CHILDREN’S ROUTINES IN DUAL HOUSEHOLDS AND THEIR BEHAVIOR IN SCHOOL

A Thesis

Presented to the faculty of the Department of Child Development

California State University, Sacramento

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Child Development

(Theory and Research)

by

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SUMMER
2012
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Department of Child Development
Abstract

of

CHILDREN’S ROUTINES IN DUAL HOUSEHOLDS AND THEIR BEHAVIOR IN
SCHOOL

by

Lauria Bich Phan

Statement of Problem

In recent years, more children are growing up in dual households or two separate households with different caregivers in each residence. This leads to the question of consistency of family routines among the two households, such as meal times, sleep habits, and other patterned activities, as well as contact schedules with each parent. The purpose of this study was to investigate children’s routines in dual households and its relationship to children’s internal and external behaviors in the classroom.

Sources of Data

Quantitative and qualitative data were collected through the use of questionnaires, specifically the Family Routines Inventory (FRI). In addition, subscales of the Child Behavior Check List were utilized, the Caregiver-Teacher Report Form (C-TRF) and the Teacher Report Form (TRF).

Conclusions Reached
Findings indicate a significant negative correlation with the routine of children having special things they do or ask for at bedtime in the other parent’s household and their anxious depressed behaviors.

_______________________, Committee Chair
Dr. Juliana Raskauskas

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Date
ACKNOWLEDGEMENTS

I would like to thank Dr. Juliana Raskauskas and Dr. Christi Cervantes for your knowledge and guidance throughout my experience in obtaining this degree.

Thank you Ricardo for your continued support and encouragement. You were always there to motivate and cheer me on.

Thanks to my family and friends for your unconditional love and understanding.

Finally, much appreciation to the participants of this study. I could not have completed this research without you.
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Chapter 1

INTRODUCTION

Purpose of the Study

The purpose of this study was to investigate children’s routines in dual households and its relationship to children’s internal and external behaviors in the classroom. Routines have been defined as those observable, repetitive behaviors which involved two or more family members and which occurred with predictable regularity in the ongoing life of the family (Boyce, Jensen, James, & Peacock, 1983; Jensen, James, Boyce, & Hartnett, 1983). Prior research has viewed family routines as a protective factor for negative stressors and events (Boyce et al., 1983). Neale and Flowerdew (2007) found that children who are going through divorce may be at risk for increased stress and benefit from stable routines during transition.

Children who come from a family of separated or divorced parents typically have arranged schedules on when to reside with each parent. Research has indicated that this can be a stressful time for both parents and children, especially when there is animosity between the parents (Radovanovic, Bartha, Magnatta, Hood, Sagar, & McDonough, 1994; Yarosh, Chew, & Abowd, 2009). Children who come from such family structures have shown to perform poorly on a variety of social, academic, and physical health criteria (Guidulbaldi, Cleminshaw, Perry, Nastasi, & Lightel, 1986). Research indicates that there are better outcomes for children when both parents work together and take the child into account when making custodial arrangements (Smyth, 2004). However, it is not just about custodial arrangements, outcomes depend on quality of interactions not,
quantity. Quality interactions are related to better psychological and emotional outcomes for the children following divorce (Neale & Flowerdew, 2007; Smyth, 2004). Thus, a focus on how similar routines in each residence may decrease the amount of disruption for the child and how this may impact the child’s behavior in school warranted further exploration.

Prior research has not investigated routines of children who are living in dual households. Therefore, this study specifically examined the routines that typically occur at a regular time, with a regular adult, in a regular setting, and in a regular sequence (Wildenger, McIntyre, Fiese, & Eckert, 2008). Dual households is defined as arrangements where a child spends time as a resident in both a mother’s residence and a father’s residence.

**Statement of the Problem**

In recent years, more children are growing up in dual households or two separate households with different caregivers in each residence. Statistics show that 32% of children live apart from one of their parents whether it is due to divorce, separation, or their parents never being married (Yarosh et al., 2009). Children in dual households have found themselves being transported back and forth between two households. This leads to the question of consistency of family routines among the two households, such as meal times, sleep habits, and other patterned activities, as well as contact schedules with each parent. Great inconsistencies may have a disruptive influence on the child and impact the child’s internal and external behaviors (Fiese, Foley, & Spagnola, 2006; Hsueh & Yoshikawa, 2007; Joshi, & Bogen, 2007; McLoyd, Toyokawa, & Kaplan, 2008).
Prior research on divorce has investigated the contact schedules for the children and parents after separation or divorce and found that there are great variations between each family (e.g. Guidubaldi et al., 1986; Neale & Flowerdew, 2007). However, there was a gap examining the similarities and differences that occur between the two households in terms of routines, with routines being defined as those observable, repetitive behaviors which involve two or more family members and which occur with predictable regularity in the ongoing life of the family (Boyce et al., 1983; Jensen et al., 1983).

Routines have been shown to form the foundation of family interactions (Prentice, 2008). When looking specifically at children, research has shown that regular routines are related to a child’s well-being (Denham, 2002; Fiese et al., 2006; Hsueh & Yoshikawa, 2007). Researchers have investigated the benefits of having a routine and have found that children would have more positive outcomes such as higher self-esteem, better academic performance, better peer relations and better parent-child relationships when these routines are in place (Hsueh & Yoshikawa, 2007; McLoyd et al., 2008; Strazdins, Korda, Lim, Broom, & D’Souza, 2004). In addition, routines may possibly predict better physical health for the child (Denham, 2002; McLoyd et al., 2008).

Denham conducted three ethnographies over a period of five years in two Southeastern Appalachian Ohio counties to study how families defined and practiced family health. The three families consisted of a well family, a disadvantaged family, and a family experiencing transition, with two of the families having preschool or school aged children. Findings showed that families with preschool aged children included the
following seven categories in health routines for children: dietary practices, sleep and rest patterns, activity patterns, avoidance behaviors, dependent care activities, medical consultation and health recovery activities. When routines weren’t in place, there was discord and stress, but when in place, there was family harmony. Routines were noted to be a good place to provide interventions for family.

McLoyd and colleagues (2008) showed that routines can mediate the effects of work demands and children’s external and internal problem behaviors. A sample of 455 African American children, aged ten to twelve, and their employed parents (252 single parent and 203 married or cohabitating mothers) were taken from a longitudinal study of neighborhood and family effects on health and development in African American families living in Georgia and Iowa. Only mothers who were employed outside of the home and worked at least twenty hours per week were included in the study. Both mothers and the focal child were interviewed separately in the home by African American university students and community members. Findings indicated that family routines were negatively associated with children’s externalizing and internalizing behaviors. This indicated that having regular routines in a household may deter children from negative outcomes and is associated with parental work schedules and levels of parental stress.

Many children today are growing up in dual households with evidence that supports the increase of negative stressors for both parents and children during such transitions (Guidubaldi et al., 1986) and the importance of maintaining household routines (Hsueh & Yoshikawa, 2007; McLoyd et al., 2008; Strazdins et al., 2004).
However, there is not ample research exploring the relationship between children’s routines in dual households and the possible impact it may have on internal and external behaviors.

**Significance of the Study**

Most studies that have investigated routines are linked with children who have developmental delays (e.g. Denham, 2002; Summers, Larkin, & Dewey, 2008; Weisner, Matheson, Coots, & Bernheimer, 2005). There are few investigations that have explored routines in typical households, much less in dual households which is a gap in the literature. Investigating this area further would provide implications for easier transitions for children who are growing up in dual households and could impact the professionals who provide guidance for families.

Weisner and colleagues (2005) examined how families sustained a family routine given their current resources, conflict, stability, and meaningfulness of routines. Data was taken from project CHILD, a 10 year study of families of children with delays living in Southern California. The sample included 102 Euro-American families with a delayed child aged three to four years who were recruited through Regional Centers, early intervention programs, community preschools, and pediatricians during 1985-86. The researchers developed both quantitative and qualitative assessments to measure family sustainability, then randomly chose 50% of the families to be interviewed using the Ecocultural Family Interview. With the interviews, five patterns of family sustainability were identified: multiply troubled (low sustainability); vulnerable, but struggling (low-moderate sustainability); improving/resilient (moderate levels of sustainability); active
(moderately high sustainability); and stable/ sustainable (highest sustainability). Those who were categorized in the multiply troubled group had daily routines that were unstable, unpredictable, and sometimes chaotic. However, on the other end, those categorized as stable/ sustainable had relatively stable routines that showed resilience when there were changes. Most of the families (75%) maintained their statuses over the ten year period, and those who did not had greater changes occurring when children were going through their adolescence. Furthermore, having a consistent daily routine was associated with a better quality of life. Therefore, this study will investigate the similarities and differences of children’s routines in dual households and their internal and external behavior displayed in school.

Routines have been shown to have a stronger impact on younger children than older children (Smyth, 2004). When preschool aged children are moved from one house to another on a rotating basis there may be inconsistent routines, which may lead to negative outcomes for the child (Strazdins et al., 2004) and a decreased quality of life (Weisner et al., 2005). In addition, there is no current literature on the routines that children engage in while living in dual households and the associations this has on the child’s well-being. Significant results from this study may be a stepping stone into the lives of children who live in dual households and their overall health. Therefore, this study will embark on a new journey of examining children’s routines in dual households and their behavior in school. This study is important because there has not been enough attention placed on this area, despite the fact that 32% of children are growing up in such family dynamics (Yarosh et al., 2009).
Methods

Design

The primary research question of this study was: What is the relationship between children’s routines in dual households and their behavior in the classroom? This was examined through a cross-sectional, correlational study examining relationships between household routines and classroom behavior with the use of surveys. This design was chosen so that each geographical region of Sacramento may be included, as well as ensuring all parents are given the opportunity to participate.

Participants

Participants were recruited through preschools, elementary schools, middle schools, charter schools, and an online parental support group located in the Sacramento, California area by distributing fliers, letters, and postings. The sample consisted of 17 biological parents that were either divorced or separated from their child’s other biological parent and shared custody of a child between the ages of 3-12 years whom they were regularly in contact with. The child had to reside with both parents on a regular basis to ensure that questions regarding routines could be answered by the biological parent regarding the routines in different households. This sample was chosen because routines have a more profound effect on younger children. In addition, there are more factors that affect children as they get older and are adapting to a junior high or high school environment.
**Procedures**

Before recruiting participants, initial approval from program directors, site supervisors, research directors, principals, and organizers were needed. Once approved, fliers and letters stating the purpose of the research were sent out to all of the parents at each location via distribution in each class or posted on the website. Those who were interested and met the criteria, as determined by the researcher, were given the consent form and questionnaire either in person or via email, depending on the participant’s preference, to acquire consent, parents who wanted to participate returned the survey and signed two consent forms, one for their copy. Confidentiality was kept by participants not putting their name on their survey and numbering the questionnaires in the file so names were never associated with the responses. In addition, children’s teachers were asked to fill out a questionnaire from the Child Behavior Check List (CBCL) to determine the child’s internal behavior, external behavior, academic performance, and special programs in the school setting. Only those teachers who had parental participation were asked to fill out a questionnaire since data would only be needed for children that had parents participate.

**Data sources and instruments**

Quantitative and qualitative data were collected through the use of questionnaires. For parents, a subset of questions was taken from the Family Routines Inventory (FRI), which contained 28 positive strength-promoting family routines, (Jensen et al., 1983) that were directly related to children aged 3-12. A subset of questions was taken because the FRI as a whole focuses on the family as a unit, thus taking the questions that were
relevant to only children seemed more suitable. In addition, a third option for each question was added to determine importance of routines in the second household from the perspective of the participating parent. Furthermore, an open ended question was included so that parents could discuss the lack of consistency between the two households, if any. The FRI has been shown to be a valid and reliable measure of family cohesion, solidarity, order and overall satisfaction with family life (Jensen et al., 1983). In addition, the parents filled out questions regarding demographic information and contact schedules. For teachers, they were be asked to fill out a subscale from the Child Behavioral Check List (CBCL; Achenback & Edelbrock, 1989), the Caregiver-Teacher Report Form (C-TRF) or the Teacher Report Form (TRF) (depending on the child’s age), to determine the child’s internal behavior, external behavior, academic performance, and special programs in the classroom. Teachers were asked to fill out the C-TRF or TRF instead of the parents to decrease any chances of a response bias from the parents as well as to decrease the amount of time parents would have to commit for participation.

