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# Homeschoolers' perspectives on homeschooling

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Homeschoolers Perspectives on Homeschooling

by

Olivia Carson

Presented to the Faculty of the  
Graduate Department of Clinical Psychology  
George Fox University  
in partial fulfillment  
of the requirements for the degree of  
Doctor of Psychology  
In Clinical Psychology

Newberg, Oregon

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Homeschooler's Perspectives on Homeschooling

by

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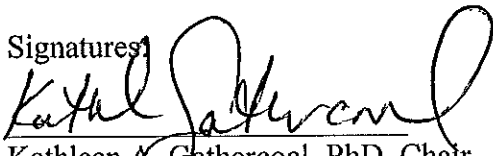
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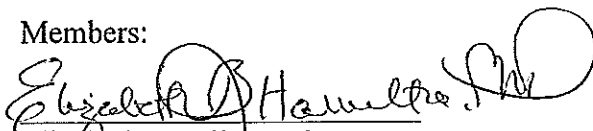
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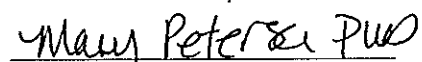
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## Homeschoolers' Perspectives on Homeschooling

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### Abstract

Literature suggests that home schooled children are as good as or better than their conventionally educated counterparts in the areas of academic content and skills. However, little research has addressed the social competence of homeschooled students. Furthermore, school cohesion has not received much attention as a relevant factor in homeschooling. Most studies of homeschooled students rely on standardized tests of achievement or homeschooling parents' reports rather than asking homeschooled students themselves about their social experiences or how much they like their school setting.

The purpose of the study was to assess homeschooled students' views on homeschooling and their social competence. There were a total of 131 participants in the current study from homeschool, private school, and public school settings. The participants were in middle and high school. The Behavior Assessment System for Children, Second Edition along with a

demographics survey with questions about school cohesion were given to obtain the information for the current study.

Homeschooled students had similar reasons for being homeschooled as parents of homeschooled students had reported in previous studies. The 4 most common reasons were to “provide religious or moral instruction,” “chance for high educational achievement,” “dissatisfaction with public schools’ instructional program,” and “concerns about school environment.” Further, the majority of the participants reported that they enjoy being homeschooled. Finally, homeschooled students did not differ from private or public school students in their own assessment of their level of social skills and in whether they perceived that they were involved in sufficient quality or quantity of peer relationships.

The implication of these results are that the homeschooled students have equal to better social skills than same aged peers. This, combined with previous research (Blok, 2004), suggests that those who are homeschooled receive similar education and social skills training as do their counterparts in the traditional school system. The current data contributes to studies indicating homeschooling as a viable educational choice.

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## **Chapter 1**

### **Introduction**

#### **History of Homeschooling**

The popularity of homeschooling is increasing. Out of a total of approximately 50 million students in the United States in Kindergarten through 12<sup>th</sup> grade, there were an estimated 1,096,000 students who were homeschooled in 2003, compared with only 850,000 in 1999 (Princiotta, Bielick, & Chapman, 2006). The percentage of American children being homeschooled increased from an estimated 1.7% in 1999 to 2.2% in 2003.

The National Center for Education Statistics (NCES) defines homeschooled children as those who receive part of their education at home rather than primarily attending a public or private school. Some children who are homeschooled supplement the home-based curriculum with other educational programs. To be considered a homeschooler, the student must attend less than 25 hours per week in a traditional school (Princiotta et al., 2006). About 20% of homeschooled students are enrolled part time at a conventional school, and about 80% of homeschooled students have only been enrolled in homeschool (Princiotta et al., 2006).

The typical family constellation of homeschooled children has some distinctive characteristics, when compared with conventionally-schooled students. Specifically, according to Princiotta et al., (2006), homeschooled students are more likely to come from two-parent families, especially if they relied on only one income, and were more likely to have at least one parent with postsecondary education. They also reported that students with three or more siblings

in the family were homeschooled more frequently than were those with fewer siblings. The ethnicity of homeschooled children has not changed much in the recent past, with most homeschool families being EuroAmerican (Princiotta et al., 2006).

### **Reasons Parents Homeschool**

There are several reasons why parents choose to homeschool their children. Some parents report that they choose to homeschool their children out of concern for the child's moral and character development (Delahooke, 1986). Other parents are concerned about the degree of competition and rivalry that exists in the conventional schools and the impact of this competitiveness on the development of their children. Still other parents worry that the education that children receive in public school is of poor quality. Homeschooling parents also say they want to spend time with their children while they are young. Finally, parents reported that they homeschool their children for religious reasons and some reported concern with the presentation of subjects that might conflict with their religious convictions (i.e., evolution, sex education, etc.) (Francis & Keith, 2000; Princiotta et al., 2006).

### **Homeschooling in Oregon**

Since the 1999-2000 school year, parents of children older than seven who are being homeschooled in Oregon have been required to register annually with their Educational Service District (ESD). They also need to register when they transfer from public school to homeschool and when transferring to a new ESD. This is an attempt to account accurately for the number of homeschooled children and, thus, there should be caution when comparing numbers of students homeschooled before and after 1999. According to a survey conducted in 2004-2005 there were

21,192 minor children who were registered as homeschoolers with ESDs in Oregon (Oregon Department of Education, 2006).

### **Academic and Social Competence**

The academic competence of homeschooled children compared to those in conventional schools has been a focus of research and generally those studies show that homeschoolers do well academically (Blok, 2004; Delahooke, 1986). Rudner (1999) found in his study on academic achievement that the homeschooled students performed better than the traditionally schooled students across all subjects and grades. Literature suggests that homeschooled children are as good or better in academic achievement than their public or private schooled counterparts. Comparisons of academic competence are often based on comparisons of homeschooled and conventionally schooled students on the same standardized tests. According to Ray (1988) notes that these results should be interpreted with some caution because generally more capable students, who have more protective factors, are included in these studies (Valdez, 2005).

The social competence of homeschoolers has not received as much attention as their academic competence. It is important that students achieve socially as well as academically, as both are skills that an individual needs in his or her education or career after secondary education is completed and both are predictive of success in the adult world (Masten & Coatsworth, 1995). There are many definitions of social competence. Though there is no agreement on one definition, the conceptualizations of it are similar. Most definitions suggest that social competence reveals how effective one is in his or her social interactions with others (Gresham & Elliot, 1984 in Shyers, 1992). One of the features included in the definitions of social competence, according to Rubin, Bukowski, and Parker (1998 in Fabes, Gaertner, & Popp, 2006)

is that a socially competent individual should effectively interact with others and have positive relationships. Howes, (1988 in Fabes et al., 2006) suggests that over the course of development, children become better at developing and initiating positive relationships. Their skills at communicating their feelings and actions to others improve over time (Fabes et al., 2006). Rothbart and Bates (1998) suggest that social competence is “the tendency to express positive emotion and to be sociable and agreeable” (p. 209). Social competence is defined by Spence and Donovan (in Spence, 2003) as, “the ability to obtain successful outcomes from interactions with others” (p. 84). Another definition by Bierman and Welsh (2000) is that social competence is a way to organize all of the components that “reflect a child’s capacity to integrate behavioral, cognitive, and affective skills to adapt flexibly to diverse social contexts and demands” (p. 84). Bierman and Welsh’s definition shows the variety of areas that are used to determine one’s ability to engage with others (Spence, 2003).

