NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

UNIVERSITY OF ALBERTA

PATERNAL COMMUNICATION STYLES WITH PROBLEM

AND NONPROBLEM SONS

by

Cathleen Botten

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND

RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

THE DEGREE OF MASTERS OF EDUCATION

in

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1990

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: CATHLEEN BOTTEN
TITLE OF THESIS: PATERNAL COMMUNICATION STYLES WITH
PROBLEM AND NONPROBLEM SONS
DEGREE: MASTERS OF EDUCATION, COUNSELLING
PSYCHOLOGY
YEAR THIS DEGREE GRANTED: 1990
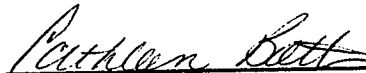
PERMISSION IS HEREBY GRANTED TO THE UNIVERSITY OF ALBERTA LIBRARY TO REPRODUCE SINGLE COPIES OF . HIS THESIS AND TO LEND OR SELL SUCH COPIES FOR PRIVATE, SCHOLARLY OR SCIENTIFIC RESEARCH PURPOSES ONLY.

THE AUTHOR RESERVES OTHER PUBLICATION RIGHTS, AND NEITHER THE THESIS NOR EXTENSIVE EXTRACTS FROM IT MAY BE PRINTED OR OTHERWISE REPRODUCED WITHOUT THE AUTHOR'S WRITTEN PERMISSION.

Cathleen Botten
CATHLEEN BOTTEN
BOX 100
BOYLE, ALBERTA   T0A 0M0

Date: _August 10, 1990_

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

THE UNDERSIGNED CERTIFY THEY HAVE READ, AND RECOMMEND TO
THE FACULTY OF GRADUATE STUDIES AND RESEARCH FOR
ACCEPTANCE, A THESIS ENTITLED PATERNAL COMMUNICATION
STYLES WITH PROBLEM AND NONPROBLEM SONS SUBMITTED BY
CATHLEEN BOTTEN IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF EDUCATION IN COUNSELLING
PSYCHOLOGY.

_____

DR. DUSTIN SHANNON-BRADY

_____

DR. ROBERT FRENDER

_____

DR. DIANE KIEREN

Date:

Dedicated to:

Pete

"the wind beneath my wings"

ABSTRACT

This exploratory descriptive study investigated the relationship between paternal communication style and behavioral status of the sons. Families consisting of a father with two sons between the ages of 12 and 18, one of whom had exhibited problem or delinquent behavior, were requested to participate. A total of eight families participated in a 20 minute video-taped discussion session. Coding of paternal messages was based on an adapted version of Hauser, Powers, Weiss-Perry, Follansbee, Rajapark & Greene's Constraining and Enabling Coding System (1987b). Patterns of paternal communication presented some indications that fathers communicate differently to their problem sons than to their nonproblem sons. Fathers generally delivered more constraining messages to their problem sons and more enabling messages to their nonproblem sons. Implications of this study and directions for future research were suggested.

ACKNOWLEDGEMENTS

This thesis proved to be one of the most challenging endeavours of my life thus far. Thanks to a number of supportive people it was also a rewarding experience. I extend my warmest gratitude and sincere acknowledgement to the following people:

To Dr. Dustin Shannon-Brady for all the advice, support, encouragement and valuable time he gave me in supervising my thesis project.

To Drs. Bob Frender and Diane Kieren for sitting on my committee and offering valuable feedback throughout this research project.

To Dr. Todd Rogers for the invaluable advice on how to analyze the data.

To Dr. John Paterson and Dr. Hank Janzen for volunteering to make announcements on their "That's Living" show.

To Anne Blackmore for being a great co-researcher, for allowing the project to become a reality and for making the stressful task seem fun.

To all those who attempted to find us participants, thank you for your efforts.

To the participants and "practice" participants for volunteering their time, for taking risks in being part of research project and for allowing some very valuable research to be conducted.

To my never-ending support network of friends and family for helping me through my doubt and praising me in my success.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

Factors related to juvenile delinquency have been debated since the turn of the century. Growing up I witnessed a number of individuals who ventured on the path of delinquency. I have often wondered what caused them to behave in the way they did. Now, as I have embarked on a career in counselling, I wonder what interventions could be made in an adolescent's life to alter his or her path of delinquent-related behavior. In particular, what can be learned by examining how family dynamics relate to an adolescent's development and behavior?

The father-son relationship has recently come to the forefront in research, counselling, and personal development endeavours. Such attention has provided support for the investigation of how paternal communication patterns relate to sons' behavior.

Statement of the Problem

A number of theories of juvenile delinquency have been developed. Some have withstood scientific scrutiny and others have faded from the academic field (Griffin & Griffin, 1978; Shoemaker, 1984). Most current theories have incorporated the family as a key factor in the prevention and/or treatment of a juvenile delinquent. Loevinger's theory of ego development (1966) has been used to explain differences between delinquents and nondelinquents (Frank & Quinlan, 1976; Wirt & Briggs, 1959). Delinquents and "problem" adolescents have appeared to be immature in their ego

development, which has affected how they feel, think, and behave (Frank & Quinlan, 1976; Niles, 1986; Protinsky, 1988; Sprinthall & Collins, 1988; Wirt & Briggs, 1959). One's ego development has been strongly affected by interpersonal relationships. Hauser and his associates (Hauser, Book, Houlihan, Powers, Weiss-Perry, Follansbee, Jacobson & Noam, 1987a; Hauser, Powers, Noam, Jacobson & Follansbee, 1984) have examined the variables of ego development and parent-adolescent interactions to further investigate the familial contexts of ego development. They have found some evidence that constraining patterns of communication are linked to lower levels of ego development, while enabling patterns have been linked to higher levels of ego development (Hauser et al., 1984). Their recent development of a coding system (Hauser et al., 1987b) has allowed researchers to investigate the parent-adolescent communication process directly.

A wealth of information has been gathered regarding communication patterns and interactional styles between parents and adolescents. Significant differences have been found between parents with delinquent adolescents and parents with nondelinquent adolescents. In general, researchers have found parents of delinquent adolescents to express more system disintegrating, defensive and dysfunctional communication than parents of nondelinquents. Parents with delinquent adolescents have been perceived as being hostile, unsupportive, and rejecting more so than parents with nondelinquents (Anolik, 1981; Bodin, 1969; Griffin & Griffin, 1978; Johnson, 1987; Loeber & Dishion, 1983; Nye, 1958; Rees & Wilborn, 1983; Henggeler, 1989; Rodick, Henggeler & Hanson, 1986; Tolan, 1987;

Tolan, 1988a; Tolan, 1988b; West, 1982). Similar research has been extended to adolescents identified as pre-delinquent and/or exhibiting problem behavior and their parents.

Research investigating the father-son relationship has examined the style of paternal communication and how it has related to the son's development and behavior. The present study has investigated parent-adolescent communication directly by observing father-son interactions and coding the verbal messages delivered. The purpose of this study has been to investigate the relationship between constraining and enabling patterns of paternal messages and sons' problem behaviors.

Research Questions

Fathers and two of their natural sons between the ages of 12 and 18 were asked to participate. One of the sons had been identified by the father as exhibiting delinquent or problem behavior based on selected criteria. An adapted version of Hauser et al.'s (1987b) coding system was used to examine the messages fathers gave to each of his two sons. This study was designed to research the following questions:

1) Is there a difference in paternal communication between problem sons and nonproblem sons in terms of type and quantity of messages delivered?

2) What is the relationship between problem behaviors and paternal communication style?

Chapter II

<u>Literature Review</u>

Whether or not adolescence has been considered a period of turmoil and conflict, one can not deny the physiological, psychological and social changes an individual undergoes. For some adolescents these transitions may have been relatively problem-free, however, for others these adjustments may have evolved into serious problems such as delinquent behavior.

Studies on juvenile delinquency have begun to focus more closely on the components that may be related to the youth's criminal behavior. Although the family has been viewed by many as only one component in the entire picture, it has nonetheless been a very key component. Perhaps most intriguing about the influence of the family has been the resources it has possessed to alter the pattern of delinquent behavior.

The literature review has incorporated the parent-adolescent relationship as it pertained to the delinquent or the problem youth. Examination of the literature has revealed that a greater percentage of delinquents are male, thus the focus of this study has been primarily on males. First, a conceptual framework regarding the antecedents of juvenile delinquency has been provided. This framework has examined literature on theories of juvenile delinquency and the role of ego development and parental communication in adolescent psychological growth. Second, a theory of communication has been provided. Third, questionnaire-based research on the relationship between parent-adolescent relationships and

delinquency has been reviewed. Fourth, a review of findings based on interactional studies investigating parent-adolescent relationships and delinquent behavior has been provided. Fifth, a review of the research between familial variables and predelinquent or problem behavior has been included.

Antecedents of Juvenile Delinquency

The two prevailing theories of juvenile delinquency today have been the social control theory and the differential association theory. Social control theory has asserted that delinquency results from a deficiency in a control mechanism within one's social environment (Glueck & Glueck, 1950; Hirschi, 1969). Differential association theory as formulated by Sutherland (1947) has seen delinquency rooted in normative conflict.

Hirschi (1969) has found associations between delinquency and such measures of family relationships as affectional identification with parents, intimacy of communication with father, and identification with father. Glueck & Glueck (1950) also have found evidence in support of the social control theory. Their research has revealed overstrict, erratic, or lax discipline by father and hostile or indifferent affection of father to be related to delinquency. According to Sutherland delinquent acts have been more likely to be committed when a greater number of learned definitions are favorable to delinquent acts (1947). Differential association has implied that such things as attachments, involvements, and commitments with the family have affected delinquency indirectly through their effects on definitions received. Social control theory has maintained that each element of the bond itself has

affected delinquency directly (Matsueda & Heimer, 1987). Thus, both of these theories have included the role that agents such as the family have played in the development of delinquent behavior.

Research on the impact of broken homes, using the theoretical frameworks of both theories, has concluded that it was the nature of the family relationship either, directly or indirectly, that influenced delinquency, not the absence of a parent (Griffin & Griffin, 1978; Matsueda & Heimer, 1987; Shoemaker, 1984). Prior research has implicated the importance of the father by looking at the consequences of his absence. Since the two theoretical perspectives of juvenile delinquency have exemplified the importance of messages given by the father, research needs to focus directly on the parental role of the father.

In explaining adolescent growth and behavior, developmental psychologists have investigated the role of ego development. Ego development research has incorporated issues of impulse control, interpersonal style, conscious concerns, and cognitive style. It has further reflected the framework of meaning that the individual subjectively has imposed on experience.

Loevinger (1966) has proposed six stages of ego development with three transition stages. Individuals at the earliest stage have been defined as wary, impulsive, demanding, and concretistic. They have had exploitative and dependent interpersonal styles. This first stage has been collectively labelled "preconformist". The second stage has been termed "conformist". At this stage, individuals have conformed to external rules and demonstrated shame and guilt for breaking rules. They have had belonging and helping

interpersonal lifestyles. At the postconformist stage self-awareness has been present and has continued to increase. At this stage, individuals have coped with inner conflict through self-evaluated standards and demonstrated cognitive complexity. Their personal styles have emphasized autonomy, mutuality, individuality, and responsibility. Loevinger's sequences of ego development (1966), defined independently of age, have been very relevant to psychosocial issues encountered during adolescence and adult years (Hauser et al., 1984).

Researchers have suggested that problem behavior such as delinquency can be linked to immature psychological development (Frank & Quinlan, 1976; Protinsky, 1988; Niles, 1986; Wirt & Briggs, 1959). Wirt and Briggs (1959) have found that most male delinquents were not at Erik Erikson's stage of identity formation. According to Loevinger's stages these adolescents were in the earliest stage indicative of impulsive behavior and little understanding of long-term consequences. Frank & Quinlan (1976) have used Loevinger's Sentence Completion Test to compare delinquent and nondelinquent females. They have found delinquent girls to be more likely to fall in the impulsive stage whereas nondelinquent girls have been more likely to fall above the self-protective stage and into conformist levels. Niles (1986) research on moral development has found that when compared to nondelinquents, delinquents have demonstrated more egocentric thinking, have been less able to take the perspective of others, have been more influenced by the environment, and have been less skilled at reasoning in social situations. Protinsky's study (1988) has found that "problem" adolescents, as identified by disruptive school behavior and

contact with the police, have exhibited lower levels of ego identity achievement than "non-problem" adolescents. Upon reviewing delinquency literature, Sprinthall & Collins (1988) have commented "that many research studies point to delinquency as a product of immature psychological development" (1988, p. 376). They have further concluded that " the delinquent's potential for continued growth is prevented by the interaction between the person's stage and the response by the environment. The lack of appropriate stimulators prevents the child from growing through the impulsive and self-protective stages" (1988, p. 377).

Recent research has focused on the role of the family on ego development or identity formation (Grotevant & Cooper, 1985; Grotevant & Cooper, 1986; Hauser et al., 1984; Hauser, Weiss, Follansbee, Powers, Jacobson & Noam, 1986; Hauser et al., 1987a; Isberg, Hauser, Jacobson, Powers, Noam, Weiss-Perry, & Follansbee, 1989). Stierlin (1974) has developed a theory of how parental interactions have affected adolescent ego maturation. Stierlin (1974) has found in his clinical analysis that members of disturbed families have made numerous attempts to interfere with more autonomous and differentiated functions of one another. He has postulated that parents have actively resisted differentiation among their children by constraining or binding interactions. Hauser et al. (1984) have extended this theory by suggesting that : (a) it is possible to conceptualize various types of constraining interactions, (b) enabling interactions can be incorporated to exemplify ways that family members encourage and support differentiation or the expression of independent thoughts and perceptions; and (c) both the adolescent and his/her parents can be studied. Hauser and

his associates have designed the Constraining and Enabling Coding System (1987b) to specifically measure parent-adolescent interactions according to their verbal communication.

Based on the theories and research findings of Loevinger, Stierlin and Hauser and his associates, links between family communication and delinquent behavior have been postulated. Parental constraining messages to their adolescent offspring may have interfered with the adolescent's ego differentiation (Hauser et al., 1984). If the ego differentiation process has been interfered with or stifled, the psychological growth of the adolescent has become stifled.

A key component of an individual's psychological growth has been ego development. According to Loevinger's stages (1966), interference or stifling of ego development has restricted psychological functioning to the earliest levels of impulsive, demanding, and concretistic behavior. Research has found that compared to nondelinquents, delinquents suffer from immature psychological development and fall in the lower levels of ego development (Frank & Quinlan, 1976). Furthermore, Protinsky (1988) has found greater ego identity achievement among non-problem youth than among problem youth. Hauser et al. (1984) have found some evidence to suggest that parental enabling communication related to a higher level of adolescent ego development. Although many researchers have focused on interpersonal relationships and communication, a theoretical model of communication has been needed.

Model of Communication

The relational theory of human communication, developed by Gregory Bateson (Bateson, 1958), has been found helpful in explaining family dynamics. Relational theory has proposed that "(R)elationships are established and maintained by interpersonal communication, and, inversely, communication patterns between people are shaped largely by the nature of their relationships" (Littlejohn, 1983; p. 164).

Bateson has proposed that every interpersonal exchange has two messages, a report message and a command message. The report message was believed to contain the content of the communication, while the command message made a statement about the relationship. Bateson has further expanded his theory to develop the double bind theory of schizophrenia. He has proposed that "(S)ignificant persons in the schizophrenic's life send contradictory messages, in which the command and report functions are inconsistent" (Littlejohn, 1983; p. 165).

Other theorists and therapists have applied Bateson's ideas and have further developed the theory of relational communication. The Palo Alto Group, of which Don Jackson, Jay Haley, Virgina Satir, John Weakland, Jules Riskin, Paul Watzlawich and Richard Fisch have been closely affiliated, have utilized Bateson's ideas in formulating a theoretical foundation for a communication/interaction approach to the family. They believed that communication takes place on two levels, the content level and the metacommunication level which has qualified what has been said on the first level. These family therapists and/or theorists have postulated that the

family communication pattern has revealed a considerable amount of information pertaining to the relationship of the two communicators.

In family therapy this information has been used to intervene in dysfunctional systems to create a shift toward a functional system. Relational communication theory has been criticized on the grounds that the concepts have been difficult to operationalize. However, the theory has been praised because of its attempt to codify abstract concepts and explain the social aspects of communication such as control, trust, and intimacy. Possibly most intriguing about this theory has been it's attempt to link communication patterns with interpersonal relationships in a systemic framework. Although Bateson'∽ ideas regarding report and command messages have not been fully developed, he has proposed that these two levels of communication may be related to dysfunctional behavior. A double bind message, where the two levels of communication are inconsistent, may have left the recipient in a state of disorganization and confusion. This state of disorganization has likely interrupted and possibly stifled psychological growth. Such an impact on psychological growth may have been reflected in lower ego development and subsequent behavior. Thus, the relational theory has allowed style of communication to be linked with problem or delinquent behavior. A review of the research on parent-adolescent relationships has indicated that many of the studies have focused on communication and how it has related to the quality of the relationship. Thus, many studies have been operating from a relational communication framework.

Parent-Adolescent Relationships - Questionnaire Data

A literature review of questionnaire-based research on the importance of the family to an adolescent's functioning and the father-son relationship has been conducted. A wide range of research has found three features that theorists agree are important aspects of adolescent development: (a) adolescence has been regarded as a major transitional period when individuals enter adulthood and acquire mature forms of thought, emotion, and behavior; (b) the transition has been regarded as inherently stressful insofar as adolescents experience biological, psychological, and social changes that occur during puberty as disorienting and perturbing; and (c) the adolescents have been thought to lack mature skills to cope with these changes and therefore have experienced a high degree of "transitional stress" (Montemayor, 1983). Likewise, researchers investigating adolescents and their families have included the components of supervision, discipline, quality of relationship, and communication as being important to ego development, identity exploration, and self-esteem.

Grotevant (1983) has reviewed the research on the contributions of the family to the facilitation of identity formation in early adolescence. He has found the familial antecedents of high self-esteem to be much like those of identity achievement. The antecedents have included warmth and encouragement of expression combined with age-appropriate limit setting. Gfellner (1986) has found loving and supporting parenting styles have related to better ego development, while demanding parenting styles have been associated with poorer adolescent ego development. Stierlin (1974) has emphasized the importance of parental interaction to their adolescent's

ego maturation. Branden's (1983) research on self-esteem and parent-child relationships has stressed the powerful effect of parental messages on their child's self-esteem. A significant component of the parental interactions has been the messages given by the parents to their adolescent children. The parental messages have been considered to be the most powerful determinant of the overall family environment.

Researchers have found a strong link between a positive family environment and a healthy adolescent (Alexander, 1973a; Garbarino, Sebes & Schellenbach, 1984; Grotevant & Cooper, 1985; Hauser et al., 1984; Holmbeck & Hill, 1986; Isberg et al, 1989; Murrell, 1971; Papini, Datan, & McCluskey-Fawcett, 1988; Niemi, 1988; Peterson, 1988; Whitbeck, 1987). These and additional studies on family environments have discovered gender differences in parent-adolescent interactions and subsequently, in communication patterns (Alexander, 1973a; Earle, 1967; Grotevant & Cooper, 1985; Hauser et al., 1987a; Isberg et al, 1989; Papini et al, 1988; Steinberg, 1987; Whitbeck, 1987). Steinberg (1987), in reviewing recent research on the family during adolescence, has found "a general absence of consistent differences between the family relations of adolescent boys and adolescent girls" (p. 194), when the focus has been on the adolescents. Steinberg has found more impressive differences between mothers and fathers in that there appear to be "empirically well-established distinctions between patterns of maternal and paternal behavior" (1987; p. 195). This finding has been consistent with recommendations made by the y cited researchers to investigate individual dyads of the family

system as each entails unique dynamics. Research on the parent-adolescent relationship has been extended to delinquent adolescents.

Researchers have found delinquent families to more likely be dysfunctional than nondelinquent families. Measures of dysfunction have encompassed the level and type of parental supervision and punishment procedures, the quality of the parent-adolescent relationship, and the parent-adolescent communication process. Studies investigating parental supervision, have reported watchfulness, concern, and closeness of supervision to be significantly associated with delinquency (Matsueda & Heimer, 1987; Wilson, 1987). Researchers have reported lax discipline, unfair punishment, erratic punishment, and over-strict or harsh methods of enforcement to be more common in delinquent families, whereas parents of nondelinquents have demonstrated more consistency in discipline and fair establishment of rules and limits (Griffin & Griffin, 1978; Nye, 1958; Rees & Wilborn, 1983; West, 1982). When investigating the quality of parent-adolescent relationships, predictors such as perceptions of little cohesion, adaptability and support, poor decision making practices, hostility, rejection, and conflict have been cited as more prevalent in delinquent families (Anolik, 1981; Bodin, 1969; Griffin & Griffin, 1978; Johnson, 1987; Loeber & Dishion, 1983; Nye, 1958; Rees & Wilborn, 1983; Henggeler, 1989; Rodick, Henggeler & Hanson, 1986; Tolan, 1987; Tolan, 1988a; Tolan, 1988b; West, 1982).

