

ABSTRACT

Statement of the Problem

Main Problem:

To what extent can changes be brought about by an Adlerian joint parent-child counseling after the counseling process?

Specific Questions:

1. Will Adlerian joint parent-child counseling change the child rearing practice to an average scale score of 4 in the Child Rearing Practices Scale and through oral feedback of the child counselee?

2. Will Adlerian joint parent-child counseling change the frequency of occurrence of children's disruptive behavior to a minimum of 3 in the Behavior Checklist?

3. Will Adlerian joint parent-child counseling
- a. lessen excitability of the child to at least an average scale score of 5 in the CPQ?
 - b. decrease guilt proneness of the child to at least an average scale score of 5 in the CPQ?
 - c. lessen ergic tension of the child to at least an average scale score of 5 in the



CPQ?

4. As perceived by significant others through oral feedback, will Adlerian joint parent-child counseling effect some changes in the disruptive behavior of the child counselee?

Procedure

The study used an idiographic design (n=1) using ten cases, nine of which are replication studies. All cases used joint parent-child counseling as the treatment modality.

Treatment of Data

Since the study used an idiographic design, in depth description of the counseling process was done for each case. The pre-test and post-test treatment of the data was gathered from the following instruments: Child Rearing Practices Scale, Behavior Checklist, CPQ Intelligence, Excitability, Guilt Proneness and Ergic Tension Scales. Likewise, oral feedback were gathered from significant others.

Findings

For those who completed the counseling process results of the study point out the following to be true:

1. The joint parent-child counseling brought



about positive changes in the client.

2. The Child Rearing Practices Scale revealed changes of scores from 4 to 5-6 which made them tend to be democratic rather than authoritarian.

3. The Behavior Checklist showed that their disruptive behavior, changed from a scale score of 2 to 4. These scores indicated a change of disruptive behavior occurrence from "Often" to "Rarely". However, there were two behaviors which indicated a change of occurrence from "Often" to "Sometimes" which was the criteria set for change.

4. The Children's Personality Questionnaire revealed that counselees A, B, D and J reduced their excitability scores from sten of 7-9 to sten scores 5-6 which lessened their excitability. In the guilt proneness scale showed a reduction of one scale score for 6 to 5. There was a decrease of their guilt proneness. The ergic tension scale scores were sustained from pre-assessment to post-assessment. These were all within normal limits. There was neither a decrease nor increase.

5. From the oral feedback all subjects who completed counseling session reported changes in their disruptive behavior. Likewise, their feelings of being rejected were changed to feelings of being cared for and



listened to. Likewise feedback from significant others also reported changes of their disruptive behaviors from occurring "sometimes" to "rarely" occurring.

6. The child clients realized that their disruptive behaviors were caused by their mistaken beliefs and conclusions brought about by their own subjective perceptions of how their parents interacted with them.

7. The child-parent clients gave their commitment to change their dysfunctional behavior by attending sessions and doing tasks required of them in between sessions.

Conclusions

From the findings of the study the following are tentatively concluded:

1. That counselees to benefit from the treatment have to set their own goals and commit time and effort;
2. That changes in the disruptive behavior were brought about by correcting the mistaken beliefs the counselees held on to;
3. That the modification of the type of interaction the client experienced with the parents brought about changes in both their feelings and behavior;



4. The changes of feelings and beliefs occurred as therapy proceeded even if the goal of behavior change has not been manifested yet;

5. That parents' child rearing practices to some extent negatively or positively influenced 'childrens' behavior;

6. That joint parent-child counseling to some extent proved effective in bringing about the changes in the frequency of occurrence of disruptive behavior, likewise the changes in the well-being of the counselee in terms of his/her excitability, guilt proneness and his/her ergic tension;

7. That psycho-education to some extent bring about changes in child rearing practices of parents.

Recommendations

From the findings and conclusions gathered from this study the following recommendations are given:

For Counseling and Psychotherapy:

1. That fellow practitioners in the field use joint parent-child counseling through practice and research to further verify the effectivity of the counseling model.



For Teachers:

1. That counseling programs be initiated where teachers have more active involvement.

For Further Research in Counseling:

1. That a truly Filipino psycho-education model be developed

2. That a more rigorous study be made focusing only on a particular behavior

3. That joint parent-child counseling be compared with other's counseling models.

