

A COMPARISON OF THE MANIFEST REASONS  
PROMPTING PARENTS FROM TWO  
OCCUPATIONAL GROUPS TO SEEK THE  
SERVICES OF A MICHIGAN CHILD GUIDANCE  
CLINIC

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Ralph Kalmar Holmberg  
1960



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FROM TWO OCCUPATIONAL GROUPS TO SEEK THE SERVICES OF  
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By

RALPH KALMAR HOLMBERG

AN ABSTRACT

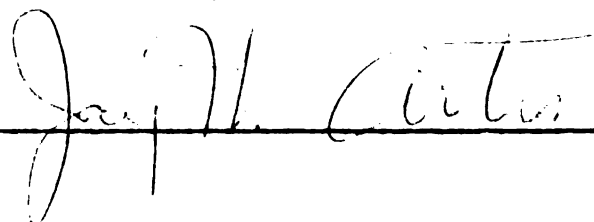
Submitted to the College of Science and Arts  
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Approved:

A handwritten signature, likely "Joseph H. Carter", is written over a horizontal line.





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ABSTRACT

The expressed reasons which parents of two socio-economic groups, have asserted as accountable for the utilization of services of a Michigan Child Guidance Clinic have been investigated.

Literature concerning the psychological correlates of behavior that are related or at least co-existent with membership in a given social class was reviewed. The literature led to the problem of investigating whether or not social class position is associated with the way in which parents perceived their child rearing difficulties. Their perception of the difficulty was adduced from a pencil and paper questionnaire designated as "Inventory of Parent's Manifest Reasons for Seeking Clinic Services." The items of this instrument are grouped into eight categories of reasons.

The population of this study consisted of parents whose children were accepted for service from September of 1958 to June of 1959 by a Michigan Child Guidance Clinic located in an urban area. The 1953 pairs of parents who constituted this study population were divided into two groups, blue-collar and white-collar, on the basis of the occupation of the father. Information descriptive of the



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study population was also obtained and where possible used as an aid in interpreting the findings.

Because of the exploratory nature of the research conducted, and the absence of information indicating a possible expected direction of association between the variables considered, all hypotheses were put in the null form. The general hypothesis is that, there is no difference between the various groups on the expressed reasons for seeking clinic services. Three of the hypotheses, in the null form, were tested between groups: blue-collar and white-collar; between blue-collar mothers and white-collar mothers; between blue-collar fathers and white-collar fathers. Two of the hypotheses, in the null form, were tested within groups: blue-collar mothers and blue-collar fathers; white-collar mothers and white-collar fathers. The results of the investigation showed that there are statistical differences between the blue-collar and white-collar parents on all but one category of reasons. It was also found that the blue-collar parents are, in every instance of statistical difference, more intense in their response.

The results of the comparisons between blue-collar and white-collar mothers showed statistical differences on all but two categories of reasons. The blue-collar mothers were found to be more intense in their response in every instance where a statistical difference obtained.

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The results of the comparisons between blue-collar and white-collar fathers showed statistical differences on all but one category of reasons for seeking clinic services. The blue-collar fathers, in every instance where a statistical difference obtained, were the more intense in their response.

The results of the comparisons within the blue-collar group between mothers and fathers showed no instances of statistical differences on any of the eight categories of reasons for seeking clinic services. The results of the comparisons within the white-collar group between mothers and fathers showed statistical differences on four of the eight categories.

The findings of the research, demonstrated similarities and differences between the various groups compared, have been discussed as a function of the class membership of the groups of respondents. The exploratory investigation yielded some heuristic propositions in addition to the findings noted above. Some general hypotheses that might be operationalized and investigated are that when white-collar mothers and fathers differ in definition of the child rearing problem and the importance to be accorded to it, the white-collar mothers approximate the blue-collar parents more closely than do the white-collar fathers.

Another general hypothesis that is partially substantiated by the findings of this study is that blue-collar

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parents are more concerned about their child rearing problems as compared to white-collar parents. Additional aspects of child rearing would have to be investigated for the purposes of testing this inclusive hypothesis.

Yet another general hypothesis developed in the course of the investigation was that within the blue-collar group the fathers are the most influential in defining the child rearing difficulty and the importance to be accorded to it.

Aside, from the above general propositions the findings of this study suggest a need for exploring the possibility that the two groups of children may differ in the severity of their problems.

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## I. INTRODUCTION

### Review of the Literature

It is generally conceded that there are psychological correlates of behavior that are related to or at least co-existent with membership in a given social class. Miller and Form have made a general statement of this relationship as evidenced from opinion polls.

Public opinion polling has demonstrated that occupational and economic status greatly influences attitudes on many public and personal issues.<sup>1</sup>

The important function, for the social scientist, of class position is the social effects of a class upon its members. Miller and Form delineate this function, as it applies especially to the industrial worker.

Class positions . . . are not important per se but their social effects are. They are translated into general feelings of well being and insecurity, self confidence and anxiety. The interest of the social scientist is on such social and personal meanings of class position.<sup>2</sup>

There is empirical evidence from a variety of studies substantiating these statements. Thus Schneider and Lysgaard

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<sup>1</sup>Delbert Miller and William H. Form, Industrial Sociology: An Introduction to the Sociology of Work Relations (New York: Harper & Bros., 1951), p. 26.

<sup>2</sup>Ibid., p. 392.

state that lower classes display behavioral characteristics which they term "impulse following" or not deferring gratifications where the middle class characteristic is quite the contrary.<sup>3</sup>

Hollingshead in speaking about his classes I, II, III, asserts that their culture complex or,

Experience imbues them with a need for personal achievement that is expressed in their constant search for success, teaching them from infancy to face each new situation aggressively and to overcome it to the best of their ability.<sup>4</sup>

In the area of scholastic achievement he states:

. . . educational motivation is derived from the student's experiences in his class and family culture. The class I and II boys and girls know that high grades are necessary if they are to achieve the educational goal set for them by their family and class.<sup>5</sup>

In addition Hollingshead has made another observation regarding the content of consultations between teachers and parents:

Although some parents from all classes were consulted about the work of the discipline of their children, the number consulted about work, in the two higher classes was in direct contrast to the figures on discipline in the two lower ones . . .<sup>6</sup>

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<sup>3</sup>Louis Schneider and Svene Lysgaard, "The Deferred Gratification Pattern: A Preliminary Study," American Sociological Review, Vol. 18, No. 2 (April, 1953), p. 143.

<sup>4</sup>A. B. Hollingshead, Elmtown's Youth (New York: John Wiley, 1949), p. 175.

<sup>5</sup>Ibid., p. 176.

<sup>6</sup>Ibid., p. 179.



Whatever causal relationship may be in operation here is admittedly difficult, if not impossible, to determine. Nonetheless, a differential related to class position is implied.

Hollingshead and Redlich in a study of occurrences of psychiatric disorders conclude that such disorders are not randomly distributed throughout the population.

The statistical tests of our hypotheses indicate that there are definite connections between particular types of social environments in which people live, as measured by the social class concept, and the emergence of particular kinds of psychiatric disorders, as measured by psychiatric diagnosis.<sup>7</sup>

Differences in child-rearing practices between social classes are evidenced by research conducted by Davis and Havighurst:

. . . the middle class families place more emphasis on the early assumption of responsibility for the self and on individual achievement.<sup>8</sup>

. . . middle class families are less permissive than lower class families in their regimen . . . in general permit less free play of the impulses of their children.<sup>9</sup>

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<sup>7</sup> A. B. Hollingshead and F. C. Redlich, "Social Stratification and Psychiatric Disorders," American Sociological Review, Vol. 18, No. 28 (April, 1953), p. 163.

<sup>8</sup> Allison Davis and Robert J. Havighurst, "Social Class and Color Differences in Child-Rearing," in Swanson, Newcomb, Hartley et al., eds., Readings in Social Psychology, rev. ed. (New York: Henry Holt Co., 1952), p. 548. See also, Martha C. Ericson, "Child-Rearing and Social Status," American Journal of Sociology, LII (November, 1946), pp. 190-192.

<sup>9</sup> Davis and Havighurst, op. cit., p. 548.

Davis and Havighurst generalize from the results of their research and assert:

Generalizing from the evidence . . . we would say that middle class children are subjected earlier and more consistently to the influences which make a child an orderly, conscientious, responsible, tame person.<sup>10</sup>

That these differences might be expected is conveyed in a speculative comment by Davis on the middle-class of the Warner and Lunt Study--"Yankee City."

. . . cultural emphasis upon achievement arises largely from social insecurity: in lower middle groups it arises largely from the fear of loss of occupation or respectability which would plunge the family into lower class life; in upper middle groups, from the fact that, unlike upper class people, upper middles are not born to a secure status, but must achieve it. . . .<sup>11</sup>

Davis and Havighurst also state that a child's goals and training will be determined by social class position of his family.

The social class of the child's family determines not only the neighborhood in which he lives and the play groups he will have, but also the basic cultural acts and goals toward which he will be trained. [*Italics mine*].<sup>12</sup>

Hyman's more general assertions concerning social mobility also embrace the notion of psychological correlates of class position. He feels that an intervening variable is

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<sup>10</sup>Ibid.

<sup>11</sup>Allison Davis, "Socialization and Adolescent Personality," in Swanson, Newcomb, Hartley et al., eds., Readings in Social Psychology, rev. ed. (New York: Henry Holt Co., 1952), p. 530.

<sup>12</sup>Davis and Havighurst, op. cit., p. 540.

operative in the lower classes effecting their mobility potential.

It is our assumption that an intervening variable mediating the relationship between low position and lack of upward mobility is a system of beliefs and values within the lower classes which in turn reduces the very voluntary actions which would ameliorate their low position.<sup>13</sup>

He is, of course, not unaware that differential opportunity is also a factor limiting upward mobility, but yet feels:

. . . within the bounds of the freedom available to individuals, this value system would create a self-imposed barrier to an improved position.<sup>14</sup>

The broadest and most inclusive statement of the relationship of class position and behavior is made by Centers:

It is certain that the economic position, wealth, or poverty, of a man exerts an enormous influence on his body and soul, his behavior and psychology, and his relationships and destinies. The same may be said of a man's occupation. . . . If each of these elements represent an enormous factor in man's behavior and relationships, still greater is the role of all three factors combined. . . . Directly and indirectly three-quarters of such traits as education, manners, customs, tastes, convictions, ideas, traditions, and so on are decisively determined by these three statuses.<sup>15</sup>

There is some evidence available, from an unpublished study of audience composition of a mental health program, that suggests a correlation between class position

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<sup>13</sup>Herbert Hyman, "Value Systems of Different Classes: A Social Psychological Contribution to the Analysis of Stratification," in Bendix and Lipset, eds., Class, Status and Power (Glencoe, Illinois: Free Press, 1953), p. 426.

<sup>14</sup>Ibid., p. 427.

<sup>15</sup>Richard Centers, The Psychology of Social Classes (Princeton, N. J.,: Princeton University Press, 1949), p. 25.

and appreciation of clinic services may be expected.

The audience was composed largely of white-collar workers. Skilled and semi-skilled workers, as well as unskilled and service workers, were under represented in the audience.<sup>16</sup>

A study by Myers and Schaffer quoted by Barber also addresses this point. They feel that lower-class persons do not conceive of psycho-therapy in the usual manner, that is, as a means of acquiring insight and understanding of one's problems. Often, they say, these persons think of the therapist as a magician.<sup>17</sup>

There is a difference in responsibility in child rearing. This difference is based on sex and is widely accepted. A summary statement is here cited.