Researchers have demonstrated that achievement, job competence, extracurricular activities, self-worth, and better mental health are predicted by a history of children having positive reputations with their peers (Masten & Coatsworth, 1995; Parker, Rubin, Price & DeRosier, 1995). Masten and Coatsworth (1995) suggest that social competence is predicted by positive peer reputation and that social competence, can predict achievement, job competence, extracurricular activities, self-worth, and better mental health. Peer acceptance and popularity have been correlated with better achievement, higher IQ, and correlate with a history of positive parenting (Hartup, 1983; Masten, Morison, & Pellegrini, 1985; Newcomb, Bukowski, & Pattee, 1993). According to Masten and Coatsworth (1998) and Eisenberg et al., (1997) social

competence also is correlated with lower levels of stress and greater ability to control one's own attention and behavior.

Shyers (1992) states that children who are homeschooled actually are better socially-adjusted than those who are conventionally schooled as assessed by the Piers-Harris Children's Self-Concept Scale (PHCSCS) and the Children's Assertive Behavior Scale (CABS). Children who are homeschooled have higher self-esteem according to Sheffer (in Arora, 2006). Children who are homeschooled also are reported to be more confident than the children who are conventionally schooled (Blok, 2004). Valdez (2005) noted that the only difference between the homeschooled students and the conventionally schooled students on measures of social development was that the parents of homeschool children believe that their children's social skills are better than conventionally schooled children. In other words, parents' of homeschooled and conventionally schooled children differed in their reports about their children.

### **School Coherence**

School coherence is defined as the degree to which a student looks forward to school, feels competent, and sees school as meaningful (Woolley & Kaylor, 2006). Woolley and Kaylor (2006) suggest that conventionally schooled students who have higher levels of school coherence also will have better attendance, study more, exhibit fewer problematic behaviors, be more engaged in school, and make better grades.

Bowen & Bowen (1998, p. 274) found that family factors such as socioeconomic status and family structure are correlate with a student's behavior at school as well as his or her sense of school coherence. Woolley and Kaylor (2006) found that the four family protective factors they studied effected school outcome differently. Specifically, they found that school behavior

was predicted best by family integration and family satisfaction, both of which are focusing on the emotional aspects of a family as one protective factor. They also found that children from families who are cooperative and have supportive interactions such as working together to solve problems, providing each other with loving support, talking about things that they are studying in school, and encouraging them to do well in school will show the greatest degree of school coherence. Parents who attend school events or meetings, check on their child's homework, and talk about what the child is studying are most influential in promoting high academic performance. Family protective factors have been assessed by parental report for families that homeschool (Delahooke, 1986, Woolley & Kaylor, 2006). Most school coherence measures have not been assessed for homeschooled students.

### **Purpose and Hypotheses of this Study**

The purpose of the study was to assess students' views on homeschooling. Most research on homeschooling has been based on the results of standardized achievement tests and parents' reports. No researchers have asked homeschooled children whether they know the reasons for being homeschooled. No one had asked homeschooled students whether they were satisfied with either the quantity or quality of their peer interactions. No one had asked homeschooled students whether they liked school work or how they felt about being homeschooled. It was hypothesized that the students would report similar reasons for being homeschooled as parents have reported in previous studies. A second hypothesis was that the majority of the homeschooled students would report that they enjoy being homeschooled. Third, it was hypothesized that homeschooled students would not differ from traditionally schooled students in their level of school cohesion. Finally, it was hypothesized that homeschooled students would be more affirming of their own

social skills and whether they were involved in an optimal quantity or quality of peer interactions than would traditionally schooled students.

## Chapter 2

### Method

#### Participants

Participants in this study were middle school and high school students from homeschooled, privately schooled, and publicly schooled settings. There were a total of 131 participants in the current study. There were 81 participants in the public school group, 38 in the private school group, and 12 in the homeschool group. The demographics of the sample are displayed in Table 1.

Homeschooled middle and high school students were recruited at a conference for homeschooled students held at a college campus and, additionally, were solicited through homeschooling groups, personal referrals, and churches. Private schooled middle and high school students were recruited through local Christian schools. Publicly schooled middle and high schooled students were recruited through local public schools.

#### Instruments

**Homeschooling questionnaire.** A homeschooling questionnaire was used to ask students to describe their family characteristics, school cohesion, and knowledge and attitudes about homeschooling. The demographic questions included questions about the student's age, gender, year in school, parents' education, gross family income, and religious affiliation. The interview that Arora (2006) used in her study was adapted to assess school cohesion and knowledge as well as attitudes about homeschooling. Finally, some demographic questions were adapted from



Haugen (2004). There was one form for both middle school and high school students (see Appendix A).

Table 1

*Demographics Variable for Middle and High School Students in Three School Settings*

Demographic Variables		School Setting					
		Public School		Private School		Homeschool	
		Freq	%	Freq	%	Freq	%
# of Participants	Middle School	35	26.7%	9	6.9%	5	3.8%
	High School	46	35.1%	29	22.1%	7	5.3%
		M	SD	M	SD	M	SD
Age	Middle School	12.60	.67	12.70	.48	12.71	.49
	High School	16.24	.93	14.97	1.63	16.00	1.29
Religious Participation	Middle School	4.63	2.16	2.90	2.28	1.86	1.46
	High School	3.53	2.27	1.33	.71	1.14	.38

**Behavior Assessment System for Children, Second Edition.** Behavior Assessment System for Children, Second Edition (BASC-2, Reynolds & Kamphaus, 2004) was used to assess for the protective factors and social competence of the participants. The BASC-2 includes parent, teacher, and self-report forms. The Self Report Profile (SRP) is the only scale that was used in the study.

The BASC-2 is “a multi-method, multidimensional system used to evaluate the behavior and self-perceptions of children and young adults aged 2 through 25 years” (Reynolds & Kamphaus, 2004, p. 4). The BASC-2 uses a Likert type of scale for all scales. It generally takes 20-30 minutes to complete the SRP (Reynolds & Kamphaus, 2004). The SRP can be used with children who are ages 8 years to 25 years. There are scales to assess for problematic behaviors and there are scales to assess for adaptive functioning. The scales included from the BASC-2 in the current study that are among the problematic behaviors are Attitude to School, Attitude to Teachers, Locus of Control, and Social Stress. Interpersonal Relations, Relations with Parents, Self-Esteem, and Self-Reliance are the adaptive functioning scales included.

