

1991

Small group counseling for stepchildren in elementary school

Margaret K. Oler
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1991 Margaret K. Oler

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Oler, Margaret K., "Small group counseling for stepchildren in elementary school" (1991). *Graduate Research Papers*. 3080.

<https://scholarworks.uni.edu/grp/3080>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Small group counseling for stepchildren in elementary school

Abstract

Children who are members of stepfamilies are an increasing segment of our nation's school population, and their numbers may be expected to grow in the next decade (Crosbie-Burnett & Pulvino, 1990). Some demographers predict that as many as one-third of all children born in the 1980s may live with a stepparent before they are 18 (Kantrowitz & Wingert, 1990). A stepchild is defined as a child whose biological parent has remarried or married someone other than the child's other biological parent. Historically school policies and practices have related to students' families with the assumption that all two-parent families were nuclear, intact, biological families. There is a need for schools to make adjustments to acknowledge the existence of the growing number of stepchildren in contemporary society (Crosbie-Burnett & Skyles, 1989).

SMALL GROUP COUNSELING FOR STEPCHILDREN
IN ELEMENTARY SCHOOL

A Research Paper
Presented to
The Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Margaret K. Oler
May 1991

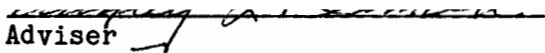
This research paper by: Margaret K. Oler

Entitled: SMALL GROUP COUNSELING FOR STEPCHILDREN IN
ELEMENTARY SCHOOL

has been approved as meeting the research paper requirement
for the Degree of Master of Arts in Education.

Audrey L. Smith

April 15, 1991
Date Approved


Adviser

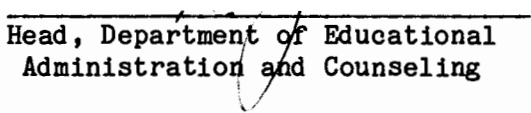
Richard Strub

April 16, 1991
Date Approved

Richard Strub
Second Reader of Research Paper

Dale R. Jackson

April 17, 1991
Date Received


Head, Department of Educational
Administration and Counseling

Children who are members of stepfamilies are an increasing segment of our nation's school population, and their numbers may be expected to grow in the next decade (Crosbie-Burnett & Pulvino, 1990). Some demographers predict that as many as one-third of all children born in the 1980s may live with a stepparent before they are 18 (Kantrowitz & Wingert, 1990). A stepchild is defined as a child whose biological parent has remarried or married someone other than the child's other biological parent. Historically school policies and practices have related to students' families with the assumption that all two-parent families were nuclear, intact, biological families. There is a need for schools to make adjustments to acknowledge the existence of the growing number of stepchildren in contemporary society (Crosbie-Burnett & Skyles, 1989).

Visher and Visher (1979, 1983, 1988), who have done extensive study of stepfamilies, enumerated unique conditions which are a source of stress for members of stepfamilies. Other writers (Bumpass, 1984; Carter & McGoldrick, 1988; Giles-Sims & Crosbie-Burnett, 1989; Goldenberg & Goldenberg, 1991; Skeen, Covi, & Robinson, 1985; Sager et al., 1983) have identified characteristics of stepfamilies which are potentially conflict-producing. The period of time required for successful adjustment for stepfamilies is likely to take several years (Visher & Visher, 1988). Papernow (1984) has

identified seven stages of adjustment for stepfamilies which take from four to seven years to successfully complete. It is evident that stepchildren may be faced with a number of issues and that their difficulties may extend over several years.

The school may well be the single stable environment which can provide a source of nurturance and continuity to support children at times of family disruption (Goldman & King, 1985; Sager et al., 1983; Tedder, Scherman, & Wantz, 1987). Assistance can be provided on a regular basis for a significant part of the year (Tedder, Scherman, & Wantz, 1987). Children in schools are already grouped by age, providing a unique opportunity for group work (Sager et al., 1983).

The numbers of stepchildren, the distinct issues which they face, and the amount of time required for successful adjustment are all indications for the school counselor to address the needs of stepchildren.

The purpose of this research is to review the literature to find what resources are available to assist school counselors in helping elementary-age stepchildren through small group interventions. This paper shall review the literature concerning demographic data about stepchildren, major characteristics of stepfamilies, research which has been conducted with groups of school children whose parents

have been divorced, and resources available to assist school counselors in their work with stepchildren.

