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THE EFFECT OF INCOME ON STUDENT'S BEHAVIOR
AND PARENTAL INVOLVEMENT

by
Alison Hoell

A thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
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Approved by _____
Advisor

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ABSTRACT

Alison Helena Hoell
THE EFFECT OF INCOME ON STUDENT'S BEHAVIOR
AND PARENTAL INVOLVEMENT

2005/06

Dr. Roberta Dihoff and Dr. John Klanderman
Master of Arts in School Psychology

The purpose of this study was to examine the effect of social economic status on a child's behavior and his parental involvement. By obtaining archival files of students formerly enrolled at the Abbott center, Tiny Tots Preschool in Vineland, NJ, the researcher was able to correlate the amount of behavior problems with parental involvement and income.

The hypothesis of this study is that children of lower socio-economic status tend to have more behavior problems and less parental involvement than children of higher socio-economic status. This hypothesis was partially supported by the study. The study found that the majority of students that exhibited high levels of behavior problems was of lower socio-economic income. However, these students' parents were as involved or sometimes more involved than their higher achieving peers.

Acknowledgements

Thank you to the administrative staff at Tiny Tots preschool for giving me permission to obtain archival information for the purposes of research in this study. Thank you especially to the administrative assistant for making numerous copies and giving up her free time to grant me access to such files.

Additionally, I would like to thank my friends and family for their support and encouragement when times got tough. Thank you for listening to my moaning and groaning when I thought I could not do it and for being there to celebrate with me when I reached my goal. Likewise, I would like to thank my advisor, Dr. Klanderman for his help in completing this project.

Finally, thanks to Dr. Dihoff for her assistance in the statistics aspect of this paper; without her I would still be inputting data into the computer!

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Chapter 1: Scope of the Study

Introduction

In the 1998 ruling of *Abbott vs. Burke*, the Supreme Court ordered the implementation of full day kindergarten and full day preschool for all three- and four-year old children in the low-income areas labeled Abbott districts. It was thought that these enrichment programs were necessary to reverse the educational disadvantages that many of these children faced.

Students from low socio-economic status face much adversity. Their family and social environment have a great effect on social and emotional adjustment, as well as performance in school. While the state-mandated Abbott programs have shown much success in the areas of academic growth, more programs need to be implemented to encourage a child's social and emotional growth as well as family and parental involvement.

The Abbott preschool program in Vineland, NJ has been extremely successful in preparing three- and four-year olds for their elementary years. While the program is academic and age appropriate, the curriculum has a large focus on a child's social growth. Although there are several preschool handicapped classrooms, a classroom has yet to be formed for the strictly emotionally and behaviorally disturbed. Thus, many of the preschool teachers, who typically have little or no experience with the special

education population, are finding that students are entering their classrooms needing more individualized instruction.

Research into the effect of low socio-economic status on behavior and parental involvement must be done to help develop more strategies and programs to assist these children prior to entering the classroom. By discovering the root of behavior problems with these children, a plan can be created to assist and overcome them.

Purpose

The purpose of this study is to examine the effect of social economic status on a child's behavior and his parental involvement. Ideally, the research will lend support for the need for early intervention practices as well as the need to develop strategies to address students and parents of low-income early to providing encouragement of a stable social and emotional growth as well as parental involvement on a daily basis.

Hypothesis

The hypothesis of this study is that children of lower socio-economic status tend to have more behavior problems and less parental involvement than children of higher socio-economic status.

To complete this study, one correlation variable will be the food program forms from former students that were enrolled in the 2004-2005 school year and are not currently enrolled in the preschool. These forms contain the individual student's combined family income. These forms will be compared to the other correlation variables, behavior reports and parent/teacher conference sheets from that same year. It is expected that the students from lower-income families, where the family income is less

than \$25,000 a year, will exhibit more behavior problems and less parental involvement than students from higher-income families.

Theory/Background

This study supports one of the most widely known theories: Abraham Maslow's hierarchy of needs. It specifically focuses on the first four levels, the deficiency needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. The first four levels are: 1) Physiological: hunger, thirst, bodily comforts, etc.; 2) Safety/security: out of danger; 3) Belongingness and Love: affiliate with others, be accepted; and 4) Esteem: to achieve, be competent, gain approval and recognition.

Before anything else, a being must meet that basic need of consumption. Before focusing on any other aspect a person must resort to his or her basic needs for survival and attain food and drink.