An underlying component of the parent-adolescent relationship has been the quality of communication exhibited between them. Many of the previously cited studies have examined communication by means of

questionnaire data which has incorporated the participants' perceptions of their communication. The research evidence has revealed a poorer quality of communication between parents and a delinquent son than parents and a nondelinquent son. Clinical interventions with families involving a delinquent member have also investigated the communication component. They have focused their therapy on developing effective communication skills, such as, clear statements of needs and feelings, presenting and accepting compromise, eye contact, body posture, and solution-oriented communication (Parsons & Alexander, 1973; Rueger & Liberman, 1984).

In Walters & Walters (1980) review of parent-child relationship studies from 1970-1979 one of the emerging themes has been a recognition of the importance of fathering. Evidence has been found on the unique role a father has played in his son's life via their relationship. As early as 1967, Earle has found father-son communication and sentiment to correlate higher than in a mother-son relationship. Esman (1982) has believed that the father has played an important role as a model, teacher, and companion and has been an influential figure in his son's development of autonomy and self definition. Grotevant & Cooper (1985) have found that a father-son reciprocated connectedness as identified by their communication patterns has correlated significantly with identity exploration of the son. Enright, Lapsley, Drivas & Fehr's (1980) study have found that fathers had a definite influence on identity achievement. In particular, democratic child-rearing practices by the fathers have been positively related to their sons' enhanced identity scores (Enright, 1980).

Research on delinquents has found the father-son relationship to be extremely important. Studies have indicated that father-son ties to be the most salient predictors of delinquency (Glueck & Glueck, 1950; Johnson, 1987; Rees & Wilborn, 1983; West & Farrington, 1977). Research has traditionally investigated the entire family milieu, without specific attention to the separate dyadic relationships. The important role fathers have played to their adolescent sons and the prevalence of male delinquents has implied that this is the ideal dyad to investigate as it may be the most indicative of the power of communication in establishing relationships and influencing behavior. In order to investigate the communication component of the father-son relationship an interactional study has been seen as necessary to directly investigate the communication process.

Parent-Adolescent Relationship - Interactional Studies

A literature review of interactional studies on the parent-adolescent relationship, followed by interactional studies on delinquent adolescents has been conducted. Family researchers have begun to develop and implement coding systems in interactional studies with a considerable amount of success. Grotevant & Cooper (1985) have had families engage in an interaction task involving the planning of a two week vacation. During this 20 minute discussion time the family members' utterances have been coded along four dimensions of family communication, self-assertion, separateness (disagreements), permeability (agreements, acknowledgments), and mutuality (initiation of compromise, stating feelings). They have found

significant relationships between family verbal communication and identity exploration in adolescents.

Hauser and his associates (1987b) have developed a coding system entitled Constraining and Enabling Coding System which encompassed a total of 12 codes under affective and cognitive subcategories of constraining and enabling categories. They have implemented their coding system by having families engage in a revealed differences task with their discussions audiorecorded. Transcripts of these discussions have then been coded along the twelve categories and a dimension of discourse change. They have established good reliability with their instrument with interrater percent agreement ranging from 81% to 99% across all codes. Interrater reliabilities using Cohen's kappa statistic have been applied to a speech-by-speech comparison of ratings by pairs of coders. Kappa values have ranged from .43 to .82.

Hauser and his associates have found significant gender differences in terms of parent-adolescent interactions. The pattern of verbal communication has been found to differ according to the gender of the parent and the gender of the adolescent involved in the discussion (Isberg et al., 1987). Also, they have found significant correlations between enabling and constraining behaviors and adolescent ego development (Hauser et al., 1984).

In the delinquency literature very few interactional studies have been done. Solnick, Braukmann, Bedlington, Kirigan & Wolf (1981) have designed an observational study of delinquents in group homes to investigate parent-youth interaction. Their observational variables have

dealt with structural components of the relationship such as time spent talking and proximity of the adolescent and parent, however it failed to tap into the more direct verbal communication process. Alexander (1973) has videotaped delinquents and their families as they participated in a resolution of differences task. Trained coders have implemented Gibb's (1961) coding system for defensive and supportive communication. Alexander (1973) has found a significant difference between delinquent and nondelinquent families. Delinquent families have expressed high rates of system disintegrating or defensive communication while nondelinquent families have expressed more system integrating or supportive communication (Alexander, 1973). Similar research has focused on pre-delinquent or problem adolescents. These adolescents have been identified according to selected criteria which may be considered on the continuum of delinqent behavior.

Identifying Problem Behavior

A review of the research on components of the parent-adolescent relationship with problem or pre-delinquent youth has been conducted. McColgan, Rest & Pruitt (1983) have studied a sample of adolescents referred to as "pre-delinquent" by school officials. Based on teachers' descriptions, these youth had been aggressive, had acted without forethought, have had inadequate impulse control, a poor self-image, excessive variations in mood, poor interaction with peers, and/or poor work habits. Epstein & Maragos (1983) have evaluated an after-school treatment program for "delinquent-prone" adolescent and pre-adolescent males.

These youth had been identified as acting out at home, in school, and/or in the community. Roff's (1986) longitudinal study, has been aimed at identifying boys at high risk for delinquency, and has implemented a pre-delinquent scale. Items on this scale have been selected as early indicators of delinquency and they have included, stealing in school and/or the community, being in trouble with the law, running away from home, lying, and truancy. Roff's 1986 study has found 75% of the boys who had been in trouble with the law during childhood, as known by the teachers, had been subsequently delinquent in the follow-up study. Barnes (1984) has investigated the relationship between parental influences and adolescent alcohol abuse and other problem behaviors. Barnes has found that students with a low level of problem behavior, defined as alcohol abuse, skipping school, running away from home, staying out later than parents allowed, and/or using marijuana, had reported having high nurturing mothers and fathers (1984).

Present Study

Research has looked at parent-adolescent relationships, however, the literature is deficient in the following areas:

1) The majority of studies have used paper and pencil measures in examining parent-adolescent interactions and communication patterns.

2) There has been a definite lack of interactional studies on parent-adolescent relationships.

3) Few studies have studied sex differences in terms of how a mother and father differ in relating to their adolescent children.

4) Based on these sex differences, few studies have investigated familial relationships according to each unique dyad.

5) Few studies have focused specifically on the unique and important relationship between a father and his son.

An interactional study and coding of communication patterns has been designed to investigate the verbal responses directly and minimize the perceptual distortion found in self-reported data. Research has appeared to suggest that "problem" or "pre-delinquent" adolescents may be affected by familial contexts and relationships. Due to the limited amount of research investigating these variables, further research has been considered as necessary. By investigating a sample of problem adolescents the researcher has been able to access a context that had not been affected by exposure to incarceration which could have altered the family dynamics. Furthermore, the pre-delinquent or problem adolescents have been good candidates for intervention procedures aimed at re-directing their path into delinquent behavior.

The present study has proposed to stimulate and record father-son interactions, allowing direct observation of communication patterns. In reviewing the interactional studies, the Hauser et al. (1987b) Constraining and Enabling Coding System (CECS) has appeared most compatible with delinquency and adolescence research. Their coding system has recognized the importance of parent-adolescent relationships in the growth and maturation of the adolescent. It has provided a system for the analysis of communication patterns between a parent-adolescent dyad. The CECS has categorized each speech or message along four the subcategories of

affective constraining, cognitive constraining, affective enabling, and cognitive enabling. The constraining component has related conceptually to what other researchers have studied such as defensive communication, separateness; lax, unfair, or over-strict punishment; hostility, rejection, conflict, and extreme levels of cohesion and/or adaptability. The enabling component has related to supportive, solution-oriented communication, giving and accepting compromise, acceptance, warmth, and balanced levels of cohesion and/or adaptability.

In the present study no causal statement has been made regarding paternal communication style and subsequent behavior of the sons. Differences between siblings have been postulated along theories of genetics, behavior genetics, family's life-cycle, and socio-economic factors. Conclusions have been tentative in regards to what causes individual differences among siblings raised in the same home.

The underlying hypothesis of this study has been that paternal communication style was linked to his sons' behavior. The present study has attempted to control for a number of extraneous variables by investigating one father and his two sons, one of whom had exhibited problem behavior. Extraneous variables such as socioeconomic status, and educational differences between fathers of problem sons and fathers of nonproblem sons, have been controlled by using the design of one father with two sons.

The research hypotheses predicted:

1) There will be differences in the paternal communication styles with problem and nonproblem sons.

2) Fathers will deliver more constraining messages to their problem sons than to their nonproblem sons.

3) Fathers will deliver more enabling messages to their nonproblem sons than to their problem sons.

Chapter III

Method and Procedure

The exploratory descriptive research project undertaken addressed the relationship between paternal communication style and behavior status of sons (problem and nonproblem). The fathers' communication styles were coded from father-son discussions. Coding was based on categories in the adapted version of Hauser et al.'s (1987b) Constraining and Enabling Coding System (CECS). Problem and nonproblem behavior was operationalized according to concerns raised regarding the sons' behavior at school, home, and in the community. Initially, attempts were made to obtain a sample of delinquent males from the Edmonton Young Offender Centre. The Alberta Solicitor General's Department, the agency governing young offender centres in the province, strongly discouraged research within their facilities. Therefore, it was decided to implement the present research project utilizing a sample of adolescent males who had exhibited problem or delinquent behavior. Criteria for selection of participants was based on criteria used in previous research studies (Barnes, 1984; Epstein & Maragos, 1983; McColgan, Rest & Pruitt, 1983; Roff, 1986).

Sample

Initially, the sample population sought for this study was fathers with two sons, between the ages of 12 and 16. One son was residing in the Edmonton Young Offender Centre and the other son with his parents. To access this population approval from the Solicitor General's Department

was required. Two months following the submission of the research proposal, the ethics committee of the Solicitor General's Department replied with a number of conditions that had to be met before they would review the research proposal. Although the Solicitor General's ethical considerations were sound, the lack of clear guidelines as to how or to what extent these conditions needed to be enforced left the researcher in a tenuous position regarding approval for research. The overall impression the researcher received from a psychologist sitting on the Solicitor General's ethics committee was that the chances of collecting data through their organization were minimal.

At this point it was decided to pursue other agencies for a comparable sample. Private group homes for delinquent boys, Alberta Alcoholism and Drug Abuse Commission, and Social Services were investigated, however, they too entailed extensive and lengthy approval procedures for research. Due to time constraints it was decided to advertise our study and ask for volunteers. At this time the sample sought encompassed the broader criteria of two sons between the ages of 12 and 18, one of whom had exhibited delinquent or problem behavior as identified by the father and one son who had not been identified in this manner. Participants were sought through announcements on the radio show "That's Living", in local papers, postings in local grocery stores, among staff and students of Educational Psychology Department, local psychologists, and community parent support organizations. Advertising continued for approximately 6 - 8 weeks, during which time data were collected. Attempts to obtain participants continued until the middle of April after which time data collection ceased.

The participants were fathers and two of their natural sons between the ages of 12 and 18. One of the sons was identified by the father as exhibiting problem behavior such as being in trouble with the law, having difficulties at school, and/or at home. The other son was not identified as exhibiting these behaviors at all or to the same extent. Informed consent was sought with participants receiving a written description of the study and their intended participation. Appendix A contains a copy of the letter requesting informed consent.

Ideally for statistical purposes a minimum of 20 families would be needed, however, due to the labor intensive factor of an interactional study this research project attempted to obtain 10 families. A total of 12 families who met the criteria for the study were contacted. Eight of the twelve families who met our criteria and initially expressed interest in our study subsequently declined participation. Many of these initial contacts were made by the wife, thus subsequent conversations with the husband revealed that he was not interested in participating. Also, there were two cases in which one of the sons was not interested in participating. Thus four families consented to participate making a total of 8 dyads. Of the four families who participated, each problem son was identified by the father as having exhibited delinquent or problem behavior while his other son was not identified in this manner. Two of the problem sons had been in contact with the law, one had been having difficulties at school such as marks dropping, defiant to teachers, and one had seen the school counsellor regarding personal problems and had become more withdrawn with family and peers.

Pilot Study and Coders' Training

Prior to data collection, the discussion procedure was pre-tested on three father-son dyads. None of the sons were considered to exhibit problem behavior. Instructions were given by audio-tape and their discussions were recorded by audio-tape. The fathers and sons were asked to discuss five topics and were given six minutes for each topic. These discussions occured in the families' own homes. The researcher tested out this procedure to ensure that the topics chosen would stimulate discussion and to determine an appropriate length of each discussion and number of discussions needed to generate an adequate amount of messages to be coded. The audio tapes were used as training material for the coders.

Two coders were trained by using the definitions of the codes as outlined in the "Instruments" section following and applying them to audio and video taped discussions among dyads. The two coders spent approximately 50 hours learning the coding system and in practice coding of audio and video-taped speeches. Coding rules were established and agreed upon by the coders based on the definitions and examples provided in Hauser et al.'s (1987b) CECS manual. The coding rules are included (see Appendix B). Interrater percentage agreement statistics were calculated according to the formula of number of agreements divided by number of agreements + number of disagreements. Interrater percentage agreement on practice tapes ranged from .72 - .83, improving through each practice session.

Following each of the three audio-tape practice sessions, the topics of discussions and length of discussions were adapted. The final revision was

the elimination of one topic and reduction of the allotted time for each discussion to 5 minutes. The topic that was dropped was the following: discuss how you (father and son) have experienced these discussions over the past half hour. This topic did not seem to generate much discussion in the practice sessions and it was decided to utilize this topic in the debriefing session where the researchers could obtain direct feedback and intervene if necessary. The time was reduced to 5 minutes per discussion as the practice tapes indicated a sufficient amount of data could be collected in that time. The final version of the discussion session instructed fathers and sons to discuss the following four topics for five minutes each:

1) Plan a two-week vacation for their family under conditions of unlimited expenses.

2) Discuss a problem the two of them (father and son) had recently encountered and generate an alternative solution to it.

3) Discuss how a father and son could raise enough money for the two of them to go on a ski weekend.

4) Discuss and agree upon three important rules for their family.

The coders developed a video-tape whereby the discussion topics were given and time was allotted between each for the father and son discussions. A father and son volunteered to come into the university and participate in a practice session, which was identical to the actual data collection procedure. They received their instructions via the pre-recorded video-tape and their discussions were video-taped. On this pilot-study video tape the two coders first viewed and coded the 20 minute discussion independently. The percentage agreement was 77%. In calculating the

interrater agreement the two coders discovered that they often did not hear and thus code the exact same message, particularly due to the distortion of sound in the video-taping procedure. Interrater agreement was then calculated on common speeches the two coders coded. This reliability value was 87%. Due to the difficulty in hearing the messages clearly from the video-tape, the coders decided to view the data collection tapes together so that they could agree on the message delivered but would code independently so as not to influence the other's decision.

Instruments

Hauser et al.'s coding system (1987b) appeared labor intensive in terms of transcribing interactions and coding the verbal messages along 12 categories and a dimension of discourse. However, based on a review of alternative coding systems and questionnaires to measure verbal communication, the researcher found Hauser et al.'s coding system to be the most appropriate. The coding system provided a comprehensive analysis of verbal communication, the content of speeches or messages were coded directly, and adapted versions had been generated without losing the utility of the instrument. The CECS was unique in its well-described categories of speeches and precise coding procedures. Coders, blind to the study, were given extensive training and each study involved two coders independently coding the transcribed speeches. Although it was only developed in 1984 and was yet to be published, Hauser and his associates used it in a few studies. Their work and coding system were cited by numerous researchers and was currently being implemented in a number of studies in the United

States and Canada. In order to implement Hauser et al's CECS (1987b) in the researcher's proposed father-son interactional study a few adaptations were necessary. First, coding occurred directly from the video-taped discussions not by transcripts. Second, the coders focused on four of the twelve categories, representing each of the four subcategories. Third, coders learned the system based on Hauser et al's definitions and examples of each category as given in the CECS manual (1987b) as opposed to participating in a formal training session by one of Hauser's associates.

The son-father interactional styles and in particular their communication patterns were measured according to the adapted version of Hauser et al.'s Constraining and Enabling Coding System (1987b). The adapted coding system included the categories of affective constraining, cognitive constraining, affective enabling, cognitive enabling.

Affective Constraining.

Devaluing speeches were defined as those which rejected, criticized or devalued another person or another person's position. They could ha been requests or actions either overtly or through insinuations, and cc have been mocking, sarcastic, antagonistic, derogatory, or condescen Example: "Shut up!"

Cognitive Constraining.

Judgmental/dogmatic speeches were defined as those evaluative in nature, those which passed judgement on another's thought, feelings,

character, wishes or ambitions; and those which indicated that another's position was morally or intellectually wrong. Example: "You're wrong!"

Affective Enabling.

Acceptance speeches were defined as those which showed acceptance of the other's position through acknowledgement, agreement, support of the other's ideas or encouragement of the other to continue on with his/her speech. Example: "Right, I agree with you."

Cognitive Enabling.

Curiosity speeches were defined as those which intended to clarify the speaker's understanding of another person's position by eliciting information from that person. They could have expressed interest in a point or question the other had raised and invited the other to elaborate. Example: "What do you mean?"

Data Collection, Coding and Analysis

Collection.

The interactional study took place in a private room equipped with video equipment and one-way mirror viewing. The father-son discussions were video-taped and all instructions were given by the experimenter via a pre-recorded video-tape unless circumstances required the experimenter to intervene. Each father participated in the discussion session with each of his sons individually. While one son was participating in the discussion session

the other son was completing an identity development questionnaire as part of the other coder's research project. The sons then switched positions, with the same topics being discussed. To reduce the order effect of the father participating in the discussion sessions twice, in half of the families the problem son participated in the discussions first, while in the other half the nonproblem son participated first.

Following the discussions, the fathers and sons were asked to complete short questionnaires. The fathers were asked to provide information regarding family demographics and to provide information on the nature of the problem sons' behaviors. Fathers and sons were all asked questions pertaining to their father-son communication. Appendix C includes a copy of the father and son versions of the questionnaire. After the family members completed the questionnaires, the experimenters debriefed the fathers and sons to inquire how they experienced the discussions, if they had any specific concerns or questions, if they felt alright about leaving the session, and if they had any overall feedback. A copy of the debriefing guidelines is included (see Appendix D). The fathers and sons were informed that a summary of the results would be sent to them upon completion of the study. A list of community resources was provided for them before departing. Appendix E includes the letter that was given to each participating family.

The debriefing was implemented to insure that no problems or concerns had arisen as a result of the discussions according to guidelines of ethical procedures. The entire data collection procedure was approximately 1.5 hours for each family.

Coding.

The researcher and another trained coder, coded directly from the video-tapes. They coded both father and son messages for the entire 20 minute discussion time. Each message was coded as one of the four chosen messages or as no applicable code. Due to the limited number of participants, each discussion was coded by both coders. The coding unit was a "message". A message consisted of one person's verbal utterance, from the time he began speaking to the time he stopped or was interrupted. To insure identical messages were being coded, the coders viewed the video-tape together, agreed upon the content of each message, and coded each message independently. The coders reviewed the coded discussions and reached agreement on the codes. This procedure allowed interrater percentage agreement to be continually calculated. Calculation of the interrater percentage agreement implemented the same formula as was used in the pilot study (i.e. percentage agreement = total number of agreements divided by total number of agreements + total number of disagreements). It has been found that this particular statistic tends to be less conservative than the Kappa statistic in that it does not account for chance agreement, however it was chosen due to its simplicity in calculation and extensive use in previous studies. The limitation of using the interrater percentage agreement statistic was considered when establishing the minimum level of coder agreement. Table 1 illustrates the interrater percentage agreement for each father-son dyad coded in the present study.

Table 1

Interrater Percentage Agreement

Father - Son Dyad	Percentage Agreement - Total Tape
Family #1 - Problem Son	93%
Family #1 - Nonproblem Son	92%
Family #2 - Problem Son	91%
Family #2 - Nonproblem Son	95%
Family #3 - Problem Son	81%
Family #3 - Nonproblem Son	86%
Family #4 - Problem Son	88%
Family #4 - Nonproblem Son	84%

Approximately four hours were spent on coding each father - son dyad, all of which occured at the University of Alberta. A transcript of discussions for Family #2 with the fathers' and sons' coded messages is included (see Appendix F).

Analysis.