Research has shown that school-based interventions with small support groups can help children at times of family restructuring (Crosbie-Burnett & Skyles, 1989). Although most of these groups have been for children of divorce, several writers believe that such groups could be equally effective for stepchildren (Crosbie-Burnett & Skyles, 1989; Poppen & White, 1984; Skeen, Covi, & Robinson, 1987). However, this review of the literature found no structured programs for small group interventions designed specifically for stepchildren. The significance of this research is to show the need for development of plans for small group interventions with elementary school-aged stepchildren and to identify resources which may be helpful to the school counselor.

Demographic Data

It is estimated that one in five American children under the age of 18 is a stepchild (Visher & Visher, 1988). Census reports in 1985 placed the number of children living in stepfamilies at 6.8 million, an increase of 11.6% in the five years between 1980 and 1985. Glick reported that 17.4% of households with children under age 18 are stepfamilies, and 12.7% of children under age 18 living in married families are in stepfamilies (Glick, 1989).

Demographic statistics may underestimate the numbers of children in stepfamily networks because they may not include children who have stepparents in the households of their nonresidential parents, children who have stepparent figures who are not legally married to their biological parents, nor children in the first marriage of previously unwed parents (Crosbie-Burnett & Skyles, 1989). Families such as these are structurally and psychologically similar to stepfamilies (Crosbie-Burnett & Skyles, 1989). Children in such families would presumably have needs similar to those of children residing in stepfamily households which are included in census data.

Fueling the dramatic growth in numbers of stepchildren is the increase in both divorce and remarriage rates. Fifty percent of first marriages end in divorce (Wise, 1986). Five of six divorced men remarry, and three of four divorced women remarry; 60% of these have children (Visher & Visher, 1988). Remarriage rates increased by 22% between 1970 and 1980 (Glick, 1989). In a study by Bumpass (1984) it was found that the time between the divorce and remarriage of a mother with children averaged less than three years, and that 15% of children of divorced parents acquired a stepparent within a year. Even then their families may not be lasting; second marriages end in divorce at a rate of 60% (Kantrowitz & Wingert, 1990). Visher and Visher (1982) reported that

40% of second marriages end in the first five years. "A sizable number of children will become members of stepfamilies (usually residential stepfather families) for a limited time followed by another divorce" (Pasley & Ihinger-Tallman, 1989, p. 51).

Although 90% of remarried families are formed after the divorce of two living biological parents (Crosbie-Burnett & Skyles, 1989; Glick, 1989), another group of stepchildren is made up of those who acquire a stepparent following the death of a biological parent.

Statistics about stepfamilies may vary for different racial and ethnic groups. Giles-Sims and Crosbie-Burnett (1989) reported that there is little research on stepfamilies among racial and ethnic minorities. Each group has its own unique stresses, values, attitudes, customs, and expectations of family members which affect members of stepfamilies. Such differences probably need to be considered when working with stepchildren of varying cultural backgrounds.

Characteristics of Stepfamilies

An understanding of the conditions that are sources of stress for stepchildren is essential for those who seek to help them cope and adapt effectively to the changes in their lives (Poppen & White, 1984). Among these unique conditions are those identified by Visser and Visser (1979, 1983, 1988). All stepchildren have experienced a loss whether it is the

separation and divorce of their parents or the death of one parent. Each stepfamily member has a separate family history and traditions which may be in conflict with another member's ideas of roles, rights, and responsibilities. All stepchildren have spent a period of time living with a single parent, so that the parent-child relationship predates the remarried couple's relationship. All stepchildren have the existence of a biological parent elsewhere, either in actuality or in memory. This relationship and the loyalty the child feels toward the absent biological parent affect the relationships in the stepfamily. Many stepchildren are members of two households and may experience feelings of divided loyalties, uncertainty, or confusion at the inconsistencies or conflicts between their two families.