Data Analysis

The study evaluated the similarities and differences in routines and compared it with the child’s internal and external behavior in school to determine any associations. Correlational analysis were run to determine any relationships between routines in dual households and behavior in school.
Definition of Terms

*Routines* are defined as – the observable, repetitive behaviors which involved two or more family members and which occurred with predictable regularity in the ongoing life of the family (Boyce et al., 1983; Jensen et al., 1983).

*Dual households* are defined as – residence when children reside in two households, one belonging to the biological mother and one belonging to the biological father.

Limitations

This study is limited to relevant research since it is exploring a new dimension of routines. In addition, due to the small sample size, findings are not generalizable to the public. Lastly, self-reports were obtained at one point in time, thus there may be bias in answers provided.

Organizations of the Study

Chapter 2 discusses relevant literature to provide a background for understanding the significance of this study. It enables the reader to comprehend the missing information that this study attempts to bridge.

Chapter 3 provides detail description of the methodology used in order to conduct this study.

Chapter 4 contains the different analyses used to compute the scores from the questionnaires. It also contains the results from each analysis.

Chapter 5 encompasses conclusions that may be drawn for the results of this study. It also provides suggestions for further research.
Family dynamics are rapidly changing (Smyth, 2004). The family structures of today’s society have evolved to include multiple configurations. There are families that are intact, or what is often referred to as a nuclear family consisting of parents and children together in the same house, but for many children this is not the family structure they are growing up in. Families that are not intact may be due to divorce, separation, or parents choosing not to marry. According to Bronfenbrenner’s ecological framework, such changes of divorce or separation can affect an individual, especially a child, in multiple systems (Bronfenbrenner, 1994). Presented below is Bronfenbrenner’s ecological model as it relates to a child going through parental separation or divorce. After the theoretical framework are sections connecting divorce and dual households, divorce and children’s behavior, as well as routines and children’s behavior. The last section will discuss the importance of the current research which seeds to examine family routines across separated or divorced parents with children living in dual households and how the consistency, or lack of, between the households is related to child behavior.

**Theoretical Framework**

Bronfenbrenner introduced his ecological model in a professional address in 1974 and later in a following paper describing the backgrounds and justifications for a new theory incorporating the person and environment into different systems. The framework revolves around the progressive accommodation between the growing children and the changing environments in which they live and grow (Bronfenbrenner, 1977). His model
is broken down into four systems focusing on the importance of interactions between the individual and their niches. A system is the organized structures within an environment. The systems in Bronfenbrenner’s model can be thought of as Russian dolls, each system is nested in one another.

The first system, the microsystem, consists of the developing person and its immediate context (Bronfenbrenner 1977, 1994). This system involves the child interacting directly in one or many environments. For a child, this would mean with family members in the household, teachers in a classroom, or friends in a peer group. For example, Guidubaldi and colleagues (1986) used longitudinal data consisting of two years from 341 children of divorce and discovered that children may adjust better to divorce when quality relationships with both parents exist. This research demonstrates that when children have consistent routines and quality relationships with both parents in the microsystem, it can be a form of stability, support, and guidance.

The second system is the mesosystem that incorporates the linkages between two or more settings with the developing individual (Bronfenbrenner, 1994). Simply put, the mesosystem is a system of microsystems. A child will be an active participant in many different settings and the behavior in each setting may be different from one another. A child may act one way at home, but another way at school, day care, in a grocery store, or a movie theater. The behavior displayed in one environment may influence the behavior and development in another (Bronfenbrenner, 1977). Fiese, Tomcho, Douglas, Josephs, Poltrock, and Baker (2002) reviewed studies regarding routines and rituals and found that post divorce children who had regular bedtime routines in place also had better academic
achievement and fewer school absences. This study leads to the idea that if children of divorce had consistent routines in the two households, their adjustment and performance in school may not be affected negatively, and the mesosystem would consist of two very similar microsystems containing each household.

Third is the exosystem, which is an extension of the mesosystem (Bronfenbrenner, 1977). In contrast, however, the child is not directly involved in interactions in the environment. Rather, the formal and informal social structures in this system have an indirect impact on the child through its influences (Bronfenbrenner, 1977). An example here would be a parent’s work environment. When a parent has to work late hours, this will impact the child indirectly because the parent may not be home for dinner or to assist with bedtime routines. McLoyd and colleagues (2008) collected data from 455 African American employed mothers and concluded that when mothers had high work-family conflict, it was negatively related to routines for the children and positively related to children’s internal and external problems. Thus, this research shows that when parents have high demands at work and at home in the exosystem, it can be detrimental to the child’s behavioral outcomes because the immediate environment does not have consistent routines established or enforced.

Lastly, is the macrosystem which can be viewed as a blueprint (Bronfenbrenner 1977, 1994). At the macro level are the patterns of the culture or subculture. This system provides the structures of what are common beliefs, customs, and attitudes for a specific group. In the US, it is acceptable for adults to divorce for different reasons and it has become common for the child to live in two different households, but mainly with the
mother. LeBourdais, Juby, and Marcil-Gratton (2002) collected data from 311 fathers and their 443 children. LeBourdais et al. determined that children spent an average of 70 days a year with their fathers and fathers spent more time with their children when they lived closer and worked full-time. With this study, it shows that the macrosystem will greatly influence the time that a child of divorce will spend with each biological parent.

In addition to the different systems that make up the ecological framework, Bronfenbrenner also introduced the concepts of proximal processes as well as direct and indirect effects (Bronfenbrenner, 1995). Proximal processes are interactions in the immediate environment that occur on a regular basis over extended periods of times (Bronfenbrenner, 1995). Such activities can involve parent-child exchanges in the household or peer interactions at school. Fiese (2006) discusses routines and rituals that occur in the household regularly, which are examples of proximal processes that can be present within a family unit. According to Bronfenbrenner, the proximal processes effects vary greatly depending on the developing person, the context in which the interaction takes place, and the developmental outcomes that are under consideration, emphasizing the idea of bidirectional influences and considering multiple factors in the exchange.

The proximal processes that are occurring in the households have both direct and indirect effects. An example is provided by Fincham and Hall (2005) who state that in the child’s microsystem, the parental relationship directly impacts the child, whereas the parenting relationship impacts the child indirectly. Fincham and Hall’s review indicate that when parents engage in negative interactions and conflicts, the results tend to be
children who have adopted maladaptive behaviors and are at greater risk for externalizing behaviors. However, when marital satisfaction is present, it is associated with more secure attachments and behaviors. The parenting relationship has been shown to be a mediator between the parental relationship and the child’s functioning, thus impacting the child indirectly. Although there may be several relationships between marital quality and parenting, when there is high marital quality, it is associated with sensitive parenting whereas marital discord disrupts effective parenting resulting in maladaptive parenting practices (Wood, Repetti, & Roesch, 2004).

In summary, the emphasis for this ecological systems approach is understanding that the child and its environment have bidirectional influences upon one another. Moreover, in order to study an individual, research must also incorporate the context in which such activities and interactions occur. The present study examines the parent-child system that exists in families where children reside in dual households. The ecological systems model suggests that children’s development can be influenced by factors within each system (i.e., relationship quality) and between each system (i.e., consistency of child rearing practices).

**Divorce and Dual Households**

One of the contexts that are often studied is families with high marital stress. Tension can be created in a household when parents are constantly arguing and children begin to feel that they have to choose sides. When children have parents who are in high conflict marriages, children have a greater feeling of being caught between the parents (Amato & Afifi, 2006; Young & Ehrenberg, 2007). Amato and Afifi discovered, using
data collected from 2,033 married persons (not couples) and their adult children, that a risk factor for child adjustment problems is feeling caught between hostile parents, with interparental conflicts negatively affecting children’s relationship with their parents. Such feelings may magnify when parents decide to separate or get a divorce.

Divorce has the potential to disrupt family life greatly (Spagnola & Fiese, 2007) and may derive from the many transitions that take place after a divorce. For example, when parents decide to divorce or separate, it may create an environment where children may need to move between both parents’ households. Approximately 32% of children live apart from one of their parents because of divorce or separation (Yarosh et al., 2009); and in the UK, 20% of children live away from their fathers (Dunn, 2005). This supports the data found in another study conducted in Canada that discovered that after parental separation, majority of children continue living with their mother (Le Bourdais et al., 2002). Although it is extremely common for one parent to have primary custody of the child while the other has a visitation schedule (Radovanovic et al., 1994), joint custody or co-residence may also be set in place and has begun to be utilized more frequently (Sullivan, 2008; Winton, 1995).

When divorce or separation occurs, parents can decide on how their child will spend time with each adult. This can occur through verbal agreement, mediation, or court ordered visitation. However, it appears the best method of determining contact schedules is through mediation. Mediation is believed to increase communication between parents, decrease bitterness and tension, and clarify the best interests of the children (Dillon & Emery, 1996). When parents decide to both be a part of their child’s
life on a consistent basis, it may sustain the duties of co-parenting. Co-parenting occurs when both parents are involved in making decisions regarding the child, such as when to reside at each parent’s house, what school to go to, and how they will discipline their child. Most co-parenting will be characterized by joint planning, flexibility, sufficient communication, and coordination of schedules and activities (Kelly & Emery, 2003; Sullivan, 2008). Dillon and Emery interviewed 53 parents 9 years after they had either used mediation or litigation to assist in child custody disputes. Findings yielded that fathers who were involved with the mediation process saw their child at least once a week or more, kept in contact with the biological mother at least once a week, and was equally involved in decision making.

Although co-parenting may be an ideal situation for most children of divorce, it may not always be possible. Some of the roadblocks to successful co-parenting are conflicts between the parents, parents living far from one another, and the non-custodial parent not being employed full time (Amato & Rezac, 1994; Dunn, 2005; Heatherington & Stanley-Hagan, 1999; LeBourdais et al., 2002). Conflicts may arise between parents because of feelings of anger, resentment, and abandonment from one or both parents. In addition, one parent may intentionally interfere with the non-custodial parent being able to contact the child (Dunn, 2005; Radovanovic et al., 1994). Research has shown that parental visitations can be seen as positive only when levels of interparental conflict are low (Amato & Rezac, 1994; Hetherington & Stanley-Hagan, 1999). Moreover, LeBourdais et al. examined non-custodial fathers and determined that they were more likely to have contact with their child when they lived closer and had full-time jobs. It is
reasonable to see that when parents live closer to their child, fewer resources and efforts would be needed to ensure consistent contact. Additionally, the researchers stated that when fathers had full-time jobs, they were better off financially and had more time to see their children. When fathers have only part-time work or are unemployed, there may be more financial strain and not enough resources to be able to take time off to visit children.

Not all parents will agree on the decision of co-parenting and children’s contact with parents after divorce can still vary greatly (Smyth, 2004). Smyth used data from the Caring for Children after Parental Separation Project conducted by the Australian Institute of Family Studies in 2003. It consisted of reports from both mothers and fathers who had either separated or divorced and who had at least one child under the age of eighteen years. Results indicated broad patterns of different types of contacts as well as different clusters of contact schedules. This, in addition, to varying work schedules for single parents may leave less quality time for parents to spend with their children, especially during morning and evening routines (Hsueh & Yoshikawa, 2007).