Analysis focused on the differences between the problem son-father dyad and the nonproblem son-father dyad in terms of frequency and type of speech delivered by the father. Descriptive statistics were obtained and exploratory data analysis performed. Graphs of frequencies of paternal messages delivered for each discussion topic by each dyad were

constructed and compared within and across families. A more complete description of the data is included under the Results and Discussion chapters. Interrater percentage agreement was obtained in the training sessions and periodically through the coding procedure to ensure an 80% agreement was maintained.

Delimitations of the Study

The first delimitation of this study was that it investigated only families with two sons, between the ages of 12 and 18. One of the sons had exhibited problem behavior. In addition only the father and his two sons were asked to participate. Another delimitation was that only verbal communication was examined.

Limitations of the Study

A major limitation of the study was the size of the sample. With only four families participating, constituting a total of eight dyads, it was difficult to generalize the findings to a larger population. Sample selection required people to respond to our advertisements and volunteer to participate. Those who did not respond or who later declined their participation may have presented findings quite different from those generated by the current sample. Due to the volunteer nature of sample collection no control over the nature of the son's problem behavior was possible. The families also varied according to the father's level of education, level of communication skills, cultural background, family income, and significant family incidents. Any of

these variables that were not able to be controlled may have affected the paternal communication style.

In addition, the effects of being in an experimental setting may have affected the father-son discussions. It is difficult to determine whether or not the samples of communication generated by the experiment would be generalizable to day-to-day conversations between the fathers and their sons.

Another limitation of the study was that only the father's messages were investigated. The son's reciprocal messages to his father may have played a key role in subsequent messages delivered by the father and may have affected the son's own behavior as well as the behavior of his father. However, the scope of the research study was designed to provide a deeper analysis of the paternal patterns of communication.

An adapted version of the Hauser et al. coding system (1987b) was utilized. Although four codes, representative of each dimension of the entire scale were selected they may not have been enough to substantiate a clear pattern of communication. Another limitation was the expertise of the coders. Both coders had no prior experience with coding verbal messages and both learned the CECS from the manual. In addition, the coding procedure may have been affected by observer expectation. Either of the coders may have known which son had been designated the "problem" son, which may have influenced their coding decisions.

What was not intended to be done in the realm of this study was to imply causation or establish directionality in relationships between variables, for

example, that father's constraining messages precede any delinquent or problem behavior and are thus a causal factor.

Chapter IV

Results

Due to the small sample size in this study, no meaningful statistical analyses could be performed. However, informative descriptive data were generated by the father-son discussions. Illustration of the data is presented according to the following format. First, an aggregate description of the pattern of paternal messages is presented. Second, a description of the pattern of messages delivered by the father for each dyad is given. Third, descriptive data including the written perceptions of all participants regarding father-son communication are compared with the coded messages. Appendix G includes a thorough description of each family. Research hypotheses focused on the categories of constraining and enabling messages. Analysis focused on the four individual codes of judgmental, devaluing, curiosity and acceptance. In addition, the four codes are combined into the broader categories of constraining and enabling.

Aggregate Family Analysis

Analysis of all four families, incorporating all four discussions, revealed a pattern of paternal messages that differed according to the type of message and the son to whom they were delivered. The four fathers delivered a total of 1258 messages to their sons. Of the total messages, 1027 were coded as one of the four codes. Of the 1027 messages coded, 32 or 3% were judgmental and 101 or 10% of the messages were coded as devaluing. Of

the coded messages, 496 or 48% indicated curiosity and 398 or 39%

indicated acceptance (see Table 2).

Table 2

Paternal Messages - Aggregate Families

	Constraining		Enabling		
	Judgmental	Devaluing	Curiosity	Acceptance	No Code
Problem Son					
(n)	14	66	203	186	103
(%)	3	14	43	40	
Nonproblem Son					
(n)	18	35	293	212	128
(%)	3	6	53	38	
Totals					
(n)	32	101	496	398	231
(%)	3	10	48	39	

Note. Percentages of constraining and enabling codes are based on total

messages minus "no code" messages.

The two types of enabling messages, curiosity and acceptance, were

delivered substantially more frequently than the constraining messages

judgmental and devaluing. Of the total messages coded, 87% of them were

enabling compared to 13% which were constraining. Of the constraining

messages, devaluing messages were delivered more frequently. The difference between the two constraining messages was greater for the problem sons. Of the enabling messages, the curiosity messages were delivered more frequently. The difference between the two enabling messages was greater for the nonproblem son (see Table 2). The pattern for all fathers combined indicated that overall fathers delivered more messages to their nonproblem son (54%) than to their problem son (46%).

Figure 1 illustrates the pattern of paternal communication when the totals of constraining and enabling messages were compared between the problem and nonproblem sons. Overall, the fathers delivered more constraining messages to the problem sons, 80 as compared to 53 for the nonproblem sons and more enabling messages to the nonproblem sons, 505 as compared to 389 for the problem sons.

Figure 1. Aggregate Analysis - Constraining and Enabling Totals
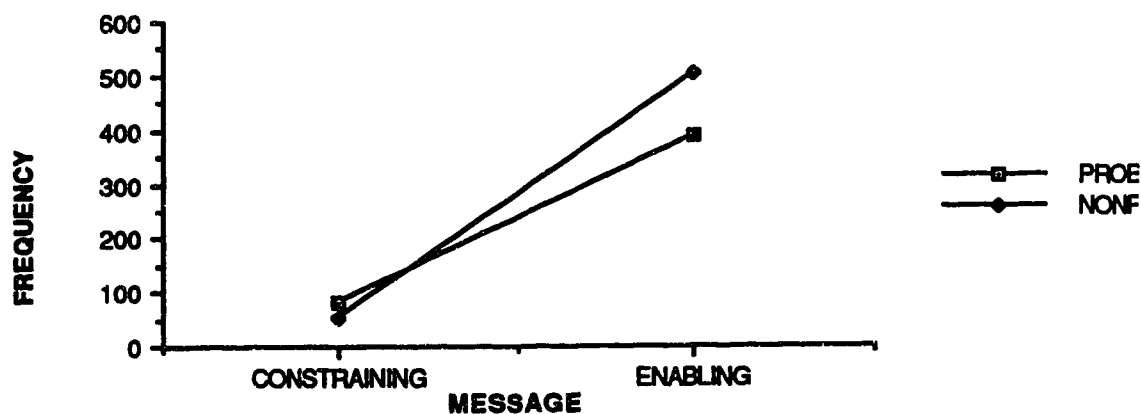
Figure 2 illustrates the aggregate comparison of paternal communication between problem sons and nonproblem sons.

Figure 2. Total Families - Total Discussions
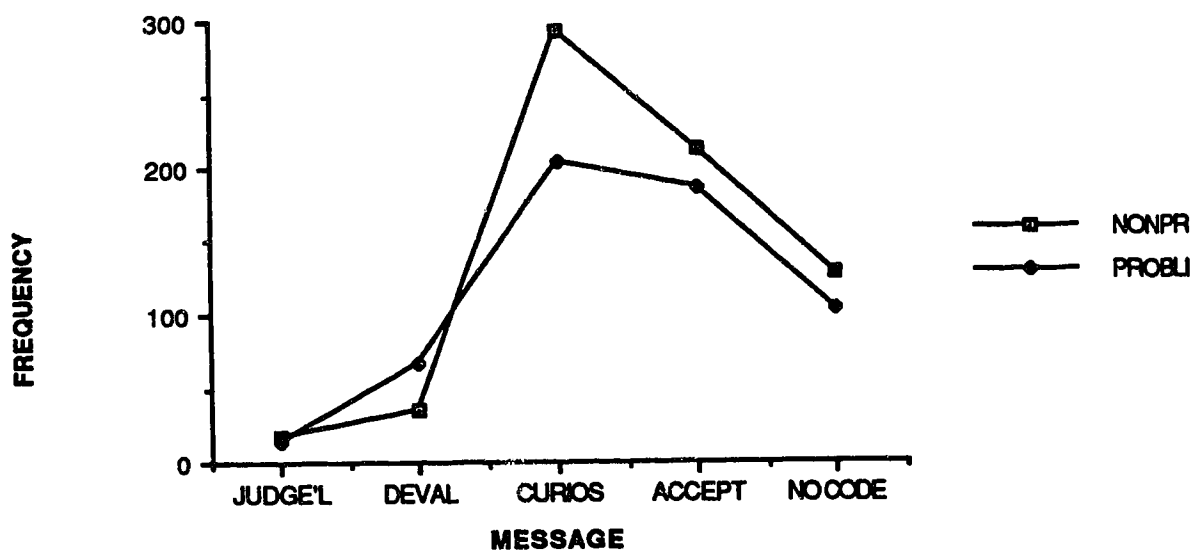
Fathers overall delivered similar frequencies of judgmental messages to both their problem sons and their nonproblem sons. Overall, devaluing messages were somewhat higher for problem sons, 66 as compared to 35 for nonproblem sons. This pattern was in the direction in favor of the researcher's hypothesis that fathers would deliver more devaluing messages to their problem sons. No similar pattern evolved for judgmental messages. Figure 2 demonstrates that overall fathers delivered more curiosity messages to their nonproblem sons, 293 as compared to 203 for

problem sons. Fathers delivered somewhat greater frequencies of acceptance messages to their nonproblem son, 212 as compared to 186 for problem sons. The patterns indicated trends in favor of the researcher's hypothesis that fathers would deliver more enabling messages to their nonproblem sons. The difference in frequencies was 90 more curiosity messages and 26 more acceptance messages delivered in favor of the nonproblem son.

Based on the data reported on each individual family (see Appendix G), it was apparent that Family #1 contributed a proportionally higher number of messages to the overall total. Also, the pattern of paternal communication for Family #1 did not demonstrate the variability between sons as did the other three families. Further exploration of this pattern in Family #1 will be included in the Discussion section. Analysis of all the fathers, not including the father in Family #1, was performed as these families were more closely matched on socio-economic status and prior experience with courses dealing with communication skills.

The three fathers delivered a total of 875 messages. Of the total messages, 692 were coded. The analysis of fathers # 2, 3, and 4 revealed that 17% of the total messages were constraining. This was an increase from the aggregate family analysis. Of the total messages coded, 83% were enabling. This was a decrease from the aggregate family analysis (see Table 3).

Table 3

Paternal Messages - Three Families

| | Constraining | | Enabling | | |
	Judgmental	Devaluing	Curiosity	Acceptance	No Code
Problem Son					
(n)	11	64	105	120	82
(%)	4	21	35	40	
Nonproblem Son					
(n)	10	33	197	152	101
(%)	3	8	50	39	
Totals (n)	21	97	302	272	
(%)	3	14	44	39	

Note. Percentages of constraining and enabling codes are based on total messages minus "no code" messages.

This analysis indicated that the pattern of paternal communication was slightly different than when all fathers were included. Judgmental messages became more similar between the sons, rather than judgmental being slightly higher for nonproblem sons. There were no changes in the paternal patterns of communication regarding devaluing messages. More devaluing messages were still delivered to the problem son. The pattern of curiosity messages stayed primarily the same with more being delivered to the nonproblem son. The difference between sons regarding acceptance

messages increased somewhat with more curiosity messages now being delivered to the nonproblem son than in the aggregate family analysis. Overall the three fathers delivered more constraining messages to their problem sons, 75 as compared to 43. More enabling messages were communicated to the nonproblem sons, 349 as compared to 225 for problem sons. By eliminating Family #1 from the analysis the difference in total number of messages delivered to each son decreased minimally from 114 to 111. The nonproblem sons still received more messages overall (see Table 3).

Individual Family Analysis

Family #1.

The pattern of paternal messages in Family #1 was very similar between the problem son and the nonproblem son. As illustrated in Figure 3, the total frequency and type of message delivered by the father across all four discussions was almost identical for the problem son and the nonproblem son.

Figure 3. Family #1 - Total Discussions

```
FREQUENCY
100
 80
 60                                              ─□─ NONF
 40                                              ─◆─ PROE
 20
  0
    JUDGE  DEVAL  CURIOS  ACCEPT  NOCODE
              MESSAGE
```
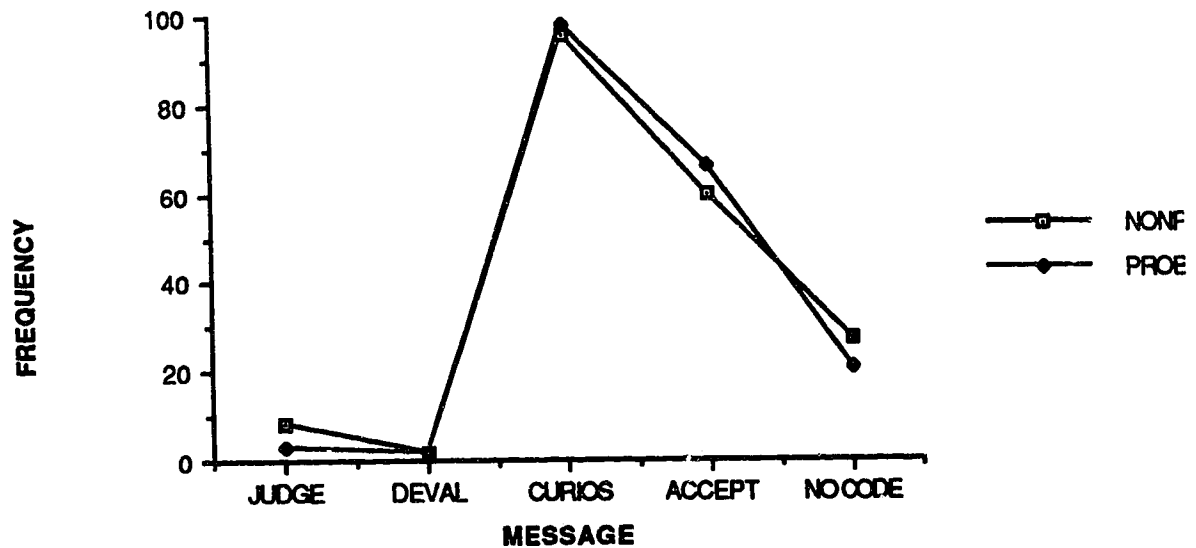
The father delivered slightly more judgmental messages to the nonproblem son, eight as compared to three for the problem son. This pattern was in the opposite direction hypothesized which predicted higher constraining messages (judgmental and devaluing) for the problem son. The father delivered slightly more acceptance messages to the problem son, 66 as compared to 60 for the nonproblem son. This pattern was in the opposite direction hypothesized.

In Figure 4 the pattern of paternal communication in each discussion is illustrated.

Figure 4. Family # 1 - Individual Discussions

Figure 4 (cont'd)
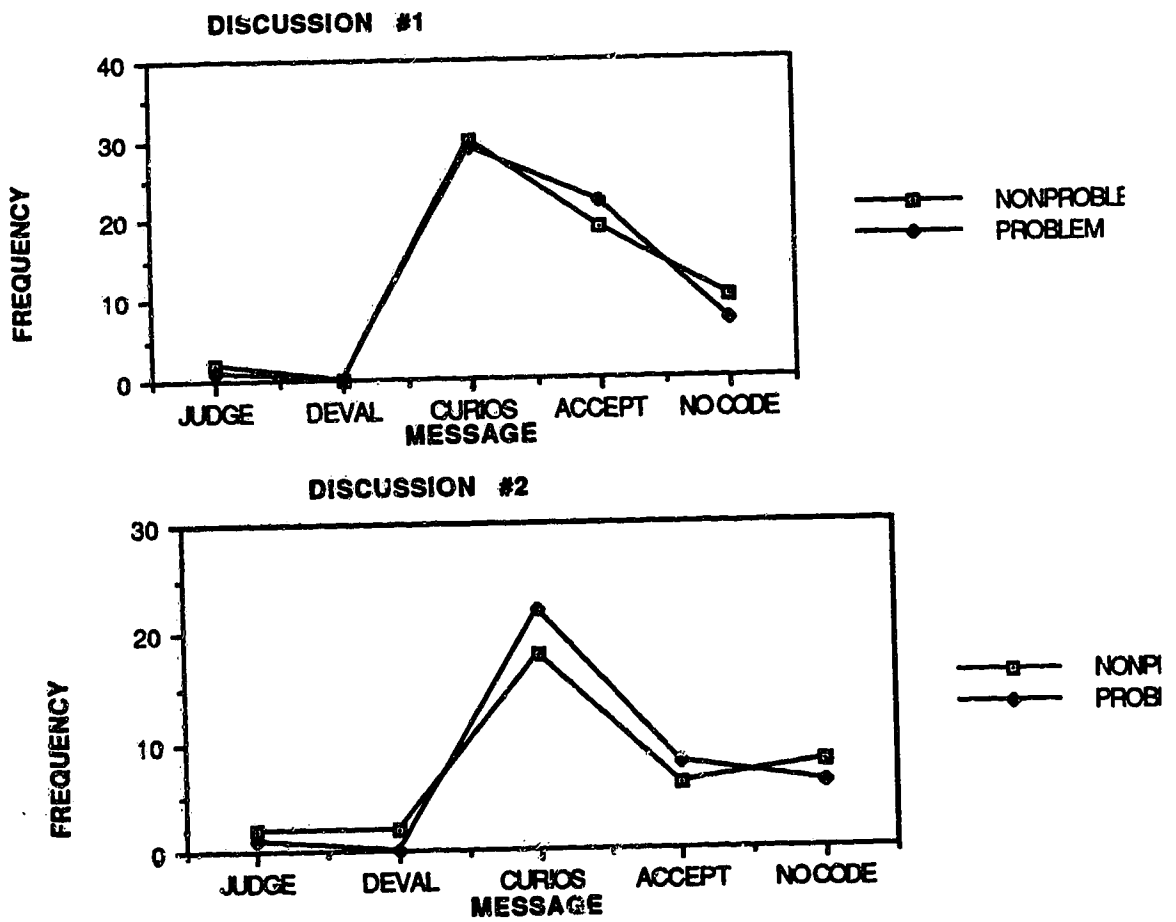
DISCUSSION #3
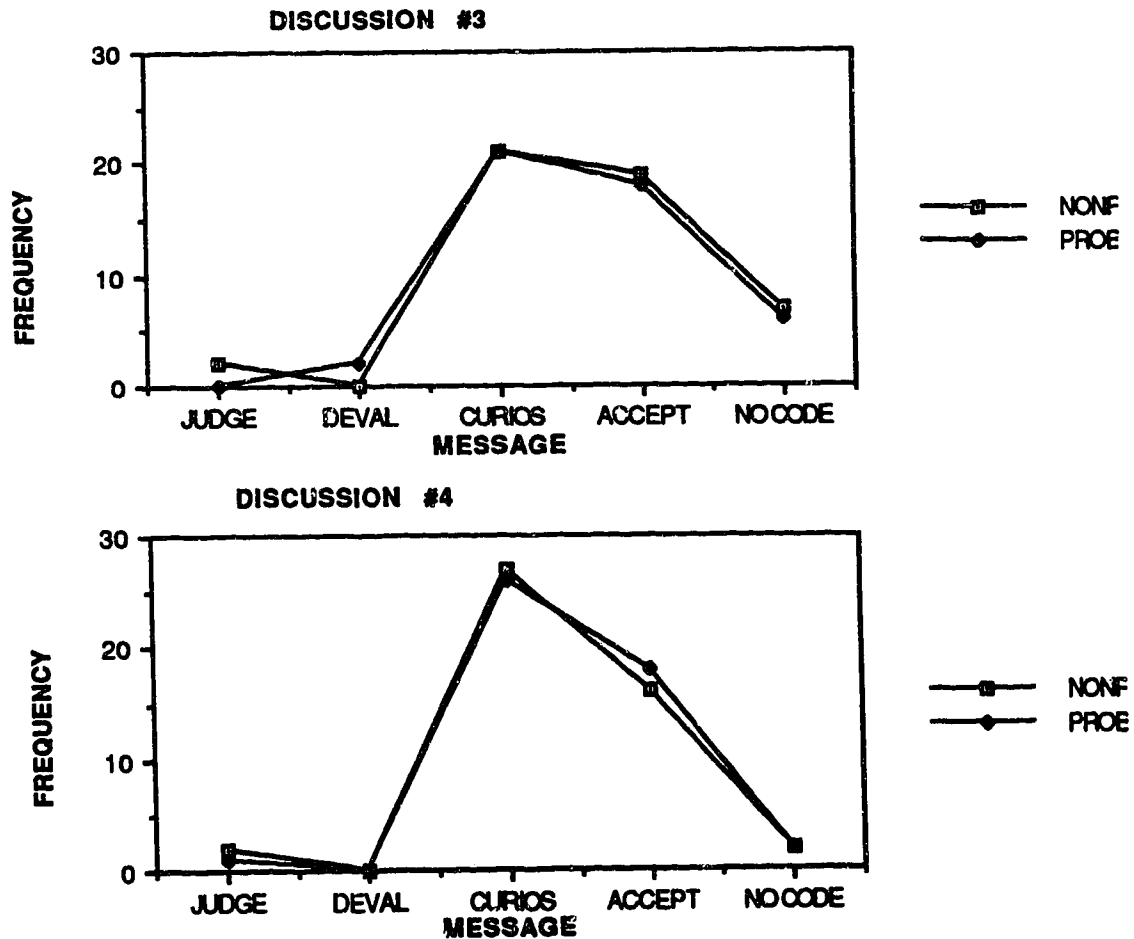
DISCUSSION #4

Once again the patterns appeared quite similar for the problem son and the nonproblem son. On all four discussions the father delivered more judgmental messages to his nonproblem son than his problem son. In Discussions 1, 2, and 4, the father delivered slightly more of either one or both of the enabling messages (curiosity and acceptance) to his problem son. These patterns were not in the direction of the hypotheses that a father would deliver more constraining messages to his problem son and more enabling messages to his nonproblem son. The father in Family #1 also

tended to be verbose, delivering 383 of the total 1258 messages delivered by all four fathers.