With all the variability of sex role from society to society, it can be said to be universally true that the adult masculine role is less implicated with detailed child care than the feminine, and is more implicated with prestige and responsibility in the wider society beyond the narrow kinship circle.<sup>18</sup>

Educational differences are traditionally thought to differentiate people and their behavior. It is assumed that a greater degree of education equips a person with the

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<sup>16</sup>Michigan Department of Mental Health, "Research Memorandum" (Unpublished: November 17, 1955), p. 2.

<sup>17</sup>Bernard Barber, Social Stratification: A Comparative Analysis of Structure and Process (New York: Harcourt, Brace & Co., 1957), p. 328.

<sup>18</sup>Talcott Parsons, The Social System (Glencoe, Illinois: Free Press, 1951), p. 213.

potential of dealing with symbolic and abstract qualities. Hence, those persons with more education should have a greater facility, recognition and appreciation for such qualities and perhaps be more intently responsive to them. It is further suggested that relatively high classes, due to more education, their reading habits, and due to their modes of association, are likely to be more sophisticated in their knowledge of factors contributing to disturbances. In contrast:

Lower class people . . . participate in fewer organized activities and know fewer people than do those in other social classes. They are less often members of voluntary associations or civil-defense organizations, and they visit fewer friends and acquaintances. They have less facility than middle-class people in reading and writing. They read fewer magazines and listen to the "less serious" radio and television programs.<sup>19</sup>

Differences between social class groups in conformance to the expectations of others might reasonably be expected. Recalling the comments of Davis and Havighurst, regarding the emphasis by the higher class groups, on responsibility and respectability in the maintenance of status, provide some basis for this expectation. Thus, it is reasoned that respectability being dependent upon conformance to the expectations of others, may manifest itself in relatively greater response being effected by conformance to social pressure by the higher class groups. Further, a greater

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<sup>19</sup> Barber, op. cit., p. 308.

response in this area may be influenced by other socio-economic characteristics of the higher group, such as their socialization patterns. Hence, it has been observed that they have a greater number of acquaintances and belong to more voluntary associations than do the lower groups.<sup>20</sup> Statements by Burgess and Locke concerning intra-family relationships have some implication for this study. It is assumed that the relatively high classes will more closely approximate the type of family structure which they term "the modern democratic family." Two characteristics they mention which have relevance are:

1. The assumption of equality of husband and wife.
2. Decisions reached by discussion between husband and wife, in which children participate increasingly with advancing age.<sup>21</sup>

Another statement by Burgess and Locke is:

Communication between the working class husband and wife is restricted by their limited educational background, by the extreme fatigue each feels when the day's work is over, and by the lack of interests each has singly or in common.<sup>22</sup>

A comment by Havighurst and Feigenbaum is not in agreement with that by Burgess and Locke. The former state that lower-middle and upper-lower-class persons engage in

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<sup>20</sup>C. R. Wright and H. H. Hyman, "Voluntary Association Memberships of American Adults: Evidence from National Sample Surveys," American Sociological Review, Vol. 23, No. 3 (June, 1958), pp. 284-293.

<sup>21</sup>E. W. Burgess and H. J. Locke, The Family (Chicago: American Book Co., 1950), p. 18.

<sup>22</sup>Ibid., p. 116.

a "home centered" type of leisure, that is, leisure activities which are pursued in and about their residence.

Leisure activities are engaged in jointly by the members of the family for the majority of the home-centered, whether it be a church outing, fishing trip, or watching television. Sex-differentiated activities, such as sewing and embroidering for the women and carpentry and "fixing around the house" for the men, still allow for conversation and interaction between spouses.<sup>23</sup>

Aberle and Naegele note that middle-class fathers cannot or are unwilling to see a relationship between their own occupational role and their evaluation of their children's behavior. Nevertheless the investigators feel "entitled to assume" because of the father's involvement in terms of time and effort, that the occupational role may have such an effect on their judgements.

We shall see that while the father attempts to leave the office behind him at home he represents the occupational world to his family . . . and evaluates his children in terms of his occupational role.<sup>24</sup>

Kohn investigating parent's choice of desirable characteristics in children concludes that there are some characteristics, on a broad level, desired by both working-class and middle-class mothers. He also notes some significant

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<sup>23</sup>Robert J. Havighurst and Kenneth Feigenbaum, "Leisure and Life Style," American Journal of Sociology, Vol. LXIV, No. 4 (January, 1959), p. 400.

<sup>24</sup>David F. Aberle and Kasper D. Naegele, "Middle Class Fathers Occupational Role and Attitudes Toward Children," American Journal of Orthopsychiatry, Vol. XXII, (April, 1952), p. 370.



differences. Thus,

Working-class mothers are more likely to value obedience; they would have their children be responsive to parental authority. Middle-class mothers are more likely to value both consideration and self-control; they would have their children develop inner control and sympathetic concern for other people.<sup>25</sup>

In a similar investigation Duvall asked mothers to respond to two questions: (1) What are five things a good mother does? and (2) What are five things a good child does?

She concludes that mothers of lower-class levels tend toward more "traditional responses" of neatness, cleanliness, and obedience in contrast to mothers of upper levels who tend toward more "developmental responses" such as respect for people (both children and adults), pride in growth, satisfaction in personal interaction, and a permissiveness as expressed in a growth-promoting type of guidance.<sup>26</sup>

Duvall reaches a conclusion similar to that of Kohn and states that there are some shared as well as differences in the concepts concerning child rearing. Of the differences she says they,

. . . tend to be most marked between social class levels, between Negroes and Whites, and between

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<sup>25</sup>Melvin L. Kohn, "Social Class and Parental Values," American Journal of Sociology, Vol. LXIV, No. 4 (January, 1959), p. 340.

<sup>26</sup>Evelyn M. Duvall, "Conceptions of Parenthood," American Journal of Sociology, Vol. LII (November, 1946), p. 203.

mothers of older and mothers of preschool children. Slight differences are noted between the replies of Jewish and non-Jewish mothers.<sup>27</sup>

Thus, there seems to be general agreement among investigators that socio-economic status is often operative in the determination of differential behaviors and their related aspects such as attitudes and interests.

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<sup>27</sup>Ibid., p. 202.

## CHAPTER II

### STATEMENT OF THE PROBLEM

In view of the statements in the Introduction, utilization by different socio-economic groups of the services of a child guidance clinic should reveal differences between the various classes, in their expressed reasons for availing themselves of clinic service. These differences, as a function of class membership, should be measurable and amenable to study.

There is no literature that deals with this specific problem and, therefore, the problems as herein conceived is, for the most part exploratory. The literature of general applicability to the problem has been reviewed. These various studies have been cited to substantiate the statement that there are psychological correlates which are differentially related to class position. In addition the studies cited provide justification for the exploratory inquiries of the present research.

Specifically, the problem herein is concerned with investigating the expressed reasons which parents have asserted as accountable for their utilization of clinic services for their children. Granting that the clients of the clinics have psychological problems, an attempt will be

made to determine whether or not social class position is associated with the ways in which these problems are perceived. This is to say, that social class position and parental role (i.e., mother or father) will be used as independent variables. The research is to ascertain whether or not differences exist in the types of problems presented by parents of various groups, in the alleged causative factors as stated by parents of the various social groups, and in their expectations in dealing with the problems. The type, the alleged causes, and the expectations in dealing with the problems are adduced from the "Inventory of Parent's Manifest Reasons for Seeking Clinic Services." For convenience this will hereafter be designated as IPMR.

Such concerns as the actual efficacy of the alleged causative factors and the degree of thereapeutic success will be considered outside the imposed limits of this study. In like, manner, interest in the specific details of any given problem will be limited to the designation of the category or type of problem.

### Hypotheses

Since the literature offered little information as to the expected direction of association between the variables considered in this study, the hypotheses used were put in the null form. The general and specific hypotheses are listed below. The eight categories of items in the IPMR referred to in these hypotheses are listed on pages 23 and 27.

Between Group Hypotheses

1. There are no differences between the IPMR category mean score of the blue-collar parents and white-collar parents on the eight categories of expressed reasons for seeking clinic services.
  - 1.1 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Desire for relief from the child's symptoms."
  - 1.2 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Environmental manipulation."
  - 1.3 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Facilitation of parent-child interaction."
  - 1.4 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Compliance to social conformity."
  - 1.5 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Obtaining help with ones own problems."
  - 1.6 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Current and/or Temporary Disturbances in the Child."
  - 1.7 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "Underlying factors of the child's disturbance."
  - 1.8 There is no difference between the mean score of the blue-collar and white-collar parents on the category of "General motivation."
2. There are no differences between the IPMR category mean score of the blue-collar mothers and white-collar mothers on the eight categories of expressed reasons for seeking clinic services.

- 5.5 There is no difference between the mean score of the mothers and of the fathers within the white-collar group on the category of "Obtaining help with ones own problems."
- 5.6 There is no difference between the mean score of the mothers and of the fathers within the white-collar group on the category of "Current and/or temporary disturbances in the child."
- 5.7 There is no difference between the mean score of the mothers and of the fathers within the white-collar group on the category of "Underlying factors of the child's disturbance."
- 5.8 There is no difference between the mean score of the mothers and of the fathers within the white-collar group on the category of "General motivation."

In addition to the foregoing, null hypotheses of no association, or no difference (where applicable), have been employed in handling the descriptive variables of the study population. The purpose of these hypotheses and the concomitant statistical tests is offered in the section "Design of the Study."

- 6. There is no association between occupational groups and religious preference.
- 7. There is no association between occupational groups and length of residence in the community.
- 8. There is no difference between the mean age of the blue-collar and of the white collar parents.
- 9. There is no difference between the mean age of the blue-collar mothers and the white-collar mothers.
- 10. There is no difference between the mean age of the blue-collar fathers and white collar fathers.
- 11. There is no difference between the mean age of the blue-collar mothers and the blue-collar fathers.

12. There is no difference between the mean age of the white-collar mothers and the white-collar fathers.
13. There is no difference between the mean age of the blue-collar children and the white-collar children.
14. There is no association between occupational groups and the sibling relationship of their children.
15. There is no association between occupational groups and the sex of their children.
16. There is no association between occupational groups of parents and level of education.
17. There is no association between blue-collar mothers and white-collar mothers and level of education.
18. There is no association between blue-collar fathers and white-collar fathers and level of education.
19. There is no association between mothers and fathers within the blue-collar occupational group and level of education.
20. There is no association between mothers and fathers within the white-collar occupational group and level of education.
21. There is no association between occupational groups and their source of referral to the clinic.
22. There is no association between occupational groups and their referral problem.
23. There is no association between occupational groups and their weekly income.

The critical level in the rejection of any null hypothesis is the conventional .05 level.



## CHAPTER III

### DESIGN OF THE STUDY

Scrutiny of the data resulted in the determination of two distinctly different approaches to the statistical analysis. In those instances where the data are presented in discrete entities a non-parametric statistic (Chi-square) was used. When dealing with continuous data the classical or parametric technique (t-test) was applied. Support for these decisions is to be found in a number of standard statistical texts, such as Edwards<sup>28</sup> or Guilford.<sup>29</sup>

The comparisons that are made in this study are of two major forms: between group comparisons and within group comparisons. These are summarized in Figure 1. Comparisons of the types described in the model, have been made of both the descriptive (demographic) data available and for the attitudinal data upon which the hypotheses of this study have been based. The attitudinal data have been subjected

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<sup>28</sup>Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Rinehart & Co., 1954).