Secondly, as a hungry animal in the wilderness would do, a person must ensure safety and security. Ideally a person may find a safe, clean and comfortable home environment. This may include familial and personal relationships.

Once the aforementioned needs are met, then and only then, can a person begin to find comfort and acceptance with others and ultimately oneself.

This theory is especially relevant for the children spoken about in this study because before any educational or social growth can be achieved, the first most basic needs must be met. Often children in low-income environments are simply not able to meet their first major basic needs. These children are not surpassing the basic levels, which serve the physiological, and safety needs. One may then realize and ask oneself:

“How can a child concern himself with behaving appropriately and being accepted if they are unable to first have access to life’s major necessities?”

Definition of Terms

Abbott Preschool program: New Jersey mandated education program that provides free public school education for three- and four-year old students in low-income/Abbott districts.

Low-income: Entire family income is less than \$25,000 a year.

2004-2005 Food Program forms: Paperwork necessary for the Vineland Board of Education. Each family must complete the form containing address, members residing in household, family income, etc. prior to receiving free meal program.

Behavior forms: Notes and incident reports from the 2004-2005 school year, filled out by teacher, administrator or family worker containing pertinent information involving a behavior problem occurring on school property.

Parent conferences: Formal meetings between parent and teacher taking place bi-yearly during the school day. The teacher discusses student growth and achievement, and parent and teacher both discuss any issues or concerns involving the child.

Assumptions

For the purpose of this study, it is assumed that educators completed behavior forms only after attempting to use the problem solving method and after prior warnings about behavior issues. It is assumed that all forms have been completed in the most honest way possible. It is also assumed that all parents and guardians have been given ample opportunity to attend parent/teacher conferences.

Limitations

Some of the limitations in this study are the sample size of the population. The independent and dependent variables are based on paperwork completed by parents and educators in the 2004-2005 school year, thus only 52 students that were enrolled in that year will be used in this study. Because of time constraints, *only* this previously completed paperwork will be used. Also, because no data was completed stating parental involvement on school field trips and after school programs, only parent conferences and sign-in sheets for various in-school activities will be used to assess parental involvement.

Summary

In Chapter 2, there will be a review of research based on findings about the Abbott program, parental involvement, students' behavior in preschool and elementary settings and lower and higher income families. In Chapter 3, the design of study will be discussed. There will be an in-depth look into the method and outcome of the study, as well as sampling techniques and data collection approaches. In Chapter 4, the research findings will be presented. There will be a more detailed look at the sample group and ways to motivate change. Finally, Chapter 5 will state the conclusion and implications of the study.

Chapter 2: Review of Literature

Introduction

In Chapter 2, topics of interest to this thesis paper will be discussed. Section, *Parental Involvement*, will give a definition of the term and a general overview of the need for parental involvement and the detrimental affect a lack of involvement has on a child's academic and social performance.

Section, *Environment of Children from Low-Income Families*, discusses typical experiences had in an impoverished environment. It will include children's exposure to aggressive environments, marital discord and conflict and a lack of environmental constancy.

Section, *Aggression and Behavior Problems*, will discuss some triggers of behavior problems and aggressions and syndromes that may stem from these environmental and familial triggers. Several disruptive behavior disorders will be discussed briefly.

Parental Involvement

There are many factors that affect a student's behavior, both positively and negatively, in an education environment. Research suggests that a higher level of parent involvement will positively affect a student's achievement. Parent involvement can be perceived in various ways. It can be measured through attendance at school events (Stevenson & Baker, 1987), reading at home (Morrow, 1989) and helping with homework (Walberg, 1984).

Parent involvement, in its simplest terms is the “dedication of resources by the parent to the child within a given domain” (Grolnick and Sowiacek, 1994). To be fully involved, a parent shall participate in school and home activities. While in the school setting an involved parent may attend parent-teacher conferences, school activities and meetings. While at home, parent involvement includes helping with homework, asking about school, etc.

Many factors affect a parent’s involvement in his child’s learning environment. Teachers and school officials must be responsible for encouraging the interactions between the school and the home. Ames, (1993) and Epstein (1991) say that “when teachers make parent involvement part of their regular teaching practice, parents are more involved and feel more positive about their abilities to help.”

