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PERCEPTUAL DIFFERENCES OF THE FAMILY
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BY PARENTS AND THEIR ADOLESCENTS IN
DELINQUENT AND NON-DELINQUENT FAMILIES

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

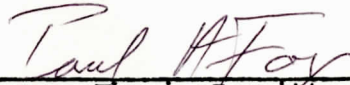
by
Frank D. Kohn
October 1979

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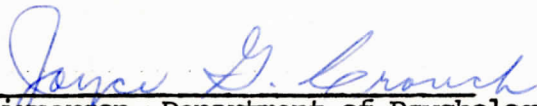
Chairman, Thesis Committee



Associate Professor of Psychology



Professor of Psychology



Chairperson, Department of Psychology



Dean of the Graduate School

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TABLE OF CONTENTS

	Page
Approval	ii
Acknowledgements	iii
List of Tables	v
List of Figures	vii
Abstract	viii
Review of Literature	1
The Problems of Defining the Delinquent Population	1
Conflicting Perceptions of the Family	3
Statement of the Problem	11
Method	13
Subjects	13
Instrumentation	14
Design	15
Procedure	16
Results	16
Discussion	20
References	25
Appendix A - Parental Consent Letter	28
Appendix B - Delinquency Check List	29
Appendix C - Bodin Family Agreement Measure	32
Appendix D - Family Data Sheet Completed by Parents	36
Appendix E - Family Data Sheet Completed by Student	37
Appendix F - Instructions to Parents	38
Appendix G - Tables	39
Appendix H - Tables	44

LIST OF TABLES

Table (Appendix G)	Page
1. Criterion Variable DCL Broken Down By Research Location	39
2. Two-Way Analysis of Variance for Dyad Pairings on the Total BFAM By Group	40
3. F Scores, df, and Significance Levels of Family Dyads on the Breakdown and Total BFAM By Delinquent and Non-delinquent Groups (ANOVA)	41
4. Two-Way Analysis of Variance for Dyad Pairings on "Family Discipline" in the BFAM By Group	42
5. Means and Standard Deviations for Breakdown of the BFAM Task Comparing Delinquent and Non-delinquent Family Groups	43

Table (Appendix H)	
1. Analysis of Variance for Father-Mother Disagreement on the BFAM By Group	44
2. Analysis of Variance for Father-Son Disagreement on the BFAM By Group	45
3. Analysis of Variance for Mother-Son Disagreement on the BFAM By Group	46
4. Analysis of Variance for Father-Mother Disagreement on "Family Strengths" in the BFAM By Group	47
5. Analysis of Variance for Father-Son Disagreement on "Family Strengths" in the BFAM By Group	48
6. Analysis of Variance for Mother-Son Disagreement on "Family Strengths" in the BFAM By Group	49
7. Analysis of Variance for Father-Mother Disagreement on "Family Problems" in the BFAM By Group	50
8. Analysis of Variance for Father-Son Disagreement on "Family Problems" in the BFAM By Group	51
9. Analysis of Variance for Mother-Son Disagreement on "Family Problems" in the BFAM By Group	52
10. Analysis of Variance for Father-Mother Disagreement on "Family Authority" in the BFAM By Group	53

Table (continued)

Page

11.	Analysis of Variance for Father-Son Disagreement on "Family Authority" in the BFAM By Group	54
12.	Analysis of Variance for Mother-Son Disagreement on "Family Authority" in the BFAM By Group	55
13.	Analysis of Variance for Father-Mother Disagreement on "Family Communication" in the BFAM By Group	56
14.	Analysis of Variance for Father-Son Disagreement on "Family Communication" in the BFAM By Group	57
15.	Analysis of Variance for Mother-Son Disagreement on "Family Communication" in the BFAM By Group	58
16.	Analysis of Variance for Father-Mother Disagreement on "Family Defensiveness" in the BFAM By Group	59
17.	Analysis of Variance for Father-Son Disagreement on "Family Defensiveness" in the BFAM By Group	60
18.	Analysis of Variance for Mother-Son Disagreement on "Family Defensiveness" in the BFAM By Group	61
19.	Analysis of Variance for Father-Mother Disagreement on "Family Discipline" in the BFAM By Group	62
20.	Analysis of Variance for Father-Son Disagreement on "Family Discipline" in the BFAM By Group	63
21.	Analysis of Variance for Mother-Son Disagreement on "Family Discipline" in the BFAM By Group	64

LIST OF FIGURES

Figure	Page
1. Disagreement Mean Scores on the Total BFAM By Groups	17
2. Disagreement Mean Scores on the Breakdown BFAM By Groups	19

Abstract

This research was designed to assess the relationship between delinquency of the male adolescent and family members' perception of their family. Research in this area has been marked by two main problems: ambiguous definitions of the delinquent and non-delinquent populations, and methodological problems in measuring perceptual differences of the family by family members.

Fourteen delinquent and 16 non-delinquent families were chosen for study on the basis of scores by the male adolescent son on the Delinquency Check List. The Bodin Family Agreement Measure was administered to each family member to measure their perceptions of the family along six dimensions: strengths, problems, authority, communication, defensiveness, and discipline. The dependent measure was assessed with respect to: (1) mother-father disagreement, (2) father-son disagreement, and (3) mother-son disagreement. Dyad disagreement scores were obtained by summing the absolute value of differences between each family member's response on the BFAM. These scores were then summed for each group.

The results indicated that there were no significant differences between delinquent and non-delinquent groups on mother-father, father-son, and mother-son disagreement scores. On the BFAM subscales, the only significant difference occurred on mother-son disagreement scores on "Family Discipline" between the delinquent and non-delinquent groups.

Psychologists and sociologists have extensively investigated many aspects of Juvenile Delinquency. Conclusions have been contradictory and practical applications have remained ambiguous. Research shortcomings have been attributed to methodological problems, inadequate population sampling, confounding variables, and the "looseness" in the way the term "delinquency" is defined (Glueck, 1959; Niemi, 1974). The error in interpreting data into cause-effect terms has resulted in the formation of many misconceptions which mediate a pessimistic outlook toward remediation. Recently, researchers (Venezia, 1968; Kulik, Stein, and Sarbin, 1971) have developed systematic approaches to the study of delinquency and have focused considerable research on the family of the delinquent child. The result of these efforts was helpful in understanding the variables related to an adolescent becoming involved in antisocial behaviors.

The Problems of Defining the Delinquent Population

The term "delinquency" has been loosely used by researchers, government officials, therapists, and law enforcement agencies. Agreement on what constitutes a delinquent population is nonexistent. As a result, communication between professionals regarding delinquency is ambiguous and constantly misinterpreted. Glueck (1959, p. 2) suggested that the first problem of Juvenile Delinquency is the definition itself, legally and psychiatrically:

"Delinquency", depending on the provisions of a particular statute, may include not merely the serious offenses which when committed by adults are denominated crimes and not only such deviant childhood behavior as truancy, running away from home, "stubbornness", disobedience, and similar conduct compendiously referred to as "incorrigibility", or "waywardness", but also more general

and vague attitudes of an antisocial flavor or tendency, such as hostility, aggressiveness, and even guilt feelings leading to some form of deviant behavior deemed potentially dangerous to the child and society.

The definition of delinquency is omnibus. Parents tend to think of their children as delinquent if the child has disobeyed a parental order (Niemi, 1974). The juvenile courts (specifically the judges) label a child delinquent if he has run away from home as likely as if he has committed an aggressive criminal act such as murder. Manifestations of antisocial behavior have been attributed to: (1) emotional disturbance of an adolescent who, as a result, begins to act out; (2) learned behavior where an adolescent receives reinforcement for engaging in inappropriate behavior; and (3) inadequate models where parents or peer groups display inappropriate behaviors that are influential on the adolescent. Labels such as "delinquency" describe the behavior of the adolescent with implications of criminal intent. However, labeling does not define the problem nor does it provide solutions for remediation. This inability to define or differentiate the topography of delinquency has resulted in an almost random assignment of adolescents to treatment modalities. The need for more detailed information was indicated by Schafer and Knudten (1970), who suggested that the effectiveness of the juvenile courts would be increased by distinguishing between categories such as delinquent behavior against property or delinquency involving violence.