<sup>29</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Co., 1956).

to the various statistical tests as noted above. The demographic data are presented in percentages and frequencies. In addition, the descriptive data have also been subjected to tests of significance, employing the null hypothesis of no association between occupational groups for each of the descriptive variables. These latter tests have been made to elucidate further the compositional characteristics of the study population and as a possible aid in interpreting the data obtained from the inventory. The results are offered in the text in tabular form. The content of the two major sets of data is as follows:

#### Descriptive or Demographic Data

1. Religion
2. Length of residence in community
3. Age of parents and children
4. Position of the child in the family
5. Sex of the child referred (clients)
6. Educational levels
7. Referral source
8. Referral problem
9. Family income

#### Attitudinal Data

These data are derived from the "Inventory of Parent's Manifest Reasons for Seeking Clinic Services," which was completed by the respondents. The items constituting the

Figure 1

PARADIGM FOR THE COMPARISONS EMPLOYED IN THIS STUDY

I. Between Groups

- A. Parents--blue-collar vs. white-collar (Pairs i.e., mother  
(and father "scores"  
(combined and taken  
(as a unit score or  
(measurement or fre-  
(quency.\*
- B. Mothers--blue-collar vs. white-collar
- C. Fathers--blue-collar vs. white collar
- D. Children--blue-collar vs. white collar

II. Within Groups

- A. Blue-collar--mothers vs. fathers
- B. White-collar--mothers vs. fathers

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\*An exception to this is in the comparisons of educational level attained. In all cases the blue-collar, white-collar classification has been determined on the basis of the father's occupation.

questionnaire are grouped into eight categories which are listed below and which are compared in accordance with the model presented in the foregoing Figure 1. (See Appendix A for a listing of these items by the categories given below).

1. Reasons which are primarily focused on the parent's desire for relief from the child's symptoms.
2. Reasons focused on a desire for environmental manipulation (school, home, neighborhood).
3. Reasons focused on facilitation of parent-child interaction.
4. Reasons focused on compliance to social conformity.
5. Reasons focused on obtaining help with personal psychological problems.
6. Reasons focused on current and/or temporary disturbances in the child.
7. Reasons focused on underlying factors of the child's disturbance.
8. General motivation.

The objective of these comparisons is to learn which if any expressed reasons were of greater or lesser importance in prompting the parent to seek assistance from the child guidance clinic.

#### Classification of the Respondents

Because the intent of this study is exploratory two broad occupational groups are considered sufficient for classificatory purposes. The indicator employed in designating each respondent to one of these two groups is occupation. The collection of all the data necessary in order

that a multiple item index might be used was not felt to be warranted in view of the intent of the study. Furthermore, although occupation as an indicator leaves something to be desired, it is one which has enjoyed considerable use for classificatory purposes. Kahl and Davis<sup>30</sup> by means of factor analysis concluded that occupation is an underlying variable in many other indicators used.

Barber after reviewing the relations among various stratificational indices, including the study of Kahl and Davis, concludes, "that occupational position is the best single indicator of social stratificational position in contemporary American society."<sup>31</sup>

The division of the respondents into two occupational groups (white-collar and blue-collar), was done on the basis of the occupation of the head of the family i.e., the father, and through utilizing the United States Census Index of Occupations.<sup>32</sup>

The white-collar group includes all classes under census code 0-- through 4-- that is, professional and kindred workers; managers, officials and proprietors; clerical workers;

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<sup>30</sup>Joseph A. Kahl and James A. Davis, "A Comparison of Indexes of Socio-Economic Status," American Sociological Review, Vol. 20, 1955, pp. 317-325.

<sup>31</sup>Barber, op. cit., p. 184.

<sup>32</sup>United States Bureau of the Census, 1950 Census of Population; Alphabetical Index of Occupations and Industries, (Washington: Government Printing Office, 1950), p. vi.

sales worker. The blue-collar group includes all classes under census code 5-- through 9--, that is, craftsmen, foremen and kindred workers; operative; private household workers; service workers except household; laborers.<sup>33</sup>

## Materials

### Source of the Data

The data that have been collected and which are analyzed for this study were part of a study being conducted by the research staff of the Michigan Department of Mental Health. The interest of the Department of Mental Health was concerned with the influences of paying fees in connection with reasons given by parents for seeking clinical assistance. It is unnecessary to give a detailed description of the other study as the material within the present research is self contained, and not dependent upon the former.

### The Instrument

The data was obtained through the use of a paper and pencil questionnaire known as, "Inventory of Parent's Manifest Reasons for Seeking Clinical Services," copy of which is available in Appendix B. The instrument was devised and constructed by the staff of the Research Section of the

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<sup>33</sup>The reader will note that farmers, farm managers, farm laborers and foremen are not included. This is because no representatives of these occupations were found in the study population.

Michigan Department of Mental Health, with the assistance of several practicing clinicians. Extensive perusal of actual case history interviews was undertaken to obtain tentative descriptive phrases regarding the reasons parents seek the services of the clinic for their children. These phrases were then reviewed, first, to exclude those which were considered ambiguous, unclear and subject to variant interpretation; and second, to formulate eight categories into which the phrases might be grouped.

One hundred sixty-six uncategorized phrases were then presented to a group of the afore mentioned personnel. They were asked to place each phrase in one of the categories they felt to be the most appropriate. Those phrases upon which 6 of the 7 members agreed were appropriate to a particular category were retained, and so placed. Validation of the instrument was attained through the consensus of the "jury of experts" method.<sup>34</sup> Sixty-seven items were retained, through this method. These 67 items, constitute the instrument, and are grouped to 8 categories which are listed below. The number of items included in each category is indicated and in addition, a brief explanatory note follows each listing.

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<sup>34</sup>William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill Book Co., Inc., 1952), p. 237.

List of Categories

1. Reasons which are primarily focused on the parent's desire for relief from the child's symptoms. Seven items.

This category was intended to allow the respondent expression of their reaction to the child's difficulties without specification of the problem.

2. Reasons focused on a desire for environmental manipulation. Ten items.

This category was intended to allow the respondent expression of a desire to change their residence neighborhood, or school.

3. Reasons focused on facilitation of parent-child interaction. Seven items.

This category was intended to allow the respondent expression of a feeling of strained relationship and/or a reduction of communication with the child for whom clinic service was sought.

4. Reasons focused on compliance to social conformity. Fourteen items.

This category was intended to allow the respondent expression of whatever pressure may have been brought, by persons outside the immediate family, to bear on the child's behavior.

5. Reasons focused on obtaining help with ones own personal problems. Ten items.

This category was intended to allow the respondent expression of a desire for assistance for themselves, which is seen by the parent as pertinent to the child rearing difficulties they are allegedly encountering.

6. Reasons focused on current and/or temporary disturbances in the child. Ten items.

This category was intended to allow the respondent expression of a recent disturbance in the child as opposed to a difficulty of long standing without forcing specificity as to the exact nature of the problem.



7. Reasons focused on underlying factors of the child's disturbance. Nine items.

This category was intended to allow the respondent expression of the difficulty in terms of it being rather more than superficial and in need of professional attention for correction.

8. General motivation. Thirteen items.

This category was derived mathematically by the staff of the Department of Mental Health and is without reference to any particular category of response. It was intended to provide a measure of the intensity of response.

In the present study the instrument is used in the manner for which it was designed by the staff of the Department of Mental Health, that is, it is used as a means to investigate the various reasons which parents express as being accountable for their bringing their children to the clinic.

The 67 items as presented to the respondents were randomly assorted. Each item has a 9 point scale. A sample item follows:

I feel sure that	'	'	'	'	'	'	'	'
I'm the one who	None	Little	Moder-	Very	Ex-			
needs help.			ate		treme			

With the aid of IBM machines, scoring of the completed "Inventory" of each respondent was accomplished in the following manner. Each of the 67 items were scored as marked from 1 to 9. The scores of all the items of a given category were summed and is the respondents' score for that particular category. In like manner this operation was

repeated for each of the 8 categories. The final result of this process was to have 8 separate scores (1 for each category) for each individual respondent.

In addition to collecting the responses to the 67 items discussed above, information applicable to social class indices as well as other descriptive or background data were obtained for both parents and child or for at least 1 of these individuals where the item is not applicable to all. Thus, information was collected concerning age, education, religion, occupation, position of the child in the family, referral problem, and referral source. A copy of the schedule that was used for this purpose is available in Appendix B.

### Procedure

The "Inventory of Parent's Manifest Reasons for Seeking Clinic Services," was presented to the parent(s) upon the initial contact with the clinic. The parent(s) were asked to carefully score each of the 67 items on the 9 point scale by drawing a circle around 1 point showing the degree of importance the item had in prompting them to come to the clinic. They were also requested to complete the questionnaire independently, and to complete and return it to the secretary before any consultation with the clinic staff was undertaken. After their completion of the "Inventory" the Psychiatric Social Worker obtained the information that constitutes the descriptive data of the study.

## CHAPTER IV

### DESCRIPTION OF THE POPULATION

The population of this study consists of the parents whose children were accepted for service from September of 1958 to June of 1959 by a Michigan Child Guidance Clinic located in an urban area. There are 306 parents, or 153 pairs of parents involved. The detailed description of this study population appears below.<sup>35</sup> As noted in the chapter "Design of the Study" each descriptive variable is, where possible, statistically tested for its association with occupational group.

#### Religion

Table 1 is a summary of the religious preferences of the total study population. As shown, among the white-collar group the Protestant religions were most heavily represented, the Jewish, Catholic and "other" being the next most predominant, in that order. Among the blue-collar group, the Protestant faiths were also most heavily represented, the Catholic faith next, the Jewish faith last.

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<sup>35</sup>It will be noted that the totals on which the following percentages and comparisons are based will differ slightly. To the best of the investigator's knowledge, this is not due to selective circumstance, but is the result of illegible printing, failure of the secretary to secure the information in a few instances, and so forth.

TABLE 1  
RELIGIOUS PREFERENCES OF THE STUDY POPULATION BY OCCUPATIONAL GROUP

Group	Protestant		Catholic		Jewish		Other		Total	
	N <sup>a</sup>	%	N	%	N	%	N	%	N	%
Blue Collar	71	77.2	15	16.3	6	6.5	0	0	92	
White Collar	151	73.3	23	11.2	26	12.6	6	2.9	206	
Total	222		38		32		6		298	

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<sup>a</sup>N = Number

Chi-squared = 6.35, d.f. = 3; .10 > P > .05

There was no representation of faiths other than these. The null hypothesis of no association between occupational groups may be considered tenable.

#### Length of Residence in the Community

The length of residency is shown in Table 2. The null hypothesis of no association between occupational groups may be rejected as untenable in regard to the length of time that the two groups have resided in their respective communities. The blue-collar group has remained in residency for a longer period of time than has the white-collar group.

#### Age of the Parents

Table 3 is an age comparison of the parents between and within the 2 groups. The t-test of differences between means was not computed for the groupings blue-collar parents vs. white-collar parents; between the mothers of these 2 groups; and between the fathers of the 2 groups. Computation of the t-test is unnecessary in these 3 groupings because the differences between means was negligible, (.23, .47, .01 years respectively).

It is safe to presume that were the computations actually carried out, they would result in a not significant t-value nor would they be of existential importance. By inference it may be concluded that the null hypotheses of no difference of mean ages covering these several groupings

TABLE 2

LENGTH OF RESIDENCE OF TOTAL STUDY POPULATION  
BY OCCUPATIONAL GROUP

Group	3 years or less		4 - 7 years		8 years or more		Total
	N	%	N	%	N	%	N
Blue Collar	3	17.7	7	41.2	7	41.2	17
White Collar	43	60.6	21	29.6	7	9.8	71
Total	46		28		14		88

<sup>a</sup>N = Number

Chi-squared = 16.22; d.f. = 2; .001 > P > .0001

TABLE 3

DIFFERENCES OF MEAN AGES BETWEEN SELECTED GROUPS OF RESPONDENTS

Selected Comparison	Mean	Mean Difference	t-test	Degrees Of Freedom	Probability
Blue Collar Parents White Collar Parents	35.66 35.43	.23	Not computed	Not computed	
Blue Collar Mothers White Collar Mothers	34.47 34.00	.47	Not computed	Not computed	
Blue Collar Fathers White Collar Fathers	36.85 36.86	.01	Not computed	Not computed	
Blue Collar Mothers Blue Collar Fathers	34.47 36.85	2.38	6.61	91	.001 > P > .0001
White Collar Mothers White Collar Fathers	34.00 36.86	2.86	4.39	207	.001 > P > .0001

would be accepted as tenable.