The norms for the BASC-2 are based on “large, representative samples and are differentiated according to age, sex, and clinical status of the child” (Reynolds & Kamphaus, 2004, p. 5). There are separate-sex norms and combined-sex norms that can be used in obtaining the standard score for the scales and composites. There were 4,800 participants in the norming of the PRS and 3,400 in the SRP group. All of the participants in the SRP group were between ages 4 and 21 (Reynolds & Kamphaus, 2004).

The internal consistency for the composite scores on the SRP for those aged 12-14 were .90 and .89 for those aged 15-18. The internal consistency for the scales was .82 (12-14) and .79 (15-18). On the SRP the test-retest reliability was .89 and .90 on the composites and .75 and .84 on scales. There is good concurrent validity. Those who have preexisting clinical diagnoses have a tendency to have distinct profiles on the BASC-2 (Reynolds & Kamphaus, 2004).

**Procedure**

A letter of invitation was sent to middle and high school homeschooled students. (Appendix B). The same letter was sent to the parents of privately and publicly schooled students by their schools (see Appendixes C & D). The letter of invitation provided information about the study and enclosed with it was an informed consent form (two copies, see Appendix E). Parents were asked to return one copy of the signed informed consent statement through the relevant institution.

The participants in the public and private school settings completed the BASC-2 and the survey on paper during one of their classes. Homeschooled participants completed the surveys in small groups or individually at their homes.

## Chapter 3

### Results

#### Demographics

There were a total of 131 participants in the current study. There were 81 participants in the public school group, 38 in the private school group, and 12 in the homeschool group. The demographics of the sample are displayed in Table 1.

There was no significant difference found in the gender distribution for students in public, private, and homeschooled settings, Chi squared (2) = .71,  $p = .70$ , or for middle and high school students, Chi squared (1) = 2.27,  $p = .13$ . There was a significant interaction of year in school and school setting on the students' age,  $F(2, 151) = 6.39$ ,  $p = .002$ , such that high school students from private schools were significantly younger ( $M = 14.97$ ,  $SD = 1.63$ ) than were high school students from public ( $M = 16.24$ ,  $SD = .93$ ), or homeschooled settings ( $M = 16.00$ ,  $SD = 1.29$ ).

Interestingly, overall, middle schoolers ( $M = 4.09$ ,  $SD = 2.31$ ) were significantly less active in religious activities than high schoolers ( $M = 2.59$ ,  $SD = 2.09$ ),  $F(1, 8.31) = 15.32$ ,  $p = .004$ . As would be expected the amount of religious activity was significantly lower for students in public school ( $M = 4.08$ ,  $SD = 2.27$ ) than it was for private school ( $M = 1.73$ ,  $SD = 1.43$ ) or homeschooled ( $M = 1.50$ ,  $SD = 1.09$ ),  $F(1, 8.31) = 15.32$ ,  $p = .004$ .

Mother's education was not different across the three school settings, Chi squared (4) = 6.36,  $p = .17$ , or for middle and high school students, Chi squared (2) = 5.67,  $p = .06$ . The modal

response for mother's education was a college degree (49%), followed by a high school degree (36%), and finally an education level beyond college (15%). There were 40% of fathers who had a high school level of education, 42% had a college degree, and 17% of fathers had beyond a college degree. Interestingly, fathers' education level did differ significantly for students in public, private, and homeschooled settings, Chi squared (4) = 10.02,  $p = .04$ . Specifically, public school students were more likely than private or homeschooled students to have a father with high school level education. There was no significant difference in father's education for middle and high school students, Chi squared (2) = 5.15,  $p = .08$ .

Table 2 displays the number of students whose parents are single, divorced, widowed, or never married across all three school settings. Mothers (Chi squared (6) = .036,  $p < .05$ ) and fathers (Chi square (6) = .039) of students in public school are more likely to be divorced, widowed, or never married than those of private or homeschooled students.

### **Hypothesis 1: Reasons for Homeschooling.**

The first hypothesis was that the students would report similar reasons for being homeschooled as the reasons parents have reported in previous studies. The homeschool students' reasons for being homeschooled appear in Table 3. The four most common reasons that the students endorsed were to "provide religious or moral instruction," "chance for high educational achievement," "dissatisfaction with public schools' instructional program," and "concerns about school environment (for example school violence, drugs, bad peer influences)" for being homeschooled. Special needs and mental health problems were also indicated, however very infrequently. These reasons for homeschooling, as predicted, were not significantly different from the reasons of parents for homeschooled (Princiotta et al., 2006).

Table 2

*Parents' Marital Status of Students in Three School Settings*

		School Setting		
		Public School	Private School	Homeschool
Mother's Marital Status	Married	43	28	12
	Divorced	31	10	0
	Widowed	3	0	0
	Never Married	3	0	0
Father's Marital Status	Married	46	27	12
	Divorced	29	9	0
	Widowed	0	1	0
	Never Married	4	0	0

*Note.* Scores reported in frequencies.

The students' reasons may be a reflection of what they are told by their parents, but also was often mentioned as their reasons for anticipating that they will homeschool their own children. The homeschooled respondents named their mothers as the most influential family members in deciding their school setting. Fathers, at times, were reported to be influential in the decision to homeschool and others such as teachers, pastors, friends, siblings, and the student, him or herself, was sometimes mentioned.

Table 3

*Homeschool Students' Reasons for Being Homeschooled*

	Parents <sup>a</sup>		Students		Differences z-score/sig.
	Freq	%	Freq	%	
Religious or Moral Instruction	327,000	30	17	23	0.63/no
Chance for high educational achievement	N/A	N/A	18	24	N/A
Dissatisfaction with public schools' instruction	180,000	17	15	20	0.31/no
Concerns about school environment	341,000	31	19	26	1.04/no
Child has other special needs	79,000	7	2	3	0.22/no
Child has a physical or mental health problem	71,000	7	3	4	0.27/no
Other reasons	97,000	9	N/A	N/A	N/A

*Note.* <sup>a</sup> The parents data cited are from Princiotta et al., 2006.

## **Hypothesis 2: Levels of School Cohesion**

**Quantitative data.** A second hypothesis was that homeschooled students would not differ from traditionally schooled students in their level of school cohesion, the sense that they liked their school. Most individuals, regardless of their current school setting, agreed or strongly agreed that they liked their current school setting. The mean level of school cohesion is reported in Table 4. There was no significant difference in level of school cohesion based on the type of school that the students attended,  $F(2) = 1.47$ ,  $p = .24$ .