In order to standardize the definition of delinquency, Kulik, Stein, and Sarbin (1968) developed a questionnaire tapping the extent to which youth engage in an assortment of antisocial behaviors. A group of 505

high school boys and 391 boys at institutions for delinquents completed a 52-item Delinquency Check List of antisocial behaviors in which they indicated the frequency and extent of participation in a broad range of antisocial behaviors. The behavior ranged in severity from mild misbehaviors (cursing, etc.) to serious antisocial acts such as robbery and the use of drugs. The results supported data by Nye (1958) which indicated that self report of antisocial behavior is functionally related to legal records of delinquency. The Delinquency Check List differentiated incarcerated delinquents from non-delinquents attending high school. The data suggested that it is possible to differentiate among the artificially homogenized members of the class of persons vaguely called "delinquents" using self report behavioral criteria.

Conflicting Perceptions of the Family

Research on delinquency in the late 1950's (Bandura and Waters, 1959) consisted of identifying the external variables influencing an adolescent to engage in antisocial behaviors. This included socioeconomic conditions, age, education, and family membership. Recently, this research has been extended to include the investigation of internal influences within the family that are associated with delinquency (Niemi, 1974; Gecas, Rooney, Thomas, and Weigert, 1974). Kulik, Stein, and Sarbin (1968) stressed the importance of conflict with parents as a part of antisocial behavior. Venezia (1968), van der Veen (1965), and Bodin (1968) reported that they were able to isolate the variables influencing antisocial behavior only within the context of the family. This included the

adolescent's home environment and his family interactions. Theorists and practitioners of diverse persuasions agree that the relationship between parent and child is of fundamental importance in the occurrence of delinquency (Ingram, 1973).

Van der Veen (1965) reported that the perception of the family unit by its members is central both to the adjustment and treatment of the troubled family. The feelings and attitudes that each person has about his family have a profound effect on his way of behaving in the family, as well as on the resolution of family difficulties (van der Veen, 1965, p. 196). Family perception or family concept may be thought of as the image a person has of what his family is like or of how he wants his family to be. Van der Veen (1965) stated that these family perceptions by family members influence behavior; they can be referred to and shared, and change as a result of experience.

Scheck and Emerick (1976) reported that family research has revealed a tendency to downplay the importance of the child's perception of the family and overemphasize the value of the parental reports. Bronfenbrenner (1961) has shown devaluation of the child's perception of the family in the following portion of a report used to obtain information on parental behavior.

All of the information on parents was secured from the adolescent. As a result, the information must be qualified on two counts. First, the adolescent may lack complete or accurate knowledge about his parents. Second and most important, even though most of the items on which the adolescent is asked to report deal with overt behavior rather than subjective feelings and opinions, his perceptions and responses are probably subject to distortion, both willful and unwitting (Bronfenner, 1961, p. 245).

The assertion made by Bronfenbrenner (1961) could apply equally to parents given the same situation. Devereux (1969) made a similar assertion concerning possible data inaccuracy.

Finally, our data for the present report, consists entirely in children's reports of parental behavior. We cannot be certain these reports are objectively valid accounts of what parents really do (Devereux, et al., 1969, p. 266).

Scheck and Emerick (1976) stated that actual parental or family behavior observed by the researcher or reported by the parent is not what is most important in influencing an adolescent to engage in delinquent behavior. Dubin and Dubin (1965) reported that there is probably not a one-to-one correspondence between parental behavior (or the parents' perception of their behavior) and the child's perception of that behavior. The theoretically crucial factor is the child's perception of the parents' behavior - a variable which intervenes between actual parental behavior and the child's personality (Kephart, 1961; Serot and Teevan, 1961).

It has been suggested that the congruence of family perceptions among children and their parents (van der Veen and Haberland, 1971) and the ability of parents to predict their children's perceptions (Piers, 1972) may be crucial in assessing development of antisocial behavior in adolescents and patterns of family conflict. Research has indicated (Novak and van der Veen, 1968) that there is ambiguity and disagreement among adolescents and their parents on how specific attitudes, relationships, communication, roles, and expectancies of the family are perceived due to poor interaction patterns between parents and adolescents. The greater the disagreement among family members, the more likely the family is experiencing a problem.

Novak and van der Veen (1968) observed that one child can perceive his family's interactions so negatively that it results in severe emotional disturbance, while another child perceives his family's interactions as mildly negative and results in no lasting emotional problems. Novak and van der Veen (1968) suggested that similar objective conditions can exist for both disturbed and nondisturbed families and there would be a difference in the way family conditions are perceived depending on the degree of disturbance shown by the individual. Van der Veen, Huebner, Jorgens, and Ne ja (1964) reported that the characteristics of the family unit affected the interactions and feelings of each of the individual family members differently depending on the way each individual perceived and interpreted his experience within the family.

Bell (1962) suggested that the family had significant input into the problems of the identified patient. He stated (Bell, 1962, p. 4):

emphasis on the family means that the problem for which the family comes to treatment, usually a difficulty with one of the children, must be accepted not as the symptom of an individual disturbance but as a symptom of disrupted relationships in the family...Functionally then, the symptom is thought of as a product of a disruption within the family interaction, most usually a breakdown in intrafamily communication and not as a problem of intrapsychic conflicts. From this point of view, conflicts within the individual become the end results rather than the cause of disturbance.

In research conducted to differentiate families according to perceptual differences, Metz and Miller (1971) used a semantic differential which included the following concepts: (1) friends, (2) appearance, (3) freedom, (4) obedience, (5) school, and (6) family. The concepts contained the dimensions of (1) good-bad, (2) nice-awful, and (3) sweet-sour.

After rating each concept, the youth were asked to predict their parents' response to the same rating task. Each parent was asked to predict the ratings of their son. Accuracy of predictions was measured by the mean of the absolute value difference between the predictions of one person and actual ratings of another. Parents of "troubled" families made less accurate predictions of the son's ratings than parents of the "normal" families. Metz and Miller (1971) discussed differences in what they call "normal" families and "troubled" families. They concluded that there was greater understanding of connotative meanings of key family terms such as schooling, etc. in "normal" families than in families with delinquent children. The lack of perceptual congruity in troubled families was primarily a function of parental misunderstanding of sons. This finding that "delinquent" parents tended to agree less than their sons supported the view that communication in such families tended to be unidirectional. The parents, Metz and Miller (1971) pointed out, do not listen nor learn about the feelings and concerns of their son. This study suggested that there is a relationship between the lack of understanding among parents and their sons, and the difficulties that these families have in coping with specific situational problems of individual family members.

In an effort to study family perceptual differences, van der Veen (1965) compared a non-clinic low adjustment group to a non-clinic high adjustment group. The groups were similar in the distribution of age, sex, and rank in the family of the criterion child, size of family, and occupational level of the father. The low adjustment families had sons

rated poor in social and emotional adjustment in school according to teacher ratings and school records. The parents and the child in each group completed the Family Concept Q-Sort (van der Veen, et al., 1964) of the ideal and real family. Results indicated that fathers and mothers who had a low adjustment child differed more from each other in the way they perceived their families than fathers and mothers of a high adjustment child. Parents of low adjustment children saw their families as less like the way they wanted them to be, less like a clinician's picture of the ideal family, and disagreed amongst each other in what they expected of their families. Parents of low adjustment children also responded more often on the Q-Sort than parents of high adjustment children that their child was "hard to control", "unstable", and "engaged in little conversation with the parents".

In measuring perceptions of the family, family members use two views in looking at the family, what actually happens in their family (real family) and what they would like their family to be (ideal family) (van der Veen, 1965; Bodin, 1968). Differences in family members' perceptions have been attributed to parents reporting perceptions of their ideal family instead of reporting perceptions of their real family.

Niemi (1974) conducted a number of studies on students' and parents' perceptions of the family. He collected data from 1,699 high school seniors distributed among 97 schools throughout the United States. The 1,699 students were randomly divided into three groups. In one group of students, the fathers completed a questionnaire and were interviewed; in another group of students, the mothers were designated; and in the

remaining group of students, both parents were assigned. The data consisted of a questionnaire which included questions on background information, parents' politics, children's partisanship, family structure and relationships, etc. Both parents and their child answered the questionnaire separately and the results were compared. Niemi's (1974) study indicated that students and parents seldom check their perceptions with each other. Since their disagreements are not identified, they cannot be consciously resolved. Students looked at conflicts in a short-term view, while parents looked at everyday conflicts in a long range view. Niemi (1974) also stated that parents may rate their own children partly by comparison with other parents' experiences. Both parents and students may see their current family situation in terms of the "ideal" family, while other parents may compare their immediate family situation to recollections of their families when they were youths. Some of the discrepancies between the adolescent's and their parents' description of the family can be attributed to a tendency on the part of the parents to give more favorable responses than students.