The null hypothesis of no difference of mean ages may be rejected in comparisons within each of the 2 groups, mothers vs. fathers, the fathers in both instances being approximately 2 years older than the mothers as shown by the mean differences. The mean age of both the blue-collar and white-collar mothers and fathers taken collectively, can be seen to be about  $35\frac{1}{2}$  years.

#### Age of the Children

Table 4 is a summary of the children's age. The null hypothesis of no differences in mean ages may be rejected in the comparison of the blue-collar children with those of the white-collar group. The mean difference in age is 1.95 years, the blue-collar group being the older of the two.

#### Sibling Relationship of the Children

A summary of the position of the children in the family appears in Table 5. The null hypothesis of no association between occupational group may be considered untenable in this comparison. Also, it was found that of the children coming to the clinic those within the blue-collar group displayed the largest percentage of "oldest" children as compared to those within the white-collar group. It will also be noted that there was no instance of an "only



TABLE 4  
DIFFERENCES OF MEAN AGES OF CHILDREN OF THE RESPONDENTS BY OCCUPATIONAL GROUP

Selected Comparison	Mean	Mean Difference	t-test	Degrees of Freedom	Probability
Blue Collar Children	10.34	1.95	3.42	150	.001 > P > .0001
White Collar Children	8.39				

TABLE 5

SIBLING RELATIONSHIP OF THE CHILDREN OF THE RESPONDENTS BY  
OCCUPATIONAL GROUP OF PARENT

Group	Only Child		Youngest		Oldest		In Between		Total	
	N <sup>a</sup>	%	N	%	N	%	N	%	N	%
Blue Collar Children	0	0	5	11.6	26	60.5	12	27.9	43	
White Collar Children	10	9.9	25	24.8	42	41.6	24	23.8	101	
Total	10		30		68		36		144	

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<sup>a</sup>N = Number

Chi-squared = 9.26; d.f. = 3; .05 > P > .02

child" coming to the clinic among the blue-collar group, while almost 10% of those within the white-collar group were an "only child."

#### Sex of Children Referred

The sex of the children coming to the clinic is summarized in Table 6. The null hypothesis of no association between occupational group may be considered tenable in a test of the sex representation of the children between the blue-collar and white-collar groups. Within each group the children are predominantly males, females representing less than 30% of the total of either group.

#### Educational Level of the Parents

A summarization of the educational level attained by the parents appears in Table 7. The null hypothesis of no association between occupational groups may be rejected as untenable in all but 1 of the 5 comparisons made. The null hypothesis of no association between occupational groups was found untenable in the comparison of the 2 groups, blue-collar vs. white-collar. In this comparison the educational level attained by each parent was entered individually.

The class grouping was held constant according to the occupation of the head of the family as explained elsewhere. In terms of rank position it can be seen that within the blue-collar group high school graduates are in first position; 3 years of high school or less second; college

TABLE 6

SEX OF THE CHILDREN OF THE RESPONDENTS BY OCCUPATIONAL  
GROUP OF PARENT

Group	Male		Female		Total
	N <sup>a</sup>	%	N	%	N
Blue Collar Children	74	70.5	31	29.5	105
White Collar Children	35	72.9	13	27.1	48
Totals	109		44		153

<sup>a</sup>N = Number

Chi-squared = .10; d.f. = 1; .80 > P > .70

TABLE 7

EDUCATIONAL LEVEL OF SELECTED GROUPS OF RESPONDENTS\*  
 (Class level determined by fathers occupation, educational level, entered individually)

Selected Comparisons	8th grade or less		3 years of high school or less		High school 1 - 3 years		High school Graduate	
	N	%	N	%	N	%	N	%
Blue Collar Parents	*		32	33.7	*		55	57.9
White collar Parents	*		10	4.87	*		59	28.8
Blue Collar Mothers	*		15	31.9	*		27	57.4
White Collar Mothers	*		5	4.9	*		36	35.0
Blue Collar Fathers	6	12.5	*		11	22.9	28	58.3
White Collar Fathers	2	2.0	*		3	2.9	23	22.5
Blue Collar Mothers	3	6.4	*		12	25.5	27	57.4
Blue Collar Fathers	6	12.5	*		11	22.9	28	58.3
White Collar Mothers	*		5	4.9	*		36	35.0
White Collar Fathers	*		5	4.9	*		23	22.5

\*There are no frequencies in this cell in order that the intervals used, in any given comparison meet the logical criterion of mutually exclusive categories.

Table 7--Continued

College 1 - 3 years		College Graduate or more		Total	Chi- Squared	Degrees of Freedom	Probability
N	%	N	%				
7	7.4	1	1.1	95	100.06	3	.001 > P > .0001
53	25.9	83	40.5	205			
5	10.6	0	0	47	40.70	3	.001 > P > .0001
34	33.0	28	27.1	103			
2	4.2	1	2.1	48	61.53	4	.001 > P > .0001
19	18.6	55	53.8	102			
5	10.6	*		47	1.55	3	.70 > P > .50
3	6.3	*		48			
34	33	28	27.1	103	15.89	3	.01 > P > .001
19	18.6	55	53.8	102			

1-3 years third; and college graduates fourth and last.

Within the white-collar group, college graduate or more are in first position; high school graduates second; college 1-3 years third; 3 years of high school or less fourth and last. Generally speaking, the white-collar group has attained a higher level of education.

In comparing the mothers of the 2 groups the null hypothesis of no association between occupational groups may be rejected; the mothers of the white-collar group having attained a somewhat higher level than those of the blue-collar group.

The null hypothesis of no association between occupational groups may also be rejected in the comparison of the fathers of the 2 groups, the white-collar fathers having attained a higher level of education.

In comparing the level of education attained within the white-collar group--mothers vs. fathers, the null hypothesis of no association between parental groups may be considered untenable. As can be seen from the table, the fathers have attained a somewhat greater number of years of education. Thus, 72.4% of the fathers are between the limits of at least one year of college and college graduate or more. In comparison 68% of the white-collar mothers are between the limits of high school graduate and 1-3 years of college.

In comparing within the blue-collar group--mothers vs. fathers, the null hypothesis of no association between

parental groups may be accepted.

### Referral Source

Summarized in Table 8 is the referral source, that is, who referred the child to the clinic. The null hypothesis of no association between occupational groups was accepted in the comparison between the blue-collar and white-collar groups. The Chi-squared value is very close to the tabled value of the conventional .05 level. A conservative evaluation of the finding might be best done by noting that among the blue-collar group "parents" were less often the referral source than they were in the white-collar group. In the blue-collar group, "parents" account for only 9% of the referrals. The referral was by other sources, such as "physician" and the "school" which accounts for 77% of their referrals.

Within the white-collar group "physician" and the "school" accounts for 61% of the referrals. The white-collar parents made 30% of the referrals.

### Referral Problem

Table 9 is a summary of the referral problems. The null hypothesis of no association between occupational groups may be accepted in comparing the white-collar and blue-collar groups in this respect. The referral problem being, as defined in the Manual of Procedure, not a tentative or provisional diagnosis by the clinic staff but rather should indicate what the referent considers the problem when



TABLE 8

## REFERRAL SOURCE OF THE RESPONDENTS BY OCCUPATIONAL GROUP

Group	Child's Parents		Physician		School		Govt. Agency		Other		Total	
	N <sup>a</sup>	%	N	%	N	%	N	%	N	%	N	%
Blue Collar Parents	4	9	13	28	23	49	3	6	4	8	47	
White Collar Parents	32	30	23	22	41	39	5	5	4	4	105	
Total	36		36		64		8		8		152	-43-

<sup>a</sup>N = Number

Chi-squared = 9.33; d.f. = 4; .10 &gt; P &gt; .05

TABLE 9

## REFERRAL PROBLEM OF THE RESPONDENTS BY OCCUPATIONAL GROUP

Group	Conduct Disorder	Habit Disorder	Personality Problem	Learning and Development	Functional Illness	Total
Blue Collar Parents	10	4	17	11	1	43
White Collar Parents	13	13	50	23	2	101
Total	53	17	67	34	3	144

Chi-squared = 3.12; d.f. = 4; .75 > P > .50

requesting clinic service.

### Family Income

Family income is summarized in Table 10. The null hypothesis of no association between occupational groups may be considered as untenable in regard to the family incomes between the blue-collar and white-collar groups. 46% of the white-collar group earned \$166 and above per week as compared to only 10% of the blue-collar group. Within the blue-collar group, 65% earned \$105 or less per week. The reader is cautioned to note that information regarding income was available from only 20 respondents within the blue-collar classification.

TABLE 10

## WEEKLY INCOME OF THE RESPONDENTS BY OCCUPATIONAL GROUP

Group	\$105 or less		\$106--\$135		\$136--\$165		\$166 and above		Total
	N <sup>a</sup>	%	N	%	N	%	N	%	
Blue Collar	11	65.0	3	15.0	4	20.0	2	10.0	20
White Collar	12	15.7	21	27.6	8	10.5	35	46.0	76
Total	23		24		12		37		96

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<sup>a</sup>N = Number

Chi-squared = 17.63; d.f. = 3; .001 &gt; P &gt; .0001

## CHAPTER V

### RESULTS: ANALYSIS OF THE ATTITUDINAL DATA

#### Between Group Comparisons of the Eight Categories of IPMR

##### Parents--Blue-collar vs. White-collar

Table 11 is a summary of the t-tests of the null hypotheses of no differences of IPMR category mean scores between the blue-collar and white-collar groups. It was observed that the hypotheses could be rejected in all but 2 of the 8 categories compared. Of the 6 categories in which the null hypotheses of no difference of means are untenable, the blue-collar group were seen to have higher mean scores as compared to the white-collar group. The 2 categories in which the null hypotheses of no difference of means are tenable is in that of "Help with one's own personal problems" and in "General motivation," if the .05 level is strictly adhered to. The null hypotheses of no difference between means may be rejected at the .02 level in a comparison of these 2 groups on the categories of "Environmental manipulation," and "Underlying factors of the child's disturbance." They may be rejected at the .001 level in the following categories: "Relief from the child's symptoms," "Facilitation of parent-child interaction,"

TABLE 11

DIFFERENCES BETWEEN THE MEAN SCORE OF THE BLUE-COLLAR AND WHITE-COLLAR PARENTS ON EACH OF EIGHT CATEGORIES OF THE "INVENTORY OF PARENT'S MANIFEST REASONS FOR SEEKING CLINIC SERVICES"

Inventory Category	Group	Mean	Mean Difference	t-test <sup>a</sup>	Probability
Relief from child's symptoms	BC <sup>b</sup> WC <sup>c</sup>	50.85 40.18	10.67	3.41	P < .001
Environmental manipulation	BC WC	38.96 32.02	6.94	2.25	.02 > P > .01
Facilitation of parent-child interaction	BC WC	42.31 32.27	10.04	3.27	.01 > P > .001
Social conformity	BC WC	66.42 49.95	16.47	4.14	P < .001
Help with ones own personal problems	BC WC	57.06 57.23	.17	.045	P > .90
Temporary disturbances	BC WC	69.27 49.91	19.36	4.99	P < .001
Underlying factors of the child's disturbance	BC WC	64.71 56.03	8.68	2.30	.05 > P > .02
General motivation	BC WC	87.17 74.12	13.05	1.80	.10 > P > .05

<sup>a</sup>d.f. = 151 for each t-test

<sup>b</sup>BC = Blue-collar

<sup>c</sup>WC = White-collar

"Social conformity," and in "Temporary disturbances."