Table 4

*The Mean Level of School Cohesion for Middle and High School Students in Three School Settings*

		Public School		Private School		Homeschool	
		M	SD	M	SD	M	SD
School Setting	Middle School	3.26	.78	2.63	.74	3.20	1.30
	High School	2.89	.65	2.97	.73	3.15	1.21

**Qualitative data.** Those students who were homeschooled identified flexibility and class size as the aspects of their school experience they like the best. Privately schooled students like the small class size, teachers working one-on-one with them, and that they can learn about God. Public school students reported that their friends and classes were the best part of their school setting.

Homeschoolers reported that a difference between homeschool and public or private school is that course work can be adapted to meet the students' needs flexibly. Students in private school indicated that security, smaller class, being about to talk about God, and friendships are factors that differentiate between them and those who are homeschooled or public schooled. Public school students reported that public school is more diverse in classes and individuals in the school and they acknowledged that there is more alcohol available. Public school students believed that they would not be with friends if they were in another school



setting, but acknowledge that the schooling could be individualized in other settings. Many publicly schooled participants stated that homeschoolers and private school students may have a better education. Public school students also believed that private school is strict and that students in that setting have to wear uniforms, and are closer to their teachers. Finally, the public school students believed that homeschoolers have no friends.

The most important thing they learned in school, according to those who were homeschooled, was what they learned about God or information in a specific class. Those in private school reported that they learned something important in a class, about friends, and about the Bible or God. The majority of those who were in public school indicated that one of the most important things that they learned had to do with information in a specific class.

### **Hypothesis 3: Social skills and peer interactions**

Finally, it was hypothesized that homeschooled students would report more affirmative responses about their own social skills and whether they were involved in an optimal quantity or quality of peer interactions than would traditionally schooled students. BASC -2 scores served as the standardized measure of social skills. Qualitative response were used to analyze peer interactions.

**BASC-2 validity scales.** There were 24 participants with at least one invalid scale on the BASC-2 whose data were dropped from the study. Table 5 shows the numbers of middle school and high school students from the three schools settings who had their data excluded from further analysis. The majority of invalid profiles were found among the public school, middle school students. The F Index assesses the possibility of the student answering the questions in an overly

Table 5

*The Numbers of middle school and high school students from the three schools settings who had their data excluded from further analysis due to an invalid score on at least one validity scale of the BASC-2*

Validity scale - invalid	School Setting						
	Total # excluded	Public School		Private School		Homeschool	
		MS	HS	MS	HS	MS	HS
F	4	1	2	0	0	1	0
ResponsePattern(A)	0	0	0	0	0	0	0
consistency	7	3	2	1	1	0	0
L	9	8	1	0	0	0	0
V	7	6	1	0	0	0	0
At least one scale invalid	24	16	5	1	1	1	0

*Note.* MS = Middle School; HS = High School.

negative manner. The L Index is used to assess for “faking good.” The V Index is made up of nonsensical items that may be marked carelessly or indicate that the student did not understand the questions or cooperate with the assessment. The Response Pattern Index is designed to identify forms that may be invalid because the student responded in to several items in a row in the same way. The final validity scale is the Consistency Index, which assesses frequency of

giving differing responses to items that usually are answered similarly. Data from ten additional students (five public middle school students and five private high school students) were excluded because their validity scale scores were missing.

**BASC-2 scores.** To test the hypothesis that homeschooled students are more affirming in their responses about their own social skills than students in other settings, the BASC-2 scores of students in the three settings were compared. Data from middle and high school students were combined for these analyses to ensure that sufficient power was retained in the analysis. Mean scores for students in the three settings for each of the eight BASC-2 scales are shown in Table 6. None of these scores were in the clinically significant range.

Homeschool students differed significantly from students in other school settings on four of the BASC-2 subscales. There was a significant difference between public and homeschooled students on the Attitude to School scale (feelings of alienation, hostility, and dissatisfaction regarding school),  $F(2,130) = 3.43, p = .04$  and on the Attitude to Teacher scale (feelings of resentment and dislike of teachers; beliefs that teachers are unfair, uncaring, or overly demanding)  $F(2,130) = 3.12, p = .05$ . On the Self-Reliance scale (confidence in one's ability to solve problems; a belief in one's personal dependability and decisiveness), homeschoolers scored significantly lower than did public schoolers,  $F(2,130) = 4.26, p = .02$ . Locus of Control (the belief that rewards and punishments are controlled by external events or people) was a subscale on which private school students scored significantly higher than homeschooled students,  $F(2,130) = 3.30, p = .04$ .

There were no significant differences found on Interpersonal Relations (the perception of having good social relationships and friendships with peers),  $F(2,130) = 1.76, p = .18$ , Relations

Table 6

*BASC-2 Means and Standard Deviations*

BASC-2 subscale	School Setting					
	Public School		Private School		Homeschool	
	M	SD	M	SD	M	SD
<b>Problem Scales</b>						
Attitude to School	51.51	10.24	48.00	10.37	44.25	10.59
Attitude to Teacher	49.17	10.71	49.13	8.69	41.58	8.91
Self-Reliance	53.53	8.53	50.68	8.61	46.42	9.04
Locus of Control	49.26	9.13	51.21	9.67	43.33	8.86
<b>Problem Scales</b>						
Interpersonal Relations	51.96	8.87	49.11	6.37	52.42	7.46
Relations with Parents	52.27	8.86	50.95	8.78	57.00	8.56
Social Stress	48.63	8.02	51.87	8.36	47.58	8.33
Self-Esteem	50.59	9.49	49.76	9.43	54.25	8.29

with Parents (a positive regard towards parents and a feeling of being esteemed by them)

$F(2,130) = 2.15, p = .12$ , Self-Esteem (feelings of self-esteem, self-respect, and self-acceptance)

$F(2,130) = 1.06, p = .35$ , or on Social Stress (feelings of stress and tension in personal

relationships; a feeling of being excluded from social activities)  $F(2,130) = 2.40, p = .10$ . The

findings suggest that individuals in all three school settings are able to establish similar relationships with their peers and parents, however, those who are homeschooled tend to view school and their teachers more positively than do public school students. Homeschoolers are also more confident in their ability to solve problems than those in public school. Those students who are in private school rely more on external events or people and believe that things are controlled by others rather than the student him or herself in comparison to those who are homeschooled.

**Extra-curricular activities.** Table 7 shows the numbers of extra-curricular activities in which students in the three schools setting engage. Those in private school reported being involved in their church youth group more frequently than did those in public school. Half of the homeschoolers reported being involved in their church youth group. More private schoolers were also involved in sports than were those in the public or homeschool groups. There was a significant difference found in the involvement in extracurricular activities, Chi squared (16) = 29.13,  $p = .02$ .

Table 7

*Extra Curricular Activities*

Activities	School Setting		
	Public School	Private School	Homeschool
Church Youth Group	15	23	6
Scouts	2	2	0
4-H	3	7	2
Sports	46	25	5
Band	8	8	1
Community School	1	2	3
Other (1)	28	12	7
Other (2)	1	0	1
Other (3)	1	2	1

*Note.* Scores reported in frequency of responses.