One of Niemi's (1974) major conclusions indicated that disagreements between students and parents demonstrated that "family structure", "family relationships", and "family agreement" are not single undifferentiated entities, but that perceptions of the family differ considerably from one member to another. Self-directed bias is a significant problem in measuring family attitudes and perceptions. This bias makes other's attitudes or behaviors more congruent with one's own preferences or feelings. It has been charged (Helper, 1958) that both children and parents,

especially the latter, bias their responses to make themselves and their families appear more socially acceptable. Moreover, it is suggested that different members of a family often present varying accounts of the same phenomena, so that the descriptions by any single member cannot be relied upon (Niemi, 1974). Since there is going to be some disagreement among family members on the perception of the family unit, it cannot be determined which family member presents the most accurate perception of the family. Only a comparison of the individuals' perceptions can be assessed with a high correlation indicating a more precise account of the theoretical "real" family.

Novak and van der Veen (1968) extended the previous research through comparison of clinical and non-clinical populations. Again using the Family Concept Q-Sort, there was less perceived adjustment and satisfaction in the siblings of disturbed children than in the siblings of normal controls. The results showed that parents of disturbed children perceived less adjustment and satisfaction than the parent responses on non-disturbed children. Factor analyses showed that the Family Q-Sort concepts of the father and mother in non-disturbed families agreed more with each other than mothers and fathers of disturbed families (Novak and van der Veen, 1968, p. 14).

Bodin (1968) confirmed the results of other studies which differentiated problem families from normal families. He developed the Bodin Family Agreement Measure to assess perceptual differences of family members within the family. The BFAM required each family member to independently complete a multiple choice, sentence completion questionnaire.

It required the ranking of all the alternative completions. The Bodin Family Agreement Measure was later revised to allow rating of the sub-items, rather than ranking them (Bodin, 1968). This revision generated a more accurate statistical analysis of the results and allowed the investigator to compare the differences in agreement of the family dimensions in greater detail. The content of the family questionnaire was adopted from recent family research and included 60 questions on the following areas of common family concern: (1) strengths, (2) problems, (3) authority, (4) communication, (5) defensiveness, and (6) discipline in the family (Bodin, 1968, p. 180). In terms of dyadic disagreement scores, there was more total disagreement in the problem families than in the normal families (Bodin, 1968, p. 240). In addition, the father-son pair showed greater agreement in the normal families than in the problem families. Perceptual measures (BFAM) indicated that non-delinquent sons saw themselves as at least "one up" on their fathers in comparison with delinquent sons, who rarely rated their fathers as the least influential triad member on the BFAM task. This finding implied that there is greater perceptual disagreement of the family amongst delinquent sons and their fathers than between non-delinquent sons and their fathers.

Statement of Problem

In reviewing the studies which examined perceptual differences of the family by family members of delinquent and non-delinquent populations, it is apparent that the results reported were inconclusive and ambiguous. The populations studied were poorly defined, coupled with many

methodological inconsistencies. The studies failed to describe how the subjects were approached to participate in their research and also failed to explain how the data was divided into dimensions for statistical comparison. With these problems, it is difficult to assume that this research is internally and externally valid. Van der Veen (1965) described his subjects in terms of "psychological disturbance", while Metz and Miller (1971) used the concept of "troubled" families. Van der Veen, Huebner, Jorgens, and Ne ja (1964) used an ambiguous undefined term of "poorly adjusted" families to describe their population.

Combining the results of the research discussed, two main themes are predominant. Mothers and fathers of problem children (low adjustment, delinquent, emotionally disturbed, etc.) had greater perceptual differences of their family than mothers and fathers of normal children (van der Veen, 1964; Novak and van der Veen, 1968; Bodin, 1968). There is greater perceptual disagreement between fathers and sons of problem families than fathers and sons of non-problem families (Bodin, 1968).

The present study was designed to combine the procedures used by Kulik, Stein, and Sarbin (1968) in defining a delinquent population through the use of a behavioral check list with procedures used by Bodin (1968) to determine perceptual differences of the family as reported by family members. This study used the Bodin Family Agreement Measure to determine perceptual differences of family members regarding the family unit. The male adolescents and their parents who participated in this study were divided into delinquent and non-delinquent family groups according to their son's score on the Delinquency Check List. Three

disagreement scores were established for each family (Father-Mother, Father-Son, and Mother-Son) and statistically compared between delinquent and non-delinquent family groups.

It was hypothesized that Father-Mother, Father-Son, and Mother-Son dyads of families with a delinquent male adolescent would disagree with each other significantly more on the BFAM family concepts than the same dyad pairs of families having a non-delinquent male adolescent.

Method

Subjects

Thirty male middle class high school students between the ages of 13 and 16 were selected from two high schools, a detention center, and Lee Mental Health Center in Fort Myers, Florida (see Table 1 in Appendix G for Breakdown). They were selected from an initial volunteer population formed on the basis of signed student and parent consent forms (see Appendix A).

To control for the influence of confounding variables, the following restrictions were imposed for subject selection: (1) middle class socioeconomic status, (2) Caucasian, (3) membership in a two parent family (natural or adopted), (4) not an only child. Based upon a median split ($x = 72.5$) on the DCL, 14 subjects ($\bar{x} = 84.79$, $SD = 17.16$) were assigned to the delinquent group and 16 to the non-delinquent group ($\bar{x} = 64.94$, $SD = 6.46$). The adolescents and their parents were informed that the study was strictly voluntary and that confidentiality would be maintained.

Instrumentation

Each student received a consent form, a family data sheet, a Delinquency Check List, and a Bodin Family Agreement Measure. The parents of these students also received the same consent form, a family data sheet, instructions for the study and two BFAMs, one to be completed by the mother, and one for completion by the father.

The Delinquency Check List (DCL) developed by Stein, Sarbin, and Kulik (1971) is a 52 item survey containing statements of four dimensions of antisocial behavior: delinquent role (or gang delinquency), drug usage, parental defiance, and assaultiveness. The DCL (see Appendix B) required that the adolescent self report the degree of his involvement on a rating scale of zero to four ("never" to "very often") on a number of antisocial or deviant behaviors. Higher total scores indicated greater participation of the adolescent in delinquent activities.

The Bodin Family Agreement Measure (BFAM) (Bodin, 1968) is a self-paced questionnaire (see Appendix C) designed to measure perceptual differences of family members on the topic of the family. The mother, father, and son each rated the 60 items (12 paired sentence stems, each with five completions) on a scale of one to five, from "no agreement" to "complete agreement". Disagreement scores were determined by obtaining the absolute difference between dyad pairs' responses on each item. These scores were then summed to obtain a total disagreement score.

The Family Data Sheet completed by the Parents (see Appendix D) was designed to obtain relevant information concerning the family that would determine if the family met the designated criteria for participation

in the study. The Family Data Sheet completed by the Student (see Appendix E) was designed to tap some of the same information provided by the parents. This duplicate data served to assess the reliability and validity of the reported information between parents and their sons. It also served to check if the research participants met the subject criterion.

Design

A 2 x 3 (delinquency x family pairing) factorial design was employed to assess the effects of perceptual differences of family members on the behavior of a specified male in the family. The family pairings were comprised of father-mother, father-son, and mother-son dyads.

Research participants, obtained from two high schools, a detention center, and a mental health center, were divided into delinquent and non-delinquent groups on the basis of a median split on Delinquency Check List scores. The delinquent group included subjects from all sampling areas. Subjects from the non-delinquent group were found in all sampling areas, excluding the detention center.

The dependent measure was disagreement scores of family members on the Bodin Family Agreement Measure.

A two-way analysis of variance was performed between delinquency groups and family dyad pairings. Single analyses of variance were also conducted on the breakdown of the BFAM (strengths, problems, authority, communication, defensiveness, discipline) comparing the delinquent and non-delinquent groups.