As is expected, increased parental involvement has a positive impact on students’ academic achievement. Griffith (1996), Reynolds (1992) and Sui-Chu & Willms (1996) agree that parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading. Similarly, Epstein (1991), Griffith (1996), Sui-Chu & Willms (1996) and Keith et al. (1998) believe that higher levels of parents’ involvement in their children’s educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children’s higher achievement scores in reading and writing, as well as higher report card grades.

Research also supports an increase in children’s motivation and self-efficacy through parent involvement programs specifically geared to improving the home learning

environment (through parent education, provision of materials, etc.) (Dickinson & DeTemple, 1998; Mantzicopoulos, 1997; Parker, Boak, Griffin, Ripple, & Peay, 1999).

A study was done identifying three facets of involvement based on parent reports through Family Involvement Questionnaires (FIQ): Home-Based Involvement, School-Based Involvement and Home-School Conferencing (Fantuzzo, Tighe, & Perry, 1999). The results from the questionnaire were correlated with the previous three dimensions and it was found that Home-Based Involvement was related to prosocial, peer play interactions at home and at school. School-Based Involvement was associated with lower levels of disruptive peer play. Home-School Conferencing, however, was not found to be directly related to peer play behaviors in either the home or the school environment.

Environment of Children from Low-Income Families

Children of lower income families face greater adversity than their peers from higher income families. They are not only exposed more frequently to familial violence (Emery & Laumann-Billings, 1998), but also incidences of crime within their own neighborhoods (Sampson, Raudenbush, & Earls, 1997).

Children in impoverished areas are frequently exposed to children that exhibit deviant behaviors. Sinclair, Pettit, Harrist, Dodge, & Bates (1994) found that two- to four-years olds, compared to their middle-class counterparts, interact with aggressive peers 40 percent more often in their neighborhood, 25 percent more often in child-care settings and have 70 percent more contacts with friends who are aggressive.

The divorce rate in lower-class areas is significantly higher than that of middle-class areas. Reid (1989) found that in a nationwide analysis of unskilled workers in British families, the divorce rate is more than four times higher than the rate of skilled

workers. This is significant to Conger & Edler's (1994) finding that couples, particularly husbands, facing financial demands suffer greater conflict and less warmth and support in their marital relationships.

When a lack of warmth and security occurs, a great impact is made on the family structure and ultimately parenting as a whole. Outside stressors and long-term poverty tend to have an adverse impact on parenting skills, and as Miller & Davis (1997) found, the longer the duration of poverty, the stronger the link between poverty and harsher, less unresponsive parenting.

On the contrary, Bradley, Corwyn, McAdoo, & Coll (2001) found in a nationwide study that 85 percent of American parents, middle class and above, were responsive to their young children (newborn to three-years-old), compared with 74 percent of parents below the poverty line.

The term unresponsive parenting has many facets. It can include a parent's unwillingness to address behavior issues, a parent's lack of desire or inability to aid a child's education outside of the classroom or a generally cavalier attitude to how one's offspring spend their time.

J. Newson & E. Newson (1963, 1968, 1976, 1977) researched a large sample of school children of various ages in Britain. The researchers reviewed punishment techniques and parenting techniques of both lower class and middle-class parents. One aspect of the study found that parents in unskilled worker families were almost twice as likely to frequently rely on corporal punishment for seven-year-olds than parents in professional (white collar or above) families.

Parents in lower-class families have less direct involvement in their children's education. The Federal Interagency Forum on Child and Family Statistics (2000), found in using a representative American sample, that 58 percent of parents in families above the poverty line read to their three- to five-year old children daily, compared to the 38 percent of low-income parents. Forty percent of parents in higher-income families have taken their children to the public library at least once in the prior month, in comparison with the twenty-two percent of low-income parents.

As mentioned previously, parental involvement tends to be much lower in families falling beneath the poverty line. In a study by the U.S. Department of Health and Human Services (1999), 59 percent of middle-to-upper class American parents were involved in three or more school activities on a regular basis, contrasted with the 36 percent of lower-class parents. In general, parents in higher class families were also more aware of their children's likes and dislikes in relation to school, their children's teachers and their general coursework, compared to their lower-income counterparts.

Finally, lower-income parents were overall less involved in their children's daily lives. Newson and Newson (1976) found that seventeen percent of families of unskilled workers were unable to locate their children in the neighborhood when needed compared to the nine percent of families of the professional class. Similarly, in a nationwide study, Lee & Croninger (1994) found that low-income American parents of eighth graders knew significantly fewer of the parents of their children's friends.