## **Chapter 4**

### **Discussion**

#### **Hypothesis 1: Reasons for Homeschooling.**

The first hypothesis, that the students would report similar reasons for being homeschooled as parents have reported in previous studies, was supported. Francis & Keith (2000), Princiotta, et. al (2006), Delahooke (1986) found that religious reasons, concern over subjects presented may conflict with their belief system, competitive school setting, poor quality education, and moral or character development were the main reasons that parents choose to homeschool their children. Similar results were found in the current study. The current findings suggest that homeschooled students have similar reasons for being homeschooled as parents of homeschoolers identified in past research. It is likely that students have heard and are influenced by their parents' reasons for homeschooling and the students internalize these reasons and so often reported that they would want to homeschool their children for these same reason.

#### **Hypothesis 2: School Cohesion**

The second hypothesis, that the majority of the homeschooled students would report that they enjoy being homeschooled and that their school cohesion would not differ from students in other setting, was supported. Homeschooled students did not differ from traditionally schooled students in their level of school cohesion. Though most students reported that they liked their current school setting, more students in the public school had higher scores on the Attitude to School and Attitude to Teachers scales, suggesting that they look less positively on the school

setting out than students in the other two settings. Conversely, homeschooled students have the most positive view of their school setting. These data are consistent with the cognitive dissonance theory. Specifically, private school and homeschool students, who have a choice about their school setting (i.e., I could either attend school in my current setting or go to public school), are more likely to be fully committed to their current school setting and say it is better. However, public school students, who may perceive they have no alternative to public school, are more likely to say they only attend because they “have to” not because they “like it.”

Woolley and Kaylor (2006) found that conventionally schooled students who have better school cohesion have fewer problematic behaviors. The past studies have not compared students across different school settings. An implication of the current finding is that a student’s sense of school cohesion can effect his or her school performance, social competence, and behaviors in the classroom. Bowen & Bowen (1998) found that family factors such as socioeconomic status and family structure also are connected to the student’s sense of school cohesion. In the current study, those who were homeschooled were more likely to be from intact families, and have stay-at-home mothers.

### **Hypothesis 3: Social skills and peer interactions**

Finally, it was hypothesized that homeschooled students would offer more positive assessments about their own social skills and whether they were involved in an optimal quantity or quality of peer interactions than would traditionally schooled students. In the current study the majority of the students with invalid BASC-2 profiles were from the public middle school group, suggesting that those students described themselves in an overly negative manner. However, it



should be noted that although they were negative, none of the students' scores was clinically significant (i.e. none exceeded a clinical cut-off score).

The results of this study support the previous research (Shyers, 1992) that suggested that homeschoolers are as socially competent as their peers in other school settings as evidenced by their scores on the PHCSCS and CABS. Typically, those who are homeschooled are a part of a homeschool network and get together with peers in the homeschool network at least once a week.

Masten and Coatsworth (1995) found that one's level of social competence can predict level of achievement, job competence, extracurricular activities, self-worth, and better mental health. Given these relationships, an important result of the present study is that homeschoolers report having similar social skills to their counterparts in the traditional school settings, as measured by the BASC-2. This result implies that homeschool an appropriate option for schooling and in some cases a more beneficial school setting with regard to the development of social skills. However, it should be noted that the BASC-2 SRP-A is a self-report form, and as such, it is possible that students' self-presentation is affected by social desirability factors. Social competence also includes peers' perspectives of the individual, which was not assessed in the current study.

The fact that homeschoolers perceive themselves as are more self-reliant supports the suggestion that they find it easier to problem-solve than their counterparts in public and private schools. A self-reported strength of students in all the school settings studied was the students' relationships with peers and parents. This suggests that regardless of an individual's school

setting, he or she is able to establish meaningful positive relationships. This is one skill that many have thought that homeschoolers may lack.

### **Limitations and Future Research**

One limitation of the current study is that the numbers of participants in the homeschool and private school groups were small. With a larger sample sizes, the results may produce a larger effect size and generalizability.

Another limitation is that a self-report measure of social competence was used in the current study. In self-report assessments an individual can endorse items to appear to have positive social skills, however may have poor social skills in reality. In future research it may be beneficial to have a questionnaire completed by peers and parents and/or a naturalistic observation of their interactions and rated on their social skills when given a task to complete in a group of peers. An area of future research may be in obtaining more homeschooled participants to assess for their social competence utilizing peer report.

Finally, all the participants in the current study from private schools were Christian in orientation. Thus, students in private schools may not be representative of “private school students” in general. We may be looking at an intervening factor such as a degree of religiosity.

In much of the past research individuals who are homeschooled generally come from intact families, with one parent being the primary income earner, and having postsecondary education (Princiotta et al., 2006). The characteristics of the homeschoolers in the current study were from similar families. Having parents with higher education, intact families, and one parent being home are all factors that relate to one’s resilience and, thus, resiliency factors may be confounded with homeschooling. The results of this study may be due more to the participants

having being raised in a coherent family rather than as a result of being homeschooled. Also the socioeconomic status of the family members such as being from single parent homes may preclude them from being able to homeschool their children if they want to. Future studies that include single parent homeschool families could address this issue. Those who were in the publically schooled group had the fewest number of resilient factors, whereas those who were in homeschool or in a private school had at least fathers with a higher degree of education. The more resilient a child is, the more likely he or she is to have a higher level of social skills and perception of his or her social competence.

### **Policy Implications**

During the course of conducting this study there was a law that was moving through the legislature in California that would have required parents who wanted to homeschool their children to be certified teachers or have a doctorate. It was hard to recruit homeschooled participants for this study because, in this political climate, homeschool parents in Oregon said they were concerned about raising the visibility of homeschooling. The California Court of Appeal for the Second Appellate District ruled in August 2008 “California statutes permit homeschooling as a species of private school education” (Home School Legal Defense Association, 2009). The current study’s findings would support that homeschoolers’ perception of their social competence and school cohesion is equal to or better than their counterparts in private and public school settings.