Mothers--Blue-collar vs. White-collar

Table 12 presents the results of a comparison of the mothers of the two groups, blue-collar vs. white collar.

The null hypothesis of no difference of IPMR category mean scores can be rejected as untenable in 2 instances. The mothers of the blue-collar group evinced the highest mean scores. The null hypotheses of no difference between means were found to be tenable in the categories: "Help with ones own personal problems," and "Underlying factors of the child's disturbance."

If the tabled value for  $t$  at the .05 level is rigidly adhered to, then 3 additional null hypotheses of no differences between means would also have to be accepted as tenable. These would cover the categories of "Relief from the child's symptoms," "Environmental manipulation," and "General motivation." However, the  $t$ -values obtained are so close to the required value at the .05 level that the hypotheses are here considered as untenable.

Thus, the categories on which the null hypotheses of no difference between means are rejected at the .05 level are: "Relief from the child's symptoms," "Environmental manipulation," and in "General motivation." One null hypothesis of no difference between means is rejected at less than the .02 level on the category of "Facilitation of

TABLE 12

DIFFERENCES BETWEEN THE MEAN SCORE OF THE BLUE-COLLAR AND WHITE-COLLAR MOTHERS ON EACH OF EIGHT CATEGORIES OF THE IPMR

Inventory Category	Group	Mean	Mean Difference	t-test <sup>a</sup>	Probability
Relief from child's symptoms	BC <sup>b</sup> WC <sup>c</sup>	26.75 22.74	4.01	1.94	.10 > P > .05
Environmental manipulation	BC WC	19.52 16.29	3.23	1.86	.10 > P > .05
Facilitation of parent-child interaction	BC WC	20.48 16.87	3.61	2.11	.05 > P > .02
Social conformity	BC WC	32.85 25.84	7.01	3.26	P < .001
Help with ones own personal problems	BC WC	29.88 30.95	1.07	.43	.70 > P > .60
Temporary disturbances	BC WC	35.38 25.93	9.45	3.84	P < .001
Underlying factors of the child's disturbance	BC WC	31.44 31.28	.16	.07	P > .90
General motivation	BC WC	43.96 39.42	4.54	1.96	.06 > P > .05

<sup>a</sup>d.f. = 151 for each t-test

<sup>b</sup>BC = Blue-collar

<sup>c</sup>WC = White-collar



parent-child interaction." The 2 null hypotheses of no difference between means, covering the categories of "Social conformity," and "Temporary disturbances" may be rejected at less than the .001 level of significance.

Fathers--Blue-collar vs. White-collar

Table 13 summarizes the comparisons of the fathers. The null hypotheses of no differences of IPMR category mean scores can be considered untenable in more categories than in the comparisons of the mothers. Thus of the 8 categories compared the null hypotheses of no difference between means can be rejected in all but 1 instance. In all cases where the hypotheses are rejected the blue-collar fathers manifested the higher mean scores.

The null hypothesis of no difference between means was found to be tenable in the category of "Help with one's own personal problems."

The null hypothesis of no difference between means was rejected at less than the .02 level in the category of "Environmental manipulation."

In 6 categories compared the null hypotheses of no difference between means were rejected beyond the .001 level. They are: "Relief from the child's symptoms," "Facilitation of parent-child interaction," "Social conformity," "Temporary disturbances," "Underlying factors of the child's disturbance," and in "General motivation."

TABLE 13

DIFFERENCES BETWEEN THE MEAN SCORE OF BLUE-COLLAR AND WHITE-COLLAR FATHERS ON EACH OF EIGHT CATEGORIES OF THE IPMR

Inventory Category	Group	Mean	Mean Difference	t-test <sup>a</sup>	Probability
Relief from child's symptoms	BC <sup>b</sup> WC <sup>c</sup>	24.10 17.44	6.66	3.66	P < .001
Environmental manipulation	BC WC	19.44 15.73	3.71	2.16	.05 > P > .02
Facilitation of parent-child interaction	BC WC	21.83 15.40	6.43	3.42	P < .001
Social conformity	BC WC	33.56 24.11	9.45	3.94	P < .001
Help with ones own personal problems	BC WC	27.19 26.28	.91	.38	.80 > P > .70
Temporary disturbances	BC WC	33.90 23.98	9.92	3.66	P < .001
Underlying factors of the child's disturbance	BC WC	33.27 24.75	8.52	4.08	P < .001
General motivation	BC WC	43.21 34.71	8.50	3.53	P < .001

<sup>a</sup>d.f. = 151 for each t-test

<sup>b</sup>BC = Blue-collar

<sup>c</sup>WC = White-collar

## Within Group Comparisons of the Eight Categories of IPMR

### Blue-collar--Mothers vs. Fathers

Table 14 lists the results of the comparisons effected within the blue-collar group. The null hypotheses of no differences of IPMR category mean scores are tenable in each of the 8 categories compared, and there is therefore, no instance of the hypotheses being rejected. Mean score differences were within the range of 2.65 to .08.

### White-collar--Mothers vs. Fathers

Table 15 is a summary of the tests of the null hypotheses of no differences of IPMR category mean scores within the white-collar group. When the mothers and fathers of this group are compared, the null hypotheses of no difference between means can be considered as untenable in 4 of the 8 categories compared.

In each instance where the null hypotheses is rejected, the mothers attained the higher mean scores. The null hypotheses of no difference between means are considered tenable for 4 categories: "Environmental manipulation," "Facilitation of parent-child interaction," "Social conformity," and in "Temporary disturbances."

All cases in which the null hypotheses are considered untenable are beyond the .01 level of significance. The categories on which this occurred are in: "Seeking relief

TABLE 14

DIFFERENCES BETWEEN THE MEAN SCORE OF MOTHERS AND FATHERS  
WITHIN THE BLUE-COLLAR GROUP ON EACH OF EIGHT CATEGORIES  
OF THE IPMR

Inventory Category	Group	Mean	Mean Differ- ence	t-test <sup>a</sup>	Proba- bility
Relief from child's symptoms	M <sup>b</sup> F <sup>c</sup>	26.75 24.10	2.65	1.37	.90 > P > .80
Environmental manipulation	M F	19.52 19.44	.08	.05	P > .90
Facilitation of parent-child interaction	M F	20.48 21.83	1.35	.90	.40 > P > .30
Social conformity	M F	32.85 33.56	.71	.38	.80 > P > .70
Help with ones own personal problems	M F	29.88 27.19	2.69	1.06	.30 > P > .20
Temporary disturbances	M F	35.38 33.90	1.48	.58	.60 > P > .50
Underlying factors of the child's disturbance	M F	31.44 33.27	1.83	1.03	.40 > P > .30
General motivation	M F	43.96 43.21	.75	.39	.70 > P > .60

<sup>a</sup>d.f. = 93 for each t-test

<sup>b</sup>M = Mother

<sup>c</sup>F = Father

TABLE 15

DIFFERENCES BETWEEN THE MEAN SCORE OF MOTHERS AND FATHERS WITHIN THE WHITE-COLLAR GROUP ON EACH OF EIGHT CATEGORIES OF THE IPMR

Inventory Category	Group	Mean	Mean Difference	t-test <sup>a</sup>	Probability
Relief from child's symptoms	M <sup>b</sup> F <sup>c</sup>	22.74 17.44	5.30	4.02	P < .001
Environmental manipulation	M F	16.29 15.73	.56	.75	.50 > P > .40
Facilitation of parent-child interaction	M F	16.87 15.40	1.47	1.34	.20 > P > .10
Social conformity	M F	25.84 24.11	1.73	1.44	.20 > P > .10
Help with ones own personal problems	M F	30.95 26.28	4.67	2.65	.01 > P > .001
Temporary disturbances	M F	25.93 23.98	1.95	1.36	.20 > P > .10
Underlying factors of the child's disturbance	M F	31.28 24.75	6.53	5.58	P < .001
General motivation	M F	39.42 34.71	4.71	3.10	.01 > P > .001

<sup>a</sup>d.f. = 207 for each t-test

<sup>b</sup>M = Mother

<sup>c</sup>F = Father

from the child's symptoms," (001); "Help with one's own personal problems," (.01); "Underlying factors of the child's disturbance," (.001); and "General motivation," (001).

## CHAPTER VI

### LIMITATIONS OF THE STUDY

By way of a prefatory comment to the following section, the reader is reminded that the interpretive remarks are intended as tentative pending further investigation. This is due to the fact that the research is exploratory and was undertaken to ascertain what association if any exists between occupational groups and the parental reasons they express as accountable for seeking clinic services.

This study, is one step in a necessary progression of graduated steps toward a more refined and precise approach to an investigation of the correlates presumed to be operative in persons as grouped in the construct of social class. As exploratory research, there are some weaknesses present, which would be desirable to eliminate. In part these are due to the nature of the problem and due to the fact that a general over-all view was sought. The investigator would hope that future research in this area might, as a result of this study, be characterized by greater specificity and detail in treating the problem involved. This is to say, that it is hoped that the findings of statistical differences and similarities presented, and the

relevant interpretive comments offered, fulfill the function of exploratory research, and be of some assistance in the designation of significant variables.

Care should be exercised in generalizing beyond the persons of the occupational groups employed and who seek clinic services. Insofar as the sample was voluntary, the larger universe is unknown. There is some evidence indicating that the blue-collar group may be atypical. This is suggested, for example, by noting the mean age of the blue-collar mothers and the mean age of their children (see chapter IV). It may be inferred from these data that the mothers attained a considerably older age than is usually observed for persons of lower status, before having their children.

Those who feel that classificatory indicators other than occupation, such as psychological identifications or life styles, are crucial, may not agree with the findings as presented herein.

The critical level of significance used has been the conventional .05 and therefore, type I errors may have been made to that extent. The reader should also be mindful of the sample size. A larger sample, of course, would be desirable, however, this was not available for reasons extraneous to this study.



## CHAPTER VII

### INTERPRETATION

#### Between Groups

The white-collar and blue-collar parents have shown a difference in their intensity of response to the reasons for seeking services of the clinic. Throughout the entire study, the blue-collar parents have shown the greater intensity in each instance where a null hypothesis was observed as untenable. These results lend themselves to at least three alternative and equally tenable interpretations. It might be concluded that the blue-collar people are more beset with their child rearing difficulties than are the white-collar parents. Of course, the blue-collar children may actually have more problems. If this is indeed the case, then the observed results are not unreasonable, and could be considered in accordance with what would be an expected response.

On the other hand, the greater intensity of response on the part of the blue-collar group may be due to less inhibition and restraint in expression than is exercised by the white-collar group.

Another interpretative possibility is that the blue-collar group is less precise in distinguishing the various reasons prompting them to seek service and consequently have given great weight to all categories, as compared to the white-collar group. Thus, the observed results may be due to a lack of awareness on the part of the blue-collar group as to the specificity of their difficulties, perhaps as a function of less education, or it may be merely a consequence of an emotional predisposition which demonstrates less concern and/or patience with such specificity. These remarks are not necessarily meant to preclude, or be precluded by, subsequent comments.

