carefully. 2. Talk with your child about the purpose of the study. 3. Sign the consent form and place it in the envelope provided. 4. Instruct your child to return the envelope to his/her homeroom teacher.

**Risks and Benefits of Being in the Study:**

The study may present minimal risks by presenting a question or concern to your child. Your child may discontinue the inventory at any time, and may talk with the guidance counselor available for this purpose. These potential risks are extremely minimal.

There are no direct benefits to your child for participating in this research.

**Confidentiality:**

The records of this study will be kept private. In any sort of report that I research and publish, I will not include information that will make it possible to identify your child. These records will be destroyed once the response data is recorded.

**Voluntary Nature of the Study:**

Your decision whether or not to allow your child to participate will not affect your further relations with the Eau Claire School District or the University of Wisconsin-Stout. If you decide to not allow your child to participate, feel free to withdraw at any time.

## Children's Parenting Inventory • CPI

Dr. Amy Carole Schlieve

**Sex:** Male \_\_\_\_\_ Female \_\_\_\_\_      **Age:** \_\_\_\_\_ years

**Race:**      White \_\_\_\_\_      Black \_\_\_\_\_      Asian \_\_\_\_\_      Hispanic \_\_\_\_\_  
                  Native American \_\_\_\_\_      Pacific Islander \_\_\_\_\_      Other \_\_\_\_\_

**Instructions:** There are 55 statements in this booklet. They are statements about parenting and raising children. You decide if you agree or disagree with each statement by circling one of the responses.

**Agree** - Circle A if you support the statement, or feel this statement is true.

**Disagree** - Circle D if you feel you cannot support the statement, or feel this statement is not true.

**Uncertain/Don't Know** – Circle the ? mark only when you do not know, or cannot decide on either of the other choices.

When you are told to turn the page, begin with Number 1 and go on until you finish all the statements. When you answer, please keep the following points in mind:

1. Respond to the statements truthfully. There really is no right or wrong answer, only your opinion.
2. Respond to the statements as quickly as possible. Give the first response that comes to your mind.
3. Circle only one response for each statement.
4. Some questions may seem like others, no two statements are alike. Make sure you answer each statement.

*Please ask questions now. If you come across a word you do not know, ask the examiner for help.*

**Children's Parenting Inventory  
Prototype II**

	Agree	Disagree	Don't Know
1. Teasing someone is never a good idea	A	D	?
2. Mommies make better parents than daddies.	A	D	?
3. Hitting a child out of love is different than hitting a child out of anger.	A	D	?
4. Brother and sisters never seem to get along.	A	D	?
5. Children should be taught to obey their parents at all times.	A	D	?
6. Spanking teaches children it's alright to hit others.	A	D	?
7. If you're going to drink, do it in front of your parents.	A	D	?
8. A good child always obeys his/her parents.	A	D	?
9. Guns help people feel safe.	A	D	?
10. It's a good idea to keep family secrets to yourself.	A	D	?
11. A good child gets good grades.	A	D	?
12. Teasing someone is a good idea.	A	D	?
13. If someone hits you, hit them back.	A	D	?
14. Children should think about what their parents need.	A	D	?
15. Children learn respect through strict discipline.	A	D	?
16. Children learn violence from their parents.	A	D	?
17. Parent's needs are more important than a child's needs.	A	D	?
18. Children should comfort their parents when they are sad	A	D	?
19. Having a brother and a sister is a pain.	A	D	?
20. Children should know what their parents need without being told.	A	D	?
21. A good child will comfort both parents after they have a fight.	A	D	?
22. Older children should be responsible for the care of their younger brothers and sisters.	A	D	?
23. Children should know when their parents are tired.	A	D	?
24. A lot of times just talking to somebody really helps.	A	D	?
25. It's good to be able to know what people are feeling.	A	D	?
26. It's ok to throw things when you are angry.	A	D	?
27. Parents should use time-out not spanking.	A	D	?
28. It's important to do what your parents tell you to do.	A	D	?
29. When you feel afraid, keep it to yourself.	A	D	?

30. Children should never say “no” to their parents.	A	D	?
31. Tell your parents when you’re angry.	A	D	?
32. Older children should always give up things to younger children.	A	D	?
33. Crying is for sissies.	A	D	?
34. Taking something that was left behind is not stealing.	A	D	?
35. Children deserve to be punished when they misbehave.	A	D	?
36. Older kids should take care of their younger brothers and sisters.	A	D	?
37. Children who tell us how they feel usually make things worse for their parents.	A	D	?
38. Two year-old children usually make a mess of everything.	A	D	?
39. Getting back is getting even.	A	D	?
40. Time-out is an effective way to discipline children.	A	D	?
41. Children need discipline, not spanking.	A	D	?
42. In a father’s absence, the son needs to become the man of the house.	A	D	?
43. Children should do what they’re told to do, when they’re told to do it.	A	D	?
44. Children should be responsible for keeping their parents happy.	A	D	?
45. Children who are afraid of their parents behave better.	A	D	?
46. “Because I said so!” is the only reason parents need to give.	A	D	?
47. Children need to learn about the feelings of others.	A	D	?
48. Crying is a sign of weakness in boys.	A	D	?
49. Babies need to cry themselves to sleep at times.	A	D	?
50. It’s important to reward children when they do something good.	A	D	?
51. Children should always do what they are told.	A	D	?
52. Good children always obey their parents.	A	D	?
53. Children should know what their parents need without being told.	A	D	?
54. Mild spankings can begin between 15 to 18 months of age.	A	D	?