Family #2.

The pattern of paternal messages in Family #2 demonstrated some variability between the problem son and the nonproblem son. The type and total frequency of messages delivered across all four discussions indicated that judgmental messages were delivered about equally, slightly more devaluing messages were delivered to the problem son, and considerably more curiosity and acceptance speeches were delivered to the nonproblem son (see Figure 5).

Figure 5. Family #2 - Total Discussions
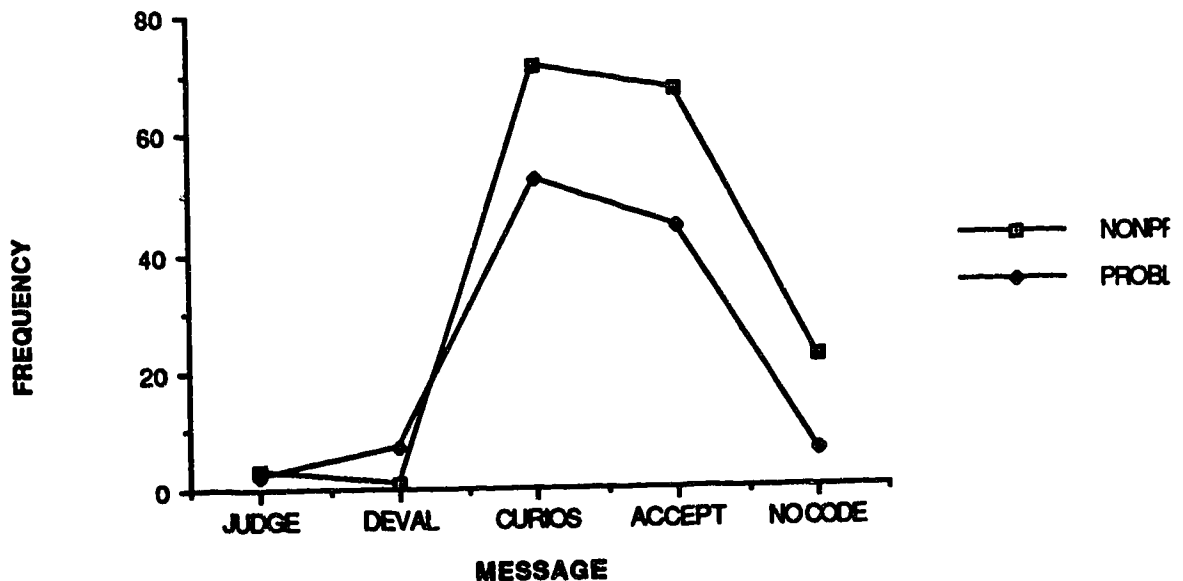
These patterns somewhat followed the direction in favor of the researcher's hypotheses that more constraining messages would be delivered to the problem son and more enabling messages to the nonproblem son. Figure 6 illustrates the pattern of paternal communication in each discussion.

Figure 6. Family #2 - Individual Discussions

DISCUSSION #1

DISCUSSION #2

Figure 6 (cont'd)
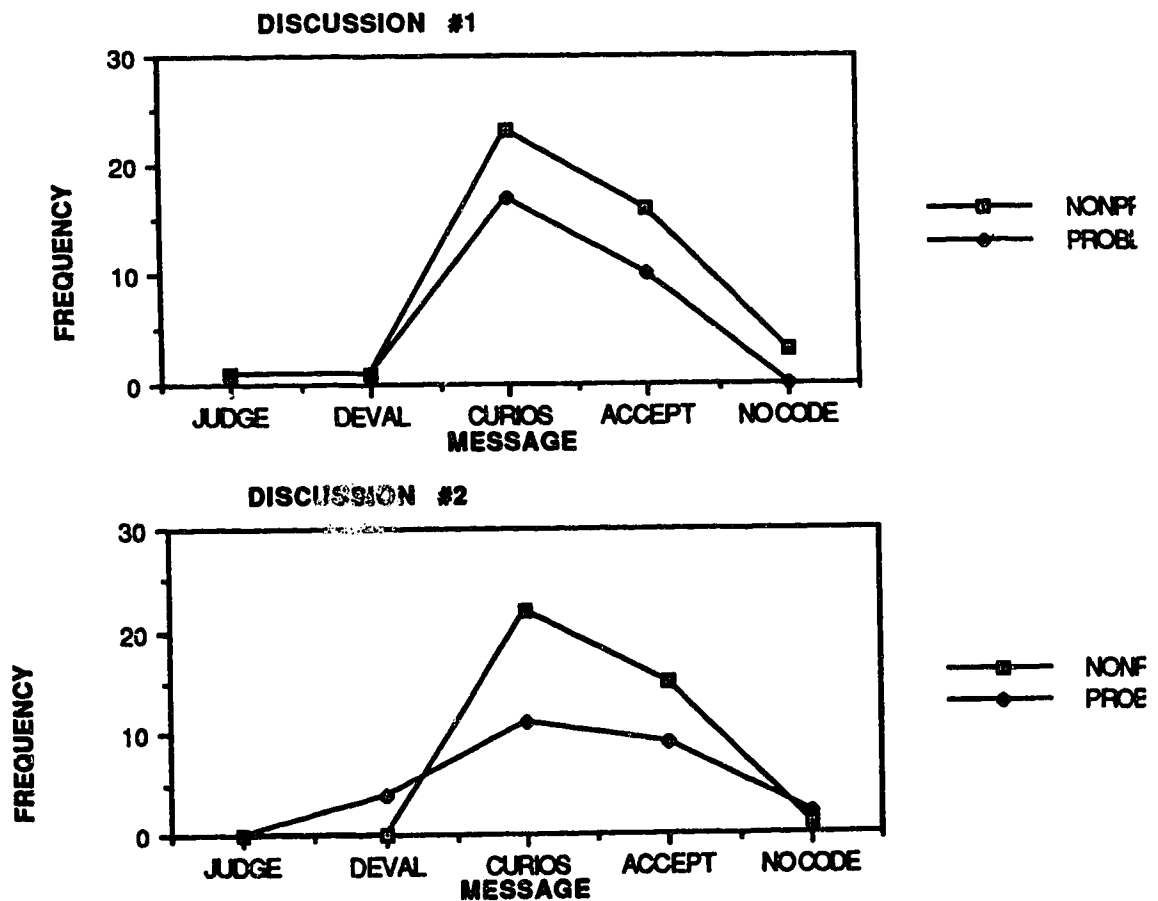
DISCUSSION #3
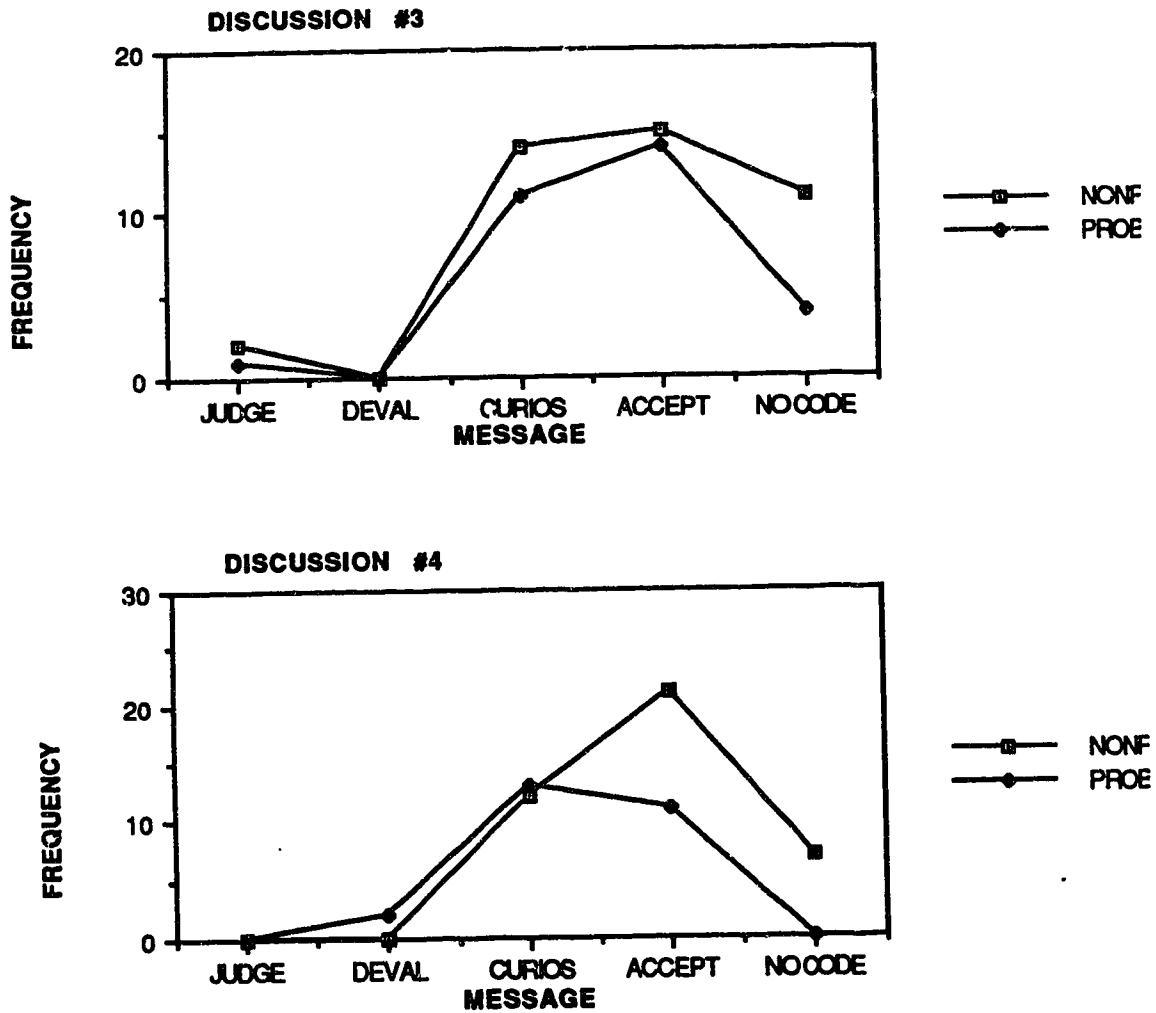
DISCUSSION #4

The patterns revealed differences between messages given to a problem son compared to those given to a nonproblem son. Although the frequencies varied across discussions, the father generally delivered more curiosity and acceptance messages to his nonproblem son. In Discussions 2 and 4 the father delivered more devaluing messages to his problem son. The analysis

of each discussion demonstrated some indication of trends in favor of the research hypotheses.

Family #3.

. The pattern of paternal communication in Family #3 demonstrated considerable variability between the problem son and the nonproblem son. As illustrated in Figure 7, the total frequency and type of paternal message across all four discussions was generally quite different between the two sons.

Figure 7. Family #3 - Total Discussions
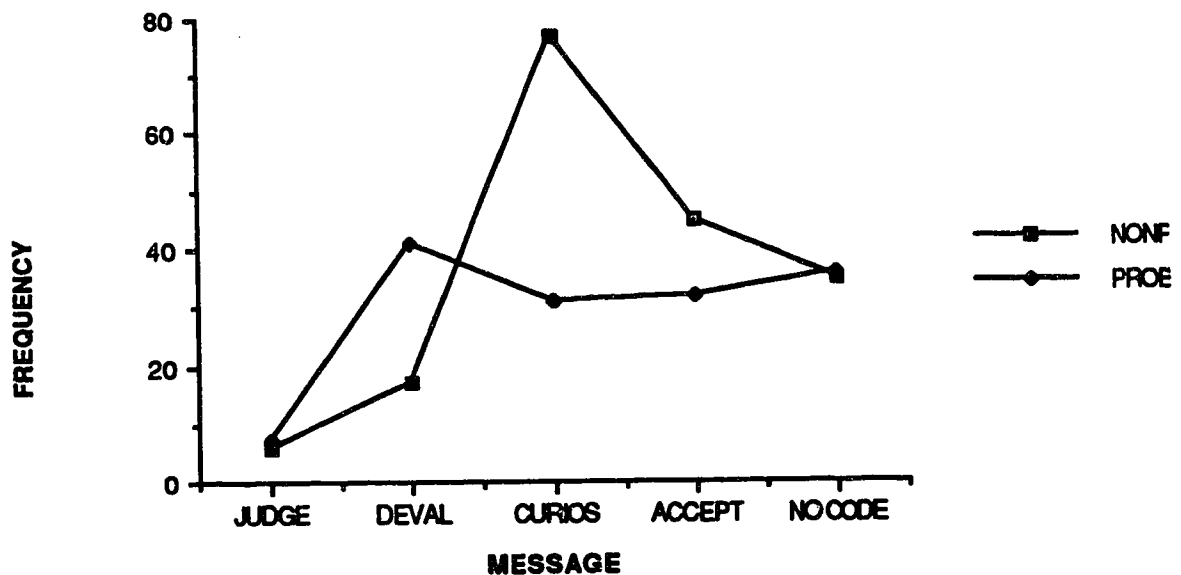
The father delivered considerably more devaluing messages to his problem son, 41 as compared to 17 delivered to his nonproblem son. Also, he

delivered considerably more curiosity messages to his nonproblem son, 77
as compared to 31 for his problem son. Acceptance messages were
somewhat higher for the nonproblem son. These findings were in the
direction of the research hypotheses. In Family #3 the fatter's judgmental
messages were almost equal for the two sons. An analysis of each
discussion individually (see Figure 8) revealed wide variations in patterns
across discussions.

Figure 8. Family #3 - Individual Discussions

Figure 8 (cont'd)
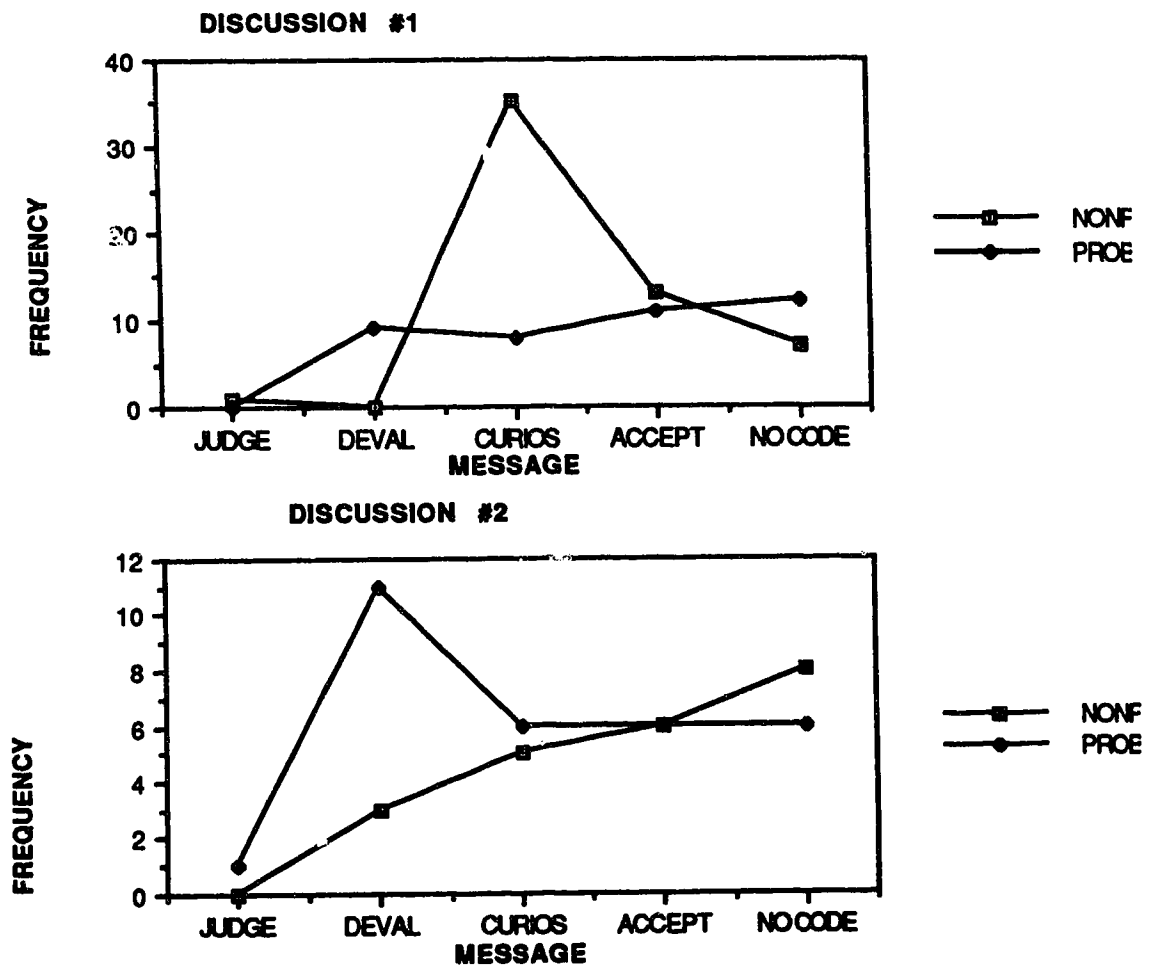
DISCUSSION #3
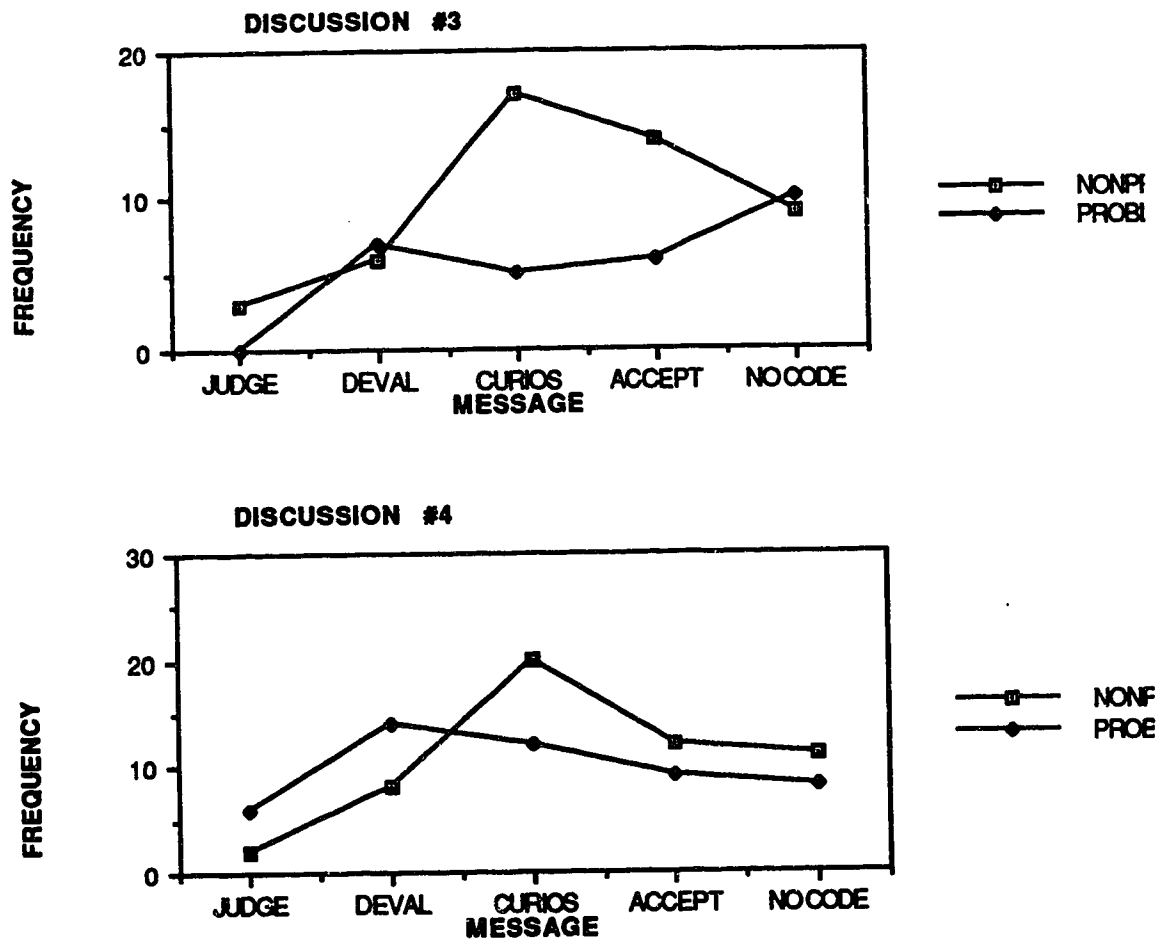
DISCUSSION #4

Devaluing messages in Discussions 1, 2 and 4 were considerably more frequent for the problem son, while in Discussion 3 the frequency was about equal for the two sons. Curiosity messages were higher for the nonproblem son in Discussions 3 and 4, considerably higher for the nonproblem son in Discussion 1, while in Discussion 2 they were about equal between the two sons. Acceptance messages were higher for the nonproblem son in

Discussions 1, 3 and 4 and about equal in Discussion 2. Judgmental

messages varied across discussions from being equal between the sons, to

being alternately higher and lower for each son. The analysis of each

discussion revealed some trends in favor of the researcher's hypotheses.