Another source of stress for stepfamilies is incongruities between different developmental stages of the individual members and the evolving marital and family life cycle stages (Visher & Visher, 1988). The notion of stages of family life was first proposed by Evelyn Duvall in 1957 (Goldenberg & Goldenberg, 1991). Carter and McGoldrick (1988) have incorporated this approach into their developmental outline of the phases and issues of family life which occur with divorce, in the postdivorce family, and in the remarried family. In each phase the family must renegotiate and reorganize before restabilization can take place (Goldenberg

& Goldenberg, 1991). Successful stepfamily adjustment is likely to take several years (Papernow, 1984; Visher & Visher, 1988). Giles-Sims and Crosbie-Burnett (1989) suggested that perhaps stepfamily members' adjustment needs to be studied longitudinally over multiple generations.

Remarriage brings a complex new system of structure. Sager et al. (1983) referred to the "Rem suprasystem" (p. 3) as a term for the entire family system following remarriage. Stepchildren have involuntarily become a part of an extremely complicated family suprasystem which includes numerous subsystems (Sager et al., 1983).

The presence of stepsiblings and half siblings in the home of either of the stepchild's biological parents can produce rivalry or jealousy (Giles-Sims & Crosbie-Burnett, 1989; Goldenberg & Goldenberg, 1990). Ordinal positions of stepsiblings may change, and there may be heightened competition among stepsiblings for space in the household and time spent with a parent (Sager et al., 1983; Visher & Visher, 1988). The latter writers reported that little research had been directed at stepsibling relationships. About one-half of children under age five at the time of remarriage gain a half sibling within four years (Bumpass, 1984).

With remarriage there are changes in roles and functions of the family members which may create uncertainty and anxiety

for them (Sager et al., 1983; Visher & Visher, 1988). A lack of role clarity among stepfamily members presents potential for conflict in the family. For example, some expectations which family members hold may be based upon the roles which were established in the previous family stages but produce major difficulties in the new household (Sager et al., 1983; Visher & Visher, 1988). Some stepfamily members may have unrealistic expectations of instant love and instant adjustment and do not allow enough time for caring and cooperation to develop (Visher & Visher, 1988). Stepchildren may have negative stereotypical ideas about stepparents, especially stepmothers, which have been assimilated from history, mythology, and literature (Giles-Sims & Crosbie-Burnett, 1989; Visher & Visher, 1988). Stories such as Cinderella, Hansel and Gretel, and The Juniper Tree portray steprelatives as evil characters intent upon bringing harm to stepchildren.

Discipline of the children was reported by Visher and Visher (1988) to be among the worst problems experienced by stepparents. Although discipline is a source of conflict for all families, studies reported by Poppen and White (1984) indicated that stepchildren are more likely to be referred to the school counselor than are children in intact families. In comparing children from stepfamilies with children from intact nuclear families or single-parent families,

Crosbie-Burnett and Skyles (1989) found that teachers reported more behavior problems for stepchildren and that school counselors had more contact with stepchildren than with children from other family types.

Financial matters are crucial in any family, however, there are frequently complex financial arrangements in the stepfamily which create unusual stress for its members (Poppen & White, 1984; Skeen, Covi, & Robinson, 1985; Sager et al., 1983). One or both spouses may have financial obligations to former spouses and the children of the previous marriage (Skeen, Covi, & Robinson, 1985) which reduces the resources available to the remarried family (Poppen & White, 1984). Or, there may be money coming into the family from a former spouse in the form of alimony or child support. Consequently there may be inequalities in the financial resources available to be used for the stepsiblings. Poppen and White (1984) and Skeen, Covi, and Robinson (1985) recommended that management of finances in remarried families be planned to reflect the commitment to the stepfamily as well as the autonomy of its individual members.

Time is another resource to be allocated to oftentimes competing and conflicting needs of stepfamily members (Poppen & White, 1984; Visher & Visher, 1988). Carter and McGoldrick (1988) included maintenance of connections with extended family among the chief developmental issues to be resolved

by the remarried family. Lack of predictability and control over time schedules may characterize the stepfamily as members attempt to coordinate visits to nonresidential parents or children. The amount of time may be too little to satisfy the individual's needs (Bumpass, 1984), or so much that resentment and conflict occur.

The potential for communication problems between former spouses and between two stepfamily households is great (Skeen, Covi, & Robinson, 1985). Visher and Visher (1988) encouraged the use of a "parenting coalition" (p. 28) through which parents and stepparent(s) form a temporary alliance to plan together and cooperate for the benefit of the children's growth and development.