#### Parents--Blue-collar vs. White-collar

In regard to the specific comparisons between the blue- and white-collar parents, on the various categories, it was observed that the null hypothesis is tenable in 2 instances, that is, in the categories of "General motivation," and in "Help with ones own problems." The first of these, "General motivation," the obtained t-value is very close to the conventially acceptable .05 level. There is a possibility that with the addition of a few cases a t-value equal to that required for a .05 level would obtain. The latter comparison on the category, "Help with one's own problems" does not evince such proximity to an untenable null hypothesis. It may be inferred that the 2 groups do

not differ at the .05 level in their intensity of response in this category.

It may be inferred that some differences exist between the 2 groups on those categories in which the null hypotheses were rejected as untenable.<sup>36</sup> It has been suggested above that these instances wherein the null hypotheses were rejected may be attributable to the possibility that blue-collar parents are actually more beset with child rearing problems than are the white-collar parents; that the blue-collar group might be less nonchalant about such matters; that the blue-collar group may be less specific in response.

Differences inferred by the rejection of the null hypotheses in the categories of "Relief from the child's symptoms," "Environmental manipulation," "Social conformity," "Temporary disturbances," "Facilitation of parent-child interaction," "Underlying factors of the child's disturbance," may be a function of the parent's class membership. The assumption is that modes of socialization and their concomitant goals will be similar within a given group.

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<sup>36</sup>In rejecting the null hypothesis as untenable on any given category it is not to be construed to mean that any one group is prompted to seek clinic services in the particular category designated and that the other group is not so prompted. All that is intended, is that there is reason to believe (within the probability limits set) that one of the groups is more intent in their response than is the other. Thus differences observed must be viewed as differences of degree and not as on an either-or basis.

Hence, greater intensity of response on the part of the blue-collar parents in the category of "Relief from the child's symptoms," may be due to more continuous association with their children.<sup>37</sup> It may be that older children<sup>38</sup> present more disturbing symptoms to the parents or at least the severity of the symptoms are so perceived. That greater intensity of response was evinced by the blue-collar group on this category may be attributed to the possibility that this group has more children per family. This cannot be known directly as such information was not collected. However, it is known that of the children receiving clinic services in this study population, there was not a single instance of an "only child" in the blue-collar group, whereas 9.9% of the white-collar group's children were "only children."

The blue-collar group responded more intently than did the white-collar group on the category "Environmental manipulation." It would seem from this response that the blue-collar group perceived the locus of their child rearing

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<sup>37</sup>Recall the statement in the "Introduction" of Havighurst and Feigenbaum, the citation of which appears in footnote 23.

<sup>38</sup>The difference between mean ages of the blue and white-collar children is 1.95 years. t-test of mean differences, 3.42; P, .01; d.f., 150. See also Table 5 which shows that 60.5% of the blue-collar children are the oldest in the family.

difficulties in the external situation, the resolution of which might be effected by alteration of their circumstance. Viewed in the context of the category, the change sought would appear as one of upward mobility, and the concurrent rewards of higher status. This upward striving may be more pronounced in the blue-collar group as compared to the white-collar, because the latter group may feel they are closer to their ideal.

The more intent response by the blue-collar group on the category "Social conformity" suggests that they place greater importance on conformity to the expectancies of others than does the white-collar group. This is indirectly substantiated by the fact as noted elsewhere, that 91% of the blue-collar group's referral source was by other than the parents themselves, as compared to 70% for the white-collar group. (See Table 8). Whether or not the emphasis is due to the blue-collar group valuing conformity in and of itself<sup>39</sup> or as part of an aspiration to a higher status, through the respectability afforded, can only be surmised. It is likely that it serves both purposes.

The obverse of this may be, that blue-collar persons are more intimidated by figures that are, or are perceived, as authoritarian. This is to say, that white-collar persons

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<sup>39</sup>Recall the statement in the "Introduction" of Kohn, the citation of which appears in footnote 25.

are less susceptible to outside pressures through the security afforded them by their higher status. The greater intensity of response by the blue-collar parents to "Temporary disturbances" as compared to the white-collar parents may be a response to a number of possibilities. Thus, the blue-collar parents may have only recently noticed a difficulty that may indeed have a longer history, which would make the problem appear as a "temporary" disturbance. It may be that the blue-collar group is less astute in relating the difficulty to other manifestations of the problem which summarily makes the difficulty appear as temporary and of recent origin. It also may be that a predisposition to emotionalism on the part of blue-collar parents would cause them to view the problem as at a "point of crisis" which in turn would make its most recent manifestation appear as its origin.

On the other hand, the difficulty should also be recognized as possibly being of recent origin and not a recurrent problem for the parent. However, it is left to explain just why the blue-collar parents should have a greater occurrence of "Temporary disturbances" in their child rearing than do the white-collar parents. In this regard, it may be that the blue-collar children might, as a function of their past socialization, be more rigid in, and have fewer modes of adjustment at their disposal in coping with the exigencies of their daily living.

The greater intensity of response on the part of the blue-collar parents as compared to the white-collar parents on the categories "Facilitation of parent-child interaction" and "Underlying factors of the child's disturbance," may be best understood if the 2 categories are viewed jointly. By the rejection of the null hypotheses in these 2 comparisons it is inferred that the blue-collar parents feel a lack of communication with their children in respect to the problem and perhaps view themselves as inadequate in understanding the difficulty. This last inference is suggested by the blue-collar parent's response to the "Underlying factors" category.

The lack of and need of understanding which is expressed by the blue-collar parents in these two instances may likely be due to the fact that they generally have less education than do the white-collar parents. It further suggests that the 2 groups may consequently differ in reading habits which might be of assistance in dealing with situations in which communication and understanding are at a minimum. This last is admittedly post factum speculation. The proposition is offered as a possibility for further research in this area.

#### Mothers--Blue-collar vs. White-collar

In the tests of the null hypotheses between the blue-collar mothers and the white-collar mothers there is

insufficient evidence to reject the hypotheses on 2 of the categories on which these 2 groups were compared. The categories on which the hypotheses were accepted as tenable are: "Help with ones own problems," and "Underlying factors of the child's disturbance." It may therefore, be concluded that the means of the two groups do not differ significantly at the .05 level, in their intensity of response on these categories.

This suggests that the mothers, regardless of their class membership, share some ideas concerning child rearing,<sup>40</sup> as is evidenced by their response to the categories listed. The explanation of this similarity would have to be found in values that cross class lines, or perhaps in a concept such as "mother role," viewed as superceding the differences that are usually attributed, in the literature, to the members of the respective classes.

As in the foregoing discussion, differences inferred by the rejection of the null hypotheses will be viewed as a function of class membership. The categories in which the null hypotheses were rejected and in which differences are therefore, inferred are: "Relief from the child's symptoms," "Environmental manipulation," "Facilitation of

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<sup>40</sup>Kohn, op. cit., p. 340. In this article, Kohn has stated that some codes of conduct for their children are shared by working-class and middle-class mothers.



parent-child interaction," "Social conformity," "Temporary disturbances," and "General motivation." The blue-collar mothers are more intent in their response in each of these categories as compared to the white-collar mothers.

The response of the blue-collar mothers on the category of "Relief from the child's symptoms" indicates they are, or at least feel, more harassed by the behavior of their children, than do the white-collar mothers, as a result of their children's behavior. This may be because the blue-collar mothers may have more children (this can only be suggested by other data, see Parents--Blue-collar vs. White Collar, above), or because the blue-collar children are older. It has also been suggested that the blue-collar children may have more serious difficulties than are found among white-collar children. The blue-collar mothers also evinced the greater intensity on the category "General motivation." Any of the above suggestions may be functioning in this instance as well. Of course, this would have to be further investigated.

The blue-collar mother's greater intensity of response on the category of "Environmental manipulation," can be viewed as a reflection of a desire to better their circumstances, and apparently thereby assist in resolving their child rearing difficulties. Their greater intensity on this category may perhaps be explained in their objective situation. That is, the blue-collar group may have further

to go than do the mothers of the white-collar group for the attainment of an ideal, and as a consequence react more intently. The blue-collar mothers express a greater diminution in communication with their children as evidenced by reduced interaction, than do the white-collar mothers. This may be due to the fact that the blue-collar mothers have less education than do the white-collar mothers,<sup>41</sup> and therefore, may be less sensitive to whatever communicative indicators that might be available to them in understanding the child's difficulties.

The data indicate that the blue-collar mothers seem to see the difficulty which they encounter in their child rearing as a breakdown in communication between themselves and their children, and its consequent strain on interaction as of more importance than do the white-collar mothers.

In accordance with an interpretative suggestion made in the foregoing the blue-collar mother's greater intensity of response in the category of "Temporary disturbances" may be prompted by similar reasons, that is, differences in education, which prevent the blue-collar mothers from seeing what they feel is temporary disturbances as being related to other and earlier manifestations. Also as

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<sup>41</sup>For example, within the limits of high school graduation to college graduation inclusively; 95.1% of the white-collar mothers fall within this classification as compared to 68% of the blue-collar mothers.

suggested, it may be that temporary disturbances are actually more prevalent among blue-collar children for reasons that would have to be determined by additional study.

Through the rejection of the null hypothesis on the category of "Social conformity," it is possible to infer that some differences exist between the blue-collar and white collar mothers. The greater intensity of response is demonstrated by the blue-collar mothers. This difference is attributed to a function of their respective class memberships and more specifically as a difference in susceptibility to the efficacy of social pressure. It has been conjectured above that greater susceptibility on the part of the blue-collar group is due to a desire to achieve respectability which promotes possible aspirations of upward mobility and/or that conformity is a value in and of itself among the blue-collar group. This interpretation seems applicable in this instance, as well.

#### Fathers--Blue-collar vs. White-collar

As an over-view of all the hypotheses tested between the fathers of the 2 groups, the intensity of responses on the several categories demonstrate a resemblance to those obtained between the parents of each of the groups taken jointly, i.e., Parents--Blue-collar vs. White-collar. It will be recalled, that in the comparisons made between the parents of the 2 groups, the blue-collar parents showed the

greater intensity of response in each instance where a null hypothesis was rejected as untenable. In the comparisons under discussion here, between fathers of the 2 groups, the greater intensity of response in those instances where the null hypotheses are rejected as untenable, was made by the blue-collar fathers.

Interpretations of the findings, as a function of class membership, were offered in the foregoing and, because of their applicability here, it is unnecessary to repeat them. A supplementary comment should be made and that is to note the possibility that it is the blue-collar fathers as opposed to the mothers that are affecting the intensity responses of their group. This is further borne out when the results of the comparisons within the blue-collar group are considered. These results will now be discussed.

#### Within Groups

##### Blue Collar--Mothers vs. Fathers

The results of the comparisons made within the blue-collar group are unique insofar as all of the hypotheses tested are accepted as tenable. The inference made from the results is that there is a consensus within the blue-collar group that is, between the mothers and fathers, in regard to what constitutes their child rearing difficulties and also a consensus in the importance of the particular areas seen as embodying the problem. This is evidenced by

their similarity in intensity of response on each of the 8 categories. It is further inferred that this similarity of response which is taken as agreement, is the result of communication between the parents of this group, or the consensus may be due to values or systems of perception held in common by the parents.

It has been suggested in the foregoing that further research might determine which members of the pairs, that is, the mothers or fathers are the most influential in defining the problem and the intensity of response to be accorded thereto. It was also suggested that the influential members are the fathers, but this is only a hypothesis developed in this investigation, which remains to be tested.

#### White-collar--Mothers vs. Fathers

The results of the comparisons made within the white-collar group show that the null hypotheses may be accepted as tenable on the following categories: "Environmental manipulation," "Facilitation of parent-child interaction," "Social conformity," and "Temporary disturbances." It is inferred that there is an agreement between the mothers and fathers within the white-collar group on the problems covered by these categories. The inferred consensus is both one of problem area and the importance accorded to them.