Also, the analysis indicated considerable variability in the patterns of

paternal communication depending on the topic of discussion (see Figures 7

and 8).

Family #4.

The pattern of paternal communication in Family #4 illustrated little

variability between sons with the total discussions but considerable

variability when each individual discussion was analyzed. Figure 9

illustrates the paternal pattern for total discussions.

Figure 9. Family #4 - Total Discussions
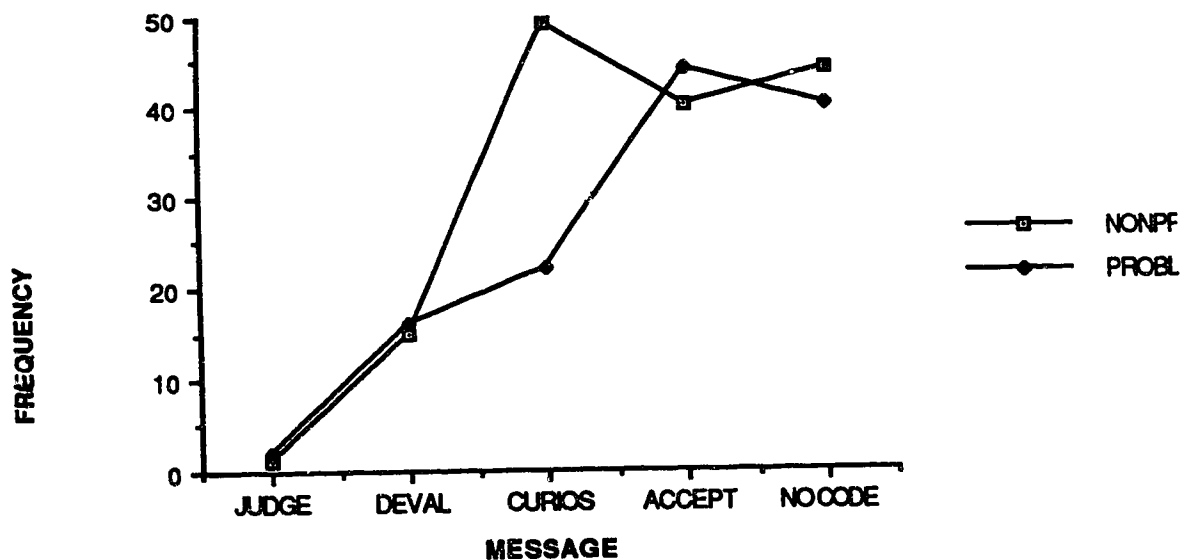
The father delivered similar frequencies of judgmental, devaluing, and acceptance messages to each son. He delivered considerably more curiosity messages to the nonproblem son, 49 as compared to 22 for the problem son. This finding followed the direction of the researcher's hypothesis that more enabling messages would be delivered to the nonproblem son. Family #4's pattern of paternal communication did not follow the trend in favor of the hypothesis that the father would deliver more constraining messages to the problem son. The analysis of each individual discussion revealed considerable variation between sons with the pattern differing across discussions (see Figure 10).

Figure 10. Family #4 - Individual Discussions

DISCUSSION #1

DISCUSSION #2
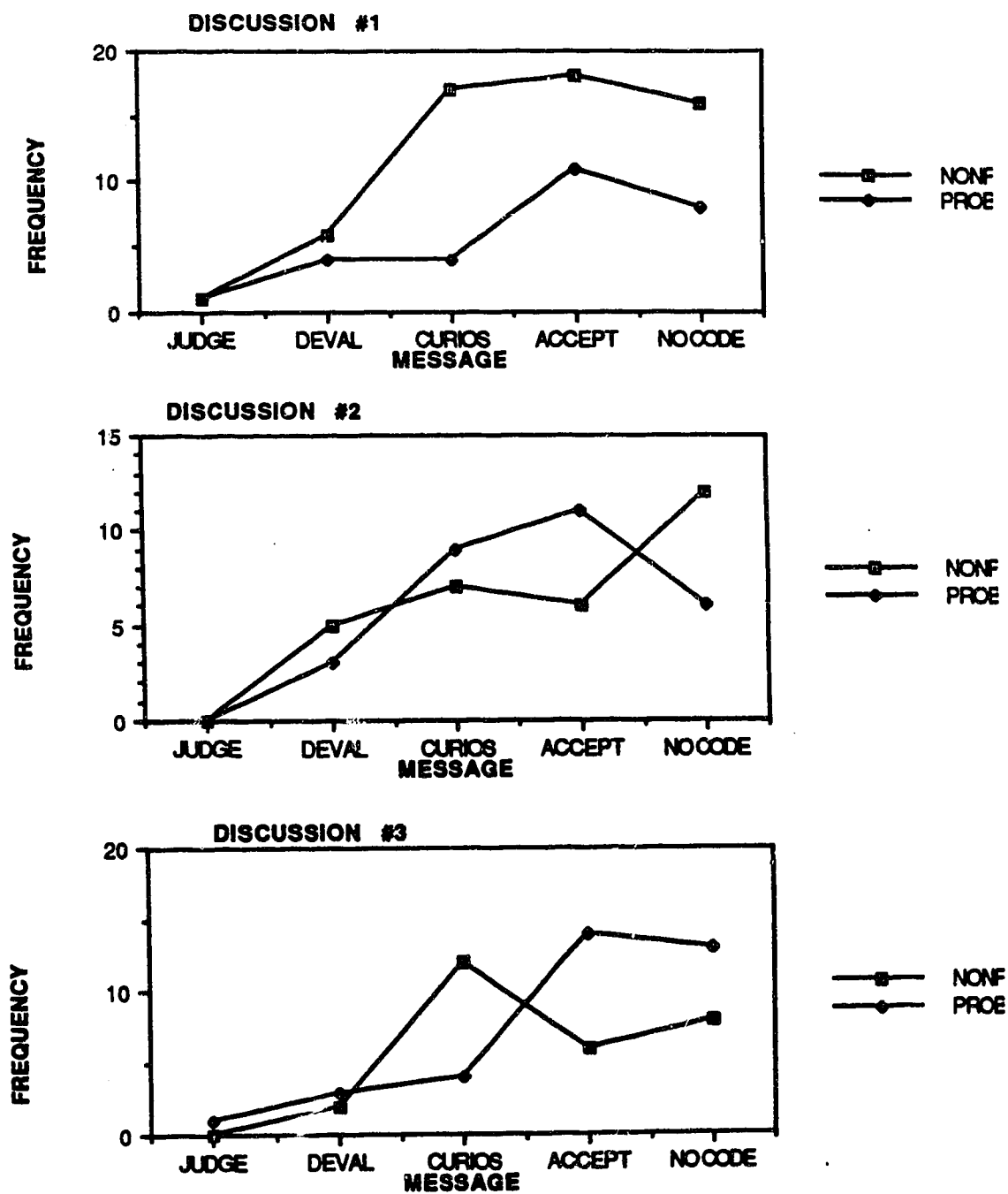
DISCUSSION #3
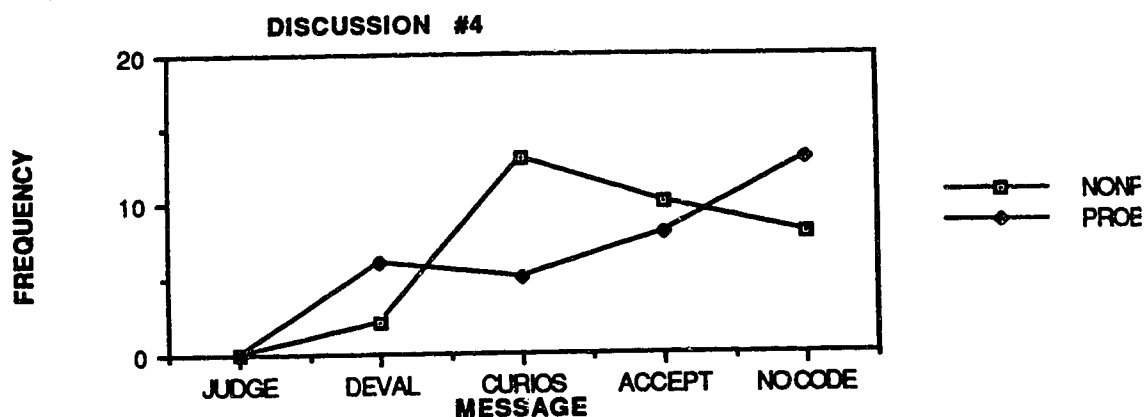
DISCUSSION #4

The expected pattern of higher devaluing messages being delivered to the problem son was only demonstrated in Discussion 4. The frequencies were slightly higher for the nonproblem son in Discussions 1 and 2. The expected pattern of more curiosity messages being delivered to the nonproblem son was demonstrated in Discussions 1, 3, and 4. However, in Discussion 2 frequencies were slightly higher for the problem son. The expected pattern of higher frequencies of acceptance messages being delivered to the nonproblem son occurred in Discussions 1 and 4. The opposite pattern occurred in Discussions 2 and 3. Judgmental messages were predominantly equal between the two sons in each of the discussions. The patterns of paternal communication in each individual discussion indicated some trends in favor and others not in favor of the research hypotheses. The analysis revealed the variable patterns among each son depending on the topic of discussion (see Figure 10).

Analysis of Written Responses

Fathers and sons were requested to answer a few questions regarding their perceptions of their father-son communication. Appendix B displays a sample of the fathers' and sons' questionnaires. Each father and son was asked if they felt the father communicated differently to the two sons and the sons to the father. They were also asked if they perceived that the father-son communication pattern had changed. Analysis of whether the fathers' perceptions agreed with those of the sons' and whether their perceptions fit with the patterns demonstrated in the coded discussions was examined.

In Family #1 the father felt he communicated differently with his two sons. The problem son concurred with the father, while the nonproblem son felt that his father did not communicate differently to the two of them. The pattern of paternal communication as illustrated in Figures 3 and 4 revealed that the father communicated similarly with his sons. The father and his two sons in Family #1 all felt that the sons communicated differently to the father and that their communication had changed since the sons had matured.

In Family #2 the father felt he communicated differently with his two sons and both sons concurred. Figures 5 and 6 demonstrated that the pattern of paternal communication with the two sons was somewhat different . The father felt his two sons communicated differently with him. The problem son agreed, while the nonproblem son did not feel he and his brother communicated differently with their father. The father and his two sons in Family #2 all agreed that their father-son communication had changed over

the years. Answers given by the father and both sons indicated a strained communication pattern between the father and the identified problem son.

In Family #3 the father indicated that he communicated differently with his two sons. Both of his sons disagreed. The pattern of paternal communication illustrated in Figures 7 and 8 demonstrated considerable difference between the two sons. The father in Family #3 felt that his sons communicated differently with him. The problem son did not agree, while the nonproblem son concurred. The father and both sons all felt that their father-son communication had changed over the years.

In Family #4 the father felt that he did not communicate differently with his two sons. Both sons concurred. The pattern of paternal communication illustrated in Figures 9 and 10 revealed some variation overall with greater variations occuring depending on the topic of discussion. The father did not feel that his two sons communicated differently with him. The problem son both agreed and disagreed, while the nonproblem son concurred. The father and both sons in Family #4 all felt that their father-son communication had changed as the sons had matured.

Summary of Results

Overall the results indicated different patterns of paternal communication with problem and nonproblem sons. Fathers delivered more messages overall to their nonproblem sons. Fathers generally delivered more constraining messages to their problem sons. Fathers tended to deliver more enabling messages to their nonproblem sons. Patterns of paternal communication demonstrated variability across families and across

discussion topics. Fathers' and sons' perceptions of their communication did not always concur among themselves nor with the patterns of coded messages.

Chapter V

Discussion

The discussion of the results compares the paternal communication patterns for the problem sons and the nonproblem sons. The aggregate patterns of communication are discussed followed by a discussion of patterns for each individual family, the perceptions of familiy members regarding their communication styles, and other considerations which may have affected the results. Discussions of possible confounding variables, the implications of the results generated, and directions for future research are included.

Aggregate Family Analysis

The pattern of paternal communication when all families in the study are considered demonstrates a trend in favor of the research hypothesis that fathers communicate differently to their problem sons than to their nonproblem sons. The results of the father-son discussions present a trend in favor of the hypothesis that fathers deliver more enabling messages to their nonproblem sons. The difference between sons is considerably larger for curiosity messages than for acceptance messages. Fathers ask more open-ended questions with their nonproblem sons than their problem sons. This may indicate greater interest in understanding their nonproblem son's point of view. Fathers tend to show more support to their nonproblem sons by delivering acceptance messages that express agreement, warmth, and

encouragement for the other person to continue his speech. These results provide evidence similar to previous studies which found parental support and connectedness to be more prevalent in nondelinquent families (Anolik, 1981; Alexander, 1973b; Barnes, 1984; Tolan, 1988b) than in families with a delinquent member.

The pattern of paternal messages is somewhat compatible with the hypothesis that fathers deliver more constraining messages to their problem sons. Although no differences are found for judgmental messages, results indicate that fathers deliver more devaluing messages to their problem son. Fathers tend to show less support to problem sons by rejecting, criticizing, or devaluing their sons or their sons' positions. These findings support previous research which suggest that parents of delinquents and problem adolescents are viewed as rejecting and offering little support (Barnes et al., 1986; Griffin & Griffin, 1978; Hengeller, 1989; Nye, 1958; Rees & Wilborn, 1983; West, 1982). The results of this research study offer some support for researchers' suggestions to train families or parents of a delinquent youth on effective communication skills (Parsons & Alexander, 1973; Rueger & Liberman, 1984).

The aggregate family analysis reveals that out of all the messages coded, the majority, (87%) are enabling messages. Regardless of whether the father is speaking to his problem son or his nonproblem son, he delivers more messages that are meant to encourage and facilitate the discussion with his son. Fathers in this study deliver a higher proportion of enabling messages to their nonproblem sons than to their problem sons. These patterns follow previous findings which link parental support with

nondelinquent children (Anolik, 1981; Alexander, 1973b; Barnes, 1984; Tolan, 1988b).

The trends demonstrated in the present research study are generally in favor of the two prominent theoretical perspectives of juvenile delinquency. Both social control theory and differential association theory propose that familial relationships play an important role in the development of delinquent behavior. Components of the familial relationship include affectional identification with parents, intimacy of communication, attachments and involvement between adolescents and parents (Hirschi, 1969; Sutherland, 1947). In this study different patterns of paternal communication are associated with problem and nonproblem sons. Enabling messages may foster or indicate intimacy of communication, attachment and involvement. Constraining messages may relate to a lack of intimacy in communication, attachment and involvement. If one considers problem behaviors to be on the continuum of delinquent behavior, it is possible that social control theory and differential association theory may explain the development of problem behavior in adolescents.

Far fewer constraining messages (13% of the total) are delivered by the fathers. The constraining messages compose a greater proportion of the total messages received for the problem son. This trend is in favor of the researcher's hypothesis and supports previous findings that link parental rejection and lack of support with delinquent or problem children (Barnes et al., 1986; Griffin & Griffin, 1978; Hengeller, 1989; Nye, 1958; Rees & Wilborn, 1983; West, 1982). Interestingly, the judgmental messages are predominantly equal, with slightly more being given to the nonproblem son.

Although fathers tend to reject and criticize their problem son and/or his position they do not pass judgement on his thoughts or feelings as much as they do for the nonproblem son. A possible explanation for why judgmental messages are delivered to nonproblem sons more often than was expected may be due to the ages of the sons. The nonproblem sons are the younger of the two in all of the families in this study. Fathers may express evaluative statements to younger children more often because they feel these children have not had the experiences and/or knowledge, and therefore need more direction. However, for older children fathers may not evaluate their statements, but express more direct criticism reflecting a belief that they should know differently (see Appendix G). Hauser et al. (1984) found judgmental messages to be infrequently delivered compared to other messages. The small frequencies of judgmental messages may not allow any meaningful patterns to emerge. In addition, the topics given to the fathers and sons to discuss may not have been conducive to producing judgmental messages.

The aggregate family analysis indicates that the fathers deliver more messages to their nonproblem sons than to their problem sons. Possible explanations may include, fathers generally communicate less with their problem sons, the experimental setting results in the fathers not delivering as many messages, particularly constraining, because they are aware that the researcher is investigating father-son communication; or the fathers deliver fewer messages but lengthier ones which take the form of a "lecture". These explanations are based on the researcher's observations. No research literature was found to substantiate these claims. Further analysis

of the amount of silence and length of message may provide additional information on the patterns of paternal communication.

Previous studies have documented a relationship between delinquent or problem adolescents and lower ego or identity development (Frank & Quinlan, 1976; Niles, 1986; Protinsky, 1988; Wirt & Briggs, 1959). Recent studies have linked components of a positive parent-adolescent relationship such as warmth, encouragement of expression, and acceptance to higher ego development. Rejection, separateness, and judgmental measures of communication have been related to lower ego or identity development (Grotevant & Cooper, 1985; 1986; Hauser et al., 1984; 1987a ; Isberg et al., 1989). This study investigates the direct link between parental communication patterns and problem behavior in their sons. The overall distribution of messages for all the sons in this study is encouraging because the majority of the messages expressed support and encouragement of the son and/or his ideas. Hauser et al. (1984) suggested that repeated sequences of parental speeches will become a factor in adolescent ego development. Parental enabling messages may encourage the adolescent's involvement with his or her perceptions and ideas while constraining messages may discourage such involvement (Hauser, 1984).

The aggregate family analysis reveals different patterns of paternal communication depending on whether the father is speaking to his problem son or his nonproblem son. The small sample size does not allow any conclusions to be drawn or any generalizable statements to be made. Larger samples must be investigated to determine if a father communicates differently to his problem and nonproblem sons and the type of

communication within these relationships. However, this study serves as an initial exploratory study which investigates parent-adolescent communication directly through the use of a coding system for verbal messages.

Individual Familiy Analysis

In Family #1 the pattern of paternal communication is very similar for both the problem and nonproblem sons across all discussions and across each discussion. The pattern does not demonstrate a trend in favor of the researcher's hypotheses. The topics of discussion given as well as the experimental setting may not stimulate the pattern of paternal communication that normally occurs in the home. Other possible explanations for the absence of difference in paternal patterns of communication between his two sons can be generated in relation to how Family #1 differs from the other families in the study (see Appendix G). First, the behavior exhibited by the problem son is not as severe as that exhibited by the other problem sons. He is reported to be more withdrawn, losing friends, and seeing the school counsellor regarding personal problems. The other sons in the study, particularly those in Families #2 and #3, have been in trouble with the law, in addition to other concerns. A second possible explanation may involve the father's previous education regarding communication skills. His knowledge of how to communicate effectively may alter the pattern of communication with his sons such that few differences exist between the sons. Third, Family #1 differs from the other families with regards to socioeconomic status, including the father having post-secondary

education, and the family income being in a higher bracket. These factors may affect how the father communicated with his two sons.