The lower-class parent not only tends to be uninvolved in the school and neighborhood, but in the home as well. While children in lower-income homes are reading less, they are also watching more television. The U.S. Department of Health and

Human Services (2000) found that eighteen percent of low-income American thirteen-year olds watch more than six hours of television daily compared to the ten percent of their thirteen-year old affluent counterparts.

Aggression and Behavior Problems

There is a marked relationship between family instability, family income and behavior problems. As discussed previously, children in impoverished areas tend to be more exposed to other children's aggression. Children from disadvantaged families tend to have problematic peer relationships and acceptance in childhood, (Dodge, Pettit & Bates, 1994), childhood conduct problems (Bolger, Patterson, Thompson & Kupersmidt, 1995) and delinquent and antisocial conduct in adolescence (Sampson & Laub, 1994).

Children from low-income environments exhibiting problematic behaviors tend to have one variable in common. Many of these children stem from unstable families, facing unyielding economic adversity in an often unsafe environment.

Fergusson, Horwood, & Lynskey (1994) and Sameroff, Seifer, Baldwin, & Baldwin (1993) agree that family instability is an aggregate of several kinds of events that challenge the daily continuity and cohesiveness of family life for a child. Some of these events may occur often over a child's lifetime and can include a chaotic and unpredictable family environment. Fergusson, Horwood, & Lynskey (1994) and Sameroff, Seifer, Baldwin, & Baldwin (1993) find indicators of family instability to include residential mobility, the number of intimate adult relationships involving the primary caregiver, the number of families with whom the child has lived, serious childhood illness and other recent negative life events (e.g., deaths of relatives, changing jobs, etc.).

In low-income environments, residential moves and marital or extra-marital conflicts are frequent. Eckenrode, Rowe, Laird, & Braithwaite (1995) discuss how frequent moves can disrupt friendships and relationships with schools and teachers. Capaldi & Patterson (1991) and Sampson & Laub (1994) also believe that the moves affect parent-child relations and can coincide with other extraordinary events to create a chaotic and unsure environment for a child.

Marital conflict can also have a direct and indirect effect on a child's adjustment and parent-child relationship. Fincham, Grych & Osborne (1994) and Zill, Morrison, & Coiro (1993) agree that witnessing adult conflict and frequent change in adult cohabitants can leave children with a lack of understanding of appropriate behaviors and new feelings not easily comprehended.

Many of the children from low-income areas are being diagnosed with externalizing behavior disorders, also known as disruptive behavior disorders in the DSM-III-R. Children exhibiting these behaviors often exhibit features such as impulsivity, defiance, disruption, inattention, over activity and a variety of antisocial acts. Kazdin (1987); Loeber (1990); Robins (1991) agree that this particular group is noncompliant to typical interventions and pose a major psychological, economic and social problem.

Main diagnoses can range from Attention-Deficit Hyperactivity Disorder (ADHD), to oppositional-defiant disorder (ODD) and eventually to conduct disorder (CD). The DSM-III-R defines ADHD as developmentally inappropriate and persistent dysregulation of attention, impulse control and motoric activity. ODD and CD are syndromes marked by excessive levels of hostility, defiance, and noncompliance and by

recurrent antisocial and aggressive actions, including assault, bullying, stealing and fighting.

Conclusion

Overall, there is a common variable linking behavior problems and low parental involvement. Low social economic status and limited parental education are major factors in a student's inability to adapt to conflict, thus often exhibiting frequent maladaptive behaviors. Early intervention practices geared toward educating parents may help in providing children from low-income environments with increased stability, alternative problem solving techniques and ultimately providing them with the advantages that their wealthier counterparts have been provided.

Chapter 3: The Design of the Study

Introduction

This study was designed in order to use archival information to support the need for early intervention practices for children in low-income areas. An exorbitant amount of state and city funding is used in Abbott districts in order to give young children in impoverished environments a head start on the elementary school years so that they may begin their school years on the same social and academic level as their more advantaged peers. It is important to recognize the need not only for early intervention, but also for more parental involvement and a rich learning environment.

Sample

This study included 52 former preschool students enrolled in an Abbott-funded preschool in Vineland, NJ during the 2004-2005 school year. The students' families are from varying income levels and are representative of many different ethnicities including but not limited to, Caucasian, African-American and Latino. The students represented both the male and female population.