The null hypotheses have been rejected as untenable on the categories: "Relief from the child's symptoms,"

"Help with ones own personal problems," "Underlying factors of the child's disturbance," and in "General motivation." Because of the rejection of the hypotheses on these categories, a conclusion of overall consensus cannot be inferred as was done in the case of the blue-collar mothers and fathers. There appears to be a consensus within the white-collar group on some but not all areas concerning the reasons prompting them to seek clinic service. The mothers have also demonstrated a greater intensity of response in all instances where the null hypotheses were rejected on the subject categories, as well as, on the category of "General motivation."

Another study in which it is stated that middle class fathers are concerned with their children's behavior as "prognosticators . . . of adult traits which would interfere with success in middle-class occupational life,"<sup>42</sup> suggests an interpretation of this finding. White-collar fathers may be less concerned with the present behavior of the children, than are the mothers, because of their hope that the difficulty is one of short duration, which will resolve itself in time.

The mother's presumed greater constancy of association with the children, by virtue of her being more

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<sup>42</sup>Aberle and Naegele, op. cit., p. 373.

implicated than the father in their care, is suggested as accounting for the mother's greater intensity of response in "Seeking relief from the child's symptoms." The implication of the mother in the care of the children coupled with the fact that she is fairly well educated, may account for her greater intensity of response in the categories of "Help with ones own personal problems," and "Underlying factors of the child's disturbance." This is to say, the mothers may have spent more time in considering their problems, may have read more or have been influenced by other media, in regard to the problems as compared to the fathers. In this way the mothers might come to differ with the fathers. This interpretation must not be construed to mean that the mothers are the more correct in their perception of the problem.

#### Possibilities for Further Research

The results of this study, aside from demonstrating the differences and similarities between and within groups already discussed, has some measure of heuristic significance. In conclusion, some of these possibilities will be noted here.

The study has demonstrated some differences between social classes in their handling of child rearing problems through statistically significant responses to categories of problems. It would be interesting to investigate some

of the hypotheses which have evolved from this study. Thus, one such general hypothesis is that, when higher class mothers and fathers differ in their judgement of the child rearing problem and the importance to be accorded to it, the higher class mothers approximate the lower class parents more closely than do the higher class fathers. This seems indicated when the probability levels at which hypotheses covering the various groupings of respondents are examined across certain categories. For example, in comparing white-collar mothers and fathers on a given category in which the null hypothesis can be rejected with a high degree of confidence, it can also be seen that there are either, no statistical differences, or that the null hypotheses can be rejected with less confidence, between blue-collar mothers and fathers, between blue-collar mothers and white-collar mothers. Yet at the same time in the comparisons between blue-collar and white-collar fathers the null hypotheses can be rejected with a high degree of confidence. Another result that might be pursued through further investigation, and which is contrary to general assumption, is that lower class parents are more concerned about their child rearing problems (as evidenced by the findings in this study), than are higher class parents.

Other related questions evolving from this study might also be further investigated. Identification of the influential members of pairs of parents might be ascertained,



if indeed one group is more influential than another, as has been suggested by results herein.

It would be enlightening to learn, whether or not the children of either group actually do present problems of greater or lesser behavioral severity, which in turn would account for some of the differences found in the present research. In a somewhat analogous inquiry, it might be determined, which if any areas of problems, such as represented by the categories herein are of more or lesser importance within any single definable group. Also in carrying this possibility further, it might be advantageous to determine whether or not responses on any given category or given combination of categories are associated with responses to other categories.

These and other heuristic propositions might be taken as one vehicle by which the social psychologist can be contributive to the concomitant problems of welfare and education which have arisen with large increases in child population. More specifically, the social psychologist can assist service agencies, such as Child Guidance Clinics, in planning their programs, their methodological approach, and in achieving their goals through the ramifications which their research has for these concerns.

Aside from these possibilities in practical application, further research in this area, may result in adding to knowledge of stratification, the goals, socialization

practices and results in definable groups. It, of course, also provides an opportunity for verification or questioning of pertinent existing literature on the subject.

## SUMMARY

An investigation has been made of the expressed reasons which parents of two socio-economic groups have asserted as accountable for the utilization of services of a Michigan Child Guidance Clinic.

From a review of the literature, it was concluded that there is a consensus among investigators that certain behaviors are related to or at least co-existent with membership in a group as defined by the concept of social class. Investigators, as might be expected, do not always agree on the particulars of the behavior. Nevertheless, the literature establishes the notion that there are psychological correlates of behavior concomitant with group membership.

The problem in this study was concerned with investigating what, if any, relationship exists between social class position and the reasons prompting parents to seek the services of a child guidance clinic. The reasons asserted by the parents were adduced from a pencil and paper questionnaire of 67 items known as "Inventory of Parents' Manifest Reasons for Seeking Clinic Services," (IPMR). The items of this instrument are grouped into 8 categories. Hypothesis were formulated in the null form because the literature offered

little information as to the expected direction of association between the variables considered. The general hypothesis is that there is no difference between the various groups on the expressed reasons for seeking clinic services.

The study was designed so that comparisons and statistical analysis could be made between groups and within groups. This was done for the attitudinal data derived from the IPMR, and for descriptive data (where applicable) which was collected as a possible aid in interpreting the former.

The respondents were classified into 2 occupational groups, white-collar and blue-collar, on the basis of the occupation of the head of the family i.e., the father, through utilizing the United States Census Index of Occupations.<sup>43</sup>

The source of the data was part of a study being conducted by the Michigan Department of Mental Health.

The study population consisted of 306 parents whose children were accepted for service by a Michigan Child Guidance Clinic. In summarily describing the respondents it may be stated that there is no association between occupational group and religious preference, age, sex of the children accepted for treatment, referral source, or referral Problem.

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<sup>43</sup>United States Bureau of the Census, op. cit., p. vi.

Statistically there is an association between occupational group of parents and length of residency, the age of their children, the sibling relationship of their children, educational level, and family income. It was found that the blue-collar group were in residency in their community for a longer period of time than the white-collar group. The children of the blue-collar group were older (approximate difference of mean age was 2 years) than those of the white-collar group. It was also found that there was no instance of an "only child" from the blue-collar group, whereas 9.9% of the children of the white-collar group were so classified.

Level of education and occupational group was found to be associated, the white-collar group having more education than the blue-collar group. This relationship holds for the fathers of the 2 groups and for the mothers of the 2 groups. Within each of the 2 occupational groups the white-collar fathers have more years of education as compared to the white-collar mothers. Within the blue-collar group, no association was found between the parental status and the level of education.

The white-collar group has a larger family income than does the blue-collar group.

Statistical tests were made of the difference of the IPMR mean scores of the groups on each of the 8 categories of items. The groups were compared in the same manner as

explained above, that is, between groups and within groups. In each instance where the null hypothesis was rejected as untenable in the between group comparisons, the blue-collar group evinced the higher mean score.

The findings revealed statistical differences between the blue-collar and white-collar parents on 7 of the 8 categories on which they were compared. The mothers of the 2 groups showed statistical differences on 6 of the 8 categories on which they were compared. The fathers of the 2 groups demonstrated statistical differences on 7 of the 8 categories of reasons for seeking clinic services.

Within the blue-collar group, comparisons between the mothers and fathers showed no instance of statistical difference on the 8 categories on which they were compared.

Within the white-collar group, the mothers differed from the fathers on 4 categories of reasons for seeking clinic services.

The results of these comparisons have been interpreted as a function of the class membership of the respondents. Detailed interpretive comments concerning the particular categories are presented in Chapter VII. A general comment by way of summary is offered here, concerning the findings that are recurrent and therefore, somewhat more general to the study as a whole. The findings referred to are those that showed that the blue-collar group evinced a higher mean score in every instance in which a null hypothesis was

rejected, in between group comparisons. This has been variously interpreted pending further research. Thus, the observed results may be due to a lack of awareness on the part of the blue-collar group as to the specificity of their difficulties, causing them to score all categories of reasons highly, or it may be a consequence of emotionality, and/or less patience with specificity.

In a similar manner, in every instance where a null hypothesis is rejected as untenable in a comparison within the white-collar group the mothers have evinced the higher mean score.

These results, among others, have led to some of the heuristic benefits that might be derived from this investigation. Thus, it is hypothesized that when white-collar mothers and fathers differ in definition of the child rearing difficulty and the importance to be accorded to it, the white-collar mothers approximate the blue-collar parents more closely than do the white-collar fathers.

If the interpretation of "less specificity" on the part of the blue-collar group is excepted, the findings also suggest that blue-collar parents are more concerned with child rearing problems than are the parents of the white-collar group. It is possible, of course, that the severity of the difficulty may differ for the 2 groups of children.

Some weaknesses in the study were noted and are viewed as inherent in exploratory research. The reader was also cautioned in regard to the generalizability of the findings insofar as the sample was voluntary, and the larger universe is unknown. A larger sample, of course, would be desirable.



#### APPENDIX A

**The items of the "Inventory of Parent's Manifest Reasons  
for Seeking Clinic Services" listed by the eight categories**

1. Reasons focused on the parent's desire for relief from the child's symptoms.
  27. I've tried everything and gotten nowhere with him.
  38. He's always been difficult to manage and control.
  43. With all the other troubles I have, this only helps to make things worse.
  47. I've got to have help; I can't take it any more.
  48. Worrying about him leaves me with little strength to do all my other work so something's got to be done.
  55. I've got to have some relief from all of this.
  65. It would make it easier for me if something were done to help him.
2. Reasons focused on a desire for environmental manipulation.
  2. Maybe if he went away to live with some of our relatives or friends for a while it would help.
  3. If he were put in a different class in school it would help the situation.
  11. Maybe if we moved from our present neighborhood things would be better.
  12. There have been lots of complaints about the school, perhaps some changes should be made.
  23. If we got a bigger house, it would help a lot.
  26. If he had a different teacher I think it would help.
  29. Our neighborhood is not very good and perhaps something should be done about that.
  54. I think if he changed schools a lot of this difficulty would be corrected.
  59. There is always some kind of trouble in our neighborhood and something should be done about it.
  61. Something should be done about the school situation.

3. Reasons focused on facilitation of parent-child interaction.

- 9. It's difficult to understand him now--it used to be that we could feel quite easy with each other.
- 13. He's never had enough trust and confidence in me to talk over his problems with him.
- 17. We seem to be moving away from each other.
- 19. Our relationship has become quite strained.
- 31. He always used to talk over his problems with me but now he doesn't any more.
- 37. Something has come between us which keeps us apart.
- 42. Everything used to be fine between us but now we don't seem to get along very well.

4. Reasons focused on compliance to social conformity.

- 4. I've always had to put up with complaints about him.
- 7. His teacher seems to feel I should take him here.
- 15. I'm always getting complaints about him.
- 22. One of my friends keeps telling me that if I don't get help something terrible will happen.
- 24. The neighbors are complaining and it's beginning to be annoying.
- 25. I've got to do something to keep his teacher from sending home bad reports.
- 30. I've had a number of baby-sitters and it is difficult to get them to come back because they say he's too difficult to handle and needs some kind of help.
- 32. None of the neighbors will permit him to play with their children until I do something about his behavior.
- 50. The school says that if he doesn't behave I'll have to keep him at home and they'll notify the proper authorities.