In Family #2 the pattern of paternal communication demonstrates differences between the problem son and the nonproblem son. The strongest trend in favor of the researcher's hypotheses is evident in the pattern of paternal messages for total discussions. The father delivers considerably more curiosity and acceptance messages to his nonproblem son than to his problem son. This pattern is in the direction of previous studies which found a relationship between nonproblem or nondelinquent youth and parental acceptance and support (Alexander, 1973; Anolik, 1983; Rees & Wilborn, 1893). The father delivers slightly more devaluing messages to his problem son. Judgmental messages are similar for both sons Analysis of individual discussions reveals that this pattern is not uniform across each discussion. The degree of difference between the problem and nonproblem son varies according to the topic being discussed. The patterns of paternal messages for Family #2 are in the direction in favor of the researcher's hypothesis that a father comunicates differently to his problem son versus his nonproblem son.

In Family #3 the pattern of paternal communication demonstrates considerable differences between the problem and nonproblem son. The pattern for total discussions (see Figure 7) demonstrates a strong trend in favor of the hypotheses that a father delivers more curiosity and acceptance messages to his nonproblem son and more devaluing messages to his problem son. This trend is consistent with previous studies relating parental support and acceptance with nondelinquent children and parental rejection

with delinquent children (Alexander, 1973; Barnes et al., 1986; Rees & Wilborn, 1983; Rodick et al., 1986; Tolan, 1988b; West, 1982). Once again the frequency of judgmental messages is similar between the two sons. Analysis of individual discussions reveals that the overall pattern of paternal communication is generally in the direction of the expected pattern, with individual discussions generating slightly different versions of this pattern.

In Family #4 the pattern of paternal communication demonstrates little variability between sons when total discussions are analyzed, but there is considerable variability between sons when individual discussions are analyzed. The only expected pattern that emerges with the total discussions is that the father delivers more curiosity messages to his nonproblem son (see Figure 9). However, across each discussion no single pattern of paternal communication is evident. The only consistent pattern is that equal frequencies of judgmental messages are delivered to each son. Depending on the topic of discussion, the father delivers different frequencies of messages to his two sons. Sometimes the messages are in the expected pattern and sometimes they are in a directly opposite pattern. Explanations for the variable pattern of paternal messages include, the problem son's behavior may not be as severe as those in Families 2 and 3, Family #4 all commented, in the session and during the debriefing, that these are forced discussions as they do not normally discuss these topics, nor do they talk much in general at home; and the coders found all three family members to often talk in a sarcastic tone with the researchers and with each other during the discussions. This made it difficult to determine the intent of their message. Their comments before, during, and after the session to the

researchers imply that they were not interested in the task. All of these factors may affect the patterns of paternal messages that are quite erratic for each son.

Perceptions Based on Written Responses

The fathers' and sons' perceptions of the father-son communication, as revealed in their written responses, did not always concur with each other and/or with the pattern demonstrated by the study's discussion sessions. Researchers (Plomin & Daniels, 1987) have postulated that how experiences are perceived may be important for determining differential treatment by parents. Therefore, if the son perceives his father to communicate differently to him than to his brother this may relate to his reaction to the messages or subsequent behavior. In addition, if the father and his sons do not agree on their perceptions this may have an impact on their overall relationship and their individual behavior. According to Gregory Bateson (1979), "(I)nformation consists of differences that make a difference" (p. 99). Family therapists adopting this perspective look for differences people perceive to investigate the meaning they instill in relationships (Boscolo, Cecchin, Hoffman & Penn, 1987). Thus, for this research study if a son perceives differences between how his father communicates with him and his brother it may instill different meanings to his relationships with his brother and father. This may result in different responses by the son.

Other Considerations

Analysis of the four families reveals that Family #1 differs from the other three with regards to socioeconomic status, exposure to courses dealing with communication skills, and severity of the nature of the problem behavior. For these reasons analysis was performed on the three remaining families who were relatively similar across family variables. Analysis of the three families reveals a similar overall pattern of paternal communication with some changes occuring in the magnitude of the difference between the two sons. The changes occur in the direction of the expected patterns and continue to produce trends in favor of the hypotheses stated under the aggregate family analysis.

Also, the pattern of paternal communication may reflect the differences in ages of the sons. In all of the families the identified problem son is the elder of the two and in three of the families the problem son is the eldest child in the family. In this study it cannot be determined if the son identified as not exhibiting any problem or delinquent behavior will exhibit such behavior when he reaches his brother's age. It may be argued that fathers communicate to their sons in a manner that matches their age level. In fact, many of the fathers in this study stated in their written responses that age and/or maturity level accounted for their different styles of communicating with their two sons. Although the sample size in this study does not allow any generalizable statements to be made the results do indicate that the paternal patterns of communication that were most different between the two sons occured in Families #2 and #3 where the differences in age were approximately 1 year. In Families #1 and #4 where the sons differed in age

by three years, a lack of difference in patterns of paternal communication were found. This study does not conclusively indicate that fathers communicate differently to their sons based on their age levels. Further research is needed to investigate this issue.

In this study the researcher was primarily focusing on the patterns of paternal communication based on the frequencies of messages delivered. It was assumed that a greater number of enabling messages would be conducive to adolescent development. However, it is not known how many constraining messages can be delivered before inflicting harm. Hauser et al. (1986) suggested that certain balances or combinations of constraining and enabling messages may be more optimal for development. The researchers further suggest that "the best combination may be conditioned by the individual characteristics of the adolescent, some more vulnerable children requiring higher enabling/constraining ratios than do others" (Hauser et al., 1986 p. 93). In order to investigate these ratios, analysis of the proportions of messages in addition to frequencies of messages delivered may help to illuminate the patterns. The balance may have to take into consideration any differences between messages in the affective category versus those in the cognitive category. Further research needs to be conducted in this area.

Confounding Variables

There is a number of variables within the present research study which could confound the results. First, is the use of volunteers. Borg & Gall (1989) stated, "Volunteer groups are rarely representative, differing at least in motivation level from nonvolunteers" (p. 180). Within this study it is difficult to

determine if the fathers and sons who agreed to participate are substantially different from the other families contacted and from the entire population of families with one problem son and one nonproblem son. The sample who agreed to participate may not only differ in motivation, but in awareness and skill development in the communication process. Previous experience with courses dealing with communication skills and socioeconomic status are two variables that differentiated the families in this study and are taken into consideration in the data analysis. In addition, the criteria for selection is that one son has been identified as exhibiting problem or delinquent behavior while his brother has not. This is a very general criteria and the participants vary along a continuum of severity for the problem son variable. In Family #1 the nature of the problem behavior refers to personal problems resulting in contact with the school counsellor. In Families #2 and #3 the problem sons have been in contact with the law, which may be considered to be more severe. In Family #4 the problem son has been in trouble at school and is defiant. Family #4's circumstances may fall somewhere in between Family #1 and Families #2 and #3. The information provided by the father regarding the problem son's behavior is taken into account in the analysis, however, it is possible that the families differ in other important respects which may affect the results. For example, serious illnesses or accidents involving family members may have an impact on their communication patterns. Therefore, participants of this study are not representative of the population. Furthermore, differentiation among the participants result in the patterns generated in the study not being generalizable.

The participants may react to the experimental setting and instructions and play the role of the "good subject". The patterns of communication may be altered due to the participants trying to present a positive father-son relationship so as not to look bad. For example, in Families #1 and #2 the fathers deliver very few constraining or "negative" messages to either son in relation to the number of enabling or "positive" messages they deliver. Although the fathers in Families #3 and #4 deliver more constraining messages, the number of enabling messages is still considerably greater. In this study the participants are aware that the researchers are investigating father-son communication. In light of this, their participation in the study may not be a reflection of their "every-day" communication style. However, it is likely that one's general pattern of communication remains relatively constant across situations (Littlejohn, 1983). Also, the research room is an unnatural setting for the fathers and sons to be talking, with video equipment and one-way mirrors being somewhat obtrusive. Family #4 commented that their discussions are not "typical" of their discussions at home and describe them as being "forced". The behavior of the participants may be confounded by the effect of the observer. The participants are aware that they are being observed and video-taped even though the researchers are behind the one-way mirror.

In this study the coders are the researchers and are aware of which sons have been identified as the problem son. During coding the status of the son is not outlined prior to coding, however, one or both the coders may remember their status from prior contact made with the family over the telephone or at the data collection sessions. Knowledge of the status of the

son may affect coding in that the coders may be inclined to code messages according to their research hypotheses. For example, the researchers may tend to code a father's message as constraining when aware that the father is speaking to his problem son. Attempts to control for observer expectation include having two coders, both of whom code both father and son messages. However, the researchers' hypotheses are different which may eliminate any tendency to code in a biased direction. The coders follow the coding rules that were established prior to data collection and reach a compromise on conflicting codes by adhering to the coding rules. If a message is inaudible or does not appear to fit with any of the coding rules, it is coded as "no code".

Another possible confounding variable is reliability decay or the tendency for interrater reliability to decrease following the training period and through the lengthy coding procedure. The researchers monitored the interrater reliability throughout the coding process and maintained above 80% agreement for each of the eight dyads coded.

Implications of the Study

The present research study generates considerable information on paternal patterns of communication with sons. While the findings are exploratory in nature, they offer some evidence that fathers communicate differently to their two sons who have distinct behavioral differences. Implications of this study for future research is that the communication patterns need to be investigated further. In particular, studies examining the reciprocal communication process are needed. Communication is not a

linear process but an interactive one, thus the influences of all communicators need to be examined. Researchers such as Hauser and his associates are suggesting research move towards sequential analysis to investigate reciprocal communication and to answer questions of directionality (1984). Further investigation of the communication patterns that are most influential in destructive and preventive/supportive directions is needed. Hauser et al. (1986) suggested that a balance of constraining and enabling messages may be optimal with variation according to an individual's unique vulnerability and/or resistance. Other elements of the communication process, such as, nonverbal communication, length of silence, length of message, and tone of speech need to be studied.

Considerable amount of research has been done investigating parent-child relations by the use of pencil and paper measures. Future studies need to incorporate an interactional design to investigate the communication process directly. In the past, interactional studies have tended to focus on the mother-child relationship and more recently on the marital relationship. Not only have few studies been designed to investigate the parent-adolescent communication patterns directly through interaction and observation, but even fewer studies have focused on the father-son relationship. Within the past decade the role fathers play in parenting has come to the forefront. Researchers such as Steinberg (1987), Grotevant & Cooper (1985), Hauser et al. (1984), and Hauser et al. (1987) have found that mothers and fathers not only relate to their children differently, but that the type of relationship they have with their children affects their children differently.

The focus of this study was on the father-son relationship. Recent books, studies, courses, and workshops have begun to focus on the importance of the father-son relationship as the son matures into adulthood. Osherson, a therapist and author, has investigated how a man's "unfinished business" with his father can affect his relationships with his wife, children, friends, and co-workers (1986). In therapy, Osherson has dealt with how men can resolve their inner conflict with the father-son relationship. Numerous other researchers have begun to examine the adult relationship between father and son and the process of untangling childhood patterns of alienation, conflict, ambivalence, aggressiveness, little communication, and expression of love (Strozier & Cath, 1989; Feder, 1989; Deutsch, 1989). Robert Bly, a poet, writer, and teacher has offered a new perspective on male psychology through his writings and workshops (Erkel, 1990). Bly is part of a growing population that has begun to question, investigate, and present alternatives to the psychology of males. Intricate to male psychology is the father-son relationship.

The present study focused on the father-son relationship while the son was an adolescent. This relationship has been reported to be influential in adolescent development as well as in delinquent or problem behavior. The present research design can be used to investigate parent-child relationships with individuals in the earlier stages of development. Findings in this study provide some support for the hypothesis that a father communicates differently to his problem son than to his nonproblem son. Perhaps if interventions can occur during this time the father-son relationship can support and strengthen the individual's life rather than instill

conflict and unfinished business. This study is one small piece of the larger puzzle of integrating the parenting style of fathers within the context of developing healthy functioning males.

In addition to the impact of the father-son communication process, future research needs to focus on the individual dyads in the family. The mother-daughter, father-daughter, and mother-son communication patterns may also impact the family dynamics. All of these studies need to be replicated with a larger sample size. Future studies of this nature may want to obtain a sample through the school system, providing a wider representation of the population and specifying clear criteria for the problem behavior. A sample of delinquent youth, currently incarcerated and/or on probation, may be sought for future studies.

Applications of this study to the professional field of counselling are plentiful. As a student in the counselling program, with a particular interest in family counselling, the researcher found the data collection and analysis of this study to be directly relevant to her future career plans. The messages targeted in this study are often heard in a family therapy session. An awareness of the implications of these messages on other family members may allow the therapist to examine the family dynamics more fully and possibly alter the patterns of interactions to facilitate change. Today family therapy is often the preferred form of therapy when working with children or adolescents who are exhibiting behavior problems. The family dynamics, of which communication plays a paramount role often has a major impact on children's behaviors. Gregory Bateson's analyses of communication and the influence of certain messages on individual behavior and interpersonal

relationships (1972) has become an underlying concept in numerous approaches to family therapy. Family therapists can benefit from an awareness of communication patterns and the role they play in sustaining family dynamics. Such an awareness may allow the therapist to create movement from a dysfunctional pattern to a more functional and health-producing pattern of family communication. An approach based on the communication process can be valuable for debriefing and assessing a family therapy session.

In addition, the implications of this study expand into an individual's personal awareness of their communication pattern as a therapist, teacher, parent, spouse, friend, or co-worker. Each and every day our communication style impacts our interpersonal relationships and ultimately our own psychological health. An awareness of functional versus dysfunctional communication can help us in establishing and maintaining healthy relationships and promoting self-growth.

Final Comment

The process of conducting this research project has been a valuable learning experience. I have learned first-hand the trials and tribulations of trying to investigate human behavior. Although I doubt if I could put into words all of my new discoveries, possibly the most valuable outcome of this study is the impact it has and will continue to have on my life. The process of analyzing patterns of communication and sorting out the messages according to categories has increased my awareness regarding the impact of different messages. I am more aware of the type of messages I deliver and

make a conscious effort to deliver the message based on the impact I want it to have. In particular, I make a conscious effort to limit the amount of constraining messages I deliver. As a therapist, I now attend closely to messages that clients deliver and how they relate to the family dynamics. I confront clients with the intent and meaning of messages they deliver and am amazed at the awareness the client achieves and the movement the awareness creates in their interpersonal relationships. Working from a systemic framework, I find the patterns of communication to be intregal to the larger familial relationships. This research study provides me with some tools to work with in my counselling sessions and encourages me to continue investigating and learning about the complexities of human relationships.

References

Alexander, J. F. (1973a). Defensive and supportive communication in family systems. Journal of Marriage and the Family, 35, 613-617.

Alexander, J. F. (1973b). Defensive and supportive communication in normal and deviant families. Journal of Consulting and Clinical Psychology, 40, 223-231.

Anolik, S.S. (1981). Imaginary audience behavior and perceptions of parents among delinquent and nondelinquent adolescents. Journal of Youth and Adolescence, 10, 443-454.

Barnes, G.M. (1984). Adolescent alcohol abuse and other problem behaviors: Their relationships and common parental influences. Journal of Youth and Adolescence, 13, 329 - 348.

Barnes, G.M., Farrell, M.P., & Cairns, A. (1986). Parental socialization factors and adolescent drinking behaviors. Journal of Marriage and Family, 48, 27-36.

Bateson, G. (1958). Naven, Stanford, California: Stanford University Press.

Bateson, G. (1972). Steps to an ecology of mind. New York: Ballantine Books.

Bateson, G. (1979). Mind and nature. New York: E.P. Dutton.

Bodin, A.M. (1969). Family interaction: A social clinical study of synthetic, normal and problem family triads. In W.D. Winter & A.J. Ferreira (Eds), Research in family interaction- Readings and commentary (pp125-127). Palo Alto, Calif: Science and Behavior Books, Inc.

Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction (5th
    ed.). New York: Longman.

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). Milan systemic
    family therapy: Conversations in theory and practice. New York: Basic
    Books, Inc.

Branden, N. (1983). Honoring the self. New York: Bantam Books.

Deutsch, L. (1989). Overstimulation by a father: An alternate view of Charles
    Ives. In S.H. Cath, A. Gurwitti, & R. Gunsberg (Eds.), Fathers and their
    families (pp 327 - 336). New Jersey: The Analytic Press.

Earle, J.R. (1967). Parent-child communication, sentiment and authority.
    Sociological Inquiry, 37, 275-282.

Enright, R.D., Lapsley, D.K., Drivas, A.E., & Fehr, L.A. (1980). Parental
    influences on the development of adolescent autonomy and identity.
    Journal of Youth and Adolescence, 9, 529 - 545.

Epstein, N. & Maragos, N. (1983). Treating delinquent-prone adolescents
    and preadolescents. Social Work, 28, 66-68.

Erkel, R.T. (1990). The birth of a movement. The Family Therapy Networker,
    May/June, 26-35.

Esman, A.E. (1982). Fathers and adolescent sons. In S.H. Cath, A.R. Gurwitti
    & J.M. Ross (Eds.), Father and child: Development clinical perspectives.
    Boston: Little Brown & Co.

Feder, S. (1989). Calcium light night and other early memories of Charles
    Ives. In S.H. Cath, A. Gurwitti, & L. Gunsberg (Eds.), Fathers and their
    families (pp 307 - 326). New Jersey: The Analytic Press.

Frank, S. & Quinlan, D.M. (1976). Ego development and family delinquency: A cognitive- developmental approach. Journal of Abnormal Psychology, 85, 505-510.

Garbarino, J., Sebes, J. & Schellenbach, C. (1984). Families at risk for destructive parent-child relations in adolescence. Child Development.55.174-183.

Gfellner, B. M. (1986). Changes in ego and moral development in adolescents: A longitudinal study. Journal of Adolescence.9. 281 - 302.

Gibb, J.R. (1961). Defensive Communication. Journal of Communication. 11. 141-148.

Glueck, S. & Glueck, E.T. (1950). Unravelling juvenile delinquency. New York: Commonwealth Fund.

Griffin, B.S. & Griffin, C.T. (1978). Juvenile delinquency in perspective. New York: Harper & Row.

Grotevant, H.D. (1983). The contribution of the family to the facilitation of identity formation in early adolescence. Journal of Early Adolescence. 3, 225-237.

Grotevant, H.D. & Cooper, C.R. (1985). Patterns of interaction in family relationships and the development of identity exploration in adolescence. Child Development.56. 415-428.

Grotevant, H,D. & Cooper, S.R. (1986). Individuation in family relationships: A perspective on individual differences in the development of identity and role-taking skill in adolescence. Human Development. 29. 82-100.

Hauser, S.T. (1976). Loevinger's model of ego development: A critical review. Psychological Bulletin. 83. 928-955.

Hauser, S.T., Weiss, B., Follansbee, D., Powers, S.I., Jacobson, A.M., & Noam, G. (1986). Adolescent ego development and family transactions. In J.C. Hansen & S. Sugarman(Eds.), The interface of individual and family therapy (pp. 84-103). Maryland: Aspen Publishers, Inc.

Hauser, S.T., Book, B.K., Houlihan, J., Powers, S., Weiss-Perry, B., Follansbee, D., Jacobson, A.M. & Noam, G.G. (1987a). Sex differences within the family: Studies of adolescent and parent family interactions. Journal of Youth and Adolescence, 16, 199-220.

Hauser, S.T., Powers, S.I., Noam, G.G., Jacobson, B. & Follansbee, D.J. (1984). Familial contexts of adolescent ego development. Child Development, 55, 195-213.

Hauser, S.T., Powers, S.I., Weiss-Perry, B., Follansbee, D., Rajapark, D.C. & Greene, W.M. (1987b). Constraining and enabling coding system manual: Revised version. Unpublished manuscript. Massachusetts Mental Health Center, Harvard Medical School.

Hirschi, T. (1969). Causes of delinquency. Berkeley: University California Press.

Henggeler, S.W. (1989). Delinquency in adolescence. Newbury Park: Sage Publications.

Holmbeck, G.N. & Hill, J.P. (1986). A path-analytic approach to the relations between parental traits and acceptance and adolescent adjustment. Sex Roles, 14, 315-334.

Isberg, R.S., Hauser, S.T., Jacobson, A.M., Powers, S.I., Noam, G., Weiss-Perry, B. & Follansbee, D. (1989). Parental contexts of adolescent self-

esteem: A developmental perspective. Journal of Youth and Adolescence, 18, 1-23.

Johnson, R.E. (1987). Mother vs. father's role in causing delinquency. Adolescence, 22, 305-315.

Littlejohn, S.W. (1983). Theories of human communication (2nd ed.). California: Wadsworth Publishing Co.

Loeber, R. & Dishion, T. (1983). Early predictors of male delinquency: A review. Psychological Bulletin, 94, 68-99.