Becoming a single parent may be difficult due to fewer resources and less assistance in raising a child. A study showed that single mothers who have low self-esteem tend to have more disorganized family routines (Brody & Flor, 1997) and may not be a part of routines such as breakfast, getting ready for school, dinner, and getting ready for bed. Fortunately though, maintaining quality relationships with the children involved have shown to result in more positive outcomes than quantity of time or visits (Kaltenborn 2001, 2005). Although parents may do their best not to disrupt a child’s life
during a separation or divorce, multiple studies have shown that such events have varying effects on children’s behavior.

**Divorce and Children’s Behavior**

Children from broken homes are at risk for adjustment problems and have typically been viewed as having difficulty through their stages of development academically, socially and emotionally (Dong, Wang, & Ollendick, 2002; Kelly & Emery, 2003; Martinez & Forgatch, 2002). There are many reasons for this outcome, but research has discovered there are different attempts that parents can make in order to ensure a smooth transition for the child during a separation or divorce. Therefore, it is possible for children from divorced families to have none or minimal negative outcomes.

Research has shown that negative feelings and outcomes that emerged in children from divorced families were mainly due to parental conflict, stress of the divorce process, a decrease in parenting skills and affection, and loss of important relationships (Amato & Rezac, 1994; Hetherington & Stanley-Hagan, 1999; Kelly & Emery, 2003; Young & Ehrenberg, 2007). Children’s adjustments are highly related to parental relationships as well as parenting environments (Chen & George, 2005). Children from non intact families have been consistently shown to fare worse than their counterparts due to parental conflict (Dunn, 2005; Kelly & Emery, 2003; Sturge-Apple, Davies, Winter, Cummings, & Schermerhorn, 2008). However, a study has shown that decreases in parental conflict over time predict better outcomes for children socially and academically (Guidubaldi et al., 1986). Thus, as parents in high conflict marriages divorce or separate, the level of arguments and fights may decrease leading to a healthier upbringing for the
children. Once feelings of anger and resentment between parents decline, it may be possible for them to maintain cordial interactions among one another. Parents who engaged in cooperative parenting in the post divorce period had adolescents who adjusted best (Amato & Afifi, 2006). When parents create an environment that consists of a warm, supportive, communicative, responsive to needs, firm and consistent control, positive discipline, and close monitoring of activities, children tend to have a better adjustment to the divorce (Chen & George, 2005; Schrodt, Ledbetter, & Ohrt, 2007).

Another reason that children may have difficulty during times of parental separation and divorce is due to the multiple transitions that they may need to adjust to (Martinez & Forgatch, 2002). To decrease the feelings of loss and dramatic change, it is best to ensure that there are still home routines in place, such as amount of television being watched and bedtimes (Guidubaldi et al., 1986; Josh & Bogen, 2007). Another effort is to ensure that the child understands that both parents will still be supportive towards the child even through the new and different changes. Guidubaldi et al. discovered that children may adjust better to divorce when quality relationships with both parents exist while another study (Dunn, 2005) has indicated that payment of child support is linked to children’s adjustment, good health, and academic success. Furthermore, the quality of relationships between children and their parents is important in understanding children’s sense of well-being in their families (Neale & Flowerdew, 2007; Schrodt et al., 2007). Educating parents through parent education programs and divorce education programs helps both children and adults cope with the changes that divorce creates (Chen & George, 2005). Intervention measures for children have also
shown great improvements for adjustment to divorce, specifically when these interventions involved skill building and support (Stolberg & Mahler, 1994).

Thirdly, since parenting skills and affection seem to diminish during the divorce period (Beelmann & Schmidt-Denter, 2009; Kelly & Emery, 2003; Martinez & Forgatch, 2002; Wood et al., 2004; Young & Ehrenberg, 2007) having more than one adult in the house can alleviate any internal and external problem behaviors that may arise (Joshi & Bogen, 2007). Beelmann and Schmidt-Denter used longitudinal data to investigate the mother-child relationship after parental separation. Measuring a sample of 60 separated families in Germany at three different time intervals, it was indicated that the mothers had clear indications of stress in the early phases of separation that affected the parent-child relationship, with the mothers distancing themselves from their children emotionally as well as providing less stimulation and guidance. Thus, as parents engage in the divorce process, it may be beneficial for the children to have extended family members or friends around to provide any emotional or financial support needed.

A fourth point is that after divorce many children lose important relationships such as close friends and the other parent which could serve as important social support (Kelly & Emery, 2003; Schrodt et al., 2007; Strohschein, 2005). Not only may these children lose friends during a parental divorce because of moving to a new area, but the contact between the non custodial parent decreases dramatically. Living distance between parents has shown to effect non-custodial relationships, resulting in a negative correlation between distance and contact (LeBourdais et al., 2002). Some researchers believe that children of divorce do not differ from their counterparts significantly.
Kelly and Emery (2003) used longitudinal data collected from The Unexpected Legacy of Divorce and indicated that 70% of the adult children sample had ratings of either average or very well to outstanding on measures for psychological well-being. Another study points to the possibility that children’s age at time of divorce is confounded with length of time since the divorce (Ruschena, Prior, Sanson, & Smart, 2005). Thus, Ruschena et al. investigated children who had gone through transitions, such as parental separation, divorce, remarriage, and death and compared them to children whose biological parents remained together. The sample consisted of 1,260 children and 1,310 parents living in Australia. Findings yielded no differences on internalizing or externalizing behaviors between the groups. Additionally, children who had experienced transitions during their lifetime did not show declines in their academic performance. However, other studies have stated that parental separation and divorce may still have detrimental outcomes.

Multiple studies have compared children of divorced families to those that have remained intact (Dong et al., 2002; Joshi & Bogen, 2007; Portes, Howell, Brown, Eichenberger, & Mas, 1992; Robbers, Bartels, Toos van Beijsterveldt, Verhulst, Huizink, & Boomsma, 2011; Stolberg & Mahler, 1994; Strohschein, 2005; Yarosh et al., 2009). Joshi and Bogen identified that growing up with two biological parents is associated with higher socioemotional functioning for children compared to those growing up in single parent or stepparent households. Similarly, it has been discovered that children from divorced homes exhibit lower levels of competence and more problems in play and social interactions than their counterparts (Portes et al., 1992). Lastly, teachers have rated
children of divorce as being more poorly adjusted than their intact-family counterparts (Dong et al., 2002; Stolberg & Mahler, 1994; Yarosh et al., 2009). Wood and colleagues (2004) determined that children from divorced homes consistently exhibited higher levels of externalizing and internalizing behaviors than their counterparts over a three year period.

Divorce has shown to be an important predictor for child well-being (Strazdins et al., 2004; Strohschein, 2005) and with divorce rates at 50%, it leaves many children who may have difficulty adjusting to their new environments. The period immediately following the separation of parents, and up to 18 months, is the most difficult for children (Portes et al., 1992). During the transition of separation and divorce, many children may feel caught in the middle and unable to voice their concerns for fear of hurting an adult’s feelings. This may be intensified if children are asked which parent they want to reside with and how often they would like to have parental contact with each parent. Children are sensitive to parental conflict and this is reflected in the child’s adjustment (Dunn, 2005; Kelly & Emery, 2003; Sturge-Apple et al., 2008). Studies have shown that such feelings are associated with lower subjective well-being, causing cases of depression and deviance as well as lower self-esteem, greater psychological distress, and less happiness (Amato & Afifi, 2006).

Amato and Afifi (2006) examined young adult children who had parents that either divorced or stayed together, but were in discord. Using data collected from the 17 year longitudinal study of marital instability over time, researchers were able to conclude that children who lived with highly conflicted parents had lower subjective well-being
and poorer quality relationships with both parents. Even when divorce occurred and high parental conflict persisted, negative outcomes still arose for the children. Additionally, children were very likely to feel caught in the middle of parental arguments, with pressures to choose sides between the parents. After divorce, as children realize that they may not see both parents as frequently, the reduced parental availability, limited financial resources, and altered living circumstances may result in increased feelings of anger and frustration for the child (Stolberg & Mahler, 1994). Moreover, males have shown to have more negative adjustment during and after divorce than females (Guidubaldi et al., 1986). This may help in revealing how disruption to certain family lifestyles and routines may be associated with children’s behavior.

**Routines and Children’s Behavior**

Routines are daily activities that occur on a habitual and predictable schedule. Specifically, it will be defined as those observable, repetitive behaviors which involve two or more family members and which occur with predictable regularity in the ongoing life of the family (Boyce et al., 1983; Jensen et al., 1983). As stated previously, children may have a difficult time adjusting to new schedules and routines when parental separation or divorce occurs. Research has indicated that family routines have a positive impact for children and the family environment. Routines are an important aspect of family health, especially to those with children who have health illnesses, such as respiratory conditions, asthmatic conditions, and chronic pain situations (Denham, 2002). Family routines facilitate psychological well-being and buffer the effects of stressors, negative life events, and negative effects of cumulative risks (McLoyd et al., 2008), have
been related to child adjustment (Fiese et al., 2002), and is most likely associated with quality of life (Weisner et al., 2005).

The importance of routines arises by providing the child with the sense of stability (Fiese et al., 2002). Family routines provide a predictable structure that guides behavior and supports early development (Spagnola & Fiese, 2007). When a child knows what to do on a regular basis, it enhances feelings of security, trust, and independence in young children through predictability (Wildenger et al., 2008). The literature is saturated with factors that may be involved in implementing daily routines. Specifically, Hale, Berger, LeBourgeois, and Brooks-Gunn (2009) investigated behaviors related to bedtime that are controlled by the parent, such as having a bedtime, using the bedtime and bedtime routines. Analyzing data taken from the longitudinal study of Fragile Families and Child Well-being that focused on children from birth to age 3 in 20 different US cities, the researchers compared groups by socio-demographic factors. Findings yielded that families that are socially disadvantaged are less likely to provide their child with regular bedtimes and bedtime routines. Additionally, having a biological father present is associated with a decreased likelihood of having a bedtime routine and mothers with less than a high school education are 30% less likely to have consistent bedtimes and bedtime routines than their counterparts. Other research supports the claim that having routines is beneficial to the child (Fiese 2006, 2007; Weisner, 2010).

**Routines and Positive Outcomes**

It has been discovered that sustaining a child’s daily routines should enhance well-being (Weisner, 2010). The well-being of a child can be viewed from multiple
perspectives. In the home environment, it is associated with higher levels of self control and regulation, leading to positive achievement and fewer externalizing and internalizing problems, especially for boys. (Brody & Flor, 1997; McLoyd et al., 2008). More specifically, having family meals on a regular basis was linked to less cigarette, alcohol, and marijuana use, fewer depressive symptoms, fewer mental health problems, and better grades (Fiese 2006, 2007). Moreover, use of regular bedtime routines was associated with better physical health, behavioral, and cognitive outcomes (Hale et al., 2009).

Through the engagement of regular and predictable family interactions such as meals, bedtime rituals, and starting their day with the same activities, children displayed more interest and participation in their environment as well as more cooperative, compliant behavior (Keltner, 1990). Not only are routines beneficial in the home environment, but they extend to the classroom as well.

Starting with infants and preschool aged children, families with predictable routines had children who were healthier and better regulated (Fiese et al., 2002; Wildenger et al., 2008). In addition, utilization of family routines has been shown to be a significant predictor of preschool pre-academic and social competence (Keltner, 1990; Wildenger et al., 2008). Keltner examined 91 black children who were enrolled in Head Start programs in a metropolitan area. Teachers were asked to rate the social competence of these children and regression analysis determined that routine adherence was the only significant predictor on teachers’ ratings. Furthermore, when families engaged in routines such as starting the mornings off with the same activities, having meals together, and bedtimes, children were more likely to be interested and participating in their
environments. Likewise, routines were also a strong predictor for having children who displayed more cooperative, compliant behavior.

As family routines are maintained into the early elementary school years, such consistency has been associated with academic success (Fiese et al., 2006). Family routines are positively related to self-esteem and optimism, promoting school achievement and lessening problem behavior in school, and increasing self-regulation (McLoyd et al., 2008). Likewise, family routines predict better physical health and academic performance, fewer school absences, better peer relations, and more positive parent-child relations (McLoyd et al., 2008).