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Appendix A

Middle and High School Questionnaire



### Middle and High School Questionnaire

#### Participant Information

1. Age:
 

a. 12	d. 15	g. 18
b. 13	e. 16	h. 19
c. 14	f. 17	
2. Gender:
  - a. Male
  - b. Female
3. Which one or more of these groups do you see yourself in? (check all that apply)
 

a. Native American or Alaskan American	e. Hispanic or Latino
b. Asian	f. White
c. Black or African American	g. Other

Please specify: \_\_\_\_\_
4. What language does your family speak at home most often?
 

a. English	d. Other
b. Spanish	
c. Russian	

Please specify: \_\_\_\_\_
5. Family Religious Participation: use the list below to identify how often you participate in religious related activities. Circle the one best answer.
 

a. More than once a week	e. A couple of times a year
b. Once a week	f. Once a year
c. A couple of times per month	g. Less than once a year
d. Several times a year	
6. Number of siblings:
 

a. I am an only child	c. I live with half/step-brothers and half/step-sisters
b. I live with at least one sibling	

How many siblings \_\_\_\_\_ How many half/step-siblings \_\_\_\_\_

d. My Birth order is \_\_\_\_\_
7. You live in a ...
  - a. Urban area / city with 50,000+ residents
  - b. Rural area / country
  - c. Or Suburban area – outskirts of a large city

**Parental Information**

Mother's Marital Status	Father's Marital Status
<input type="checkbox"/> Married <input type="checkbox"/> Divorced, Remarried <input type="checkbox"/> Divorced, Single <input type="checkbox"/> Widowed, Remarried <input type="checkbox"/> Widowed, Single <input type="checkbox"/> Cohabiting <input type="checkbox"/> Never Married	<input type="checkbox"/> Married <input type="checkbox"/> Divorced, Remarried <input type="checkbox"/> Divorced, Single <input type="checkbox"/> Widowed, Remarried <input type="checkbox"/> Widowed, Single <input type="checkbox"/> Cohabiting <input type="checkbox"/> Never Married
Mother's Education	Father's Education
<input type="checkbox"/> High School <input type="checkbox"/> College <input type="checkbox"/> More than College	<input type="checkbox"/> High School <input type="checkbox"/> College <input type="checkbox"/> More than College
Mother's Occupation	Father's Occupation
What kind of job does your mother have? _____ _____	What kind of job does your father have? _____ _____

8. Your Educational Setting: (Circle all grades attended in each school setting)

Grade

- |                              |   |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| a. I attended public school  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| b. I attended private school | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| c. I was homeschooled        | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

**Note:** If you were homeschooled for at least one year, please answer questions number 9 & 10 , if not skip to question number 11.

**Reasons for being Homeschooled**

9. Reason(s) why you are homeschooled? (check all that apply)
- To provide religious or moral instruction
  - Chance for high educational achievement
  - Dissatisfaction with public schools' instructional program
  - Concerns about school environment (for example, school violence, drugs, bad peer influences)
  - You have special needs that are better met at home than in a traditional school
  - You have a physical or mental health problem that is better met at home than in a traditional school

10. Overall, who was the most influential in the decision for you to be homeschooled? Circle the one best answer.
- |             |             |                |
|-------------|-------------|----------------|
| a. Mom      | d. Teachers | g. Other _____ |
| b. Dad      | e. Church   |                |
| c. Siblings | f. You      |                |

**School Cohesion**

11. What do you like about learning in your current school setting?
12. Think about your current school setting (home, public, or private).  
How might it be different from learning in one of the other two school settings?
13. What is the most important thing that you have learned this week? From whom or where did you learn it?
14. Would you recommend your current school setting to your friends? (choose only one answer)
- Yes
  - No
15. In what school setting would you plan to educate your own children? (If you would choose more than one explain why and during what grades you would want to educate your children in each school setting.)
- Home
  - Public
  - Private
16. In a typical week, what activities other than school do you participate in? (Circle all that apply)
- Church Youth Group
  - Scouts
  - 4-H
  - Sports
  - Band
  - Community School
  - Other
- Please specify: \_\_\_\_\_
17. I like my current school setting (public school, homeschool, or private school)
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

18. For your future schooling does your family consider having you attend school in a different setting? (if yes, indicate when and for how long you would attend the new school setting)

- a. Public School
  - i. Yes
  - ii. No
- b. Private School
  - i. Yes
  - ii. No
- c. Homeschool
  - i. Yes
  - ii. No

If yes, what reasons would prompt you or your family have you go (back) to traditional school?

Appendix B

Letter to Parents of Homeschoolers

## Public, Private, and Home Schooling:

### What is the Adolescent's Opinion?

Most parents have strong feelings about what they want for their children. During the middle and high school years, we want them to receive a good education and we want them to do well socially. In the United States, public schools were created to help parents in the community reach these goals. But our communities have changed over time and the pressures on schools have increased. Academics have been strongly emphasized over the past few decades, but what about social development? Adolescence can be a difficult time for children. Can their school setting help them to become socially competent and confident? But what about the children and adolescents? What do they think?

I am Olivia Carson, M.A. Clinical Psychology Graduate Student at George Fox University. I am interested in learning about your junior high-high school son or daughter's opinions on his/her current school setting. There has been a lot of research around parental opinion regarding school setting as well as research regarding whether the children receive a good education, and how they function socially. This study seeks to understand adolescents' perspective on schooling, which has been neglected in the research. I am using the Behavioral Assessment System for Children 2 (BASC-2) and a demographic questionnaire to obtain the desired information. All information obtained from the adolescents will remain confidential. No names will be used in the study, instead codes will be given to each survey and corresponding BASC-2 form returned. Data will only be analyzed and reported for groups of children, so no individual data will be available.

The children will be asked to complete a demographic survey that will take about 10 minutes to finish and a BASC-2, which takes about 20 minutes to finish. There is no expected psychological risk as each participant is given the option to participate in the study and to quit at any point. Some examples of questions that are asked on the demographic survey include age, gender, number of siblings, year in school, reason for homeschooling, etc. The BASC-2 is a standardized test, which looks at behaviors and emotions regarding how one might have felt in the last couple of weeks. I am specifically looking out the individuals feelings about how they feel in group settings with peers, social interactions, how they like school, etc.

### **I AM LOOKING FOR VOLUNTEERS!**

#### Specifics:

- Participants must be 12-18 years old.
- Parents will be asked to review and sign an informed consent statement and return one copy to the institution, which it was obtained from.
- The student will be asked to fill out the paper survey in addition to completing a Behavioral Assessment Schedule for Children, Second Edition (BASC-2).
- Total time required will be 30-40 minutes.

- Participants will receive a \$2 gift card to the Baskin Robbins or \$3 gift card to Coffee Cottage.
- There will be a meeting scheduled where your son/daughter will complete the surveys.

Please contact Olivia Carson, M.A., 503.476.7739 or e-mail me at [ocarson04@georgefox.edu](mailto:ocarson04@georgefox.edu) to ask questions or to volunteer. Thank you again for the generous donation of your time and information.

Sincerely,

Olivia Carson, MA

Appendix C

Letter to Parents of Privately & Publicly Schooled Middle Schoolers



## Public, Private, and Home Schooling:

### What is the Adolescent's Opinion?

Most parents have strong feelings about what they want for their children. During the middle and high school years, we want them to receive a good education and we want them to do well socially. In the United States, public schools were created to help parents in the community reach these goals. But our communities have changed over time and the pressures on schools have increased. Academics have been strongly emphasized over the past few decades, but what about social development? Adolescence can be a difficult time for children. Can their school setting help them to become socially competent and confident? But what about the children and adolescents. What do they think?