53. I went to another community service agency and was told that I should come to you.
  58. The neighbors have been complaining and are threatening to do something about it.
  62. I've been consulting with my religious adviser and he seems to think that it would be wise to bring the child to you.
  66. My parent(s) has been suggesting for a long time that I bring him to the clinic for help.
  67. We've taken him to the doctor a number of times and he insists that I bring the child to the clinic.
5. Reasons focused on obtaining help with ones own personal problems.
5. If something doesn't happen soon, I'll need help for myself.
  8. Possibly my own problems have caused all this and I need the help you offer.
  18. This wouldn't have happened if I had been better able to deal with it.
  20. I've often thought of getting help for myself but never did anything about it; but now with this trouble with my child, I thought it would be a good time.
  35. Much, if not all, of the fault is mine and maybe I'm the one who needs attention.
  36. It could be that I'm the one who needs your help.
  41. I feel sure that I'm the one who needs help.
  44. Maybe my own problems are what need attention.
  51. I haven't been feeling so well myself and maybe that's where the trouble is.
  63. I don't feel too well myself and my physician tells me there is nothing physically wrong with me.

6. Reasons focused on current and/or temporary disturbances in the child.

1. He always seemed so happy until just recently.
14. He seems to have lost interest in many things recently.
33. Until recently he has always played well with other children.
34. It seems that all of a sudden he began to be disobedient and difficult to manage.
40. I never noticed any trouble but lately many little things have happened that make me wonder if something is wrong.
45. Everything was fine until just recently and we thought it best to have it attended to before it became worse.
46. It seems that he is constantly getting into mischief now and it bothers me because he was always so good before.
49. He has always enjoyed school but lately he has been saying that he doesn't like it.
56. His whole attitude toward everything seems to have changed lately.
60. School work has always been easy for him but lately he seems to have considerable difficulty with some of the work.

7. Reasons focused on underlying factors of the child's disturbance.

6. I don't believe he's ever been really happy; at least the way I see it.
10. School work has always been hard for him but I always thought the trouble would clear up by itself but I guess it goes deeper than that.
16. It seems as though he's always been more or less of a problem.

- 21. He's always been difficult to understand and I've often thought of getting help but this is the first chance I've had.
- 28. I've never felt as though I understood or had control of the situation; the problem is evidently too deep for me.
- 39. He never was interested in things like other children.
- 52. He's never liked going to school ever since he first started.
- 57. He's been in one kind of trouble or another for as long as I can remember.
- 64. He's never gotten along well with other children.

8. General intensity of response.

- 1. He always seemed so happy until just recently.
- 2. Maybe if he went away to live with some of our relatives or friends for a while it would help.
- 7. His teacher seems to feel I should take him here.
- 8. Possibly my own problems have caused all this and I need the help you offer.
- 15. I'm always getting complaints about him.
- 16. It seems as though he's always been more or less of a problem.
- 27. I've tried everything and gotten nowhere with him.
- 38. He's always been difficult to manage and control.
- 45. Everything was fine until just recently and we thought it best to have it attended to before it became worse.
- 50. The school says that if he doesn't behave I'll have to keep him at home and they'll notify the proper authorities.



60. School work has always been easy for him but lately he seems to have considerable difficulty with some of the work.
64. He's never gotten along well with other children.
65. It would make it easier for me if something were done to help him.



#### APPENDIX B

1. The instrument: "Inventory of Parent's Manifest Reasons for Seeking Clinic Services."
2. Schedule for obtaining descriptive data of the study population.

INVENTORY OF PARENT'S MANIFEST REASONS FOR SEEKING CLINIC  
SERVICES

INSTRUCTIONS FOR QUESTIONNAIRE

Parents differ widely in their reasons for seeking clinic services. To help you think through your own situation, a number of these reasons have been brought together in the following pages. Please read each statement very carefully and draw a circle around the point on the scale showing how much you feel it is of importance in prompting you to come to the clinic. Please mark every statement. Don't hurry; give each statement serious thought.

1. He always seemed so happy until just recently.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
2. Maybe if he went away to live with some of our relatives or friends for a while it would help.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
3. If he were put in a different class in school it would help the situation.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
4. I've always had to put up with complaints about him.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
5. If something doesn't happen soon, I'll need help for myself.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
6. I don't believe he's ever been really happy; at least the way I see it.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
7. His teacher seems to feel I should take him here.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------
  
8. Possibly my own problems have caused all this and I need the help you offer.      '      '      '      '      '      '      '      '      '
 

None	Little	Moder- ate	Very	Ex- treme
------	--------	---------------	------	--------------

9. It's difficult to understand him now--it used to be that we could feel quite easy with each other.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
10. School work has always been hard for him but I always thought the trouble would clear up by itself but I guess it goes deeper than that.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
11. Maybe if we moved from our present neighborhood things would be better.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
12. There have been lots of complaints about the school, perhaps some changes should be made.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
13. He's never had enough trust and confidence in me to talk over his problems with him.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
14. He seems to have lost interest in many things recently.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
15. I'm always getting complaints about him.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |

- |     |                                                                                                                                                            |      |        |          |      |         |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|----------|------|---------|
| 16. | It seems as though he's always been more or less of a problem.                                                                                             | None | Little | Moderate | Very | Extreme |
| 17. | We seem to be moving away from each other.                                                                                                                 | None | Little | Moderate | Very | Extreme |
| 18. | This wouldn't have happened if I had been better able to deal with it.                                                                                     | None | Little | Moderate | Very | Extreme |
| 19. | Our relationship has become quite strained.                                                                                                                | None | Little | Moderate | Very | Extreme |
| 20. | I've often thought of getting help for myself but never did anything about it; but now with this trouble with my child, I thought it would be a good time. | None | Little | Moderate | Very | Extreme |
| 21. | He's always been difficult to understand and I've often thought of getting help but this is the first chance I've had.                                     | None | Little | Moderate | Very | Extreme |
| 22. | One of my friends keeps telling me that if I don't get help something terrible will happen.                                                                | None | Little | Moderate | Very | Extreme |

23. If we got a bigger house, it would help a lot.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
24. The neighbors are complaining and it's beginning to be annoying.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
25. I've got to do something to keep his teacher from sending home bad reports.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
26. If he had a different teacher I think it would help.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
27. I've tried everything and gotten nowhere with him.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
28. I've never felt as though I understood or had control of the situation; the problem is evidently too deep for me.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |
29. Our neighborhood is not very good and perhaps something should be done about that.
- |  |      |   |        |   |               |   |      |              |
|--|------|---|--------|---|---------------|---|------|--------------|
|  | '    | ' | '      | ' | '             | ' | '    | '            |
|  | None |   | Little |   | Moder-<br>ate |   | Very | Ex-<br>treme |

30. I've had a number of baby-sitters and it is difficult to get them to come back because they say he's too difficult to handle and needs some kind of help.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
31. He always used to talk over his problems with me but now he doesn't any more.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
32. None of the neighbors will permit him to play with their children until I do something about his behavior.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
33. Until recently he has always played well with other children.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
34. It seems that all of a sudden he began to be disobedient and difficult to manage.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
35. Much, if not all, of the fault is mine and maybe I'm the one who needs attention.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |

- |     |                                                                                                                    |      |        |          |      |         |
|-----|--------------------------------------------------------------------------------------------------------------------|------|--------|----------|------|---------|
| 36. | It could be that I'm the one who needs your help.                                                                  | None | Little | Moderate | Very | Extreme |
| 37. | Something has come between us which keeps us apart.                                                                | None | Little | Moderate | Very | Extreme |
| 38. | He's always been difficult to manage and control.                                                                  | None | Little | Moderate | Very | Extreme |
| 39. | He never was interested in things like other children.                                                             | None | Little | Moderate | Very | Extreme |
| 40. | I never noticed any trouble but lately many little things have happened that make me wonder if something is wrong. | None | Little | Moderate | Very | Extreme |
| 41. | I feel sure that I'm the one who needs help.                                                                       | None | Little | Moderate | Very | Extreme |
| 42. | Everything used to be fine between us but now we don't seem to get along very well.                                | None | Little | Moderate | Very | Extreme |
| 43. | With all the other troubles I have, this only helps to make things worse.                                          | None | Little | Moderate | Very | Extreme |



44. Maybe my own problems are what need attention.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
45. Everything was fine until just recently and we thought it best to have it attended to before it became worse.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
46. It seems that he is constantly getting into mischief now and it bothers me because he was always so good before.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
47. I've got to have help; I can't take it any more.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
48. Worrying about him leaves me with little strength to do all my other work so something's got to be done.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
49. He has always enjoyed school but lately he has been saying that he doesn't like it.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |

50. The school says that if he doesn't behave I'll have to keep him at home and they'll notify the proper authorities.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
51. I haven't been feeling so well myself and maybe that's where the trouble is.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
52. He's never liked going to school ever since he first started.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
53. I went to another community service agency and was told that I should come to you.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
54. I think if he changed schools a lot of this difficulty would be corrected.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
55. I've got to have some relief from all of this.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |
56. His whole attitude toward everything seems to have changed lately.
- |      |   |        |   |           |   |      |          |
|------|---|--------|---|-----------|---|------|----------|
| '    | ' | '      | ' | '         | ' | '    | '        |
| None |   | Little |   | Moder-ate |   | Very | Ex-treme |

57. He's been in one kind of trouble or another for as long as I can remember.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |
58. The neighbors have been complaining and are threatening to do something about it.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |
59. There is always some kind of trouble in our neighborhood and something should be done about it.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |
60. School work has always been easy for him but lately he seems to have considerable difficulty with some of the work.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |
61. Something should be done about the school situation.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |
62. I've been consulting with my religious adviser and he seems to think that it would be wise to bring the child to you.
- |  |      |   |        |   |          |   |      |          |
|--|------|---|--------|---|----------|---|------|----------|
|  | '    | ' | '      | ' | '        | ' | '    | '        |
|  | None |   | Little |   | Moderate |   | Very | Ex-treme |

63. I don't feel too well myself and my physician tells me there is nothing physically wrong with me.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
64. He's never gotten along well with other children.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
65. It would make it easier for me if something were done to help him.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
66. My parent(s) has been suggesting for a long time that I bring him to the clinic for help.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |
67. We've taken him to the doctor a number of times and he insists that I bring the child to the clinic.
- |  |      |        |        |     |      |     |       |   |
|--|------|--------|--------|-----|------|-----|-------|---|
|  | '    | '      | '      | '   | '    | '   | '     | ' |
|  | None | Little | Moder- | ate | Very | Ex- | treme |   |

SCHEDULE FOR OBTAINING DESCRIPTIVE DATA

Case Number: \_\_\_\_\_

Name: \_\_\_\_\_  
                    Last                    First                    Middle

1. Birthdate of Child: \_\_\_\_\_  
                                    Month - Day - Year

2. Age: a. Child \_\_\_\_\_ years \_\_\_\_\_ months

          b. Mother \_\_\_\_\_ years

          c. Father \_\_\_\_\_ years

3. Sex of Child: \_\_\_\_\_

4. Education: a. Child \_\_\_\_\_

                    b. Mother \_\_\_\_\_

                    c. Father \_\_\_\_\_

5. Religion: a. Mother \_\_\_\_\_

                    b. Father \_\_\_\_\_

6. Race: a. Mother \_\_\_\_\_

                    b. Father \_\_\_\_\_

7. Socio-Economic Data:                      Mother                      Father

Occupation:        a. \_\_\_\_\_        d. \_\_\_\_\_

Type of Work:     b. \_\_\_\_\_        e. \_\_\_\_\_

Place of Work:    c. \_\_\_\_\_        f. \_\_\_\_\_

8. Annual Family Income: \_\_\_\_\_

9. How long in community: \_\_\_\_\_

10. Position of child in family: \_\_\_\_\_

11. Date of Intake Interview: \_\_\_\_\_

12. Date Case Accepted for Therapy: \_\_\_\_\_

13. Referral Problem: \_\_\_\_\_

14. Referral Source: \_\_\_\_\_

15. Diagnosis: \_\_\_\_\_

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