The students are representative of both genders. The students also range in ages from three- to five-years old.

Measures

The instruments used for this data collection were archival obtained from the sample students' files from the 2004-2005 school year. The 2004-2005 Child and Adult Care Food Program Eligibility Applications containing the family's monthly income

were correlated with any behavior forms pertaining to negative behavior issues exhibited by that student. Sign-in sheets for parent/teacher meetings, back-to-school nights, family luncheons and other family involvement meetings were also correlated to evaluate parental involvement.

Methods

As stated previously, archival information from the 2004-2005 school year was obtained from the sample group's personal files. The Food Program Applications, behavior forms, and parent/guardian sign-up sheets for various meetings and conferences were correlated to determine the amount of behavior issues and parental involvement compared to the students' family income levels.

Using a correlational study, the variables were compared to discover the common relationship.

Hypothesis

The hypothesis of this study is that children of lower socio-economic status tend to have more behavior problems and less parental involvement than children of higher socio-economic status. It is expected that the students from lower-income families, where the family income is less than \$25,000 a year, will exhibit more behavior problems and less parental involvement than students from higher-income families.

Analysis

In order to analyze the archival data retrieved from the students' files, a correlational study will be used. The two variables, the behavior forms and the parental involvement sheets will be correlated with the level of income to determine the degree and direction of the relationship between the two.

Summary

This study is important to demonstrate just a small portion of the adversity that students from low-income environments face. It is important to recognize the need for early intervention programs in order to encourage not only academic growth, but social and emotional growth as well. This study shall serve to support the need for these programs as well as family and parental involvement.

Chapter 4: Analysis of Findings

Introduction

Included in this chapter are reports on the findings from archival information from an Abbott Preschool in Vineland, NJ. The results are analyzed in order to determine if the hypothesis of the study, that children of lower socio-economic status tend to have more behavior problems and less parental involvement than children of higher socio-economic status, will be supported. Additionally, gender and age will be correlated with the behavior variable.

Of the 90 students enrolled in the 2004-2005 academic year, 52 students had graduated and were candidates for this study using archival information.

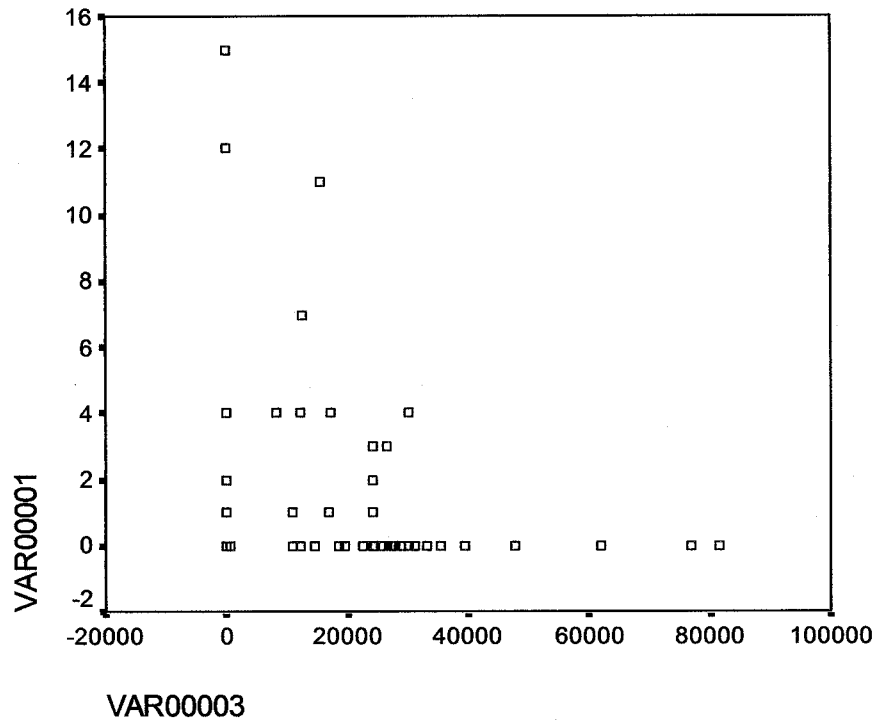
For the purpose of this study, VAR00001 will indicate behavior reports, VAR00002 will indicate parental involvement and VAR00003 will refer to parent's salary.