I am Olivia Carson, M.A. Clinical Psychology Graduate Student at George Fox University. I am interested in learning about your junior high-high school son or daughter's opinions on his/her current school setting. There has been a lot of research around parental opinion regarding school setting as well as research regarding whether the children receive a good education, and how they function socially. This study seeks to understand adolescents' perspective on schooling, which has been neglected in the research.

### **I AM LOOKING FOR VOLUNTEERS!**

#### Specifics:

- Participants must be 12-18 years old.
- Parents will be asked to review and sign an informed consent statement and return one copy to the institution which it was obtained from.
- The student will be asked to fill out the paper survey in addition to completing a Behavioral Assessment Schedule for Children, Second Edition (BASC-2).
- Total time required will be 30-40 minutes.
- Participants will have a pizza party during lunch at school, the day after participating in the study.

Please contact Olivia Carson, M.A., 503.476.7739 or e-mail me at [ocarson04@georgefox.edu](mailto:ocarson04@georgefox.edu) to ask questions or to volunteer. Thank you again for the generous donation of your time and information.

Sincerely,

Olivia Carson, MA

Appendix D

Letter to Parents of Publicly & Privately Schooled High Schoolers

Public, Private, and Home Schooling:

What is the Adolescent's Opinion?

Most parents have strong feelings about what they want for their children. During the middle and high school years, we want them to receive a good education and we want them to do well socially. In the United States, public schools were created to help parents in the community reach these goals. But our communities have changed over time and the pressures on schools have increased. Academics have been strongly emphasized over the past few decades, but what about social development? Adolescence can be a difficult time for children. Can their school setting help them to become socially competent and confident? But what about the children and adolescents. What do they think?

I am Olivia Carson, M.A. Clinical Psychology Graduate Student at George Fox University. I am interested in learning about your junior high-high school son or daughter's opinions on his/her current school setting. There has been a lot of research around parental opinion regarding school setting as well as research regarding whether the children receive a good education, and how they function socially. This study seeks to understand adolescents' perspective on schooling, which has been neglected in the research.

**I AM LOOKING FOR VOLUNTEERS!**

Specifics:

- Participants must be 12-18 years old.
- Parents will be asked to review and sign an informed consent statement and return one copy to the institution, which it was obtained from.
- The student will be asked to fill out the paper survey in addition to completing a Behavioral Assessment Schedule for Children, Second Edition (BASC-2) during class.
- Total time required will be 30-40 minutes.
- All participants who wish to be entered into a drawing for one of two \$25 gift cards to iTunes should indicate by writing his/her name on a list that the researcher will have.

Please contact Olivia Carson, M.A., 503.476.7739 or e-mail me at [ocarson04@georgefox.edu](mailto:ocarson04@georgefox.edu) to ask questions or to volunteer. Thank you again for the generous donation of your time and information.

Sincerely,

Olivia Carson, MA

Appendix E

Informed Consent for Middle and High School Students

I, \_\_\_\_\_, give permission for \_\_\_\_\_ to participate in a research project about students opinions on his/her current school setting.

Olivia Carson, M.A. from George Fox University is conducting this dissertation research. She will use a code number for your family on the questionnaire, which will ensure that your answers will be confidential. **Please do not write any names on the questionnaire.**

If you would like a copy of the research findings, write your name and address on a slip of paper and include it with this form.

If you have any questions about this project, you can call Olivia at 503.476.7739. You may also contact Kathleen Gathercoal, Ph.D. (503.554.2754) at George Fox University.

My signature on this form is verification that I am giving my son or daughter permission to participate in this study.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name

Appendix G  
Curriculum Vitae

*Curriculum Vitae*

**Olivia L. Carson, PsyD**

932 South 770 West  
Provo, UT 84601  
Phone (801) 691-0124  
olicarson@gmail.com

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**Education**

2006 – 2009                      **Student in a Doctor of Psychology Program**  
Graduate Department of Clinical Psychology (*APA Accredited*)  
George Fox University, Newberg OR

2004 – 2006                      **Master of Arts in Clinical Psychology**  
Graduate Department of Clinical Psychology (*APA Accredited*)  
George Fox University, Newberg OR

1999 – 2004                      **Bachelor of Science in Psychology**  
Pacific Union College, Angwin, CA

1999 – 2004                      **Bachelor of Arts in Spanish**  
Pacific Union College, Angwin, CA

**Honors and Awards**

2001 – Present                      **Psi Chi Honors Society**  
Pacific Union College, Angwin, CA

1999 - 2004                      **Academic Scholarship**  
Pacific Union College, Angwin, CA

**Clinical Experience**

8/08 – 7/09                      **Doctor of Clinical Psychology Internship**  
Wasatch Mental Health

- Provide individual and group psychotherapy to individuals ages 3-60
- Weekly individual psychotherapy
- Co-facilitated a 10-week psycho-educational ADHD/ODD group for children
- Evaluations for disability services for individuals referred by the Department of Workforce Services
- Psychological evaluations for children and adolescents

Supervisor: Randal S. Pennington, PsyD

8/07 – 6/08

**Practicum III**

Lutheran Community Services

- Provide individual and group psychotherapy to individuals ages 4-75
- Weekly individual psychotherapy
- Weekly group psychotherapy for individuals with domestic violence issues and parenting group
- Domestic Violence Evaluations
- Intellectual and achievement assessments for elementary to high school age individuals
- Termination

Supervisor: Patricia Warford, Psy.D.

Total Hours: 500 Hours+

8/06 – 06/07

**Practicum II**

Molalla River School District

- Provided individual and group psychotherapy to individuals in the Middle School
- Weekly individual
- Termination
- Cognitive Assessments

Supervisor: Bruce Boyd, Ph.D.

Total Hours: 532 hours

7/05 – 7/06

**Practicum I**

The Wellness Project, Vancouver, WA

- Conducted intake interviews and diagnostic assessments
- Provided individual and group psychotherapy to individuals of low SES
- Created treatment plans
- Weekly individual and group supervision
- Termination

Supervisor: Donna Johns, M.A. & Colin Joseph Ph.D.

Total Hours: 590 hours



1/05 – 4/05

**Pre-Practicum Trainee**

George Fox University, Newberg, OR

- Conducted intake interviews and diagnostic assessments
- Provided individual psychotherapy to undergraduate students
- Created treatment plans
- Weekly individual and group supervision with videotape review
- Termination

Supervisor: Katherine Fruhauff, M.A.

Total Hours: 100 hours

**Relevant Work and Volunteer Experience**

3/05 – 6/08

**Mental Health Associate**

Yamhill County, Enhanced Care Facility

Develop treatment plans, behavioral interventions, one-on-one time, and community interactions.