Loevinger, J. (1966). The meaning and measurement of ego development. American Psychologist, 21, 195-206.

Matsueda, R.L. & Heimer, K. (1987). Race, family structure and delinquency: A test of differential association and social control theories. American Sociological Review, 52, 826-840.

Colgan, E.B., Rest, J.R., & Pruitt, D.B. (1983). Moral judegment and antisocial behavior in early adolescence. Journal of Applied developmentaPsychology,4,189-199.

Mayor, R. (1983). Parents and adolescents in conflict: All families of the time and some families most of the time. Journal of Early Adolescence,3, 83 - 103.

Murrell, S.A. (1971). Family interaction variable and adjustment of nonclinic boys. Child Development, 42, 1485-1494.

Niemi, P.M. (1988). Family interaction patterns and the development of social conceptions in the adolescent. Journal of Youth and Adolescence, 17, 429-444.

Niles, W.I. (1986). Effects of a moral development discussion group on delinquent and pre-delinquent boys, Journal of Counseling Psychology,33, 45-51.

Nye, F.I. (1958). Family relationships and delinquent behavior. New York: Wiley.

Osherson, S. (1986). Finding our fathers: How a man's life is shaped by his relationship with his father. New York: Fawcett Columbine.

Papini, D.R., Datan, N. & McCluskey-Fawcett, K.A. (1988). An observational study of affective and assertive family interactions during adolescence. Journal of Youth and Adolescence, 17, 477-492.

Parsons, B.V. & Alexander, J.F. (1973). Short-term family intervention: A therapy outcome study. Journal of Consulting and Clinical Psychology, 41, 195-201.

Peterson, A.C. (1988). Adolescent development. Annual Review of Psychology, 39,583-607.

Plomin, R. & Daniels, D. (1987). Why are children in the same family so different from one another? Behavioral and Brain Sciences,10, 1-59.

Protinsky, H. (1988). Identity formation: A comparison of problem and nonproblem adolescents. Adolescence, 23, 67-72.

Rees, C.D. & Wilborn, B.L. (1983). Correlates of drug abuse in adolescents: A comparison of families of drug abusers with families of nondrug abusers. Journal of Youth and Adolescence, 12, 55-63.

Rodick, J.D., Henggeler, S.W. & Hanson, C.L. (1986). An evaluation of the family adaptability and cohesion evaluation scales and the circumplex model. Journal of Abnormal Child Psychology, 14, 77-87.

Roff, J.D. (1986). Identification of boys at high risk for delinquency. Psychological Reports.58. 615 - 618.

Rowe, D. (1983). A biometrical analysis of perceptions of family environment: A study of twin and singleton sibling kinships. Child Development.54. 416 -423.

Rueger, D.B. & Liberman, R.P. (1984). Behavioral family therapy for delinquent and substance abusing adolescents. Journal of Drug Issues. 14.403-418.

Shoemaker, D.J. (1984). Theories of delinquency: An examination of explanations of delinquent behavior. New York: Oxford Univ. Press.

Solnick, J.V., Braukmann, C.J., Bedlington, M.M., Kirigan, K.A. & Wolf, M.M. (1981). The relationship between parent-youth interaction and delinquency in group homes. Journal of Abnormal Child Psychology. 9,107-120.

Sprinthall, N.A. & Collins, W.A. (1988). Adolescent psychology: A developmental view (2nd ed.) . New York: Random House.

Steinberg, L. (1987), Recent research on the family at adolescence: The extent and nature of sex differences. Journal of Youth and Adolescence.16, 191-197.

Stierlin, H. (1974). Separating parents and adolescents. New York: Quadrangle.

Strozier, C.B. & Cath, S.H. (1989). Lincoln and the fathers: Reflections on idealization. In S.H. Cath, A. Gurwitti, & L. Gunsberg (Eds.), Fathers and their families (pp 285 - 300). New Jersey: The Analytic Press.

Sutherland, E.H. (1947). Principles of criminology. (4th ed.). Philadelphia:

Lippincott.

Tolan, P.H. (1987). Implications of age of onset for delinquency risk. Journal of Abnormal Child Psychology, 15, 47-65.

Tolan, P.H. (1988a). Delinquent behaviors and male development: A preliminary study. Journal of Youth and Adolescence, 17, 413-427.

Tolan, P. (1988b). Socio-economic, family and social stress correlates of adolescent antisocial and delinquent behavior. Journal of AbnormalChild Psychology, 16,317-331.

Walters, J. & Walters, L.H. (1980). Parent-child relationships: A review 1970-1979. Journal of Marriage and the Family, 42, 807-822.

West, D.J. (1982). Delinquency, London: Heinmann.

West, D.J. & Farrington, D.P. (1977). The delinquent way of life, New York: Crane Russak.

Whitbeck, L.B. (1987). Modeling efficacy: The effect of perceived parental efficacy on the self-efficacy of early adolescents. Journal of Early Adolescence, 7, 165-177.

Wilson, H. (1987). Parental supervision re-examined. British Journal of Criminology, 27, 275-301.

Wirt, R. & Briggs, P. (1959). Personality and environmental factors in the development of delinquency. Psychological Monographs, 73, 41.

Appendix A

Letter Requesting Informed Consent

Dear (father and sons):

We are conducting a research study at the University of Alberta for the thesis component of our Masters of Educational Psychology Degree in Counselling Psychology. We are interested in seeing how 2 adolescent sons (age 12-18 years) and their fathers interact; for example · ,hat they talk about and how they think and feel about themselves, each other and their relationship. Our study is requesting a sample of adolescents to individually participate in a 1/2 hour interaction session with their fathers. These sessions will encompass the father and each son being given a few general topics to discuss. The discussions will be video-taped and the researchers (Mrs. Blackmore & Ms. Botten) will be observing through a one-way mirror should any questions arise. Following the session each participant will be asked to complete a short question ire pertaining to the discussions. The video-tapes will remain confidential and the names of the participants will not be used in the coding and analysis process or in any presentation of the data. Participants can receive the results of the study upon request. The interaction sessions will held in the evening and/or on weekends at the University of Alberta; room 5-112 in the Education Building.

The research study has been approved by our thesis committees, each consisting of three tenured professors at the University of Alberta and the Department of Educational Psychology Ethical Review Committee. Should you have any further questions regarding our study please feel free to contact us @ 963-5927(Cathy) or 434-8351(Anne)in the evenings or a message can be left @492-3245(Dept. of Educational Psychology). Please return the form attached as soon as possible in the self-addressed stamped envelope included.

Thank-you sincerely for your time,

Cathy Botten
Anne Blackmore
Educational Psychology,
University of Alberta.

We _____ (father's name), _____(son's name) and
_____(son's name)   do/do not (please circle one) give our informed
consent to participate in the research study and to release the data obtained
for use in Mrs. Blackmore and Ms. Botten's M.Ed. theses and for future
research and educational purposes conducted by Mrs. Blackmore and Ms.
Botten.

father's signature

son's signature

son's signature

Please indicate which of the following times would be convenient for you to
participate in the study.

_____ Saturday, March 31, 1990   9:00 - 10:30 am.
_____ Saturday, March 31, 1990   10:30 - 12:00 am.
_____ Saturday, March 31, 1990   1:00 - 2:30 pm.
_____ Saturday, March 31, 1990   2:30 - 4:00 pm.
_____ Monday, April 2, 1990   5:30 - 7:00 pm.
_____ Monday, April 2, 1990   7:00 - 8:30 pm.
_____ Thursday, April 5, 1990   5:30 - 7:00 pm.
_____ Thursday, April 5 1990   7:00 - 8:30 pm.
_____ Saturday, April 7, 1990 9:00 - 10:30 am.
_____ Saturday, April 7, 1990 10:30 - 12:00 am.

Other available days and times between March 31 and April 7, 1990

Appendix B

Coding Rules

Judgmental
**must be evaluative (good/bad; right/wrong) of other person's ideas
STARS(HIGH):   you're wrong

>>>>absolutely no

>>>>no (by itself)

>>>>F that noise(and similar; also devaluing)

>>>>Bullshit (also high devaluing)

>>>>no, she/he is wrong

>>>>it has to be yes or no, that's all

>>>>you're answering in the wrong way

OTHERS:

I think - must be a reply or within discussion of a topic; stating opposite/different than other person's position

>- not in response to a yes/no or do you think question

we/you don't, shouldn't, you have to, you got to, supposed to; negating other person's position

No, ... explaining, negating; No , I don't... (when in reply to a statement NOT when in reply to a question)

Why? / Why not? - condemning or indirect negative evaluation of other person's position(also Curiosity)

that's not quite right!

**also devaluing when said in sarcastic, mocking, attacking tones

***IF THREE CODES FIT: if have to pick between A and C--- pick C

>>>>if have to pick between D and J--- pick D

*** only TWO codes per speech

Appendix B (cont'd)

Devaluing

**rejects, criticizes or devalues the task, another person or another person's position, requests or actions; overtly or through insinuation

STARS(HIGH):

F - you; B.S. or any other swear words, derogatory words

shut up

you're stupid, ugly, irresponsible, idiot

high mocking

stupid task(or other devaluing statements to task)

big deal!; disgusting

and you should follow that, huh? Is that the way you really believe?

OTHERS:

her/your problem is ....

that's because you're a lawyer, only a kid, etc. (attacks)

I didn't wouldn't do/say that(reject what someone has said about you; after someone has accused you of doing something)

good, well, right, hmm (interruptions, groaning, negative tones)

devaluing a third party

obviously; is it?; now you're talking(sarcastically)

you . . . at least; just; assume(tone)

get serious, give it a rest, think about it, that has nothing to do with it; I think that's a cop out,

you really think so? . . . ; think about it

yeah, right(sarcastically, only devaluing not A)

that's no fair; that's not a good solution

you always say that, we always have to,

you did this... I didn't do _____

I don't care, fine, fine.. go ahead

listen.....

** curiosity statements(do you?) when said sarcastically also devaluing

Appendix B (cont'd)

Curiosity

** intends to clarify the speaker's understanding of another person's position by eliciting information from that person
STARS(HIGH):

>open-ended ?'s
>
>? with strong invitation to respond; gain a clearer understanding
>
>what do you mean?
>
>why did you feel that way?; how would?. . . .

OTHERS:

>yes/no ?'s
>
>? with genuine interest in what other has said (well? why?-low but

likely also devaluing)

>for the speaker's understanding
>
>really?
>
>which one? so how...? how can...?
>
>huh?; eh? like? yeah? OK? hmm? uh? ..... would you?
>
>you tell me... I'll tell you....
>
>what do you?

** if paraphrases the other person's position in an attempt to help the other person better understand their own stated perspective it is NOT curiosity
** if question said sarcastically or devaluing must have DO YOU? or Star C's to also be coded as curiousity; or if codes pertain to two different statements, ie. D must be in ? for it not to be coded as also C
** not C when OK? in middle of sentence
** did you hear me? - NOT coded as curiousity

Appendix B (cont'd)

Acceptance

**shows acceptance of other person's position through acknowledgement, agreement, support or the other's ideas or encouragement to continue on with his/her speech

STARS(HIGH):

yeah, I know

yes, you're right; alright

that's very true

that's a good...(idea, etc.)

yes, yeah right; yeah...repeat main idea

OTHERS:

** any of the above embedded in sentences or interruptions

no answer meaning yes

OK, uh huh, hmm, oh, I know, I guess so, that's true, sure, maybe, exact repetition

Yeah(yes), but (qualification)

well, um, uh, oh, hmm(when alone)

point taken, I hear you

compliment; that's a good. ... ? , statement, answer, position

I like that the best(referring to what has been said); that's even better

answer yes but then repeat previous statement

that's OK, let's see.., I suppose, that's an idea, we could

yeah? (also C)

in answer to OK? or eh?

**any of the above as an answer to a DO YOU ? is NOT coded as acceptance; ie. answer to a question which is asking for one's perspective versus a question where they have an idea what one's position is but wants to check it out (eg. you think . . ? vs. do you think. . .?)

**yeah, right, OK(all other A's) coded as D when said snottily; but coded as A when not said snottily even though it precedes a Devaluing(eg. yeah, but you're just stupid)

Appendix C

Family Questionnaire - Father Version

Please provide the following information as truthfully and fully as possible.
Note: the information you provide will remain confidential, without your name
being used in any presentation of the information

Father's Name: _____

Father's Age: _____

Son's Name: _____Age: _____ Natural Son:
yes/no

Son's Name: _____Age: _____ Natural Son:
yes/no

# of other children and ages:

_____

_____

Marital Status(please circle one): married
                                   remarried
                                   divorced
                                   separated
                                   commonlaw

Father's Occupation: _____

Father's Education: _____

Estimated Family Yearly Income: _____

Primary language spoken in home: _____

Ethnicity: _____

Previous experience with counselling and/or education regarding
    communication skills: yes/no   (please circle one)
        If yes, please explain:

_____

_____

Appendix C (cont'd)

Please indicate(by   ) the following statements which pertain to each of your sons and is or has been a concern to you.

	Older(name)	Younger(name)
Community/Law:	_____	_____
- having a charge laid against him	_____	_____
- being incarcerated	_____	_____
- being on probation	_____	_____
- being in contact with police	_____	_____
- committing an offense that you were aware of but there was no police involvement	_____	_____
School:		
- being expelled/suspended from school	_____	_____
- getting into fights at school	_____	_____
- dropping out of school	_____	_____
- skipping school	_____	_____
- seeing the school counsellor regarding personal problems	_____	_____
- concern being raised by teachers and/or principal regarding son's behavior	_____	_____
- concern regarding son's academic performance	_____	_____
If yes, please specify		

_____

Home:		
- running away from home	_____	_____
- fighting with siblings	_____	_____
- fighting with you and/or your wife	_____	_____
- lying to you or your wife	_____	_____

- breaking curfew   _____   _____

- using foul language   _____   _____
- stealing from any family member   _____   _____
- exhibiting behaviors that have concerned
     you or your wife?   _____   _____
     If yes, please specify:

_____

_____

_____

Please write 5-10 words that would best describe each of your sons.

_____(son's name):

_____

_____

_____ _____

_____(son's name):

_____

_____

_____

Appendix C (cont'd)

Please answer the following questions as fully and truthfully as possible. Your answers will remain confidential.

Do you feel that you communicate differently to your two sons? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Do you feel your two sons communicate differently to you? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Do you feel your communication style with one or both of your sons has changed over the years? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix C (cont'd)

Family Questionnaire - Son Version

Please answer the following questions as fully and truthfully as possible.
Your answers will remain confidential.

Do you feel your father communicates differently to you than he does to your
brother? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Do you feel you communicate differently to your father than how your brother
communicates to your father? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Do you feel your communication style with your father has changed over the
years?
Please explain.

_____
_____
_____
_____
_____
_____

Appendix D

Debriefing

FAMILY:

How have you found these discussions?   Feedback?

Are you all feeling OK?

Do you have any specific concerns or questions?

Do you feel alright about leaving here?   Is a follow-up call needed?

Give letter.

Appendix E

Letter Given to Participants

Dear: (father and sons' names)

We would like to thank-you for volunteering to participate in our father-son communication study. Within the next four months we will be sending you a summary of our findings. Our study was designed to investigate certain aspects of communication which could be used in developing or changing communication skills.

Please find enclosed a list of community resources for your information. Thank-you once again for your co-operation.

Sincerely,

Anne Blackmore

Cathy Botten

Appendix E (cont'd)

Community Resources

General Practitioner

Community Health Nurse

School Counsellor

Ministerial/Religious Services

Catholic Social Services

Alberta Mental Health Services

Alberta Social Services

Family and Community Support Services

Family Service Association of Edmonton

Aid Service of Edmonton (Information and referral) - 424-3242

                 (Distress Line)   - 424-4252

Private Professional Services - as listed in the "Yellow Pages"

Appendix F

Discussion Transcript - Family #2

Legend:

F = father's message

S = son's message

(J) = judgmental code given to message

(D) = devaluing code given to message

(C) = curiosity code given to message

(A) = acceptance code given to message

(N) = no applicable code given to message

Son #1 (nonproblem)

Discussion #1

(A)	F: OK, we're going on two week vacation.
(A)	S: Yeah.
(C)	F: Where would you want to go?
(N)	S: To a park or to viewing place.
(J)	F: No, go on a trip, it's two weeks remember.
(A)	S: Hmm.
(C)	F: Disneyland?
(A)	S: Yeah.
(C)	F: Uh, where else?
(A)	S: Uh
(C)	F: Would you like to go camping?

Appendix F(cont'd)

(A,C) S: Yeah, to the mountains or go skiing.

(A,C) F: Yeah, what would you like to do?

(N) S: Go to a skiing resort

(C) F: What if they have no snow, say it's in the summer?

(N) S: Hmm, um, to Disneyland or camping

(C) F: Now just think would you want to go to Calgary, the zoo out there?

(A) S: Yeah.

(C) F: Would you like to go to West Edmonton Mall, would you like to go there?

(A) S: Yeah in the waterpark.

(A,C) F: Uh-hmm, or would you want to go west to Rocky, Nordegg, you like camping?

(A) S: Yeah.

(C) F: Don't forget, she said we have unlimited funds so you can spend all the money you want or whatever. So where would you want to go first?

(N) S: To a hot place.

(C) F: Where?

(N) S: Like Hawaii.

(A) F: Hmm.

(N) S: Florida or somewhere to Disneyworld.

(A,C) F: Uhhmm, OK, say that takes up one week of our time. What would you do with the other week?

Appendix F (cont'd)

(A)   S: Hmm.

(D)   F: Speak up OK.

(A)   S: Yeah, I don't know anywhere else.

(C)   F: Would we go camping?

(A)   S: Yeah.

(C)   F: And what, fish?

(A)   S: Yeah fish.

(C)   F: What else would you do?

(N)   S: Swim

(A)   F: Yeah there's fishing holes and some rivers.

(A)   S: Yeah or swim in like a pool.

(A)   F: Uh-hmm, OK so..

(A)   S: Or, uh, hmm.

(A)   F: OK we do all of that, we've gone to Disneyland..

(A)   S: Yeah.

(C)   F: And we've gone camping, that would eat up pretty well all of the

time 2 weeks?

(A)   S: Hmm.

(C)   F: Say that was our vacation, think that would satisfy you?

(A)   S: Yeah.

(A)   F: OK.

(N)   S: Just Disneyland maybe even for $100.

(C)   F: You think that would be enough money?

Appendix F (cont'd)

(A)   S: Yeah.

(A,C)   F: Alright, what else would we do?

(N)   S: Go on a hike.

(A)   F: Oh yeah we can go on hikes.

(N)   S: And see animals.

(C)   F: They are alot of fun, you've even been out west eh?

(A)   S: Yeah.

(A)   F: Um.

(N)   S: Or to a zoo.

(A)   F: Uh-hmm.

(N)   S: And learn about animals.

(C)   F: Do you like that?

(N)   S: Yeah.

(C)   F: Um, what else?

(N)   S: Hmm, to a..

(N)   F: I suppose two week wouldn't be all that..

(A)   S: Yeah

(N)   F: All that much, to go to Disneyland.

(C)   S: Go see your relatives?

(A,C)   F: Oh yeah we can visit relatives. What else could you do?

(A)   S: Hmm

(N)   F: Things that you like.

Appendix F (cont'd)

(N)   S: I like to rides the motorbikes and ski-doos and that, motorbikes
the most.

(A)   F: Hmm

(N)   S: With someone else, one person.

(A)   F: OK.

Discussion #2

(A)   F: OK you heard it.

(A)   S: Uh-hmm

(A,C)   F: OK, have we had any problems recently?

(A)   S: Yeah, me and Lynn fighting with (younger sister).

(A)   F: OK

(N)   S: Picking on (younger sister).

(C)   F: Um, what was the uh result?

(N)   S: Well mostly the person who did the least got the most
punishment.

(C)   F: You say punishment what is that, discipline?

(A)   S: Yeah.

(A,C)   F: OK, uh, did we have a problem you and I recently?

(A)   S: Hmm

(C)   F: Uh about your school teacher?

(A)   S: Uh, yeah.

(A,C)   F: OK, did we arrive at something you would do?

Appendix F (cont'd)

(A)   S: Yeah.

(A)   F: OK, remember he phoned Dad to explain what the problem was.

(A)   S: Yeah.

(A,C)   F: OK, what was that problem?

(N)   S: I was making faces at him.

(C)   F: He didn't like it eh?

(A)   S: Yeah.

(A,C)   F: Kay, he spoke to you about it?

(A)   S: Yeah.

(C)   F: And what was your response?

(N)   S: Um, to abide by his rules.

(A)   F: OK he phoned me up a couple of days later

(A)   S: Hmm.