Another issue for stepfamilies is creating a comfortable degree of closeness. Visher and Visher (1988) suggested that children be allowed to determine what they will call the stepparent. In addition, sexual attraction between stepparents and stepchildren or between stepsiblings are issues which may surface and need resolution. Crosbie-Burnett and Skyles (1989) cited several studies which indicated that stepchildren may be subjected to more abuse and neglect than children in intact, biological families. Unfortunately, the concern about increased potential for sexual abuse and neglect is sometimes used by angry ex-spouses or stepchildren to

express their bitterness over their unwanted situation (Visher & Visher, 1988).

The child's age at time of remarriage is influential: Children under five and those over eighteen assimilate into remarriage most easily according to Sager et al. (1983). In a study by Heterington (1982), children aged 9-15 were found to do the poorest. Stepdaughters seem to have more difficulty with parental remarriage than do stepsons (Crosbie-Burnett & Skyles, 1989; Visher & Visher, 1988).

The preceding review of literature about stepfamily characteristics show that there is potential for multiple problems for stepchildren, some relating to unresolved difficulties of the past and others concerning the new family structure. The extent to which children have worked through their losses and the nature of their adaptation to change will influence their acceptance of remarriage and the new challenges it brings (Sager et al., 1983).

Group for Children of Divorced Parents

The increase in divorce rates in the 1970s led to the development of time-limited counseling groups for students whose parents had separated or divorced (Crosbie-Burnett & Newcomer, 1989; Goldman & King, 1985). Typically these groups were offered to upper elementary school children (Goldman & King, 1985). The early models for divorce groups were developed by Cantor (1977, 1979) using discussion and student

writing and performance of plays; by Wilkenson and Bleck (1977) using discussion, filmstrips, and puppets; and by Green (1978), who developed a multimodal approach (Burke & Van de Streek, 1989; Tedder, Scherman, & Wantz, 1987). In 1981 Hammond authored Group Counseling for Children of Divorce: A Guide for the Elementary School. The reactions to these groups seemed to be positive, however, the findings were based on subjective reports from students, teachers, and parents (Tedder, Scherman, & Wantz, 1987). There was a paucity of research to support the efficacy of any one program (Burke & Vande Streek, 1989).

During the 1980s school systems across the country attempted interventions for children whose parents had divorced. These interventions ranged from informal "rap" sessions to more formal structured programs based on the work of Cantor, Wilkenson and Bleck, Green, and Hammond (Burke & Van de Streek, 1989). Most interventions aimed at easing the stress children were going through and improving their self-concepts.

More experimental studies appeared in the literature of the 1980s to support the efficacy of structured small groups of children of divorce. Kalter, Pickar, and Lesowitz (1984) conducted groups to aid children in processing divorce. They noted that in their individual and small group interventions most of the themes introduced by children related

to their adjustment difficulties in the postdivorce and remarried family. The results of the study supported the viability of using a group format to aid in childrens' psychological adjustment to divorce.

The multimodal approach for group interventions for children of divorce was studied. Anderson, Kinney, and Gerler (1984) studied the use of Green's model and found it to be successful in changing children's beliefs and attitudes and in increasing competent behaviors. Other studies cited by Goldman and King (1985) were conducted as part of a multimodal approach which aimed at facilitating postdivorce adjustment of children. Modeling and role-playing were used to teach children relaxation, impulse and anger control techniques, and communication skills. Outcome data indicated better self-concepts and improved social skills as a result of their intervention. Crosbie-Burnett and Newcomer (1987) developed a plan for a multimodal intervention for group counseling of children of divorce. In an experimental study with sixth grade students they found positive effects on depression, attitudes, beliefs about parental divorce, and aspects of self-esteem.

Several studies of groups for children of divorced parents have used objective instruments to measure results. The effects of a support group for fourth and fifth grade children of divorced mothers was studied by Tedder, Scherman,

and Wantz (1987). Their program addressed feelings, cognition, and problem solving. They found positive change seen by parents in the areas of social adjustment, distractibility, peer relations, immaturity, and behavior. Teachers' ratings did not indicate change as a result of the intervention.

Omizo and Omizo (1987) used experimental and control groups to study sixty children between the ages of nine and twelve whose parents had been divorced and had not remarried. The focus of the program was on divorce issues, expression of feelings, and development of positive self-concepts. They found that group counseling was beneficial in enhancing some areas of self-concept and an internal locus of control. Burke and Van de Streek (1989) studied the use of Hammond's workbook (1981) with fourth, fifth, and sixth grade students and found favorable change in self-concept for the treatment group.