Results in Determining Effect of Income on Behavior

In analyzing the findings from the correlational study, it was discovered that children of lower-income levels (below \$25,000), had considerably more behavior reports than children from higher incomes. Thirty out of fifty-two of all behavior reports were from students of low-socioeconomic status (below twenty-five thousand). Also, eight out of all students of lower-socioeconomic levels had four or more behavior reports during this academic school year. The following Table, 4.1, depicts this data.

Table 4.1

Behavior Reports in Correlation with Family Income



Results in Determining Effect of Income on Parental Involvement

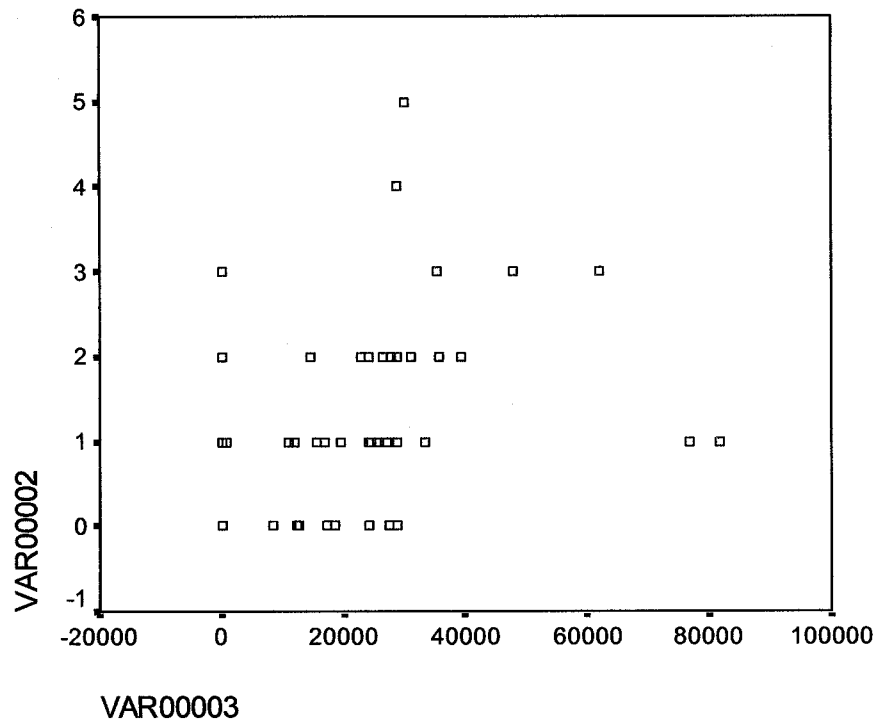
In analyzing the findings from the correlational study, it was discovered that children of lower-income levels (below \$25,000) had the same or more instances of parental involvement than their peers of higher income. The researcher was at first surprised by this outcome but will discuss in the next chapter the possible reasons for this occurrence.

It was discovered that 29 of the 52 children in this study were considered to be living at the poverty level. Of those 29 children, there were 30 instances of reported

parental involvement out of the total 52 parental involvement reports. The following Table, 4.2, depicts this data.

Table 4.2

Income in Correlation with Parental Involvement



Results in Determining Effect of Parental Involvement on Behavior

In analyzing the findings from the correlational study, it was discovered that overall, children exhibiting higher levels of behavior problems tended to have parents who were less involved in their academic lives.

It was discovered that of the 52 participants in the study, those that had no parental involvement at all had a total of 13 combined behavior reports. Students with only one or two instances of parental involvement had eighteen and thirteen total combined behavior reports, respectively.

On the contrary, students with as few as three instances of parental involvement produced a combined amount of five behavior reports. Students with four or five instances of parental involvement had one and two total combined behavior reports, respectively. Tables 4.3 and 4.4 depict this data.