Other researchers have looked at specific routines such as mealtimes (Fiese et al., 2006). Fiese and colleagues observed 79 families during mealtimes through the use of videotapes. Families were represented by different ethnic backgrounds: 55% Caucasian; 30% African American; 4% Latino; 2% Asian; and 8% of mixed ethnic heritages. Families came from mixed socioeconomic statuses, but were predominately from the working class and half of the parents were married. The families were taken from a larger study on family adaptation and pediatric asthma that was conducted at the Syracuse University Family Research Lab. Transcripts were compiled from the videotapes and used for later analysis by coding mealtime behaviors using the Mealtime Interaction Coding System (MICS; Dickstein, Hayden, Schiller, Seifer, & San Antonio, 1994 as cited in Fiese et al., 2006). Examples of mealtime conversations that highlight different aspects of the family routines were presented in conjunction with correlational evidence between mealtime interactions and children’s mental health. Findings
suggested that mealtime routines can be defined along three dimensions: communication, commitment, and continuity. When direct communication was used, it was linked with fewer children who had internalizing problems. In relation to commitment, the average length of a mealtime was associated with child behavior problems. In addition, when there was chaos during mealtimes, it was associated with greater internalizing problems for children. Lastly, continuity of mealtimes has been linked with positive outcomes such as less risky behaviors and fewer mental health problems when the family eats together three to four times a week. In conclusion, Fiese and colleagues considered mealtime routines to follow a developmental course that serves to regulate developmental outcomes over time.

Other data have shown specific routines that enhance school performance such that post divorce children had better academic achievement and fewer school absences when regular bedtime routines were in place (Fiese et al., 2002). Bedtime routines have also been linked to predicting academic achievement, fewer school absences, and better physical health in post divorce children (Guidubaldi et al., 1986). With such an importance placed on the steady use of routines, it is not surprising that unstable family routines have been associated with unfavorable child outcomes such as lower school achievement and externalizing behavior problems (Hsueh & Yoshikawa, 2007). Sustaining such regular, reoccurring routines may become more difficult in the event of parental separation. However, it is not impossible.

The presence of family routines may be a protective factor for associated risks of being raised in a nontraditional family (Fiese et al., 2002). Thus, it may be more
important to have family routines in non intact families since many changes may be taking place. A sense of security and stability of family life can be obtained through maintaining regular routines in divorced families, leading to better adaptation in children (Fiese et al., 2002).

**Gaps in the Research**

There are many studies that focus on intact families or single parent households (Josh & Bogen, 2007; Portes et al., 1992; Stolberg & Mahler, 1994; Yarosh et al., 2009). There are even more staggering numbers of studies that focus on children who live in non intact families, yet most of the research has been associated solely with divorce and parental contact schedules (Amato & Afifi, 2006; Dillion & Emery, 1996; Kaltenborn, 2005; Kelly & Emery, 2003; Radovanovic et al., 1994; Smyth, 2004). With the high divorce rates, it is becoming increasingly important to look at the child’s structure and daily routines with divorced parents when both parents are in constant and continuous contact with the child and have their child living in their household during rotating periods.

Furthermore, although routines have been discussed in prior research, it has mainly focused on children with varying disabilities, developmental delays, or chronic illnesses (Fiese, 2007; Summers et al., 2008; Weisner et al., 2005). Additionally, these studies have focused on two parent homes or single parent homes, with single parent homes focusing only on the mother. Given the significance of routines to children’s well-being and behavior, this should be investigated in children without disabilities who are living in dual households, maintaining contact with both parents.
Also, most of the literature has focused on children of older age groups that may be able to take part in the daily routines with minimal assistance. Since routines and schedules play an important part in children’s adjustment and are affected by transitions of family members and household structure (Denham, 2002), it is of important to take a closer look at preschool, elementary, and middle school children’s daily routines. Other research has supported the concept that younger children are more sensitive to disruptions and strains in family relationships (Hetherington & Stanley-Hagan, 1999; Strazdins, Clements, Korda, Brown, & D’Souza, 2006; Strazdins et al., 2004), thus implementing routines may be more critical during the younger school years.

Lastly, the literature states that there is an inverse relationship between frequency of child routines and the frequency of child behavior problems (Sytsma, Kelley, & Wymer, 2001). Furthermore, it has been concluded that single parents have more difficulty sustaining a daily routine than their counterparts (Weisner et al., 2005; Wildenger et al., 2008). Linking all this information together, it appears to be of great importance to look at children’s routines that are currently being implemented in dual households and the relationship these routines have on their behavior, internally and externally. With the findings of the current study, it may help to bridge some of the gaps that currently exist in the literature and answer the question – What is the relationship between children’s routines in dual households and children’s internal and external behaviors in school?
Chapter 3

METHOD

Chapter three will detail the methods used in the present study. The research questions are reviewed first, then the design, participants, measures and procedures of the research.

Research Question

The primary research question addressed in this study was: What is the relationship between children’s routines in dual households and children’s internal and external behaviors in school? Children’s routines in dual households were examined to determine the similarities as well as the importance placed on routines in each household. Teachers answered questions to establish the internal and external behaviors of children in the school environment.

Research Design

The research design was a correlational study using questionnaires to examine the relationships between household routines and classroom behavior. Data were collected from both parents and teachers.

Participants

Participants included 17 biological parents who had at least one child aged 3-12 years old. Eligible parents were either divorced or separated, living separately from the other biological parent, who shared custody of their child. The target child had to spend a minimum of one day every two weeks with each biological parent, totaling at least two days every month for the parent to be eligible to participate.
Of the 17 parent participants, 82% (14) were female and 18% (3) were male. Majority of the parents stated they were in the age range of 33-40 years (71%) and had an annual income range of less than $25,000 (35%). Fifty-nine percent (59%) were Caucasian, 24% (4) Hispanic, 12% (2) African American, and 12% (2) Asian. Totals equal over 100% for ethnicity because parents were able to choose more than one category they identified with. Fifty-nine percent (59%) stated they were divorced from the child’s other biological parent, while 23% were separated, and 18% had never married. Parental contact schedules ranged from seeing their child every week day with alternating weekends, to half of the week with alternating weekends, to every other week. Target children consisted of 9 (53%) males and 8 (47%) females ranging from preschool to 7th grade. Parents were compensated for their participation by being placed in a raffle for a $50 gift card to either Target or Wal-Mart.

Teachers of the target child were asked to participate as well. Teachers were eligible as long as they were a permanent staff member at the school, thus excluding substitute teachers or volunteers. Teachers were recruited based on parental participation. A child’s teacher was invited to take part in the study after obtaining parental consent and upon the parent’s completion of the routines questionnaire. Teachers were compensated for their participation by being placed in a separate raffle for a $50 gift card to either Target or Wal-Mart.

**Measures and/or Material**

Quantitative and qualitative data were collected through the use of questionnaires on family routines and child behaviors.
Family Routines

Parents were asked to fill out a subset of questions taken from the Family Routines Inventory (FRI, see Appendix C) that would determine the frequency and value of routines, along with questions regarding demographic information and contact schedules. The twelve items specific to family routines from the FRI were included. The FRI was modified to include a third option for each question to determine the importance of routines in the second household from the perspective of the participating parent asking “How important is this routine in your child’s other parent’s home?”. Furthermore, an open ended question was included so that parents could discuss the lack of consistency between the two households, if any.

There are only two measures to date that have been designed to specifically measure routines: Family Routines Inventory (FRI; Boyce et al., 1983) and Child Routines Inventory (CRI; Sytmsa et al., 2001). The FRI looks at the family as a unit and is a parent report so it was used in the present study.

The FRI was designed to measure the extent of predictability or routinization in the daily life of a family (Boyce et al., 1983) and measures 28 positive, strength-promoting family routines (Jensen et al., 1983) that may be directly related to children aged 3-12 years.

The FRI has been shown to be a reliable and valid measure of family cohesion, solidarity, order, and overall satisfaction with family life (Jensen et al., 1983), thus ensuring that the variable being measured was also the variable of interest.
For the purposes of the study, the definition of family routines have been defined as those observable, repetitive behaviors which involve two or more family members and which occur with predictable regularity in the ongoing life of the family (Boyce et al., 1983; Jensen et al., 1983).

**Child Behavior Check List (CBCL: Achenbach & Edelbrock, 1989).**

Teachers were also asked to fill out a questionnaire with subscales from the Child Behavior Check List (CBCL), specifically the Caregiver-Teacher Report Form (C-TRF, see appendix D) or the Teacher Report Form (TRF, see appendix E), depending on the child’s age, describing children’s internal behaviors, external behaviors, academic performance, and special programs in the classroom. The C-TRF had a list of 99 items that teachers were asked to answer in regards to behaviors, problems, disabilities, concerns, and strengths, whereas the TRF had 119 items concerning competencies and problems. Both the C-TRF and TRF were answered on a 3 point scale indicating frequency of the behavior for the target child. The two measures include a core of the same subscales plus some age specific scales, thus only the subscales that were provided in both questionnaires were included in the present analysis. They were the following: Aggressive Behavior \((M = .18, SD = .31, \alpha = .95)\), Attention Problems \((M = .35, SD = .37, \alpha = .90)\), Anxious Depressed \((M = .21, SD = .29, \alpha = .72)\), and Withdrawn/Depressed \((M = .22, SD = .33, \alpha = .89)\). Teachers were asked to fill out this questionnaire instead of parents to decrease any chances of a response bias as well as to decrease the amount of time parents would have to commit in order to participate.
Procedures

Permission was obtained from the appropriate individual to either post the research flier up in a classroom, distribute a letter home to parents, or have the information posted on a parental support group online. Parents were recruited by distributing fliers, letters, and postings in classrooms and online parental support groups in the Sacramento region. Interested participants were given the option to either call or email if they were interested.

Once eligibility was determined by the researcher via phone or email, a meeting was set up so that the researcher and parents could meet to fill out consent forms and the surveys. To ensure that the parents would be comfortable during the meeting, parents were able to choose the meeting location and time as long as it was a safe public place.

Parents were asked to sign two consent forms so that they could keep one for their records and the other could be kept by the researcher. It took approximately 5-15 minutes for parents to complete the survey. Parents were compensated for their participation by being entered into a raffle to receive a $50 gift card to either Target or Wal-Mart. Upon completion, their name and contact number were written on a half sheet of paper to be placed in the drawing for the gift card incentive. Teacher’s names were obtained from the parents so that the researcher could make contact at a later time.

Teachers were contacted either in person or via email by the researcher to determine if they would be interested in participating in the study. If the teacher was interested, the researcher provided the consent form and C-TRF or TRF in the method that the original contact was made. Teachers completed their consent form and then
filled out the C-TRF or TRF, depending on the target child’s age, which took an average of 20-30 minutes to complete. Upon completion, their name and contact number were written on a half sheet of paper to be placed in the drawing for the gift card raffle.

It is important to note that it was the original intent of this study to get routine surveys from both custodial parents but attempts to recruit parent pairs following separation or divorce were unfruitful. After extensive attempts to recruit parent pairs failed, it was decided that modifying the routine survey to ask one parent to reflect on the consistency of their home routines as well as in the other parents’ home would be used. I understand that this may enter bias into this data and is a limitation of the findings but it still provides important information that does not currently exist in the literature. Further research should continue to attempt to gather data from both parents.

These procedures were approved by the school and district as well as the California State University, Sacramento Human Subjects committee.
Chapter 4

RESULTS

The present study investigated children’s routines in dual households and their internal and external behaviors in school. The routines questionnaire examined the similarities and differences placed on importance of specific routines for children living in dual households. Frequencies were computed for the reporting parents’ household routines as well as their ratings of the other parents’ use of these routines. Then correlation analysis was used to evaluate the relationship between these household routines and child behavior on the CBCL subscale.