Procedure

A letter of explanation and consent (see Appendix A), and questionnaires were sent to parents of students at two high schools, Lee Juvenile Detention Center, and new intakes at Lee Mental Health Center, all of Fort Myers. This initial population consisted of 204 families. There were 53 respondents to the appeal with 30 meeting the selection criteria.

Parents of the students completed a family data sheet. The mother and father each completed a Bodin Family Agreement Measure according to the instruction letter (see Appendix F). The father and mother independently completed the questionnaire and were asked not to see each other's responses. These results were returned to their son's homeroom teacher in an attached pre-addressed sealed envelope.

Sons of the parents completed a family data sheet, the Delinquency Check List, and the Bodin Family Agreement Measure. Instructions which were similar to those received by parents were verbally directed to the adolescents at either the school, the detention center, or the Mental Health Center. Subjects were assured of anonymity and confidentiality. All subjects were given extra credit points in their class for completing the study. Lee Mental Health subjects received no additional incentive for their efforts except more individual time to discuss the study.

Data from this study was collected over a three month period.

Results

Results of this study indicated that there are no significant differences of family perception by delinquent and non-delinquent family

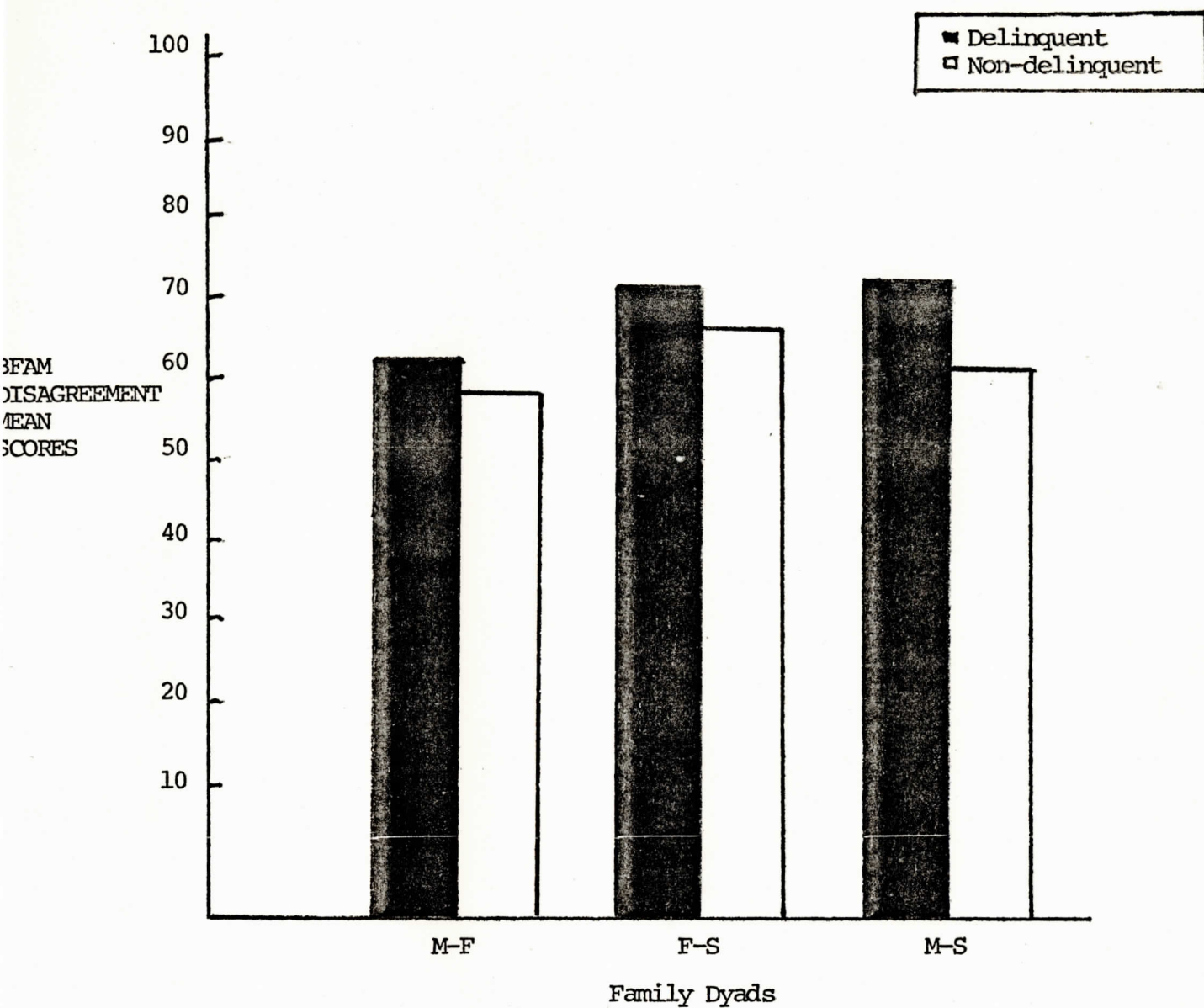


Figure 1. Disagreement Mean Scores on the Total BFAM By Groups

groups on the BFAM by the family dyads: Father-Mother, Father-Son, and Mother-Son.

Figure 1 presents the mean BFAM disagreement scores of each family dyad pairing between delinquent and non-delinquent groups. A two-way analysis of variance was utilized to compare the main effects of two independent variables: family group (delinquent or non-delinquent) and family dyad (Father-Mother, Father-Son, Mother-Son). Table 2 of Appendix G indicates that there was no significant difference between the effects of delinquent and non-delinquent groups, $F(1, 84) = 1.97, p > .05$. Results also indicated that there was no significant difference between the effects of family dyad pairings, $F(2, 84) = 2.29, p > .05$. Figure 1 presents the mean BFAM disagreement scores of family dyad pairs between the delinquent and non-delinquent groups. The analysis of interaction between the two independent variables indicated that delinquent family groups and family dyad pairings do not significantly affect family members' perceptions of their family (BFAM disagreement scores), $F(2, 84) = .47, p > .05$.

Figure 2 presents mean BFAM sub-scale disagreement scores of each family dyad between delinquent and non-delinquent groups. To assess the affects of the independent variable (delinquency), a single analysis of variance was performed on each family dyad pairing between delinquent and non-delinquent groups on each sub-scale of the BFAM (Strengths, Problems, Authority, Communication, Defensiveness, and Discipline). Table 3 of Appendix G indicates that there were no significant effects between delinquent and non-delinquent family dyad pairing on five of the