Table 4.3

Parental Involvement in Correlation with Behavior

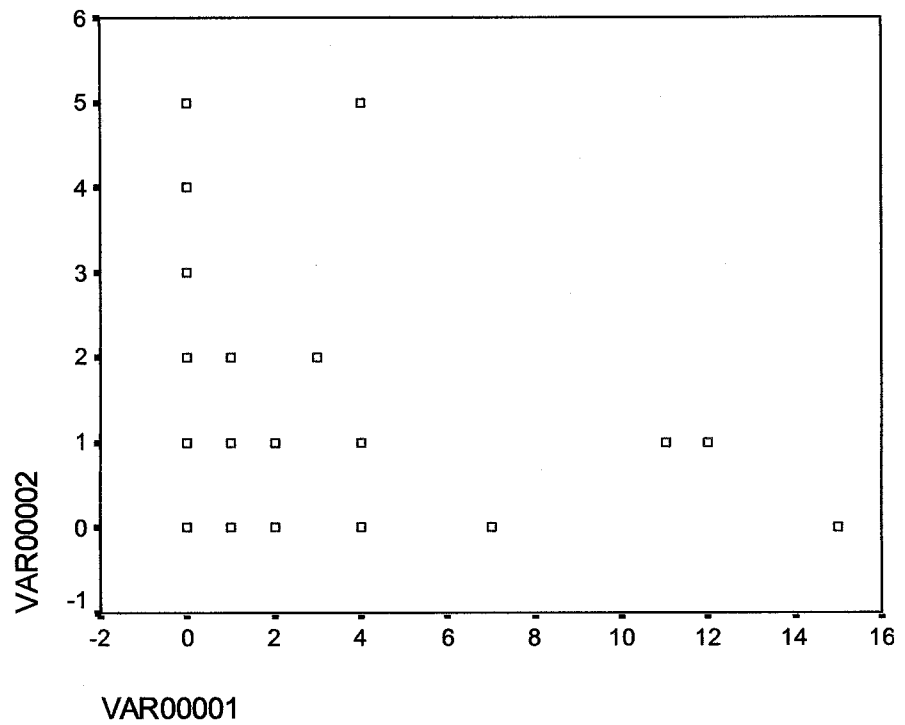


Table 4.4

Parental Involvement in Correlation with Behavior

VAR00001 * VAR00002 Cross tabulation

Count

		VAR00002						Total
		.00	1.00	2.00	3.00	4.00	5.00	
VAR0000	.00	6	11	8	5	1	1	32
1	1.00	1	3	3	0	0	0	7
	2.00	1	1	0	0	0	0	2
	3.00	0	0	2	0	0	0	2
	4.00	3	1	0	0	0	1	5
	7.00	1	0	0	0	0	0	1
	11.00	0	1	0	0	0	0	1
	12.00	0	1	0	0	0	0	1
	15.00	1	0	0	0	0	0	1
Total		13	18	13	5	1	2	52

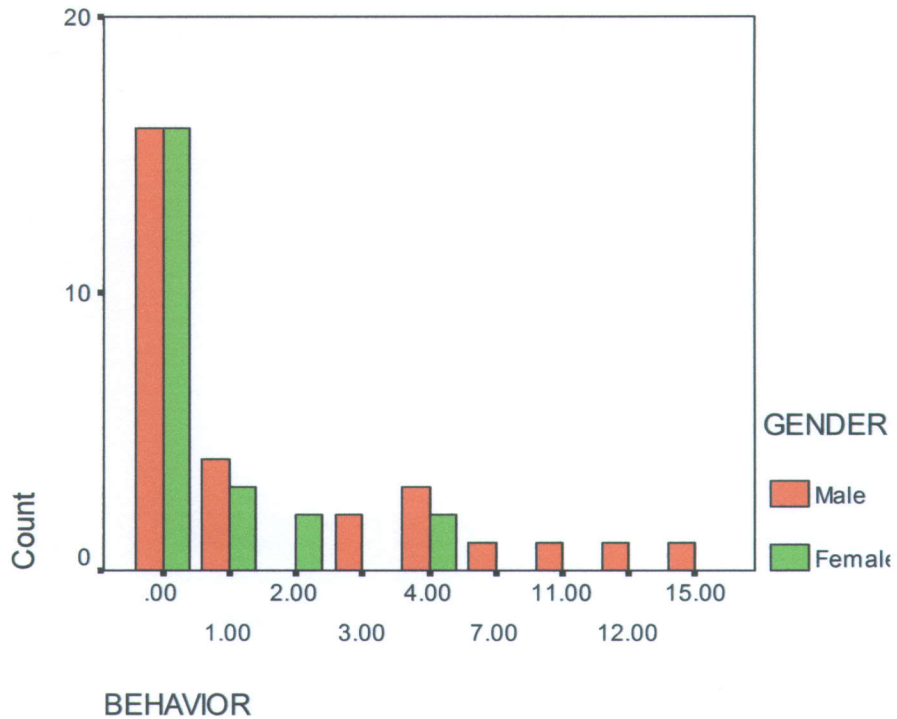
Results in Determining Effect of Age on Behavior

In analyzing the findings from the correlational study, it was discovered that overall, children exhibiting higher levels of behavior problems tended to be male. An equal number of male to female students exhibited no major behavior problems at all. However, as the rate of behavior reports increased, the likelihood of the person responsible for the behaviors being female decreased.