**Household Routines**

Table 1 shows the consistency of use of routines in the reporting parent’s household based on their agreement to statements about routines. As can be seen in Table 1, the most consistent routines are children going to school the same days each week, the parent reading or telling stories to the children almost every day, and children having special things they do or ask for each night at bedtime (e.g. a story, a good-night kiss, a drink of water). Interestingly, the routines that were rated most common for the parents reporting in the study, were most likely to be viewed as not important in their home. Tables 2 and 3 show the difference in ratings of importance in routines between each household.

Parents indicated that the three most important routines in their households were: children going to school the same day each week, children going to bed at the same time
Table 1.

**Consistency of routines in the reporting parent’s household**

<table>
<thead>
<tr>
<th>Routine</th>
<th>Never</th>
<th>1-2 times/week</th>
<th>3-5 times/week</th>
<th>Always/ Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same things each morning</td>
<td>0%</td>
<td>0%</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Eats breakfast together</td>
<td>35%</td>
<td>29%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Goes to school same days</td>
<td>0%</td>
<td>0%</td>
<td>31%</td>
<td>77%</td>
</tr>
<tr>
<td>Parent(s) read/tell stories</td>
<td>6%</td>
<td>18%</td>
<td>18%</td>
<td>53%</td>
</tr>
<tr>
<td>Child has alone time</td>
<td>0%</td>
<td>35%</td>
<td>41%</td>
<td>24%</td>
</tr>
<tr>
<td>Family eats at the same time</td>
<td>0%</td>
<td>29%</td>
<td>59%</td>
<td>12%</td>
</tr>
<tr>
<td>Family eats dinner together</td>
<td>0%</td>
<td>6%</td>
<td>59%</td>
<td>35%</td>
</tr>
<tr>
<td>Children go to bed same time</td>
<td>0%</td>
<td>0%</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Special things they at night</td>
<td>0%</td>
<td>12%</td>
<td>35%</td>
<td>53%</td>
</tr>
<tr>
<td>Household chores</td>
<td>12%</td>
<td>41%</td>
<td>41%</td>
<td>6%</td>
</tr>
<tr>
<td>Working parent(s) comes home at same time</td>
<td>0%</td>
<td>24%</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>Discipline</td>
<td>12%</td>
<td>24%</td>
<td>18%</td>
<td>47%</td>
</tr>
</tbody>
</table>

almost every night, and the family eating dinner together almost every night.

On the contrary, the same parents indicated that the most important routines in the other parent’s household were: children going to school the same day each week, children doing the same things each morning as soon as they wake up, children going to bed at the same time almost every night, and parent(s) having certain things they almost always do each time the children get out of line.
Table 2.

*Important routines in each household*

<table>
<thead>
<tr>
<th>Routine</th>
<th>Self (%)</th>
<th>Other parent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children going to school the same day</td>
<td>94%</td>
<td>71%</td>
</tr>
<tr>
<td>2. Children going to bed at the same time every night</td>
<td>88%</td>
<td>35%</td>
</tr>
<tr>
<td>3. Family eating dinner together</td>
<td>82%</td>
<td>29%</td>
</tr>
<tr>
<td>4. Children do the same things each morning</td>
<td>71%</td>
<td>59%</td>
</tr>
<tr>
<td>5. Parent(s) have certain things they when children get out of line</td>
<td>71%</td>
<td>35%</td>
</tr>
</tbody>
</table>

The two routines that parents stated were not at all important in their household were: some of the family eating breakfast together almost every morning and children doing regular household chores. However, parents stated that the routines that were not important in the other parent’s household were: family eating at the same time each night, children doing regular household chores, and family eating dinner together almost every night. It is important to note that the differences in self and other parent may reflect bias on the part of the reporting parent or may reflect division of custody as parents who only have weekend custody would not be in a position to take children to school every day or eat breakfast with them. The data collected for this study does not allow for analysis of this potential interaction.
Table 3.

*Not at all important routines in each household*

<table>
<thead>
<tr>
<th>Routine</th>
<th>Self</th>
<th>Other parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family eating breakfast together</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>2. Children doing regular household chores</td>
<td>12%</td>
<td>47%</td>
</tr>
<tr>
<td>3. Family eating at the same time each night</td>
<td>0%</td>
<td>47%</td>
</tr>
<tr>
<td>4. Family eating dinner together every night</td>
<td>0%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Routines Related to Child Behavior at School**

Data taken from the routines questionnaire were compared with the data taken from the C-TRF and TRF. The subscales from the CBCL that related to the routines questionnaire included: Aggressive Behavior, Attention Problems, Anxious Depressed, and Withdrawn/Depressed. Table 4 displays the correlation coefficients between routine importance reported by parents and behavior subscales reported by teachers. Table 5 displays information on routine importance reported for other parent correlations with behavior subscales reported by teachers.

Results indicate correlations that showed a trend towards significance in the reporting parent’s household. Some of the family eating breakfast together almost every morning correlated positively with both anxious depressed behaviors $r (17) = .48$, $p = .06$, as well as withdrawn/depressed behaviors $r (17) = .42$, $p = .10$, providing evidence that the importance of the family eating together each morning, increases both anxious depressed and withdrawn behaviors displayed in children. Furthermore, anxious
Table 4.

*Correlational data between importance of routines reported by parent and CBCL subscales reported by teacher*

<table>
<thead>
<tr>
<th>Routines Question</th>
<th>Aggressive Behavior</th>
<th>Attention Problems</th>
<th>Anxious Depressed</th>
<th>Withdrawn/Depressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same things each morning</td>
<td>.22</td>
<td>.30</td>
<td>.19</td>
<td>.28</td>
</tr>
<tr>
<td>Eats breakfast together</td>
<td>.32</td>
<td>-.04</td>
<td>.47*</td>
<td>.42*</td>
</tr>
<tr>
<td>Goes to school same days</td>
<td>-.08</td>
<td>-.19</td>
<td>-.15</td>
<td>.09</td>
</tr>
<tr>
<td>Parents read/ tell stories</td>
<td>-.18</td>
<td>-.10</td>
<td>-.08</td>
<td>-.24</td>
</tr>
<tr>
<td>Child has alone time</td>
<td>.26</td>
<td>.14</td>
<td>.43*</td>
<td>.33</td>
</tr>
<tr>
<td>Eats at same time</td>
<td>.28</td>
<td>.40</td>
<td>.28</td>
<td>.35</td>
</tr>
<tr>
<td>Eats dinner together</td>
<td>-.07</td>
<td>-.10</td>
<td>-.03</td>
<td>.26</td>
</tr>
<tr>
<td>Go to bed at same time</td>
<td>.22</td>
<td>.24</td>
<td>.27</td>
<td>.17</td>
</tr>
<tr>
<td>Special things at night</td>
<td>-.11</td>
<td>.01</td>
<td>-.06</td>
<td>.15</td>
</tr>
<tr>
<td>Household chores</td>
<td>-.28</td>
<td>-.05</td>
<td>-.19</td>
<td>-.20</td>
</tr>
<tr>
<td>Come home from work same time</td>
<td>.37</td>
<td>.32</td>
<td>.16</td>
<td>.30</td>
</tr>
<tr>
<td>Discipline</td>
<td>.06</td>
<td>.09</td>
<td>-.09</td>
<td>.11</td>
</tr>
</tbody>
</table>

*p < .10
**p < .05

depressed behaviors were also trending towards significance with each child having some time each day for playing alone $r (17) = .43, p = .08$. Thus, the more important it is to provide children alone time each day at home resulted in increased anxious depressed behaviors being displayed.

In addition to the significances discovered, there was a moderate correlation that existed in the data. Salkind (2008) defines a moderate correlation as ranging from .40 to .60. These findings failed to reach significance due to the small sample size, but show
Table 5.

*Correlational data between importance of routines in the other parent’s home as reported by participating parent and CBCL subscales reported by teachers*

<table>
<thead>
<tr>
<th>Routines Questions</th>
<th>Aggressive Behavior</th>
<th>Attention Problems</th>
<th>Anxious Depressed</th>
<th>Withdrawn/Depressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same things each morning</td>
<td>.01</td>
<td>.01</td>
<td>.05</td>
<td>-.17</td>
</tr>
<tr>
<td>Eats breakfast together</td>
<td>-.38</td>
<td>-.21</td>
<td>-.10</td>
<td>-.16</td>
</tr>
<tr>
<td>Goes to school same days</td>
<td>-.02</td>
<td>.08</td>
<td>.01</td>
<td>.07</td>
</tr>
<tr>
<td>Parents read/ tell stories</td>
<td>-.25</td>
<td>-.03</td>
<td>-.34</td>
<td>-.37</td>
</tr>
<tr>
<td>Child has alone time</td>
<td>.08</td>
<td>-.23</td>
<td>-.03</td>
<td>-.11</td>
</tr>
<tr>
<td>Eats at same time</td>
<td>.22</td>
<td>.31</td>
<td>.17</td>
<td>.12</td>
</tr>
<tr>
<td>Eats dinner together</td>
<td>-.22</td>
<td>-.14</td>
<td>-.04</td>
<td>.01</td>
</tr>
<tr>
<td>Go to bed at same time</td>
<td>.22</td>
<td>.36</td>
<td>.16</td>
<td>.09</td>
</tr>
<tr>
<td>Special things at night</td>
<td>-.18</td>
<td>.08</td>
<td>-.50**</td>
<td>-.33</td>
</tr>
<tr>
<td>Household chores</td>
<td>-.34</td>
<td>-.10</td>
<td>-.45*</td>
<td>-.36</td>
</tr>
<tr>
<td>Come home from work same time</td>
<td>-.12</td>
<td>.09</td>
<td>-.38</td>
<td>-.32</td>
</tr>
<tr>
<td>Discipline</td>
<td>.00</td>
<td>-.10</td>
<td>-.20</td>
<td>-.18</td>
</tr>
</tbody>
</table>

*p < .10

**p < .05

consistency in the relationship for a large percentage of the sample so they will be discussed here despite not reaching statistical significance.

The moderate correlation that developed in this study is the importance placed on the routine of the family eating at the same time each night correlating positively with attention problems for the reporting parent’s household $r (17) = .40, p = .11$. This yields to the idea that children exhibited more attention problems when the reporting parent viewed the family eating dinner at the same time each night as important.
Results indicate that there is a significant negative correlation with the importance of children having special things they do or ask for each night at bedtime in the other parent’s household and their anxious depressed behaviors $r (16) = -.50, p = .05$. Thus, the less a parent in the other household views a child’s special request at bedtime as important, there is a greater increase in anxious depressed behaviors present in the child.

In addition to this significant finding, there was one negative correlation that was trending towards significance, which indicated that the importance of children doing regular household chores was associated with anxious depressed behaviors $r (17) = -.45, p = .08$. This relationship designates that when the other parent views children’s engagement in routine chores as important, there is a decreased level of anxious depressed behaviors.
Chapter 5

DISCUSSION

The present study investigated children’s routines in dual households and their internal and external behaviors in school. Routines have been found to form the foundation of family interactions (Prentice, 2008) and provide a sense of permanence and continuity within the family (Boyce et al., 1983). The findings from this study will be discussed as well as limitations and implications for future research.

**Routines in the Parent Home**

Findings from this study indicate that the three routines implemented on a consistent schedule in the reporting parent’s household are: children going to school the same days each week, the parent reading or telling stories to the children almost every day; and children having special requests each night at bedtime. These routines have the potential to serve important roles in maintaining structure in daily family life (Spagnola & Fiese, 2007).