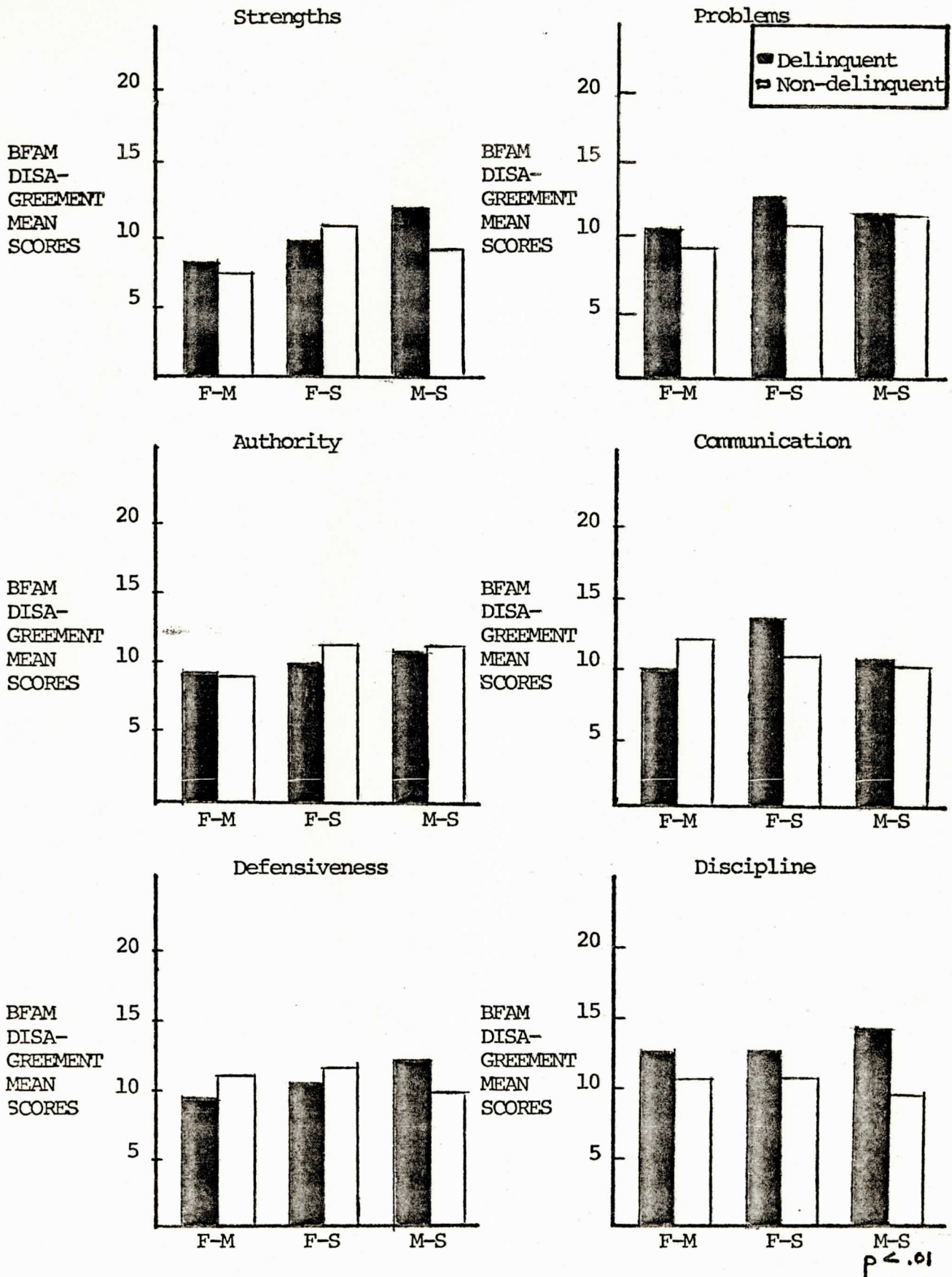


Figure 2. Disagreement Mean Scores on the BFAM By Groups

six breakdown areas of the BFAM (Strengths, Problems, Authority, Communication, and Defensiveness). A significant difference was obtained, however, between the delinquent and non-delinquent Mother-Son dyad pairing in the area of Family Discipline on the BFAM, $F(1, 28) = 10.085, p < .05$. In considering the family dyad pairing as an independent variable, a two-way analysis of variance was used to determine the main effect and interaction of the two independent variables, delinquency and Mother-Son interaction. Results show (see Table 4 in Appendix G) that delinquency was the only significant main effect, $F(1, 84) = 9.54, p < .05$. This indicates that the mothers and their delinquent sons have a significantly greater perceptual difference of "family discipline" in their family than mothers and their sons who are not delinquent.

All means and standard deviations are presented in Table 5 in Appendix G. Individual analysis of variance for BFAM sub-scales (breakdown) are presented in Appendix H.

Discussion

The present study does not confirm earlier research (van der Veen, 1964; Bodin, 1968; Nye, 1958) that found delinquency of a male adolescent is significantly related to family perceptual differences. Although parents and their delinquent sons disagreed more on how they perceived their family than parents and non-delinquent sons, statistical significance was not achieved. These results lend credence to the problem of inconsistent conclusions drawn in family research. Studies using similar paradigms obtained similar trend results with varying degrees of

statistical significance (from no significance to significance at greater than $p < .01$). Methods used in previous research that obtained significance were combined in this study and resulted in no significant difference among the variables.

Defining the delinquent population continues to be a problem.

Research conducted by Glueck (1959), Nye (1958), and Andry (1960) studied populations of incarcerated youth which they called delinquents. They did not consider the fact that their delinquent populations were special. The youth had been caught for engaging in antisocial behaviors. It was later determined by Glueck and Glueck (1962) that most adolescents who engage in antisocial behavior go undetected. This resulted in a delinquent population that consisted of adolescents who engage in antisocial behavior but are not caught; and also adolescents who engage in the same antisocial behaviors that are apprehended. The DCL (Kulik, Stein, and Sarbin, 1968) was used to objectively locate the delinquent population and to avoid bias sampling of incarcerated adolescents. A median split on the DCL was used to obtain delinquent and non-delinquent groups equally distributed on the location variable (high school, mental health center, and detention center). In examining the delinquent group, subjects scoring above the median split of $x = 72.5$ were found in all of the sampling areas. The non-delinquent subjects (scoring below $x = 72.5$) were found in all sampling areas except the detention center. This suggested that Glueck and Glueck (1962) and Kulik, Stein, and Sarbin (1968) were accurate in their assessments that adolescents engaging in antisocial behavior are not necessarily caught. Within the delinquent

group, adolescents who were in the detention center scored significantly higher than the other adolescents (see Table 1 in Appendix G). The reasons may be attributed to adolescents in detention centers having: (1) engaged in more antisocial behavior than adolescents in high school who rated high on the DCL, or (2) been influenced by society and peers to overrate their involvement in delinquent activity. Future research should take this point, using the location of the incarcerated and non-incarcerated adolescents as a main variable to determine delinquency, along with the DCL.

Researchers have used differing techniques to assess family perception. Similar results have been obtained that indicate delinquency and perceptual differences of family members are related. This raises the question as to whether or not the researchers were measuring the same phenomena of what they called "family perception". Venezia (1968), in order to assess family perceptual differences, compared factual knowledge given by family members about the family. The more the adolescent was "off" in recalling factual information, the greater was his attitudinal distance from the family. Venezia (1968) concluded that the extent of perceptual disagreement by family members of empirical family information determined the adolescent's degree of commitment to delinquent values. Novak and van der Veen (1968) used the Family Concept Q-Sort to measure perceptual differences of family members on the topic of the family. The Q-Sort approach reduced the complexity of describing family experience, made the test results from different family members comparable, and provided a description of the most meaningful and salient

aspects of a person's family experience, regardless of the specific relationship involved. The Q-Sort method is a forced sort procedure that provides the subject with a limited amount of responses to describe his family situation.

Bodin (1968) assessed perceptual differences of family members with the use of his Family Agreement Measure, also used in this study. It became apparent in this study that Bodin's change in procedure from ranking to rating the sub-items to obtain better statistical analysis, severely hampered the effectiveness of the BFAM to determine perceptual differences of the family. The number of possible responses increased from 60 to 300 for each subject. Statistically, the possibility of disagreement between family dyads on the BFAM responses increased. Previously, if two family members in the non-delinquent group agreed on 15 out of 60 items compared with 1 out of 60 from the delinquent group, the results would be significant. The present method would require the family dyad in one group to agree on 75 out of 300 items (compared with 1 out of 300) to obtain the same significance level as before. The advantages of the original BFAM procedure included having fewer possible responses for the subject on each question, which reduced confusion and produced more accurate perceptions of the family.

Other considerations of research involving family perceptions and delinquency should attempt to examine the direction of causation. Renaud and Estes (1961) explain the relationship of delinquency and family perception as interactive. Behavior and attitudes influence and modify each other in a continual interplay in which both are critically important.

The modification of either could lead to a cycle of beneficial or detrimental change.

Future research should use family perception measuring devices that provide a limited number of responses that would allow subjects to describe their family in simple terms. A limitation in possible responses would also allow more accurate statistical analysis with populations under 100. Delinquent populations should include a larger group of incarcerated adolescents. However, behavioral criteria from a self-report checklist should be maintained to qualify each delinquent's participation in anti-social behavior.

Overall, this study suggests that family perception differences are not significantly related to an adolescent's participation in delinquent behavior. However, it does raise some questions as to the validity of other research that related delinquency with family perception differences. Perhaps future research will pinpoint other variables that may be involved in the assessment of delinquent and non-delinquent family interactions.

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APPENDICES

APPENDIX A

Dear Parents:

We are aware that many teenagers have problems talking to their parents. We would like your help with this problem by answering some questions. Your son will be asked to fill out a check list requiring 10 minutes of their time and another scale for about 15 minutes.

Frank Kohn, who is conducting this study, will call you and ask to set up a time with you to fill out the same scale and to complete a family survey sheet. This should take about 40 minutes for both you and your spouse to fill out. Please return the questionnaires in our pre-addressed envelopes to school with your son. Your answers will be kept secret.