(C)   F: To talk to me about it and then I asked you OK. What was the end result between you and I? What did we decide?

(A)   S: Hmm.

(N)   F: With that problem?

(N)   S: That um if you ever heard of me being bad my priveleges would be taken away.

(C)   F: Now what did Dad say to you? When I was in your bedroom?

(N)   S: You said that I hurt him.

(A)   F: Uh-hmm.

(N)   S: And that you didn't want me to do it anymore.

Appendix F (cont'd)

(A,C)   F: That's right, we solved that problem didn't we?

(A)   S: Yep.

(C)   F: That, do you think that was the way to solve that problem?

(N)   S: Yes.

(A,C)   F: OK, what did you then do when you went back to school?

(N)   S: I apologized to him.

(A,C)   F: You did, OK, that's fine and uh he accepted it?

(A)   S: Yeah.

(A,C)   F: OK and that was the end of the problem, right?

(A)   S: Yeah.

(C)   F: What did Mr. R say?

(A)   S: Hmm, um.

(C)   F: He just gave you a warning?

(A)   S: Yeah and later he told me I was a good student and I didn't have to play those parts.

(A)   F: Right , very good. Suppose we're supposed to wait for next question.

(A)   S: Hmm.

(C)   F: Could you maybe think of another problem that we had?

(N)   S: I don't know, not really.

(C)   F: Not recently eh?

(A)   S: No.

(C)   F: Smile (son) at the camera, um you can't think of any more?

Appendix F (cont'd)

(A)   S: No, not recently.

(C)   F: What was uh Mr. R's response when you told him you were sorry?

(N)   S: That I wouldn't do it anymore.

Discussion #3

(N)   S: I could paint with ya.

(A)   F: That's a good idea, OK, good. I and you were to go skiing.

(A)   S: Uh hmm.

(C)   F: What would it cost right?

(A)   S: Yeah.

(A)   F: Kay, say we left on a Friday.

(A)   S: Uh hmm.

(N)   F: Saturday, return home Sunday so that's two nights lodging.

(A)   S: Uh hmm.

(N)   F: Uh meals, two days meals say it would cost us between $250-300.

(A)   S: Yeah.

(A,C) F: OK, you said you would go work with me to raise the money?

(A)   S: Uh hmm.

(C)   F: Well that's a beginning, what else could we do?

(N)   S: Uh, get a loan and pay it later.

Appendix F (cont'd)

(J)   F: mmm no that's not a good idea.

(N)   S: To do, to raise money.

(A,C) F: Yeah, what would you do to raise money? There's all kinds of things for you to do. What have you been doing when you were younger and Dad used to drive you around or Mom?

(N)   S: Hmm bottle collect.

(A)   F: Uh hmm.

(N)   S: In the summer and in the winter.

(A,C) F: Kay, what else could we do?

(N)   S: That's something.

(C)   F: What else could we do? Maybe you could come and help me paint.

(A)   S: Yeah.

(A)   F: Uh.

(N)   S: Or help you take garbage to the dump.

(J)   F: No, it's...

(N)   S: Or..

(N)   F: That's from Dad's income.

(N)   S: Do..

(N)   F: We're raising the money.

(A)   S: Yeah.

(N)   F: From other sources.

Appendix F (cont'd)

(N)   S: Do work for someone.

(A)   F: Well..

(N)   S: By..

(C)   F: Couldn't you get a delivery paper delivery?

(A)   S: Yeah of newspaper, the Journal.

(A)   F: Uh hmm.

(A)   S: Uh hmm.

(A,C)   F: OK, that's three things- paper route, coming and helping me paint, pick up bottles. What else?

(A)   S: Well, um.

(C)   F: Wouldn't you, couldn't we talk to Les about milking?

(A)   S: Yeah.

(N)   F: For extra.

(N)   S: For a day or day or two.

(A)   F: Uh hmm.

(N)   S: To get a job at the farm.

(A)   F: Um, OK.

(N)   S: Or sold some of the junk that we have.

(A)   F: Yeah have a garage sale.

(A)   S: Yeah.

(A)   F: Yeah, that's a bright idea. Um, well we've got four or five ideas so we need between $250-300, providing that's just you and I going skiing.

(A)   S: Hmm.

Appendix F (cont'd)

(N)   F: And uh if brought the whole family we'd need more than that.

(A)   S: Yeah.

A,C)   F: Um, OK, what else can we do?

(N)   S: Um, I don't know.

(C)   F: No?

(A)   S: No, we could just do some things, painting.

(C)   F: Well I could get some extra work and work at nights that would be a good source right?

(A)   S: Yeah.

(N)   F: Work evenings, three or four hours every evening.

(A)   S: Yeah.

(N)   F: And uh that wouldn't take us long to raise that type of money.

(A)   S: No, well.

(C)   F: But it's hard work, isn't it?

(A)   S: Yeah.

(C)   F: So we've arrived at four or five different ways of raising money. OK think real hard maybe you missed one or two. What else could we do?

(A)   S: Uh.

(N)   F: It's coming spring we could wash windows.

(A)   S: Yeah.

(N)   F: For neighbors.

(N)   S: Or get a job at Glen's.

Appendix F (cont'd)

Discussion #4

(A,C)   F: OK, what are three important rules we have set up in our home?

(N)   S: No more name calling.

(A)   F: Well, yeah that's a beginning.

(N)   S: Or we get punished or uh, um, getting only a number of nights to go to town.

(A,C)   F: Yeah, yeah, what one rule that everyone help each other cleaning up the house?

(A,C)   S: Yeah like on a Saturday or a Wednesday?

(A)   F: Yeah.

(N)   S: We could clean up the house those two days.

(A,C)   F: Uh hmm. Um, OK, what's another matter?

(A)   S: Uh.

(N)   F: Treating each..

(A)   S: Yeah.

(N)   F: Individual with respect.

(A)   S: Respect, yes.

(A,C)   F: Uh, OK, why is that so important?

(N)   S: So it doesn't start fights.

(A)   F: Uh hmm.

(N)   S: And arguments.

Appendix F (cont'd)

(A,C) F: Yeah, OK, what's another hard and fast rule with Mom or Dad at the house?

(N) S: If we're going to leave somewhere to town or to a friend's we have to do our work first and not after.

(A) F: Uh hmm, yeah , homework has to be done from school.

(N) S: First.

(N) F: Uh, clean up and be tidy.

(A) S: Uh hmm.

(A,C) F: OK, let's arrive at a solution on that respect OK? What we have arrived at? We've arrived at that you do all your work ...

(A) S: Uh hmm.

(N) F: And cleaned up your room.

(A) S: Yeah.

(A,C) F: Kay, that's fine. Kay, that's number one. What about teaching or maybe treat each individual with respect?

(A) S: Yeah or..

(C) F: What solution? Have we arrived at a solution?

(A) S: Yeah, well we get priveleges taken away each time we call a name or we have to do something extra or extra work or something.

(A,C) F: Uh hmm. That's a solution, um, was it uh, what do we do on Sundays?

(N) S: Go to church and uh.

(N) F: Usually that's a hard and fast rule.

Appendix F (cont'd)

(A)   S: Yeah.

(N)   F: That uh.

(N)   S: We can't miss it.

(A)   F: Yeah we go as a family.

(A)   S: Yeah.

(N)   F: You take in Sunday school.

(A)   S: Uh hmm.

(C)   F: And uh you should be able to function quite alright if we do all

those things eh?

(A)   S: Yeah.

(A,C) F: OK, um, what else? That's three, three of them.

(N)   S: To say or not to teach (younger brother) any bad words.

(A)   F: Yeah.

(N)   S: Or to fight.

(A)   F: Yeah.

(N)   S: Or whatever.

(A)   F: Uh hmm.

(N)   S: And not to spend money on toys and that.

(A)   F: Yeah, that's...

(N)   S: Or any extras.

(A)   F::That's a nice thing to remember especially with (younger brother).

(A)   S: Yeah.

Appendix F (cont'd)

(A,C)   F: He's at that age when he picks up from grown-ups quite rapidly you know. The wrong word or anything that we may do, that's a good thing to remember. OK, what about church, we've arrived at a solution?

(A)   S: Um, that yeah go to church as a family.

(A)   F: OK.

Appendix F (cont'd)

Family #2 - Son #2(problem)

Discussion #1

(A)   S: Hmm.

(C)   F: Did you get that? Right? OK, so we have two weeks with

unlimited funds and ah... I suppose that includes all the family. But anyway

just generalize. What would... you know you wouldn't have to worry about

money, it's unlimited.

(A)   S: Oh.

(C)   F: But we have two weeks, OK?

(A)   S: Well.

(C)   F: Where would you want to go? OK, like I told (your brother), we

always wanted to go to Disneyland.

(A)   S: Yeah.

(C)   F: Right? OK you have that choice. Calgary, what's that park,

Callaway?

(A)   S: Yeah.

(A)   F: Yeah or the zoo and in Edmonton you have West Edmonton Mall.

(A)   S: Yeah.

(A,C)   F: OK, what else do we do in the summer? Say it's in the summer

time.

(N)   S: Go to Calgary.

Appendix F (cont'd)

(A,C) F: Uh, right on. OK, what would you like to do first? Or would you ask Mom and Dad and save money. Which you know is not too long, two weeks. Especially if we go to Disneyland. Well, what would you do?

(N) S: Oh, I don't know, probably... on a trip to a far away place

(D) F: Yeah, but how far away? Would it take us three days to travel or one week or 10 days or whatever.

(N) S: I don't know. Just, I don't know. Somewhere hot though instead of staying in cold...

(A,C) F: Yeah, that's fine. Um, OK, we have two weeks vacation, say it's in July. What else would you do? Say we went to Disneyland and we came back and had three or four days left. What else would we do?

(N) S: I don't know. Go another place, uh, probably just come to West Edmonton Mall. It's fun there.

(A) F: Yeah it is.

(N) S: And stay in a hotel.

(J,C) F: No, I don't think we'd stay in there, it's too costly. You know what it costs to stay there?

(A) S: Yeah.

(C) F: Over a $100 a night. Oh, yeah, yeah, we could stay there because it's unlimited funds, right? Yeah, OK.

(N) S: ....

(A,C) F: Yeah we could do that. where else could we go?

(N) S: On a ski trip.

Appendix F (cont'd)

(A,C) F: Yeah, yeah. That would be pretty good. I don't think two weeks would be enough to do all those things, eh?

(A) S: Yeah.

(C) F: Because even going up to the North country takes a few days but it would be nice, wouldn't it?

(A) S: Uh hmm.

(A,C) F: Yeah, OK. Can you think of anything else?

(N) S: Go to Vancouver.

(C) F: For what? Hockey school?

(N) S: No.

(A,C) F: Yeah, that would be something to see, eh?

(N) S: Go to the Wayne Gretzky Hockey School.

(C) F: Where does he have it?

(N) S: I think Los Angeles.

(A,C) F: Oh, yeah, yeah, yeah, that would be nice. OK, what else?

Discussion #2

(A,C) F: OK, with you, eh?

(N) S: A problem.

(A,C) F: OK, OK, problem. Did we have a problem at home anywhere?

(N) S: I don't know, uh...

(C) F: Did you and I have a problem personally together. Or did you and Mom, or your school teacher? OK, we did have a problem, you wanted to quit hockey, right?

(A) S: Right.

(A) F: Alright and ah we arrived at a solution.

(A) S: Hmm.

(C) F: What was that solution?

(N) S: If I quit I'd be grounded for two weeks and if I didn't I'd have to play more. I decided to play.

(A) F: OK, I said to you, uh, you only have two weeks of hockey left.

(A) S: Uh hmm.

(C) F: If you quit on your teammates it wouldn't be so good, would it?

(A) S: Yeah.

(D,C) F: Why would you quit on your teammates at this time? Why not in October? You know for you to just walk out now would let them down, right?

(A) S: Yeah.

(A,D) F: OK... that was one solution that we had discussed. Uh, your problem, the problem. Why was it such a problem? Was it lack of ice time? Was the coach being rough on you? Did you have a fight with your teammate or a fight with your coach or... I mean it was a problem, you wanted to quit, right?

(A) S: Yeah.

(D,C) F: OK, let's hear it. Why did you want to quit?

Appendix F (cont'd)

(N)   S: Well, because of the coach and that I was, I don't know, after awhile I was just benched for no reason because he was mad and...

(A,C)   F: Uh hmm, OK. What did you and Dad arrive at? We solved the problem. What did we decide on? For you to play hockey.

(A)   S: Yeah.

(C)   F: Because it's just about over?

(A)   S: Uh hmm.

(A)   F: OK, that's the problem solved.

(N)   S: And the coach is gone.

(D)   F: Well yeah, that helps.

(N)   S: Not as bad.

(A,C)   F: Yeah, that always helps. OK, we solved that problem. Any other problems we may have had? Let's see there's a certain boy that likes missing the bus.

(A) S: Yeah.

(C)   F: Well, we haven't solved that problem yet, just yet, have we?

(A)   S: Yeah, it's hard though.

(A)   F: OK, but we did solve the one problem and that was why you were trying to quit hockey. That wouldn't have been fair for you or your teammates to quit hockey.

(A)   S: Yeah.

(N)   F: Just continue playing hockey until the season ends and you'll feel much better and so will the whole hockey team.

Appendix F (cont'd)

(N)   S: I can't think of anymore.

(N)   F: Let's see, I think that between you and I. If you had a problem with, I'm sure you had a problem with Mom that would be different.

(A)   S: Uh hmm

Discussion #3

(A)   F: OK, you begin. You heard her. Say I get off on Friday.

(A)   S: Yeah.

(C)   F: So we go up there. That would be two nights. So, how much would it take to save for a ski trip, say to Banff or Lake Louise. How much do you think for both of us?

(N)   S: About $250.

(A,C) F: Yeah, say at $250 or $300. Now we got to, we don't have any money and we have to raise some money. What can we do?

(N)   S: I can work around the house or with someone else.

(N)   F: Well, let's see, if you work for me, if you work for Dad, let's see if you can get the money from an outside source. You..

(N)   S: I can help Gregg and Mark milk.

(A)   F: Yeah, that's one, yeah.

(N)   S: Do chores.

(A)   F: OK, that's at a dairy farm.

(A)   S: Yup.

Appendix F (cont'd)

(C)   F: Milking. Let's see what else can we do. Can Dad work after

hours? Um, three or four hours after supper. That would be a good way, um,

um. What else could you do? Could you pick up bottles, but not in the

winter, right?

(A)   S: Yeah, we have our, that's not too much.

(A)   F: Uhh.

(N)   S: Take someone's paper route.

(A)   F: Yeah, you could put your name in for a paper route. That could

mean that you would have to stay in town after school.

(A)   S: Yeah, I like that.

(N)   F: I knew you would. OK, we've got about two sources to make extra

money, uh. You can come and help me.

(A)   S: Yeah.

(N)   F: Paint on Saturdays or you know if you had a holiday from school.

That's another good sources, uh..

(N)   S: I could work with Jessie.

(A) F: Yeah.

(N)   S: ...on his farm.

(A)   F: Yeah.

(N)   S: When _____ goes away.

(N)   F: You can go and help the neighbours to inquire about any jobs

they have. You know it's coming spring, there always extra jobs to do like

washing windows, cleaning up yards, raking up leaves from the fall.

Appendix F (cont'd)

(N)   S: Cutting the lawn.

(C)   F: Would you like that?

(N)   S: No, that'd be hard.

(A,C)   F: Yeah, OK, so we have three or four now. We've got to raise 250 to 300 bucks. What are ski rentals, how much are they?

(N)   S: Not sure.

(C)   F: Are they 50 bucks a day or 30 a day?

(N)   S: About.

(C)   F: Me not being a skier, I don't know, right?

(N)   S: About $30 to $70 and a lift ticket and that so..

(A)   F: Uh hmm, I would like to go. You see, I don't ski, but I'm sure I can find something to do.

(A)   S: Uh hmm, I got my own skis too, so.

(A,C)   F: Oh yeah, that's right. OK, where would you like to go to? Banff or Lake Louise?

(N)   S: Jasper, probably.

(A)   F: Yeah, that's Lake Louise.

(C)   S: Really?

(A,C)   F: Yeah. No it isn't, is it?

(A)   S: No.

(C)   F: Jasper?

(N)   S: We could go with (younger brother) 's class.

(J)   F: No you couldn't.

Appendix F (cont'd)

(D)   S: I could.

(C)   F: Just both of us, right? Uh, do you think we could raise that much money?

(N)   S: If we tried hard enough.

(A)   F: Yeah, good.

Discussion #4

(A,C)   F: OK, do you, do you know what the three rules at our place?

(N)   S: Yeah.

(A,C)   F: OK, what are they?

(N)   S: No fighting which is hard, um. Set the table and that.

(A,C)   F: Yeah, yeah, OK, that's one. We could class that as everybody's doing their own jobs, right?

(A)   S: Uh hmm.

(A,C)   F: OK, what's another one?

(N)   S: Come home after school.

(C)   F: Well, let's say that under #1. Everyone holds up their own. You clean up your room and Dad has to pick up his stuff in the bedroom and we can class that as #1. OK, let's say #2. What about we as a family been talking about treating each other with respect?

(A)   S: Yeah.

Appendix F (cont'd)

(C)   F: That means leaving or bringing up the baby to Mom and Dad. Uh,

OK, 2 and #3. What do we do on Sundays?

(N)   S: We go to church.

(A,C)   F: OK, let's talk about #1. Uh, we arrived at a conclusion how we can

maintain a good relationship with one another as a family, OK? What were

your ideas. Maybe there's something you dislike to do?

(N)   S: Homework.

(A,D)   F: Yeah, at least you're honest, eh?

(A)   S: Uh hmm.

(A)   F: OK, uh, if you don't do those things you end up in Mom's

doghouse.

(A)   S: Yeah.

(C)   F: So, what's the solution to that?

(N)   S: Get more work done and do the work you guys tell me to do. Do it

then.

(A)   F: Uh hmm.

(N)   S: Not hours later like until you get mad and   hollering starts.

(A,C)   F: Yeah, yeah, that's a nice thing to rememb   um, what have

we done for rule #2? Teach you know respect for on   or. No bugging,

notes, no name calling, ahh, listen to your mom whe   aks

to you, or to Dad. OK, have you arrived at a conclusion   to

know, can help to solve that problem?

(N)   S: Well, no not quite.

Appendix F (cont'd)

(C) F: You have no idea eh?

(A) S: No.

(D) F: Ahh, you must have some kind if Mom asks you to do something.

(D) S: Do it.

(A) F: Yeah, OK.

(N) S: Always.

(C) F: If (younger brother) calls you a name or (sister)?

(N) S: Try to ignore it.

(C) F: Just don't respond, right?

(A) S: Yeah.

(C) F: What happens when you do? Big fight, eh?

(A) S: Yeah.

(A) F: OK.

Appendix G

Descriptive Data on Individual Families

Family #1

Family #1 was comprised of the father, age 43 and two sons, ages 15 and 12. Both of the sons were the father's natural children and there were no other children in the family. The 15 year old son was identified as the problem son. The father's ethnic background was European, he had post-secondary education, and the family's annual income was between $85,000 - $95,000. The father had reported attending various self-development courses which included learning about communication skills. The nature of the son's problem was that recently he had become more withdrawn, had lost some friends, and had been seeing the school counsellor regarding personal issues.

Family #2

Family #2 was comprised of a father, age 50 and two sons, ages 13 and 12. There was another son, age 3 and a daughter, age 11. The 13 year old son was identified as the problem son. The father's ethnic background was Metis, he had grade 10 education, and the family's annual income was between $25,000 and $35,000. The father reported no previous exposure to courses dealing with communication skills. The nature of the son's problem was that he had been in contact with the police and had skipped school. School personnel had identified his school behavior as a concern. He had been caught stealing from family members and his parents were concerned about his temper.

Appendix G (cont'd)

Family #3

Family #3 was comprised of a father, age 40 and two sons, ages 13 and
12. There was one 8 year old daughter. The father's ethnic background was
Canadian, he had grade 11 education, and the family's annual income was
between $35,000 and $45,000. The father reported no previous experience
with courses dealing with communication skills. The nature of the son's
problem was that he had been in contact with the police, was challenging to
his parents, did not take no for an answer, was aggressive, and his marks at
school were dropping.

Family #4

Family # 4 was comprised of a father, age 44 and two sons, ages 17 and
14. There were two other sons, ages 18 and 8. The 17 year old son was
designated as the problem son. The father's ethnic background was
Canadian, he had grade 12 education, and the family's annual income was
between $35,000 and $45,000. The father reported having no previous
courses dealing with communication skills. The nature of the son's problem
was that he had been in trouble at school, gave up easily with academics,
was defiant, and he was decribed as having attitude problems.