Since the target children in this study all attended school, the routines that have been identified as most consistent can be easily related to the academic structure. As children get up in the morning to prepare for another day of academic instruction, it is beneficial for them to attend school on a regular and consistent basis to provide a foundation for an environment to become high in organization and low in stress (Fiese, 2006). Parents may read to children as part of homework assignments or these stories may be a part of the bedtime routine (Hale et al., 2009).
Interestingly, however, the routines that were listed as most often implemented slightly differed from those perceived as most important in the reporting parent’s household. The routines stated as most important were: children going to the school the same days each week, children going to bed at the same time every night, and the family eating dinner together almost every night. It is not surprising that these routines would be seen as most important. Evening routines such as bedtime and dinner have been studied and have yielded positive associations such as fewer risk behaviors (Fiese 2006, 2007). Yet, having the most consistent routines and the most important routines differ in the reporting parent’s household may indicate that the family routines have evolved over time in response to the external demands of the environment and the internal dynamics of the family (Summers et al., 2008). Although reporting parents stated that having children go to bed the same time every night and the family eating dinner together is important, it may not be consistent due to the varying work schedules of the parent and children’s after school activities (McLoyd et al., 2008).

For the reporting parent, the routines that were indicated as not important were: family eating breakfast together and children doing regular household chores. Since the majority of reporting parents had children at least 50% of the time, eating breakfast together may not be viewed as important because most of the children may eat breakfast at school. Thus, it may not appear to be as important since this routine may not take place in the residence. Having children do regular chores may not be important because the target children in this sample ranged from age 3 to 12 years. Parents may not enforce regular chores because they may feel it is not age appropriate until later teen years.
Studies looking at household chores have indicated that most children are not assigned such tasks until later adolescence (Kuo et al., 2009; Lockhart, Jacobs, & Ormond, 2004).

**Ratings of Other Parent’s Routines**

The routines that were indicated as most important in the other parent’s household slightly differed from that of the reporting parent. Such routines were: children going to school the same days each week, children doing the same things each morning, children going to bed at the same time every night, and parent(s) having certain things they do each time children get out of line. It is not surprising that there would be some differences in which routines would be deemed important between households. It has been documented that time will be a critical influence on the creation and performance of routines (Denham, 2002) and since parents have alternating schedules of when children reside with them, it may be common to have some variance between the two households in terms of routines implemented and viewed as important. Thus, parents in the other household may have children get up earlier every morning in order to facilitate morning routines. Secondly, parents in the other household may recognize that having consistent discipline after divorce is important to a child’s behavioral outcomes (Wolchik, Wilcox, Tein, & Sandler, 2000), which was indicated by some of the reporting parents who stated that when it came to discipline, the other parent was stricter and more consistent with consequences. Providing consistent discipline allows the child to know their negative behaviors will result in consequences.

The routines that were slated to be unimportant in the other parent’s household were: children doing regular household chores and family eating at the same time each
night. As mentioned above, it may not be viewed as age appropriate for these children to have chores during this part of their childhood. Next, it was perceived that the other parent’s home did not view eating at the same time each night as important. As indicated earlier, this may be due to the varying times that parents come home from work, in addition to the extracurricular activities children may be engaged in. Thus, although eating dinner as a family may be important, the other parent’s home may enjoy the flexibility of the time dinner is served to accommodate all members of the household (Fiese, 2006).

It may be difficult for children to spend different days and times at each household, which can potentially impact which routines will be implemented or viewed as important in each residence. However, it is important to note that both households did view children going to school the same days each week and children going to bed at the same time each as important.

**Behavior Ratings**

In regards to the correlation analysis, the most significant finding illustrates that there is a negative correlation with the importance of children having a special thing they do or ask for each night at bedtime in the other parent’s home and their anxious depressed behaviors. Thus, the more important this routine is viewed in the other parent’s home, the fewer anxious depressed behaviors are present in the child. This finding supports studies that have emphasized the importance of bedtime routines (Fiese et al., 2002; Hale et al., 2009; Keltner, 1990) leading to the concept that when these special routines occur, children have fewer internalizing behaviors. Thus, when the other household does not
find this meaningful routine as important, there is an increased risk for the child to display anxious depressed behaviors in school.

Correlations that showed a trend towards significance in the reporting parent’s home include: the family eating breakfast together almost every morning which correlated positively both with anxious depressed and withdrawn behaviors. This relationship reveals that the more the family ate breakfast together was viewed as important, the more anxious depressed and withdrawn behaviors were evident. This is in contrast to the studies indicating routines have a beneficial impact on children. However, since eating breakfast together was indicated as an unimportant routine in the household, attempts to enforce this routine as important may have negative outcomes. Forcing children to engage in activities that hold no significance to the family as a unit may not be beneficial (Fiese, 2006). The next correlation showed that viewing children having alone time as important also positively correlated with anxious depressed behaviors. Thus, the more parents felt it was important for children to have time to be alone, the more anxious depressed behaviors were exhibited. This was also an unexpected finding. Yet, parents indicated that reading or telling stories to children was a consistent routine in the household. This may imply that reporting parents and their children set aside time to engage in meaningful conversations. Thus, when children are left to play alone, this may indicate more of a stressful time for the child because they value time with other family members more than when they are alone.

The only trend towards significance for the other parent’s household was children doing household chores which negatively correlated with anxious depressed behaviors,
meaning parents who viewed children engaging in regular household chores as important, led to children who displayed fewer anxious depressed behaviors. This appears to be related to research where routines have beneficial outcomes. Although parents in the other household did not value giving children regular household chores, it may be important to the child. Studies have shown that chores can be one of the most difficult tasks to enforce for children (Carpenter, 2005; Shiller & Schneider, 2003). However, when parents use positive reinforcement, the ability to engage in this task becomes less difficult. Thus, children may enjoy doing chores in order to receive the positive comments that may result with such actions. This may advertently, lead to fewer anxious depressed behaviors displayed by the child.

Although there were not many significant correlations due to sample size, this study supported a moderate correlation. This positive correlation existed between the family eating at the same time each night and attention problems for the reporting parent’s household. This relationship states that the more the reporting parent viewed the family eating dinner at the same time each night as important, the greater displays of attention problems were noted, which contradicts studies where dinner routines have beneficial outcomes (Fiese 2006, 2007; Keltner, 1990). This contradicting finding may be explained because the reporting parent did indicate that eating dinner together each night was important, but it was not one of the more consistent routines. Therefore, attempts to set a structured time for dinner may not fare well for children. Again, because many parents are single and working, it may be difficult to accommodate a set time to have an evening meal if schedules fluctuate daily (McLoyd et al., 2008).
In addition, there were many correlations that did not reach significance, but bear 
mention due to its correlational strength.

**Reporting parent’s household.** The family eating breakfast together every 
morning correlated positively with aggressive behavior. Thus, the more the family eating 
breakfast together was seen as an important routine, the more aggressive behaviors were 
present. The child having some time each day for playing alone had a positive 
association with withdrawn/depressed behaviors. Therefore, the more the parent viewed 
a child having time to be alone each day as important, there was a noted increase in 
withdrawn/depressed behaviors. Next, withdrawn/depressed behaviors had a positive 
correlation with the family eating at the same time each night. Thus, the more the family 
eating dinner at the same time each night was seen as important, there was a noticeable 
increase in withdrawn/depressed behaviors. Lastly, the parent coming home from work 
at the same time each day also correlated positively with aggressive behavior and 
attention problems. Surprisingly, the more important it was for parents to come home at 
a consistent time each day, the more children displayed aggressive behavior and attention 
problems.

All of these findings are unexpected, such that the more certain routines were 
viewed as important, the more negative behaviors were exhibited. To reiterate earlier 
statements, having the family eat breakfast together every morning may not be beneficial 
in the reporting parent’s household since the routine was indicated as not important. 
Attempts to enforce a routine that does not hold any significant meaning to the members of the family may be counterproductive (Fiese, 2006). Further, when routines such as
parents reading or telling stories to children are seen as important, other routines, like letting a child have alone time, may have negative effects leading to the displays of withdrawn/depressed behavior. Lastly, having parents come home at the same time each night and having the family eat at the same time each night may cause children to have increased aggressive behaviors and attention problems because parents work schedules may involve working nonstandard hours. Studies have shown that when parents work nonstandard schedules, there are negative outcomes for children (Han 2005, 2006). Thus, with parents having a different time schedule than their children may lead to having meals earlier or later than is suitable for children coming home from school.

**Other parent’s household.** Unlike the reporting parent’s household, there were many negative associations in the other parent’s residence. First, parents reading or telling stories to the child every day was negatively correlated with anxious depressed and withdrawn/depressed behaviors. This indicates that when parents in the second household view reading or telling stories to their child as important, there is a decrease in anxious depressed and withdrawn/depressed behaviors. Second, having regular household chores had a negative relationship with aggressive and withdrawn/depressed behaviors. Parents who viewed children engaging in regular household chores as important also had fewer aggressive and withdrawn/depressed behaviors. Third, parents coming home from work at the same time each day had a negative association with anxious depressed and withdrawn/depressed behaviors. Thus, when the routine of parents in the second residence coming home at a regular time was seen as important, children had fewer anxious depressed and withdrawn/depressed behaviors. Fourth,
aggressive behaviors was negatively correlated with eating breakfast together almost every morning. Therefore, when the parents in the second household viewed eating breakfast together in the morning was an important routine, children had fewer aggressive behaviors. Lastly, withdrawn/depressed behaviors had a negative association with children having a special thing they do or ask for each night at bedtime. This relationship indicates that when children are able to make a special request before bedtime and this is acknowledged as important by the parent, there were less withdrawn/depressed behaviors in the child. These negative relationships are consistent with studies showing that routines have a beneficial outcome for children in decreasing internalizing and externalizing behavior (Brody & Flor, 1997; Fiese 2006, 2007; Fiese et al., 2002; Hale et al., 2009; McLoyd et al., 2008; Weisner, 2010).

Although there were many negative relationships, there were also a few positive ones. Positive correlations stemmed from the family eating at the same time each night and children going to bed at the same time almost every night which was associated with attention problems. Thus, parents in the other household viewed these routines as important, children showed more attention problems. In contrast, these results contradict previous findings of the benefits of implementing consistent and regular routines (Brody & Flor, 1997; Fiese 2006, 2007; Fiese et al., 2002; Hale et al., 2009; McLoyd et al., 2008; Weisner, 2010). However, having these evening routines be viewed as important in the second household may result in negative outcomes due to parent’s working varying hours. Parents may not be available to assist with these regular evening occurrences if they work a graveyard shift, thus leaving the child to engage in these routines alone or
with other siblings. Studies have indicated that children fare off worse when parents work these nonstandard hours (Han 2005; 2006).

Limitations and Future Research

The study has a few limitations that should be noted. First, the sample size of the population is small. With such a small sample, significant results may be more difficult to identify. Future research should investigate a larger, more representative sample so that findings can be generalized. Second, this study used self-reports and perspectives from one reporting parent. This may lend to bias in answers, especially for those who do not have an amicable relationship with the other parent. Future research should involve reports from both biological parents to ensure accurate data. In addition, the modified version of the FRI was not used in a pilot study to determine its validity. Thus, results should be viewed accordingly. Lastly, the data was collected at a single point in time. Future research should investigate routines in a longitudinal design to determine whether the consistency and importance of routines fluctuate as internal and external factors are considered.

Children of all ages can benefit from routines (Sytsma et al., 2001) and these routines can change over time due to the dynamics of the family and environment as well as the child’s age and temperament (Sirota, 2006; Summers et al., 2008). In addition, children’s relationships with family members will change under the influence of internal and external factors (Kaltenborn, 2005), thus routines should change as children become older in order to be age appropriate and meet the needs of the child (Fiese et al., 2006). As studies have shown three different results can come from having predictable routines:
parental efficacy; behavior monitoring; and coherence of family relationships (Spagnola & Fiese, 2007). Furthermore, children’s routines can be utilized for language socialization and cultural learning (Sirota, 2006). Routines have the ability to form the symbolic foundation of family life (Fiese et al., 2006) and with such profound effects, should be implemented similarly in dual households for maximum benefits to, not only the child, but to the family as a unit.
Appendices
APPENDIX A

PARENTAL CONSENT FORM
Consent to Participate in Research – Parent

Purpose of the research: You are being asked to participate in research that will be conducted by Lauria Phan, a graduate student in Child Development at California State University, Sacramento. The purpose of this study is to learn more about children’s daily routines and its relationship to child behavior.