As the amount of behavior reports reached seven and higher, there were no incidences of female involvement at all. The following figure depicts this data.

Figure 4.1

Age in Correlation with Behavior



Summary

After cross-tabulating the data used in this study, it was discovered that the hypothesis was partially supported. It was discovered that students of lower-economic status did tend to exhibit more behavior problems than their more affluent peers. However, parents of children of lower socio-economic status did tend to be more involved in their academic lives.

Nonetheless, children with less parental involvement did tend to have higher incidences and recurrences of behavior problems during the 2004-2005 academic school year.

While some of the research findings do contradict each other, the researcher will discuss more deeply the reasons for such occurrences in the following chapter.

Chapter 5: Summary and Conclusions

Summary of Thesis

This study is important in making a real-life connection between the nation's poor youth and their hope for the future. With the instances of broken families and the amount of people living beneath the poverty level on the rise, it is no wonder that the children of these families are suffering.

After analyzing the data in this study, it was determined that children of lower-economic status had more behavior problems. It was also determined that children with less instances of parental involvement had higher amounts of behavior reports.

However, it was determined that students coming from lower-economic levels tended to have the same or more instances of parental involvement than their wealthier peers.

As stated in Chapter 2, children of lower income families face more adversity than their peers from higher income families. They are not only exposed more frequently to familial violence (Emery & Laumann-Billings, 1998), but also incidences of crime within their own neighborhoods (Sampson, Raudenbush, & Earls, 1997).

Research has shown the reasons behind aggression in impoverished children. This study has proven the need for parental involvement and more assistance for the financially needy. With these two practices in place, these children can be reached before their experiences early on have affected them for the long-term.

Discussion

All in all, it appears that students from lower income brackets are suffering both socially and emotionally. This may lead one to ask oneself, “What can be done to help these children?”

As discussed in Chapter 2, Fergusson, Horwood, & Lynskey (1994) and Sameroff, Seifer, Baldwin, & Baldwin (1993) agree that family instability is an aggregate of several kinds of events that challenge the daily continuity and cohesiveness of family life for a child. Some of these events may occur often over a child’s lifetime and can include a chaotic and unpredictable family environment. Fergusson, Horwood, & Lynskey (194) and Sameroff, Seifer, Baldwin, & Baldwin (1993) find indicators of family instability to include residential mobility, the number of intimate adult relationships involving the primary caregiver, the number of families with whom the child as lived, serious childhood illness, and other recent negative life events (e.g., deaths of relatives changing jobs, etc.).

It is unknown how many of these indicators an aggressive child has faced in his young life, but research supports the need for assistance for parents during the prenatal months all through the early childhood years.

Parental and familial involvement is a key factor in a child’s success. But that is not all. Since early intervention practices have been proven to help children academically, why not socially as well? If the state can allocate monies to the needy areas for academic growth, why can’t money be allotted to intervene at the most critical time, to assist in personal and social growth as well?

Conclusion

Although there was some contradiction regarding the data for this study, the important aspects of the study were significantly supported. It was found that students stemming from lower-income environments did have more behavior problems than their wealthier peers.

This finding could be significant in deciding where funding should be allotted and assist parents in learning to what degree of adversity their impoverished child faces and the measures they need to take to ensure growth for the whole-being.

Implications

As discussed in Chapter 2, many children from low-income areas are being diagnosed with externalizing behavior disorder or disruptive behavior disorders in the DSM-III-R. This is significant in raising awareness to parents, schools and politicians, of the need for intervention to young children in impoverished areas.

Some of the main diagnoses can range from Attention-Deficit Hyperactivity Disorder (ADHD), to oppositional-defiant disorder (ODD) and eventually to conduct disorder (CD). Kazdin (1987); Loeber (1990); Robins (1991) agree that this particular group is noncompliant to typical interventions and pose a major psychological, economic and social problem.

One must realize that the amount of money spent early on can help to decrease the amount of behavior problems, and thus, help to counteract behavior disorders diagnosed later in life.

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