"Banana Splits" (McGonagle, 1986) is a program for an ongoing support group for children of divorced parents. Nugent (1990) reported that high school students who took part in "Banana Splits" for three years in elementary school had lower delinquency rates than did those in a control group.

No plans for structured small groups designed specifically for stepchildren were found in the literature. However, some activities used in small group interventions for children of divorce could be equally effective for stepchildren's

groups. These included discussion, films or videos, story writing, problem-solving, modeling, role-playing, puppets, communication skills, and relaxation and stress reduction techniques.

Resources for Counseling of Stepchildren

The multiplicity of family forms in contemporary society indicates a need for school counselors to be well prepared to work with children from varying family structures. In discussing the training and role of school counselors, Wilcoxon and Comas (1987) suggested a need for increased understanding of the principles of family systems theory and family counseling intervention strategies. They also stressed a need for familiarity with current family-based research including interventions with nontraditional family structures. Crosbie-Burnett and Skyles (1989) also emphasized the importance of school counselors being knowledgeable about stepfamily issues and appropriate intervention strategies. An important function of the school counselor is knowing and using appropriate community resources for consultation, support services, and referrals (Crosbie-Burnett & Skyles, 1989; Poppen & White, 1984; Wilcoxon & Comas, 1987).

Two resources were found which addressed counseling techniques with stepchildren in the schools. The first step in counseling children in transitional stages of parental divorce and remarriage is to assess how effectively they are

coping with the changes in their families. Goldman and King (1985) suggested the use of brief interventions of individual counseling to assess the child's overall developmental level, the child's unique response to the experience, and the amount of support available to the child. For older children who are able to understand their conflicts and discuss them, direct methods may be used. Indirect counseling techniques to help children communicate their feelings symbolically are used with younger children and those who have difficulty in talking about issues involving strong emotions (Goldman & King, 1985; Poppen & White, 1984).

The growing numbers of non-traditional families suggest that all children need to be sensitized to different family forms. Sager et al. (1983) proposed that instruction about types of family configurations and discussions of feelings about divorce and remarriage were appropriate preventive work for whole classrooms. Crosbie-Burnett and Pulvino (1990) have prepared a program for classroom guidance lessons about children in non-traditional families. This program has been used successfully in Grades 2-10 and requires four 45-60 minute sessions. They concluded that the program is relevant for all students and recommended that subsequent support group or individual counseling be provided for students who request further assistance.

Crosbie-Burnett and Skyles (1989) and Goldman and King (1985) have identified goals for student activity/discussion groups concerning their family restructuring. These goals are to provide a safe environment to express and explore their feelings, questions, and concerns about parental marriage, to lessen their feelings of shame and isolation, to develop coping skills, and to offer support in the school setting.

An effective resource for counselors to use in working with stepchildren are books which deal with the children's issues (Poppen & White, 1983). Coleman and Ganong (1989) reviewed, rated, and annotated a list of self-help books for stepchildren. The Stepfamily Association of America (1990) and Visher and Visher (1988) also provided book lists of recommended reading for stepfamily members. Other resources have suggested activities such as constructing genograms (Visher & Visher, 1988) and looking at personal history by making time lines (Poppen & White, 1983).

Working with children is only a part of the counselor's role in the school; the counselor also acts as a consultant to parents. For the youngest children of divorce, Goldman and King (1985) suggested that interventions should focus directly on helping parents stabilize the children's environments and communicate more effectively with their youngsters. Sager et al., (1983) encouraged schools to offer

parent meetings providing information about divorce and remarriage and adult education classes about stepparenting. Skeen, Covi, and Robinson (1985) suggested counselors modify structured parenting programs to make them appropriate for stepparents.

Parental involvement was a component of many of the groups used for children of divorce. Cantor (1979) invited parents to attend plays written and performed by students depicting issues that were significant for them. Goldman and King (1985) conducted individual interviews with parents before starting groups or held a group meeting for parents of all participating students. They also tried a series of meetings for parents paralleling the children's group. They found that parents of younger children and those who were most recently divorced were more interested in a series of meetings than were those who had older children or had experienced family change years before. Burke and Van de Streek (1989) used role-playing, modeling, and homework assignments for parents' meetings which they conducted concurrently with the children's group.

Crosbie-Burnett and Skyles (1989) recommended that counselors identify the significant parental figures of an individual student and include those figures in the assessment of the student's problem and in the intervention. They also

recommended that counselors facilitate discussion groups for parental figures on school-related issues.

Teachers can be pivotal resources in preventive work with children of divorce and remarriage (Sager et al., 1983). Several writers have emphasized the importance of educating staff to increase awareness of the critical issues of stepchildren (Crosbie-Burnett & Skyles, 1989; Goldman & King, 1985; Poppen & White, 1984; Sager et al., 1983). Other goals of an in-service program for staff were to develop skills to recognize a child's reactive depression to family change and to increase sensitivity to the language which is used to describe non-intact families (Goldman & King, 1985). These writers placed a strong emphasis on consultation with teachers to focus their attention on the specific behaviors of children who are receiving counseling interventions. They stated, "It is the teacher who will have the greatest cumulative effect on the largest number of students and therefore must be a central collaborator in this process" (p. 288).

The involvement of administrators is essential to lend support to counseling programs for stepchildren, to ensure participation by teachers, and to encourage the school-involvement of parents. Crosbie-Burnett and Skyles (1989) listed a number of ways in which administrators can affect school policies regarding student data forms, school-to-home communications, report cards, parent

conferences, access to school records, and inclusion of non-residential parents and/or stepparents in school events. Administrators can also play a role in the selection of curriculum materials which include all family structures (Crosbie-Burnett & Skyles, 1989).

Conclusion

This research has reviewed the literature to show the need for assisting stepchildren in the elementary school and to identify resources to assist the school counselor in establishing an effective program for stepchildren. When parental remarriage occurs the child enters another stage of family life. Although the child may have received counseling services during the divorce or grief stage and the single-parent stage there are new issues of concern when a parent remarries. Researchers have identified these issues and the significant number of children who may be affected, yet a comprehensive model for school counseling services for stepchildren has not yet appeared in the literature.

The issues of stepchildren occur within the contexts of the family system and the school setting. Therefore, an effective model would include collaboration with the significant parental figures, teachers, and school administrators. Educational programs about stepparenting, consultation services, and the use of appropriate referrals may be provided for parental figures. The active participation

of teachers may be sought through in-service activities providing information about stepfamilies and consultation which specifically focuses on individual student behavior in the classroom. The support of the school administration is essential in developing overall school policies which are not biased against non-traditional families.

Resources have been identified to assist the school counselor in developing a program which addresses the issues of children who live in non-traditional families. These include a classroom guidance plan and techniques for individual and small group counseling. Although no structured plans for small group interventions with stepchildren were found in the literature, a number of activities which have been successfully used in small groups were presented. In addition, resources for the use of bibliotherapy, genograms, and time lines were given.

References

- Anderson, R. F., Kinney, J., & Gerler, E. R. (1984). The effects of divorce groups on children's classroom behavior and attitudes toward divorce. Elementary School Guidance and Counseling, 19, 70-76.
- Bumpass, L. (1984). Some characteristics of children's second families. American Journal of Sociology, 90, 608-623.
- Burke, D. M., & Van de Streek, L. (1989). Children of divorce: An application of Hammond's group counseling for children. Elementary School Guidance and Counseling, 24, 112-118.
- Cantor, D. W. (1977). School-based groups for children of divorce. Journal of Divorce, 1, 183-187.
- Cantor, D. W. (1979). Divorce: A view from the children. Journal of Divorce, 2, 357-361.
- Carter, B., & McGoldrick, M. (1988). The changing family life cycle: A framework for family therapy. New York: Allyn and Bacon, Inc.
- Coleman, M., & Ganong, L. (1989). Stepfamily self-help books: Brief annotations and ratings. Family Relations, 38, 91-96.
- Crosbie-Burnett, M., & Newcomer, L. L. (1989). A multimodal intervention for group counseling with children of divorce. Elementary School Guidance and Counseling, 23, 155-166.

- Crosbie-Burnett, M., & Pulvino, C. J. (1990). Children in non-traditional families: A classroom guidance program. The School Counselor, 37, 286-293.
- Crosbie-Burnett, M., & Skyles, A. (1989). Stepchildren in schools and colleges: Recommendations for educational policy changes. Family Relations, 38, 59-64.
- Giles-Sims, J., & Crosbie-Burnett, M. (1989). Stepfamily research: Implications for policy, clinical interventions, and further research. Family Relations, 38, 19-23.
- Glick, P. C. (1989). Remarried families, stepfamilies, and stepchildren: A brief demographic profile. Family Relation, 38, 24-27.
- Goldman, R. K., & King, M. J. (1985). Counseling children of divorce. School Psychology Review, 14, 280-290.
- Goldenberg, H., & Goldenberg, I. (1990). Counseling today's families. Pacific Grove, CA: Brooks/Cole.
- Goldenberg, I., & Goldenberg, H. (1991). Family therapy: An overview. Pacific Grove, CA: Brooks/Cole.
- Green, B. J. (1978). HELPING children of divorce: A multimodal approach. Elementary School Guidance and Counseling, 13, 31-45.
- Hammond, J. (1981). Group counseling for children of divorce: A guide for the elementary school. Ann Arbor, MI: Cranbrook Publishing Company.

- Hetherington, M. E., Cox, M., & Cox, R. (1982). Effects of divorce on parents and children. In M. E. Lamb (Ed.). Non-traditional families. Hillsdale, NJ: Erlbaum.
- Kalter, N., Pickar, J., & Lesowitz, M. (1984). School-based developmental facilitation groups for children of divorce: A preventive intervention. American Journal of Orthopsychiatry, 54, 613-623.
- Kantrowitz, B., & Wingert, P. (1990, Winter/Spring). Step by step. Newsweek, (Special Issue), pp. 24-34.
- McGonagle, E. M. (1986). Banana splits: A school/parent support program for children of divorce. Lakeside, CA: Interaction Publishers, Inc.
- Nugent, P. (1990). Children of divorce. American School Board Journal, 177, 31.
- Omizo, M., & Omizo, S. (1987). Group counseling with children of divorce: New findings. Elementary School Guidance and Counseling, 22, 46-52.
- Papernow, P. L. (1984). The stepfamily cycle: An experiential model of stepfamily development. Family Relations, 33, 355-363.
- Pasley, B. K., & Ihinger-Tallman, M. (1989). Boundary ambiguity in remarriage: Does ambiguity differentiate degree of marital adjustment and integration? Family Relations, 38, 46-52.

- Poppen, W. A., & White, P. N. (1984). Transition to the blended family. Elementary School Guidance and Counseling, 19, 50-61.
- Sager, C. J., Brown, H. S., Crohn, H., Engel, T., Rodstein, E., & Walker, L. (1983). Treating the remarried family. New York: Brunner/Mazel.
- Skeen, P., Covi, R. B., & Robinson, B. E. (1985). Stepfamilies: A review of the literature with suggestions for practioners. Journal of Counseling and Development, 64, 121-125.
- Stepfamily Association of America. (1990). Stepfamilies: Educational resources for stepfamilies and professionals. Available from Stepfamily Association of American, Inc., 215 S. Centennial Mall Ste. 212, Lincoln, NE 68508.
- Tedder, S. L., Scherman, A., & Wantz, R. A. (1987). Effectiveness of a support group for children of divorce. Elementary School Guidance and Counseling, 22, 102-109.
- Visher, E. B., & Visher, J. S. (1979). Stepfamilies: A guide to working with stepfamilies and stepchildren. New York: Brunner/Mazel.
- Visher, E. B., & Visher, J. S. (1983). Stepparenting: Blending families. In H. McCubbin & C. Figley (Eds.), Stress and the family: Coping with normative transitions (Vol. 1, pp. 133-146). New York: Brunner/Mazel.

- Visher, E. B., & Visher, J. S. (1988). Old loyalties, new ties: Therapeutic strategies with stepfamilies. New York: Brunner/Mazel.
- Wilcoxon, S. A., & Comas, R. E. (1987). Contemporary trends in family counseling: What do they mean for the school counselor? The School Counselor, 34, 219-225.
- Wilkinson, G. S., & Bleck, T. (1977). Children's divorce groups. Elementary School Guidance and Counseling, 12, 205-213.
- Wise, G. M. (1986). Blended family digest: Rules and tools for practitioners and educators. Odgen, UT: Weber State College.