Procedure: In order to participate, you must be a parent who is separated or divorced, with a child aged 3-12 years. In addition, you and the child’s other parent need to have physical contact with the child. If you elect to participate, you will be asked to fill out a questionnaire regarding your child’s routine, contact schedules, and demographic information. These questionnaires should take about 15-30 minutes of your time and can be completed at home. Teachers will also be asked to fill out a standardized questionnaire about your child’s behavior, academic performance, and special programs in the classroom. If desired, you may view the standardized questionnaire prior to it being given to the teacher.

Risk of being in the study: Some questions may seem personal and you do not have to answer the questions if you do not want to. You have the right to skip any questions or to stop participation at any time.

Confidentiality: The information collected from the questionnaire will be kept private. Only the researcher and faculty advisors supervising this research will have access to the information. Your name or your child’s name will not be associated with your questionnaire answers and all data collected in this study will be destroyed once the study is completed.
**Compensation:** Participants in the study will be entered into a raffle for a $50 gift card to either Target or Walmart.

**Contacts information:** If you have any questions about this research, you may contact Lauria Phan at (916) 922-7582 or by email at lauria417@yahoo.com or my research sponsor Dr. Juliana Raskauskas, Department of Child Development, California State University, Sacramento at (916) 278-7029 or by email at jraskauskas@csus.edu.

**Statement of Consent:** If you decide not to participate, there will be no consequences. If you participate, you may withdraw at any time. Your signature below indicates that you have read the above information and agree to participate in the research.

Signature of participant: _____________________________

Date: __________________
APPENDIX B

TEACHER CONSENT FORM
Consent to Participate in Research – Teacher

Purpose of the research: You are being asked to participate in research that will be conducted by Lauria Phan, a graduate student in Child Development at California State University, Sacramento. The purpose of this study is to learn more about children’s daily routines and its relationship to child behavior.

Procedure: In order to participate, you must be a permanent teacher employed through the school district. If you elect to participate, you will be asked to fill out a questionnaire regarding one or more of your student’s behaviors, academic performance, and special programs. Each questionnaire should take about 30-45 minutes of your time and can be completed at home.

Risk of being in the study: There are no risks of being in the study. You have the right to skip any questions or to stop participation at any time.

Confidentiality: The information collected from the questionnaire will be kept private. Only the researcher and faculty advisors supervising this research will have access to the information. Your name or your student’s name will not be associated with your questionnaire answers and all data collected in this study will be destroyed once the study is completed.

Compensation: Participants in the study will be entered into a raffle for a $50 gift card to Target or Walmart.

Contacts information: If you have any questions about this research, you may contact Lauria Phan at (916) 922-7582 or by email at lauria417@yahoo.com or my research sponsor Dr. Juliana Raskauskas, Department of Child Development,
California State University, Sacramento at (916) 278-7029 or by email at jraskauskas@csus.edu

**Statement of Consent:** If you decide not to participate, there will be no consequences. If you participate, you may withdraw at any time. Your signature below indicates that you have read the above information and agree to participate in the research.

Signature of participant: _____________________________

Date: ________________
APPENDIX C

ROUTINES QUESTIONNAIRE
1. Children do the same things each morning as soon as they wake up
   a. Is this a routine in your family?
      □ Always – every day
      □ 3-5 times a week
      □ 1-2 times a week
      □ Almost never
   b. How important is this routine in your home?
      □ Very important
      □ Somewhat important
      □ Not at all important
   c. How important is this routine in your child’s other parent’s home?
      □ Very important
      □ Somewhat important
      □ Not at all important

2. At least some of the family eats breakfast together almost every morning
   a. Is this a routine in your family?
      □ Always – every day
      □ 3-5 times a week
      □ 1-2 times a week
      □ Almost never
   b. How important is this routine in your home?
64

- Very important
- Somewhat important
- Not at all important

**c.** How important is this routine in your child’s other parent’s home?

- Very important
- Somewhat important
- Not at all important

3. Children go to school the same days each week

**a.** Is this a routine in your family?

- Always – every day
- 3-5 times a week
- 1-2 times a week
- Almost never

**b.** How important is this routine in your home?

- Very important
- Somewhat important
- Not at all important

**c.** How important is this routine in your child’s other parent’s home?

- Very important
- Somewhat important
- Not at all important

4. Parent(s) read or tell stories to the children almost every day
a. Is this a routine in your family?

☐ Always – every day
☐ 3-5 times a week
☐ 1-2 times a week
☐ Almost never

b. How important is this routine in your home?

☐ Very important
☐ Somewhat important
☐ Not at all important

c. How important is this routine in your child’s other parent’s home?

☐ Very important
☐ Somewhat important
☐ Not at all important

5. Each child has some time each day for playing alone

a. Is this a routine in your family?

☐ Always – every day
☐ 3-5 times a week
☐ 1-2 times a week
☐ Almost never

b. How important is this routine in your home?

☐ Very important
☐ Somewhat important
c. How important is this routine in your child’s other parent’s home?
   - Very important
   - Somewhat important
   - Not at all important

6. Family eats at the same time each night

   a. Is this a routine in your family?
      - Always – every day
      - 3-5 times a week
      - 1-2 times a week
      - Almost never

   b. How important is this routine in your home?
      - Very important
      - Somewhat important
      - Not at all important

   c. How important is this routine in your child’s other parent’s home?
      - Very important
      - Somewhat important
      - Not at all important

7. Family eats dinner together almost every night

   a. Is this a routine in your family?
      - Always – every day
8. Children go to bed at the same time almost every night

   a. Is this a routine in your family?

      □ Always – every day
      □ 3-5 times a week
      □ 1-2 times a week
      □ Almost never

   b. How important is this routine in your home?

      □ Very important
      □ Somewhat important
      □ Not at all important

   c. How important is this routine in your child’s other parent’s home?
9. Children have special things they do or ask for each night at bedtime (e.g. a story, a good-night kiss, a drink of water)
   a. Is this a routine in your family?
      □ Always – every day
      □ 3-5 times a week
      □ 1-2 times a week
      □ Almost never
   b. How important is this routine in your home?
      □ Very important
      □ Somewhat important
      □ Not at all important
   c. How important is this routine in your child’s other parent’s home?
      □ Very important
      □ Somewhat important
      □ Not at all important

10. Children do regular household chores
    a. Is this a routine in your family?
       □ Always – every day
       □ 3-5 times a week
11. Working parent(s) comes home from work at the same time each day
   a. Is this a routine in your family?
      □ Always – every day
      □ 3-5 times a week
      □ 1-2 times a week
      □ Almost never
   b. How important is this routine in your home?
      □ Very important
      □ Somewhat important
      □ Not at all important
   c. How important is this routine in your child’s other parent’s home?
      □ Very important
12. Parent(s) have certain things they almost always do each time they children get out of line

a. Is this a routine in your family?
   - Always – every day
   - 3-5 times a week
   - 1-2 times a week
   - Almost never

b. How important is this routine in your home?
   - Very important
   - Somewhat important
   - Not at all important

c. How important is this routine in your child’s other parent’s home?
   - Very important
   - Somewhat important
   - Not at all important

13. Have you had any issues arise from lack of consistency between you and your child's other parent? If so, please explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
When you do see your child?

- Every week day
- Every week end
- Every other weekend
- One weekend a month
- Changes each week
- Other: Please explain: _________________________

Demographic information

Relationship to child’s other parent:

- Divorced
- Separated
- Never married

Age:

- 15-20
- 21-26
- 27-32
- 33-40
- 41-50
☐ 50-60
☐ 60+

Sex:
☐ Male
☐ Female

Ethnicity:
☐ African American
☐ Asian
☐ Caucasian
☐ Hispanic
☐ Other _______________________

Annual income:
☐ Less than $25,000
☐ $25,000-35,000
☐ $35,000-45,000
☐ $45,000-55,000
☐ More than $55,000
APPENDIX D

CHILD BEHAVIOR CHECK LIST, CAREGIVER-TEACHER REPORT FORM

(C-TRF)
Please fill out this form to reflect your view of the child's behavior even if other people might not agree. Feel free to write additional comments beside each item and in the space provided on page 2. Be sure to answer all items.

Name & address of school or care facility:

I. What kind of a facility is it? (Please be specific, e.g., home day care, day care center, nursery school, preschool, school readiness class, Early Childhood Special Education, Headstart, Kindergarten, etc.)

II. What is the average number of children in the child's group or class? ______ children in the child's group or class.

III. How many hours per week does this child spend at the facility? ______ hours per week.

IV. How many months have you known this child? ______ months.


VI. Has he/she ever been referred for a special education program or special services? ☐ Don't know 0. ☐ No 1. ☐ Yes - what kind and when?

Below is a list of items that describe children. For each item that describes the child now or within the last 2 months, please circle the 2 if the item is very true or often true of the child. Circle the 1 if the item is somewhat or sometimes true of the child. If the item is not true of the child, circle the 0. Please answer all items as well as you can, even if some do not seem to apply to the child.

0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True

---

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www.ASEBA.org

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7-28-00 Edition-001
Please print your answers. Be sure to answer all items.

<table>
<thead>
<tr>
<th></th>
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<th>1 = Somewhat or Sometimes True</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>38. Explosive and unpredictable behavior</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>39. Headaches (without medical cause)</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>40. Hits others</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>41. Holds his/her breath</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>42. Hurts animals or people without meaning to</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>43. Looks unhappy without good reason</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>44. Angry moods</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>45. Nausea, feels sick (without medical cause)</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>46. Nervous movements or twitching (describe):</td>
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<td>1</td>
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<tr>
<td>0</td>
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<td>2</td>
<td>47. Nervous, high-strung, or tense</td>
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<td>0</td>
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<td>2</td>
<td>48. Fails to carry out assigned tasks</td>
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<td>2</td>
<td>49. Fears day care or school</td>
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<td>0</td>
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<td>2</td>
<td>50. Overtired</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>51. Fidgets</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>52. Gets teased by other children</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>53. Physically attacks people</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>54. Picks nose, skin, or other parts of body (describe):</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>55. Plays with own sex parts too much</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>56. Poorly coordinated or clumsy</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>57. Problems with eyes without medical cause (describe):</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>58. Punishment doesn’t change his/her behavior</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>59. Quickly shifts from one activity to another</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>60. Rashes or other skin problems (without medical cause)</td>
<td>0</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>61. Refuses to eat</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>62. Refuses to play with others</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>63. Refuses to play active games</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>64. Inattentive, easily distracted</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>65. Lying or cheating</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>66. Screams a lot</td>
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<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>67. Seems unresponsive to affection</td>
<td>100. Please write in any problems the child has that were not listed above.</td>
<td></td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>68. Self-conscious or easily embarrassed</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>69. Selfish or won’t share</td>
<td>0</td>
<td>1</td>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>70. Shows little affection toward people</td>
<td>0</td>
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</table>

Does the child have any illness or disability (either physical or mental)? □ No  □ Yes—Please describe:

What concerns you most about the child?

Please describe the best things about the child:
APPENDIX E

CHILD BEHAVIOR CHECK LIST, TEACHER REPORT FORM (TRF)
TEACHER'S REPORT FORM FOR AGES 6-18

Your answers will be used to compare the pupil with other pupils whose teachers have completed similar forms. The information from this form will also be used for comparison with other information about this pupil. Please answer as well as you can, even if you lack full information. Scores on individual items will be combined to identify general patterns of behavior. Feel free to print additional comments beside each item and in the spaces provided on page 2. Please print, and answer all items.