6/03 – 8/04 (Seasonal)

**Summer Camp Assistant Director**

Leoni Meadows Summer Camp

Supervised staff, planned, ordered supplies, taught activity classes and interacted with children.

9/03 – 6/04

**Psychology Tutor/Reader/Scribe**

Pacific Union College, Angwin, CA

Provide tutoring in General Psychology as well as other lower division psychology courses. Wrote and read tests to students with dyslexia.

1/03 – 3/03

**Lab Instructor, SPSS Lab**

Pacific Union College, Angwin, CA

Provide instruction to students in learning how to run SPSS.

Supervisor: Bruce Bainum, Ph.D.

6/00 – 8/02 (Seasonal)

**Summer Camp Counselor**

Leoni Meadows Summer Camp

Counselor of 3-10 girls from diverse backgrounds for 8 weeks and taught activity classes.

**Memberships and Professional Affiliations**

2005 – Present	<b>Student Affiliate</b> , American Psychological Association
2007 – 2008	<b>Student Affiliate</b> , Oregon Psychological Association
2001 – Present	<b>Psi Chi Honors Society</b> , Pacific Union College
9/03 – 6/04	<b>Psi Chi Vice-President</b> , Pacific Union College

### **Publications and Presentations**

**Carson, O.**, Lamberton, K., and Bainum, Bruce (2003). Effects of Priming Expressions on Customer's Buying Behavior. Poster presentation at Western Psychological Convention May, 2003, Vancouver, BC.

### **Grants**

5/07-12-07                      **Richter Grant** for my dissertation research: Homeschoolers' Perspective of Homeschooling. The amount awarded was \$1856.

### **Relevant Coursework**

#### **Assessment Courses**

Personality Assessment  
Cognitive & Intellectual Assessment  
Projective Assessment  
Neuropsychological Assessment  
Comprehensive Assessment

#### **Clinical Psychology Courses**

Cognitive Behavioral Therapy  
Psychodynamic Psychotherapy  
Child/Adolescent Psychotherapy  
Family/Couples Psychotherapy  
Object Relations Psychotherapy  
Multicultural Psychotherapy  
Supervision  
Consultation and Program Evaluation

#### **Scientific Foundations of Psychology**

Ethics for Psychologists  
Psychopathology

Human Development  
 Theories of Personality and Psychotherapy  
 Social Psychology  
 Shame  
 Biological Basis for Human Behavior  
 Psychopharmacology

### **Psychological Research Courses**

Psychometrics  
 Statistics  
 Research Design & Outcome Evaluation

### **Assessment Experience**

<i>Assessment Instrument</i>	<i># of Administrations</i>	<i>Reports Written</i>
<i>Personality Assessment</i>		
MMPI-2	3	3
PAI	12	12
MCMI-III	2	2
16 PF	2	2
<i>Cognitive Assessment:</i>		
WAIS-III	5	5
WASI	10	10
WISC-IV	11	11
WIAT-2	3	3
WMS-III	1	1
WRAML2	3	3
WRAT3	2	2
Peabody Picture Vocabulary	2	2
WPPSY-III	1	1
WISC-IV	1 (scored & observed)	
Stanford Binet IV	1 (scored & observed)	

*Projective Assessment:*

Rotter Sentence Completion		2
Projective Drawing (H-T-P)		2
Rorshach		3
Thematic Apperception Test	1	2

*Neuropsychological Assessment:*

Trail Making Test A & B	2	2
TPT	2	2
Wisconsin Card Sort	3	2
Booklet Category	2	2
H-R Finger Tapping	1	1
H-R Grip Strength	1	1
Grooved Pegboard	1	1
H-R Tactile, Auditory & Visual Screening	1	1
H-R Finger Tip Writing	1	1
Rey-O Complex Figure Test	2	2
NEPSY-II	1	0

*Child & Adolescent Tests:*

Kiddie-SADS	1	1
Connors Scales (ADD Assessment)	3	3
Human Figure Drawings	3	3
Kinetic Family Drawing	1	1
MMPI-A	2	2
MPACI	1	1
Parent Report Measures (e.g. CBC)	8	8
Roberts Apperception Test for Children	2	1
Children's Depression Inventory	1	1
BRIEF-SR	1	1
CVLT-II	1	1
TSCC	1	1
YBOCS	1	1
YMRS	1	1
GAS	1	1
CARS	1	1
VMI	1	1
Vineland	4	3
BASC-2	3	3
Mood Disorder Questionnaire	1	1

**Additional Clinical Training**

- 9/08                    **Wechsler Adult Intellectual Scale - Fourth Edition (WAIS-IV) Conference**, Shriners Hospital, Salt Lake City, UT
- 6/08                    **Wechsler Adult Intellectual Scale - Fourth Edition (WAIS-IV) Conference & ADHD Conference**, Newberg, OR
- 03/07                   **Advocating**, at Capital Building, Salem, OR
- 10/06                   **Motivational Interviewing**, Newberg, OR, William Miller
- 6/06                    **Too Cool to Play: Creative Interventions for Adolescents**, Portland, OR, Scott Riviere, M.S., LPC, RPT-S
- 6/06                    **Fawns in Gorilla Suits: Play Therapy Strategies with Aggressive and Behaviorally Disruptive Children**, Portland, OR, David A. Crenshaw, Ph.D., ABPP, RPT-S
- 6/06                    **Symbols in the Sand: Advance Sandtray**, Portland, OR, Emily A. DeFrance, Ph.D., RPT-S
- 6/06                    **Building Relationships: Ecosystemic Play Therapy in Infant-Preschool Mental Health**, Portland, OR, Beth Limberg, Ph.D., RPT-S
- 6/06                    **Play Therapy Techniques for Treating Sexually Abused Children**, Portland, OR, Paris Goodyear-Brown, LCSW
- 6/06                    **ADHD in Children and Adolescents Nature, Diagnosis, and Management**, Portland, OR, Russell A. Barkley, Ph.D.
- 3/06                    **Recognizing and Treating Sexual Addictions in Everyday Practice**, Newberg, OR, Earl Wilson, Ph.D., & Ryan Hosley, M.A.
- 11/05                   **Church & Psychology Collaboration**, Newberg, OR, Mark McMinn, Ph.D.
- 11/05                   **Face of War**, Newberg, OR, Pat Stone, Ph.D.
- 9/05                    **Suicide Ideation**, Vancouver, WA, Kay Bruce, Ph.D.

- 5/05            **Millon Scales using the Multi-Axial System**, Newberg, OR,
- 4/05            **Motivational Interviewing: Theory, Practice, and Evidence**,  
Newberg, OR, Denise Walker, Ph.D.
- 3/05            **Psychology in Iraq**, Newberg, OR  
Richard Barker, Psy.D., Captain
- 3/05            **Advocating**, Capitol Building, Salem, OR