After we complete the study in July, we will send you an explanation of the results. Your cooperation in this problem of how family members communicate with one another is greatly appreciated.

We would like your permission for you and your son to be in this study. If you are willing to help out, please sign this approval sheet along with a time that I may contact you by phone. Also, complete the family data sheet. Have your son return this form and the data sheet to school where I will receive them. Your son will be asked for his permission to participate in this study. Thanks again for your cooperation.

Son's Signature _____

Parent's Signature _____

A time you may be called _____

Frank Kohn
Lee Mental Health Center
Childrens' Unit
1630 Woodford Avenue
Ft. Myers, Florida 33901
Tel. 481-6244

Please indicate to what extent you have broken the following rules and regulations since beginning grade school. If you have never broken the rule, circle the "0." If you have broken the rule once or twice, circle "1"; if several times, circle "2"; if often, "3"; if very often, "4." Answer every item.

	NEVER	ONCE OR TWICE	SEVERAL TIMES	OFTEN	VERY OFTEN
1. Gone against your parents' wishes?	0	1	2	3	4
2. Defied your parents' authority (to their face)?	0	1	2	3	4
3. Shouted at your mother or father?	0	1	2	3	4
4. Cursed at your mother or father?	0	1	2	3	4
5. Struck your mother or father?	0	1	2	3	4
6. Come to school late in the morning?	0	1	2	3	4
7. Skipped school without a legitimate excuse?	0	1	2	3	4
8. Cheated on any class test?	0	1	2	3	4
9. Caused teachers a lot of trouble by cutting up in school?	0	1	2	3	4
10. "Run away" from home?	0	1	2	3	4
11. Driven a car without a driver's license or permit? (Do not include driver training courses.)	0	1	2	3	4
12. Been out past midnight when you were not accompanied by an adult?	0	1	2	3	4
13. Taken part in a "gang fight"?	0	1	2	3	4
14. "Beaten up" on a kid who hadn't done anything to you?	0	1	2	3	4
15. Obtained liquor by having older friends buy it for you?	0	1	2	3	4
16. Bought or drank beer, wine, or liquor? (Include drinking at home.)	0	1	2	3	4
17. Carried a phony ID card?	0	1	2	3	4
18. Drunk beer or liquor in a bar?	0	1	2	3	4
19. Played poker or shot craps for money?	0	1	2	3	4
20. Stopped someone on the street, and asked for money?	0	1	2	3	4
21. Broken street lights or windows for the fun of it?	0	1	2	3	4
22. Snuck into some place of entertainment (movie theatre, ball game) without paying admission?	0	1	2	3	4

	NEVER	ONCE OR TWICE	SEVERAL TIMES	OFTEN	VERY OFTEN
23. Killed or tortured some animal (bird, cat, dog, frog) just for fun?	0	1	2	3	4
24. Carried a switchblade or other weapon?	0	1	2	3	4
25. Used alcohol excessively?	0	1	2	3	4
26. Drunk so much that you could not remember afterwards some of the things you had done?	0	1	2	3	4
27. Sniffed "glue" or taken "bennies" for kicks?	0	1	2	3	4
28. Gone for a ride in a car someone had stolen?	0	1	2	3	4
29. Taken little things (less than \$2) that did not belong to you?	0	1	2	3	4
30. Taken things of medium value (between \$2 and \$50) that did not belong to you?	0	1	2	3	4
31. Stolen things from a car (hubcaps, etc.)?	0	1	2	3	4
32. Bought or accepted property that you knew was stolen?	0	1	2	3	4
33. Taken a car for a ride without the owner's permission?	0	1	2	3	4
34. Purposely damaged or destroyed public or private property that did not belong to you?	0	1	2	3	4
35. Had sexual intercourse with a person of the opposite sex?	0	1	2	3	4
36. Had sexual relations with a girl who was at least two years younger than yourself?	0	1	2	3	4
37. Exposed yourself indecently in public?	0	1	2	3	4
38. Taken things of large value (over \$50) that did not belong to you?	0	1	2	3	4
39. Driven too fast or recklessly in an automobile?	0	1	2	3	4
40. Snatched a woman's purse from her?	0	1	2	3	4
41. Smoked marijuana	0	1	2	3	4
42. Hit a teacher?	0	1	2	3	4
43. Resisted arrest, or fought with an officer trying to arrest you?	0	1	2	3	4
44. Broken into a store, home, warehouse, or some other such place in order to steal something?	0	1	2	3	4

	NEVER	ONCE OR TWICE	SEVERAL TIMES	OFTEN	VERY OFTEN
45. Had sexual relations with another male?	0	1	2	3	4
46. Sold marijuana to someone?	0	1	2	3	4
47. Been in a fight which led to a "stomping"?	0	1	2	3	4
48. Driven a car while drunk?	0	1	2	3	4
49. Taken part in any robbery?	0	1	2	3	4
50. Taken part in a robbery involving the use of physical force?	0	1	2	3	4
51. Taken part in a robbery involving the use of a weapon?	0	1	2	3	4
52. Used narcotic drugs, other than marijuana?	0	1	2	3	4

1. Our Main Family Strengths Are:

32

	Complete Agreement	Much Agreement	Some Agreement	Little Agreement	No Agreement
a) <u>Providing for the family's physical, emotional, and spiritual needs.</u>	5	4	3	2	1
b) <u>Helping family members to grow as a person and make the best use of themselves.</u>	5	4	3	2	1
c) <u>Having worthwhile relationships with organizations outside the family.</u>	5	4	3	2	1
d) <u>Showing respect for each person's individuality and freedom.</u>	5	4	3	2	1
e) <u>Having family unity and growth in attacking problems and meeting crises.</u>	5	4	3	2	1

2. Our Main Family Problems Are That We Need More:

	Complete Agreement	Much Agreement	Some Agreement	Little Agreement	No Agreement
a) <u>Trust, respect, consideration, affection.</u>	5	4	3	2	1
b) <u>Common interests or values.</u>	5	4	3	2	1
c) <u>Willingness or ability to change.</u>	5	4	3	2	1
d) <u>Family satisfactions which outweigh disappointments.</u>	5	4	3	2	1
e) <u>Family stability under stress, clamness during crises.</u>	5	4	3	2	1

3. Who Is In Charge In This Family?

	Always True	Usually True	Sometimes True	Rarely True	Never True
a) <u>Father.</u>	5	4	3	2	1
b) <u>Mother.</u>	5	4	3	2	1
c) <u>Child(ren).</u>	5	4	3	2	1
d) <u>Father and Mother.</u>	5	4	3	2	1
e) <u>Any majority: we have democracy in our family.</u>	5	4	3	2	1

4. Communication In Our Family Would Be Better If We Cut Down On:

33

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1
a) <u>Silence.</u>				
b) <u>Being too general, beating around the bush, or getting away from the main issues by going off on distracting tangents.</u>				
5	4	3	2	1
c) <u>Taking action instead of talking over disagreements.</u>				
5	4	3	2	1
d) <u>Unfinished sentences which only hint at thoughts but leave them vague and incomplete.</u>				
5	4	3	2	1
e) <u>Pretending to agree in order to seem united.</u>				
5	4	3	2	1

5. Our Biggest Family Disappointments Should Be:

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1
a) <u>Kept a family secret, because they are too private to mention.</u>				
b) <u>Discussed openly, because they are too tormenting to bear silently.</u>				
5	4	3	2	1
c) <u>Recognized for what they are: namely, the fault of one or two particular people.</u>				
5	4	3	2	1
d) <u>Considered as awfully complex, since we're all a bit to blame.</u>				
5	4	3	2	1
e) <u>Brought to a head and drained, like infections which hurt more than the worst scars they could leave.</u>				
5	4	3	2	1

6. Discipline Would Be Better In Our Family If:

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1
a) <u>Mother and father would set a better example by practicing what they preach.</u>				
b) <u>Child(ren) wouldn't mimic, sass, curse, or goad Mother or Father into a violent loss of temper which sets a bad example.</u>				
5	4	3	2	1
c) <u>Rebellion were handled by calm discussion and reasoning instead of angry punishment.</u>				
5	4	3	2	1
d) <u>Mother and Father would insist on strict enforcement instead of stretching the rules so often.</u>				
5	4	3	2	1
e) <u>Mother and Father would hold child(ren) responsible for his own behavior by making him answer for his actions instead of blaming each other.</u>				
5	4	3	2	1

1. Our Main Family Strengths Are:

					34
a) <u>The way we talk and listen when we share deep feelings.</u>					
<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>	
5	4	3	2	1	
<hr/>					
b) <u>Providing a feeling of support, security and encouragement.</u>					1
5	4	3	2	1	
<hr/>					
c) <u>Ability of the family to heap itself and to accept help when needed.</u>					1
5	4	3	2	1	
<hr/>					
d) <u>Flexibility in performing family roles, filling in for each other as needed.</u>					1
5	4	3	2	1	
<hr/>					
e) <u>Concern for family unity, loyalty, traditions, and cooperation with relatives.</u>					1
5	4	3	2	1	

2. Our Main Family Problems Are That We Need More:

a) <u>"Give and take," more willingness to sacrifice.</u>					
<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>	
5	4	3	2	1	
<hr/>					
b) <u>Agreement, unity, loyalty.</u>					1
5	4	3	2	1	
<hr/>					
c) <u>Intimacy or closeness through sharing deep experiences, thoughts, or feelings.</u>					1
5	4	3	2	1	
<hr/>					
d) <u>Individual freedom.</u>					1
5	4	3	2	1	
<hr/>					
e) <u>Discipline.</u>					1
5	4	3	2	1	

3. Who Is In Charge In This Family?

a) <u>Whoever cares most about a particular issue or decision.</u>					
<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>	
5	4	3	2	1	
<hr/>					
b) <u>No one person: we have freedom in our family to make individual decisions.</u>					1
5	4	3	2	1	
<hr/>					
c) <u>Everyone: we all agree on important decisions.</u>					1
5	4	3	2	1	
<hr/>					
d) <u>There's confusion: everyone tries to take charge, but no one really can.</u>					1
5	4	3	2	1	
<hr/>					
e) <u>It depends on the situation: we're flexible in some, but follow "set" rules in others.</u>					1
5	4	3	2	1	

4. Communication In Our Family Would Be Better If We Cut Down On:

(4)

35

a) Changing the subject, indirectness, and evasion.

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1

b) Confusing present disputes by dragging in old issues and switching from one meaning to another.

5	4	3	2	1
---	---	---	---	---

c) Saying something hostile or hurtful, but denying it was meant that way.

5	4	3	2	1
---	---	---	---	---

d) Pretending to be joking about serious matters; teasing that isn't funny.

5	4	3	2	1
---	---	---	---	---

e) Interrupting or rephrasing, to tell others what they "really" mean.

5	4	3	2	1
---	---	---	---	---

5. Our Biggest Family Disappointments Should Be:

a) Endured in silence, because they are too painful to talk about.

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1

b) Freely aired, because its about time we faced each other honestly.

5	4	3	2	1
---	---	---	---	---

c) Forgiven more and blamed less, even though its too late to undo the damage.

5	4	3	2	1
---	---	---	---	---

d) Forgotten, since there's no use crying over spilt milk.

5	4	3	2	1
---	---	---	---	---

e) Reexamined, since a new look may show they were based on hopes which were too high.

5	4	3	2	1
---	---	---	---	---

6. Discipline Would Be Better In Our Family If:

a) Mother and Father imposed the same standards, instead of letting child(ren) see they disagree.

<u>Complete Agreement</u>	<u>Much Agreement</u>	<u>Some Agreement</u>	<u>Little Agreement</u>	<u>No Agreement</u>
5	4	3	2	1

b) Child(ren) wouldn't pit Mother and Father against each other by asking for something from one parent after the other has already said "no."

5	4	3	2	1
---	---	---	---	---

c) Mother and Father wouldn't compete for child(ren)'s love by being "soft" or spoiling him.

5	4	3	2	1
---	---	---	---	---

d) Mother and Father would give more trust and freedom when it has been earned.

5	4	3	2	1
---	---	---	---	---

e) Mother and Father would give less trust and freedom when it has been abused.

5	4	3	2	1
---	---	---	---	---

Completed by Parents

Parent's Name: _____ Personal Identity Code: _____

Son's Name: _____

Address: _____

City/State/Zip Code: _____

List all family members and their ages:

Name	Age
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Father's education completed:
8 9 10 11 12 Other _____

Mother's education completed:
8 9 10 11 12 Other _____

Father's Occupation: _____

Mother's Occupation: _____

Approximate Total Family Income:
(1) Under \$10,000 (2) \$10,000-\$12,000 (3) \$12,000-\$15,000
(4) \$15,000-\$20,000 (5) \$20,000-\$25,000 (6) Above \$25,000

My spouse and myself are my son's natural parents.
(1) yes (2) no If no, other _____

Have you or your spouse been married previously?
(1) yes (2) no If yes, how long ago? _____

Has anyone in your family been seen professionally by a psychologist or pyschiatrist?
(1) yes (2) no If yes, who and for what reason? _____

Has any of your children been placed on probation or in detention?
(1) yes (2) no If yes, who and for what reason? _____

Completed by Student

Name: _____ Race: _____ Personal Identity Code: _____

Parent's Name: _____

Address: _____

City/State/Zip Code: _____

Telephone Number: _____ Birthdate: _____ Age: _____

List all family members and their ages:

Name	Age
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My parents are presently:

- (1) Married to each other
- (2) Divorced and have not remarried
- (3) Divorced and have both remarried
- (4) Father has remarried, Mother has not
- (5) Mother has remarried, Father has not
- (6) Other _____

Mother's Occupation: _____

Father's Occupation: _____

In school, I consider myself a _____ student.

- (1) good
- (2) fair
- (3) poor

Have you ever been placed on probation or have detained by the court?

- (1) yes
- (2) no

INSTRUCTIONS

This questionnaire is taken in one continuous sitting by both you and your spouse. Before starting, please be sure you both understand these instructions.

This questionnaire contains 12 items. Each item consists of an unfinished sentence followed by 5 different endings. Though each unfinished sentence occurs twice, none of the endings is repeated.

1. Use the following five-point rating scale to show how much you agree with each ending in the questionnaire. Please complete all 12 items by writing to the left of each ending the numeral from 1 to 5 which best represents your rating for that ending. The rating scale is as follows:

Complete Agreement	Much Agreement	Some Agreement	Little Agreement	No Agreement
5	4	3	2	1

2. Both you and your spouse should each fill in a number on every line of your own individual questionnaire, working simultaneously but separately. That is, you fill out your questionnaires at the same time, but independently, without any communication whatsoever between you and your spouse.
3. Please indicate at the top of the questionnaire the family member completing the form, i.e.: Mother, Father, or Son.
4. After completing the questionnaires, place the 10 sheets in the attached envelope, seal it, and have your son return it to his homeroom teacher at school. The sealed envelopes will be turned in to me and remain confidential.

Frank Kohn
 Lee Mental Health Center, Inc.
 Children's Unit
 1630 Woodford Avenue
 Fort Myers, Florida 33907
 Phone: 481-6244

Thanks for your time and cooperation. An explanation of the study will be sent to you in July, 1979.

APPENDIX G

Table 1

Research Location	Mean DCL	Standard Deviation	N
Fort Myers High School	69.57	6.63	14
Riverdale High School	68.50	9.82	4
Lee Mental Health Center	68.67	12.64	6
Lee County Juvenile Detention Center	94.33	23.21	$\frac{6}{30}$

Criterion Variable DCL Broken Down By Research Location

Table 2

Two-Way Analysis of Variance for Dyad Pairings on the
Total BFAM By Group

Source	df	SS	MS	F	Signif of F
Rows (Dyad Pairings)	2	1389.26	694.63	2.29	n.s.
Columns (Groups)	1	596.58	596.58	1.97	n.s.
Interaction	2	285.38	142.69	.47	n.s.
Error	84	25497.18	303.54		
Total	89	27768.40			

Critical ratio: F.05

Table 3

F Scores, df, and Significance Levels of Family Dyads on the Breakdown and Total BFAM By Delinquent and Non-delinquent Groups (ANOVA)

BFAM Breakdown	Family Dyad	df	F	Significance of F
Strengths	F-M	1	0.808	n.s.
	F-S	1	0.584	n.s.
	M-S	1	1.040	n.s.
Problems	F-M	1	1.070	n.s.
	F-S	1	1.188	n.s.
	M-S	1	0.027	n.s.
Authority	F-M	1	0.005	n.s.
	F-S	1	1.097	n.s.
	M-S	1	0.023	n.s.
Communication	F-M	1	1.442	n.s.
	F-S	1	2.523	n.s.
	M-S	1	0.155	n.s.
Defensiveness	F-M	1	1.145	n.s.
	F-S	1	0.936	n.s.
	M-S	1	2.910	n.s.
Discipline	F-M	1	1.187	n.s.
	F-S	1	2.344	n.s.
	M-S	1	10.085	p < .05
Total BFAM	F-M	1	0.054	n.s.
	F-S	1	0.395	n.s.
	M-S	1	2.672	n.s.

Table 4

Two-Way Analysis of Variance for Dyad Pairings on
 "Family Discipline" in the BFAM By Group

Source	df	SS	MS	F	Signif of F
Rows (Dyad Pairings)	2	12.35	6.175	.2473	n.s.
Columns (Groups)	1	238.34	238.34	9.545	$p < .05$
Interaction	2	28.19	14.095	.5645	n.s.
Error	84	2097.41	24.9692		
Total	89	2376.29			

Critical ratio: F.05

Table 5

Means and Standard Deviations for Breakdown of the BFAM Task Comparing
Delinquent and Non-delinquent Family Groups

BFAM Breakdown	Family Dyad	Mean		Stand Dev	
		Delin	Non-delin	Delin	Non-delin
Strengths	F-M	8.143	7.188	3.207	2.613
	F-S	10.000	11.188	4.883	3.600
	M-S	11.857	9.750	6.347	4.960
Problems	F-M	10.429	8.750	4.894	3.992
	F-S	13.000	10.813	6.645	4.230
	M-S	11.571	11.313	3.631	4.882
Authority	F-M	9.143	9.063	3.159	3.065
	F-S	10.071	11.188	3.689	2.007
	M-S	10.929	11.125	3.339	3.757
Communication	F-M	10.143	12.125	5.051	3.981
	F-S	13.786	10.875	6.518	3.160
	M-S	10.786	10.125	4.154	4.938
Defensiveness	F-M	9.714	11.313	4.665	3.497
	F-S	10.643	12.063	3.855	4.139
	M-S	12.357	10.000	4.144	3.425
Discipline	F-M	12.643	10.188	7.281	4.983
	F-S	12.857	10.375	5.172	3.667
	M-S**	14.786	9.938	5.041	3.235
Total BFAM	F-M	60.214	58.625	23.377	13.236
	F-S	70.357	66.500	20.177	13.221
	M-S	72.286	62.250	20.212	13.092

* $p < .05$

** $p < .01$

APPENDIX H

Table 1

Analysis of Variance for Father-Mother Disagreement on the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	18.860	18.860	0.054	0.999
Residual	28	9732.078	347.574		
Total	29	9750.941	336.239		

Critical ratio: F.05

Table 2

Analysis of Variance for Father-Son Disagreement on the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	111.086	111.086	0.395	0.999
Residual	28	7883.176	281.542		
Total	29	7994.262	275.664		

Critical ratio: F.05

Table 3

Analysis of Variance for Mother-Son Disagreement on the BFAM

By Group

Source	df	SS	MS	F	Signif of F
Group	1	752.010	752.010	2.672	0.110
Residual	28	7881.816	281.493		
Total	29	8633.828	297.718		

Critical ratio: F.05

Table 4

Analysis of Variance for Mother-Father Disagreement on "Family Strengths"
in the BFAM

By Group

Source	df	SS	MS	F	Signif of F
Group	1	6.815	6.815	0.808	0.999
Residual	28	236.152	8.434		
Total	29	242.966	8.378		

Critical ratio: F.05

Table 5

Analysis of Variance for Father-Son Disagreement on "Family Strengths"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	10.529	10.529	0.584	0.999
Residual	28	504.435	18.016		
Total	29	514.965	17.757		

Critical Ratio: F.05

Table 6

Analysis of Variance for Mother-Son Disagreement on "Family Strengths"
 in the BFAM
 By Group

Source	df	SS	MS	F	Signif of F
Group	1	33.152	33.152	1.040	0.318
Residual	28	892.712	31.883		
Total	29	925.865	31.926		

Critical ratio: F.05

Table 7

Analysis of Variance for Mother-Father Disagreement on "Family Problems"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	21.038	21.038	1.070	0.311
Residual	28	550.426	19.658		
Total	29	571.464	19.706		

Critical ratio: F.05

Table 8

Analysis of Variance for Father-Son Disagreement on "Family Problems"
 in the BFAM
 By Group

Source	df	SS	MS	F	Signif of F
Group	1	35.729	35.729	1.188	0.285
Residual	28	842.434	30.087		
Total	29	878.164	30.281		

Critical ratio: F.05

Table 9

Analysis of Variance for Mother-Son Disagreement on "Family Problems"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	0.501	0.501	0.027	0.999
Residual	28	528.864	18.888		
Total	29	529.365	18.254		

Critical ratio: F.05

Table 10

Analysis of Variance for Mother-Father Disagreement on "Family Authority"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	0.048	0.048	0.005	0.999
Residual	28	270.651	9.666		
Total	29	270.699	9.334		

Critical ratio: F.05

Table 11

Analysis of Variance for Father-Son Disagreement on "Family Authority"
 in the BFAM
 By Group

Source	df	SS	MS	F	Signif of F
Group	1	9.301	9.301	1.097	0.304
Residual	28	237.366	8.477		
Total	29	246.666	8.506		

Critical ratio: F.05

Table 12

Analysis of Variance for Mother-Son Disagreement on "Family Authority"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	0.288	0.288	0.023	0.999
Residual	28	356.677	12.738		
Total	29	356.966	12.309		

Critical ratio: F.05

Table 13

Analysis of Variance for Mother-Father Disagreement on "Family Communication"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	29.336	29.336	1.442	0.238
Residual	28	569.462	20.338		
Total	29	598.798	20.648		

Critical ratio: F.05

Table 14

Analysis of Variance for Father-Son Disagreement on "Family Communication"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	63.260	63.260	2.523	0.120
Residual	28	702.104	25.075		
Total	29	765.363	26.392		

Critical ratio: F.05

Table 15

Analysis of Variance for Mother-Son Disagreement on "Family Communication"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	3.260	3.260	0.155	0.999
Residual	28	590.104	21.075		
Total	29	593.364	20.461		

Critical ratio: F.05

Table 16

Analysis of Variance for Mother-Father Disagreement on "Family
Defensiveness" in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	19.072	19.072	1.145	0.294
Residual	28	466.293	16.653		
Total	29	485.365	16.737		

Critical ratio: F.05

Table 17

Analysis of Variance for Father-Son Disagreement on "Family Defensiveness"

in the BFAM

By Group

Source	df	SS	MS	F	Signif of F
Group	1	15.048	15.048	0.936	0.999
Residual	28	450.149	16.077		
Total	29	465.198	16.041		

Critical ratio: F.05

Table 18

Analysis of Variance for Mother-Son Disagreement on "Family Defensiveness"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	41.486	41.486	2.910	0.096
Residual	28	399.212	14.258		
Total	29	440.698	15.196		

Critical ratio: F.05

Table 19

Analysis of Variance for Mother-Father Disagreement on "Family Discipline"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	45.015	45.015	1.187	0.285
Residual	28	1061.648	37.916		
Total	29	1106.663	38.161		

Critical ratio: F.05

Table 20

Analysis of Variance for Father-Son Disagreement on "Family Discipline"
in the BFAM
By Group

Source	df	SS	MS	F	Signif of F
Group	1	46.002	46.002	2.344	0.133
Residual	28	549.462	19.624		
Total	29	595.465	20.533		

Critical ratio: F.05

Table 21

Analysis of Variance for Mother-Son Disagreement "Family Discipline"
 in the BFAM
 By Group

Source	df	SS	MS	F	Signif of F
Group	1	175.505	175.505	10.085	0.004
Residual	28	487.292	17.403		
Total	29	662.797	22.855		

Critical ratio: F.05