PUPIL'S FULL NAME

PUPIL'S GENDER  ☐ Boy  ☐ Girl
PUPIL'S AGE
PUPIL'S ETHNIC GROUP OR RACE

TODAY'S DATE
Mo. Date Yr.

GRADE IN SCHOOL
NAME AND ADDRESS OF SCHOOL

I. For how many months have you known this pupil? ____________ months


III. How much time does he/she spend in your class or service per week?

IV. What kind of class or service is it? (Please be specific, e.g., regular 5th grade, 7th grade math, learning disability, counseling, etc.)

V. Has he/she ever been referred for special class placement, services, or tutoring?

☐ Don't Know  0. ☐ No  1. ☐ Yes — what kind and when?

VI. Has he/she repeated any grades? 0. ☐ Don't Know  0. ☐ No  1. ☐ Yes — grades and reasons:

VII. Current academic performance — list academic subjects and check box that indicates pupil's performance for each subject:

<table>
<thead>
<tr>
<th>Academic subject</th>
<th>1. Far below grade</th>
<th>2. Somewhat below grade</th>
<th>3. At grade level</th>
<th>4. Somewhat above grade</th>
<th>5. Far above grade</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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</tbody>
</table>

Be sure you answered all items. Then see other side.
Please print. Be sure to answer all items.

VIII. Compared to typical pupils of the same age:
1. How hard is he/she working?  
   - [ ] Much less
   - [ ] Somewhat less
   - [ ] Slightly less
   - [ ] About average
   - [ ] Slightly more
   - [ ] Somewhat more
   - [ ] Much more

2. How appropriately is he/she behaving?  
   - [ ] Much less
   - [ ] Somewhat less
   - [ ] Slightly less
   - [ ] About average
   - [ ] Slightly more
   - [ ] Somewhat more
   - [ ] Much more

3. How much is he/she learning?  
   - [ ] Much less
   - [ ] Somewhat less
   - [ ] Slightly less
   - [ ] About average
   - [ ] Slightly more
   - [ ] Somewhat more
   - [ ] Much more

4. How happy is he/she?  
   - [ ] Much less
   - [ ] Somewhat less
   - [ ] Slightly less
   - [ ] About average
   - [ ] Slightly more
   - [ ] Somewhat more
   - [ ] Much more

IX. Most recent achievement test scores (optional):
Name of test | Subject | Date | Percentile or grade level obtained
--- | --- | --- | ---

X. IQ, readiness, or aptitude tests (optional):
Name of test | Date | IQ or equivalent scores
--- | --- | ---

Does this pupil have any illness or disability (either physical or mental)?  
   - [ ] No
   - [ ] Yes—please describe:

What concerns you most about this pupil?

Please describe the best things about this pupil:

Please feel free to write any comments about this pupil's work, behavior, or potential, using extra pages if necessary.
Please print. Be sure to answer all items.

Below is a list of items that describe pupils. For each item that describes the pupil now or within the past 2 months, please circle the 2 if the item is very true or often true of the pupil. Circle the 1 if the item is somewhat or sometimes true of the pupil. If the item is not true of the pupil, circle the 0. Please answer all items as well as you can, even if some do not seem to apply to this pupil.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>0 = Not True (as far as you know)</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>1. Acts too young for his/her age</td>
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<td>0</td>
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<td>2. Hums or makes other odd noises in class</td>
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<td>3. Argues a lot</td>
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<td>4. Fails to finish things he/she starts</td>
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<td>1</td>
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<td>5. There is very little that he/she enjoys</td>
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<td>1</td>
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<td>6. Defiant; talks back to staff</td>
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<td>1</td>
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<td>7. Bragging, boasting</td>
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<td>1</td>
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<td>8. Can't concentrate, can't pay attention for long</td>
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<td>9. Can't get his/her mind off certain thoughts; obsessions (describe):</td>
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<td>1</td>
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<td>10. Can't sit still, restless, or hyperactive</td>
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<td>1</td>
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<td>11. Clings to adults or too dependent</td>
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<td>1</td>
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<td>12. Complains of loneliness</td>
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<td>1</td>
<td></td>
<td>13. Confused or seems to be in a fog</td>
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<td>1</td>
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<td>14. Cries a lot</td>
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<td>1</td>
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<td>15. Fidgets</td>
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<td>1</td>
<td></td>
<td>16. Cruelty, bullying, or meanness to others</td>
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<td>1</td>
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<td>17. Daydreams or gets lost in his/her thoughts</td>
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<td>1</td>
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<td>18. Deliberately harms self or attempts suicide</td>
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<td>19. Demands a lot of attention</td>
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<td>20. Destroys his/her own things</td>
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<td>21. Destroys property belonging to others</td>
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<td>22. Difficulty following directions</td>
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<td>23. Disobedient at school</td>
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<td>24. Disturbs other pupils</td>
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<td>25. Doesn't get along with other pupils</td>
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<td>26. Doesn't seem to feel guilty after misbehaving</td>
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<td>27. Easily jealous</td>
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<td>28. Breaks school rules</td>
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<td>29. Fears certain animals, situations, or places other than school (describe):</td>
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<td>1</td>
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<td>30. Fears going to school</td>
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<td>31. Fears he/she might think or do something bad</td>
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<td>32. Feels he/she has to be perfect</td>
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<td>33. Feels or complains that no one loves him/her</td>
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<td>34. Feels others are out to get him/her</td>
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<td>35. Feels worthless or inferior</td>
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<td>36. Gets hurt a lot, accident-prone</td>
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<td>37. Gets in many fights</td>
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<td>38. Gets teased a lot</td>
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<td>39. Hangs around with others who get in trouble</td>
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<td>40. Hears sounds or voices that aren't there (describe):</td>
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<td>41. Impulsive or acts without thinking</td>
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<td>42. Would rather be alone than with others</td>
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<td>1</td>
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<td>43. Lying or cheating</td>
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<td>44. Bites fingernails</td>
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<td>45. Nervous, high-strung, or tense</td>
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<td>46. Nervous movements or twitching (describe):</td>
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<td>47. Overconforms to rules</td>
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<td>48. Not liked by other pupils</td>
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<td>49. Has difficulty learning</td>
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<td>50. Too fearful or anxious</td>
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<td>51. Feels dizzy or lightheaded</td>
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<td>52. Feels too guilty</td>
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<td>53. Talks out of turn</td>
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<td>54. Overworked without good reason</td>
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<td></td>
<td>55. Overweight</td>
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<td>56. Physical problems without known medical cause:</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
<td>a. Aches or pains (not stomach or headaches)</td>
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<tr>
<td>0</td>
<td></td>
<td>b. Headaches</td>
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<td>0</td>
<td></td>
<td>c. Nausea, feels sick</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
<td>d. Eye problems (not if corrected by glasses) (describe):</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
<td>e. Rashes or other skin problems</td>
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<tr>
<td>0</td>
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<td>f. Stomachaches</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
<td>g. Vomiting, throwing up</td>
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<tr>
<td>0</td>
<td></td>
<td>h. Other (describe):</td>
<td></td>
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</tbody>
</table>
Please print. Be sure to answer all items.

0 = Not True (as far as you know)  
1 = Somewhat or Sometimes True  
2 = Very True or Often True

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>012</td>
<td>Physically attacks people</td>
</tr>
<tr>
<td>012</td>
<td>Picks nose, skin, or other parts of body (describe):</td>
</tr>
<tr>
<td>012</td>
<td>Sleeps in class</td>
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<tr>
<td>012</td>
<td>Apathetic or unmotivated</td>
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<tr>
<td>012</td>
<td>Poor school work</td>
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<tr>
<td>012</td>
<td>Poorly coordinated or clumsy</td>
</tr>
<tr>
<td>012</td>
<td>Prefers being with older children or youths</td>
</tr>
<tr>
<td>012</td>
<td>Prefers being with younger children</td>
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<tr>
<td>012</td>
<td>Refuses to talk</td>
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<tr>
<td>012</td>
<td>Repeats certain acts over and over; compulsions (describe):</td>
</tr>
<tr>
<td>012</td>
<td>Disrupts class discipline</td>
</tr>
<tr>
<td>012</td>
<td>Screams a lot</td>
</tr>
<tr>
<td>012</td>
<td>Secreterive, keeps things to self</td>
</tr>
<tr>
<td>012</td>
<td>Sees things that aren’t there (describe):</td>
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<tr>
<td>012</td>
<td>Self-conscious or easily embarrassed</td>
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<tr>
<td>012</td>
<td>Messy work</td>
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<tr>
<td>012</td>
<td>Behaves irresponsibly (describe):</td>
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<tr>
<td>012</td>
<td>Showing off or clowning</td>
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<tr>
<td>012</td>
<td>Too shy or timid</td>
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<tr>
<td>012</td>
<td>Explosive and unpredictable behavior</td>
</tr>
<tr>
<td>012</td>
<td>Demands must be met immediately, easily frustrated</td>
</tr>
<tr>
<td>012</td>
<td>Inattentive or easily distracted</td>
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<tr>
<td>012</td>
<td>Speech problem (describe):</td>
</tr>
<tr>
<td>012</td>
<td>Stares blankly</td>
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<tr>
<td>012</td>
<td>Feels hurt when criticized</td>
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<tr>
<td>012</td>
<td>Steals</td>
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<tr>
<td>012</td>
<td>Stores up too many things he/she doesn’t need (describe):</td>
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<tr>
<td>012</td>
<td>Strange behavior (describe):</td>
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<tr>
<td>012</td>
<td>Strange ideas (describe):</td>
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<tr>
<td>012</td>
<td>Stubborn, sullen, or irritable</td>
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<tr>
<td>012</td>
<td>Sudden changes in mood or feelings</td>
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<tr>
<td>012</td>
<td>Sulks a lot</td>
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<tr>
<td>012</td>
<td>Suspicious</td>
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<tr>
<td>012</td>
<td>Swearing or obscene language</td>
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<tr>
<td>012</td>
<td>Talks about killing self</td>
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<tr>
<td>012</td>
<td>Underachieving, not working up to potential</td>
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<tr>
<td>012</td>
<td>Talks too much</td>
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<tr>
<td>012</td>
<td>Teases a lot</td>
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<tr>
<td>012</td>
<td>Temper tantrums or hot temper</td>
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<tr>
<td>012</td>
<td>Seems preoccupied with sex</td>
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<tr>
<td>012</td>
<td>Threatens people</td>
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<tr>
<td>012</td>
<td>Tardy to school or class</td>
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<tr>
<td>012</td>
<td>Smokes, chews, or sniffs tobacco</td>
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<td>012</td>
<td>Fails to carry out assigned tasks</td>
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<tr>
<td>012</td>
<td>Truancy or unexplained absence</td>
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<tr>
<td>012</td>
<td>Underactive, slow moving, or lacks energy</td>
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<tr>
<td>012</td>
<td>Unhappy, sad, or depressed</td>
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<tr>
<td>012</td>
<td>Unusually loud</td>
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<tr>
<td>012</td>
<td>Uses alcohol or drugs for nonmedical purposes (don’t include tobacco) (describe):</td>
</tr>
<tr>
<td>012</td>
<td>Overly anxious to please</td>
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<tr>
<td>012</td>
<td>Dislikes school</td>
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<tr>
<td>012</td>
<td>Is afraid of making mistakes</td>
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<tr>
<td>012</td>
<td>Whining</td>
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<tr>
<td>012</td>
<td>Unclean personal appearance</td>
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<tr>
<td>012</td>
<td>Withdrawn, doesn’t get involved with others</td>
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<tr>
<td>012</td>
<td>Worries</td>
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<tr>
<td>012</td>
<td>Please write in any problems the pupil has that were not listed above</td>
</tr>
</tbody>
</table>

Please be sure you answered all items.
References


Carpenter, J. (2005). Review of ‘every kid (parenting your 5 to 12 year old).’ *Australian and New Zealand Journal of Family Therapy, 26*(1), 58-59. DOI:


