IMPROVING RELATIONSHIPS BETWEEN SCHOOL, PARENTS, AND CHILDREN

By

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CHAPTER I

INTRODUCTION

In the past fifty years, research has indicated that a child's family has an impact on both learning and behavior. However, there is still a need for enhanced family-school relations. Typical family interventions include: parent involvement with the schools and community, family-school collaboration, family systems therapy, parent education and training, parent consultation, and early childhood family-focused interventions. These interventions have significant overlap in their definitions and goals. Additionally, these interventions require that parents are involved for implementation. For this reason parental involvement is examined (Carlson & Christenson, 2005).

Definition of Parental Involvement (PI)

Parental involvement has been referred to in the current literature as a parents' involvement with the school or with the child in the home setting (Fishel & Ramirez, 2005). Parental involvement is not exclusively restricted to the biological parents, but has typically included participation of the child's caregiver including: grandparents, stepparents, foster parents, etc. (Fishel & Ramirez, 2005). Common forms of parental involvement (PI) in schools include basic forms of communication via face to face, by notes, email, or any contact from the school that is reciprocated. Parental involvement can include parents' attendance of parent-teacher conferences, parenting workshops, open houses, and extracurricular activities. Parent involvement in the schools can also involve

volunteering and making decisions in regards to the child's education. Common forms of PI in the home have included parent home tutoring, parents' helping children with their homework, having positive educational and grade expectations, and allocating and setting up a designating a study area (Rosenzweig, 2001).

Surveys assessing parents beliefs of what PI includes has revealed that parents believe that establishing curfews, aiding their child with their homework, filtering environmental factors such as friend and television, and designating a study area are also forms of PI. Four common themes related to parents' attitudes emerged about PI. Parents felt that communication, familiarity, sensitivity, and support are ways in which they could be involved. Additionally, parents believed that there were several areas or issues that parents are involved in. These include general school issues, specific school issues, extracurricular school activities, and specific help (Ritblatt, Shulamit, Beatty, James, Cronan, & Ochoa, 2002). Another study conducted by Carr (1997) found that parents identified being involved in their child's cognitive development, home, and school setting were the areas they felt they were most involved in with their children (Carr 1997; and Grolnick, & Frances, 1989).

Parental involvement has various degrees of involvement. Weitock (1991) has refers to high levels of PI as parents who go to school programs, PTA meetings, conferences, and are easy to establish contact with. Current literature has extended the traditional role of parents in the schools. Perroncel (1993) defined parental involvement as a partnership between home, school, and community to support a child's educational process. In clarifying parental involvement and various terms related to it Welk refers to parental involvement as the "direct assistance or involvement in the child's activity"

(Welk, p. 3, 1999). Closely related is parental role modeling. Parental role modeling is when parents physically engage in an activity, which promotes its practice to their children (Welk, 1999).

Several researchers have established or created theories as to what parental involvement (PI) encompasses. They differ in the number of dimensions and variables they include. The most popular theory in the literature is Epstein's (1995). Epstein's (1995) theory states that parents are involved in the following six areas: parenting, communication, learning at home, volunteering and /or attending meetings at the school to help or support, decision making, and community connections. In 1976, Gordon and Breivodel created a theoretical model that they referenced as the Parent Impact Model. They stated that this model consisted of involving parents directly in the education of their children. In 1979, Gordon found that the Parent Impact Model resulted in significant changes in children's academic achievement.

Benefits of PI

Studies have identified the positive benefits parental involvement (PI) has on various factors relating to their children. Numerous studies have demonstrated parental involvement's positive effects on grades (Hoover-Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001; Jeynes, 2007), overall academics, standardized tests (Jeynes, 2007), test scores (Catsambis, 1998) and other achievement measures (Conzalez-Pienda, Gonzalez-Pumariega, Alvarez, Roces, & Garcia, 2002; Heller, 1993; Herman, Yeh, 1980; and Jeynes, 2007). Additional studies have shown more specific positive outcomes related to school factors. Marcon (1999) demonstrated that parental involvement improved preschoolers' early development and mastery of skills. Catsambis (1998) found

that senior credits and curricular placement improved when parents were involved in their child's cognitive development by having high expectations. It has been found that when parents are involved their children display increased appropriate school behaviors (Fantuzzo, Davis, & Ginsburg, 1995; Heller, 1993; and Nweze, 1993). Furthermore, Frazier (1997) found that with increased parental involvement the number of suspensions decreased. Parental involvement has also been found to have positive effects on the empowerment of families (Mowder, 1994), social behaviors (Heller, 1993), self-concept, and causal attributes (Conzalez-Pienda, Gonzalez-Pumariega, Alvarez, Roces, & Garcia, 2002; and Fantuzzo, Davis, & Ginsburg, 1995). Additionally, parental involvement has been found to have benefits for teachers and parents as well. As are result of PI, teachers have fewer students with emotional, social, and behavioral problems (Flaxman & Inger, 1992). Parents who are involved have reported increased communication with their children (Becher, 1984), sense of self-efficacy, appreciation for the role they play in their child's education (Davies, 1993), and motivation to continue their own education (Davies, 1993; and Kagan & Schragt, 1982). Jeynes (2003) analyzed studies on parental involvement and found that the positive effects that parental involvement produced were found across ethnicity and socioeconomic status.

A meta-analysis performed by Fishel, Maria, & Ramirez (2005) evaluated studies focusing on parental involvement for increasing student achievement. Fishel et. al. found that the most effective studies were on parent tutoring, targeted a single academic problem, and had parent training components. Most studies have focused on parental involvement in the home setting and not in the school setting (Borman, Kromery, Constace, & Hogarty, 2002). These studies also did not measure parental involvement as

the outcome variable. These studies primarily support PI's positive impact on academic achievement; but tell us little about variables that increase parental involvement.

Furthermore, studies have specified what particular modes of PI are influential to particular variables pertaining to children success. Jeyne (2007) found that the effects for individual components (i.e. communication, parental style and expectations, homework, attendance, and participation) of PI were not as large for PI as an integrated whole. This indicates that when parents are engaged in only one form of parental involvement this is less effective than with parents who are generally involved in all forms or aspects of parental involvement. Additionally, they found that parental expectations, parenting style, and communication all significantly impacted academic achievement. Checking homework was also found to have significant affect for academic achievement and grades, but not standardized tests. Parental expectations had the strongest effect on academic achievement when examined separately.

Federal Regulations

Due to PI's positive effects on children's academic achievement, several federal and state laws and regulations have been implemented to mandate increased PI. Federal regulations have included section 1118 of No Child Left Behind Act of 2001 (NCLB), The Goals 2000: Educate America Act, Title I, and IDEA (1997) & (2004). These regulations encourage parental involvement and provide them with the rights, choices, and opportunities. They also fortify parental roles, support collaboration between educators, and emphasize them to act as partners in school and district improvement (Doyle & Slotnik, 2006; Smock & McCormick, 1995; Stedman, 1994; and US Department of Education, 2002 & 2004).

Parent and Professionals Preferences of PI, Current Levels of PI, and Barriers to PI

Studies have identified that parents (Chavkin & Williams, 2001) and professionals want higher levels of parental involvement (Bjorck-Akesson, 1995). However, low levels are still apparent. The literature has identified numerous barriers or moderators to parental involvement. Contextual variables such as family structure, employment, family resources, and parents' childhood experiences of school (Becker-Klein, 1999); parent and child characteristics, family context, and teacher behavior and attitudes (Grolnick, Benjet, Kurowski, & Apostoleris, 1997); knowledge, parents' schedule, expectations of administration and teachers (Harris & Heid, 1989); level of responding parent's education level, education level of responding parent's spouse, and parent efficacy (Carr, & Wilson, 1997); maternal depression, single-parent status (Kohl, Gwynne, & Lengua, 2000); academic skills (Hill & Craft, 2003); socioeconomic status, grade level, and ethnicity (Rosenzweig, 2001). Additionally lack of skills or training, intimidation by the schools (Koki & Lee, 1998), transportation, child care, lack of available time (Carr & Wilson, 1997), team meetings that convene during the working day, and economic obstacles such as being ashamed of dress have been identified to encumber PI (Bjorck-Akesson, 1995). All of these variables act as barriers to the level of involvement of parents. To increase parental involvement, schools must make efforts to decrease the effect of these variables.

Factors, Predicators, and Variance in Parental Involvement

Several studies have focused on defining what variables are indicators of high parental involvement. These studies have identified forms of communication (Becker & Epstein, 1982; Deslandes, Rollande, Bartrand, & Richard, 2005; Epstein, 1986, 1991;

Feuerstein, 2000; and Watkins, 2001), support (Grolnick & Frances, 1989; and Haggerty, Fleming, Lonczak, Oxford, Harachi, & Catalano, 2002), the systematic administration of knowledge (also known as parent education) (Amato, 1994; Chavkin & Williams, 2001; and Hoard & Shepard, 2005), and child's level of academic performance to be influential on PI (Rollande & Bertrand, 2005; and Wakins, 2001). These studies have been reviewed and divided in various sections to emphasize common variables used. These include communication, knowledge (parent education), support, and child's achievement level.

Studies on Increasing Parental Involvement

Most studies on parental involvement have focused on increasing PI to examine benefits on student achievement. These studies have typically increased opportunities for PI, communication from the school about these opportunities, and/or information dispensed to parents about the importance of parental involvement. Most of these studies have not utilized a control group and have relied on questionnaire reports to evaluate results (Bal & Goc, 1999; Decker & Majerczyk, 2000; Hursch, 2005; Mason, 1997; Morrison, 1994; Summers, 1993; and West, 2000).

There have been a few studies looking at increasing parental involvement (Balli, 1998; Becker & Epstein, 1982; Decker, 2000; Epstein, 1986, 1991; Feuerstein, 2000; Mason, 1997; Sampson & Jungst, 1994; and West, 2000). These studies have been qualitative in nature, and explore common factors among school-wide implemented programs (Galen, 1992; Jackson & Cooper, 2002; and Jackson, Krasnow, & Seeley, 1994). Of the studies reviewed only one has utilized a control group (Balli, 1998). They rely on questionnaire or interview reports to evaluate rates of increased parental

involvement. These studies have utilized communication, parent training, knowledge, and support as variables to increase PI.

Limitations in the Current Literature

As mentioned by Borman, et. al (2002) and Fishel, Maria, & Ramirez (2005), there is a great need for increased scientific rigor in this area. Most studies have not utilized control groups, are qualitative in nature, use inadequate outcome measures, rely on subjective survey measures to draw conclusions from, do not examine parental involvement outside of the added independent variable, and use a variety of intervention components. It is essential to link intervention components to some form of measured outcomes. This is the key to identifying which part of an intervention is effective. This eliminates redundant factors and guides future research.

There has also been significant overlap the content of studies on parent education, home-school collaboration, parent training, family therapy, and parental involvement. The content overlap is also makes it difficult to separate and examine the effects in the literature. Parental involvement is a requirement to these components, but few have effectively examined how to increase parental involvement (Fishel, Maria, & Ramirez, 2005). Furthermore, in the literature demographic variables such as low-income and minority parents have been targeted for intervention and prevention. The participants have also been predominately mothers, which leaves a need for studies with fathers and nontraditional caretakers as participants. The current literature also does not answer if increase PI in an activity, such as a workshop, leads to increased PI in the school and home setting. Still there has not been a study that assesses whether or not increasing PI in one setting generalizes or increases PI in the other. Moreover, there has not been a study

on the effects of participation in short-term workshops to examine if it leads to increased future parental involvement.

Rationale for the Study

The purpose of this study is to remedy some of the current limitations in the literature. This study will be designed to be methodologically rigorous. To accomplish this, components used in previous studies will be replicated utilizing both a control group and direct measures of PI. This study strives to reduce qualitative barriers by utilizing an experimental design.

The main purpose of the study is to examine the impact of treatments on parental involvement with regards to specific targeted parent run activities. This study also seeks to examine the impact of the treatments on parental involvement in non targeted activities. Additionally, this study will examine if differences in treatment frequency and form will result in differences in parental involvement. Finally, this study will examine if increased levels of parental involvement positively affect academic achievement related to the targeted parent run activity. It is hypothesized that all forms of parental involvement will increase as a result of the treatments, that the most intensive form of treatment will be more effective than the less intensive form, and that parental involvement will improve academic achievement in the targeted area.

CHAPTER II

REVIEW OF LITERATURE

In the past fifty years, research has indicated that a child's family has an impact on both learning and behavior. However, there is still a need for enhanced family-school relations. Typical family interventions include: parent involvement with the schools and community, family-school collaboration, family systems therapy, parent education and training, parent consultation, and early childhood family-focused interventions. These interventions have significant overlap in their definitions and goals. Additionally, these interventions require that parents are involved for implementation. For this reason parental involvement is examined (Carlson & Christenson, 2005).

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extracurricular activities. Parent involvement in the schools can also involve volunteering and making decisions in regards to the child's education. Common forms of PI in the home have included parent home tutoring, parents' helping children with their homework, having positive educational and grade expectations, and allocating and setting up a designating a study area (Rosenzweig, 2001).

Surveys assessing parents beliefs of what PI includes has revealed that parents believe that establishing curfews, aiding their child with their homework, filtering environmental factors such as friend and television, and designating a study area are also forms of PI. Four common themes related to parents' attitudes emerged about PI. Parents felt that communication, familiarity, sensitivity, and support are ways in which they could be involved. Additionally, parents believed that there were several areas or issues that parents are involved in. These include general school issues, specific school issues, extracurricular school activities, and specific help (Ritblatt, Shulamit, Beatty, James, Cronan, & Ochoa, 2002). Another study conducted by Carr (1997) found that parents identified being involved in their child's cognitive development, home, and school setting were the areas they felt they were most involved in with their children (Carr 1997; and Grolnick & Frances, 1989).

Parental involvement has various degrees of involvement. Weitock (1991) has refers to high levels of PI as parents who go to school programs, PTA meetings, conferences, and are easy to establish contact with. However, current literature has extended the traditional role of parents in the schools. Perroncel (1993) defined parental involvement as a partnership between home, school, and community to support a child's educational process. Welk (1999) has clarified parental involvement and various terms

related to it. He referred to parental involvement as the "direct assistance or involvement in the child's activity" (Welk, 1999, p. 3). Closely related is parental role modeling. Parental role modeling is when parents physically engage in an activity, which promotes its practice to their children.

Theories to PI

Several researchers have established or created theories as to what PI encompasses. All of the theories vary in what they encompass as parental involvement including. In 1976, Gordon and Breivodel created their theoretical model that they referenced as the Parent Impact Model. They stated that this model consisted of involving parents directly in the education of their children. In 1979, Gordon found that the Parent Impact Model resulted in significant changes in children's academic achievement. This was found when the programs reinforced what was taught in school, were carefully planned, and have parents working in the home setting with their children.

The most popular theory of parental involvement in the literature has been Epstein's theory of parental involvement. Epstein suggest that PI is characterized by: parenting, communication, learning at home, volunteering and /or attending meetings at the school to help or support, decision making, and community connections (Epstein, 1995). Chistenson's (1995) theory of parental involvement was defined by consisting of one-way communication and stated that two-way communication is characteristic of home-school collaboration.

Eccles & Harold (1996) theory of PI consisted of five dimensions. They utilized this model in their study. These dimensions were

> "(a) monitoring (how parents respond to the teacher's requests for helping their children with school work such as checking homework or listening to

> them read); (b)volunteering (parent's level of participation in activities at school including Parent-Teacher Organization (PTA); (c) involvement (parents' involvement in their children's daily activities related to homework; (d) contacting the school about their children's progress; and (e) contacting the school to find out how to give extra help (Eccles & Harold, 1996,p. 505)."

Carr & Wilson (1997) proposed a three modal theory to PI: "behavior with regard to school, through the child's perception of their affective and personal availability, and by exposing the child to cognitive and intellectual activities" (Grolnick, & Frances, 1989, p. 244).

It can be seen that these theories and definitions of parental involvement vary greatly across the literature. Several studies utilize Epstein's theory of parental involvement (1995). However, several studies have picked and chosen which components of this theory they would include in their study. There is yet to be a uniting definition or theory to parental involvement.

In the literature reviewed, parental involvement (PI) has encompassed aspects that are similar or included parent consultation, home-school collaboration, parent education, parent training, family resources and support, and parent and family interventions. To clarify the boundaries, these are briefly discussed (Hoard & Shepard, 2005).

Areas Related or Frequently Incorporated into Parental Involvement

Parent Consultation. Parent consultation in the literature is frequently viewed as communication between a professional and a parent. In school psychology parent consultation is usually indirect, structured, and collaborative and is problem solving in nature. The use of parent consultation is said to cultivate home-school partnerships. Typically they work together to change behaviors the child is displaying at school or

school related behavior. These may include social skills, homework completion, noncompliance, accuracy, and anxiety (Guli, 2005).

A meta-analysis conducted by Guli (2005) indicates that parent consultation was an effective method for an assortment of school-related behavior and emotional problems. Studies have not been conducted on a diverse population, so these findings currently only apply to Caucasian students. Out of the various forms of consultation Conjoint-Behavioral Consultation has the strongest evidence for school-related outcomes, is rated by both parents and school psychologist as the most acceptable, and is the most frequently used by school psychologists (Guli, 2005).

Home-School Collaboration. Home-school collaboration occurs when parents and their children's schools enter into a relationship where both parties are working toward a common goal. The parent and the school work together to promote academic and social development of the child, in an open two-way flow of communication to develop an intervention for the problem area. Interventions that utilize home-school collaboration focus on educational programming and monitoring the child's school performance (Cox, 2005). Typically, educational programs are held to target specific behaviors (Chistenson, 2005). Examples of home-school collaboration include daily report cars and school-home notes (Cox, 2005).

Parent Education. Parent education has been defined by Kaiser & Mahoney (1999) as the methodological delivery of information to parents. Parent education supports parental efforts and capabilities to advance or support their children's development, promotes changes in the behavior of parents and children, and is a preventative intervention and targets populations that are at-risk for a specific problem, or

subclinical populations who have evidence of higher than average rate of developing future difficulties. Chrispeels & Gonzalez (2004) have given reference to parent education's ability to increase parents' knowledge of how to be involved and effect motivators of parental involvement. Examples of parent education programs include: Head Start, PARTNERS, Parent Effectiveness Training, Incredible Years Training Series, and free breakfast programs (Hoard & Shepard, 2005).

PARTNERS has been conducted with mothers of Head Start. PARTNERS is eight to nine weeks in duration. The program focuses on teaching parenting skills, positive discipline strategies, and ways to strengthen children's social skills. PARTNERS has found a small effect size (.2-42). The Incredible Years Training Series was also conducted with Head Start parents. It has shown strong evidence in both school and clinical settings. It includes parent groups similar to PARTNERS, and it additionally offered training for teachers on strategies for discipline, problem-solving skills, positive classroom management procedures, and methods for improving children's social competence. It was found to be successful at decreasing problematic behaviors including conduct issues in both the school and home setting. It strengthened classroom management, parent-teacher bonds, and constructive parenting behaviors (Hoard & Shepard, 2005).

Johnson, Harrison, Burnett, & Emerson (2003) have identified several factors that deterred parents from participation in parent education programs. Results from factor analysis indicated that lack of confidence, lack of course relevance, personal problems, situational barriers, and time are variables that deter parents from participating in parenting education programs.

Parent Training. Parent training is targeted at an existing problem that the child has been identified as having, such as emotional or behavioral symptoms. Parents are then trained or taught a specific skill to address these problem(s) (Hoard & Shepard, 2005). Literature on parent training has typically focused on behaviors associated with adjustment disorders, conduct disorder (CD), attention-hyperactive deficit disorder (ADHD), anxiety, and oppositional defiant disorder (ODD). Parent training and family-based interventions have been effective in reducing the onset or severity of child and adolescent problems, especially externalizing behavior problems. Parent training programs have also focused on communication-skills, self-discipline, and study habits. Downfalls of parent training include that they don't always reach the parents that really needed it and teach skills parents may not want to learn (Valdez, Carlson, & Zanger, 2005).

Newer programs additionally work on parents' self-esteem and desire to help their kids. Most parent training programs are presented in the form of workshops. Examples of parent training programs include: Family Matters, and Detroit's Effective Parenting Skills Program. The Family Matters a program is aimed at parents who are labeled hard-to-reach because of poverty, educational level, or other social cultural barriers. Family Matters focuses on building strong rapport, it helps parents monitor homework completion by making home visits, helps parents build and aid in strengthening support networks. Detroit's Effective Parenting Skills Program provides training for free, with childcare, and all materials are bilingual (Hoard & Shepard, 2005).

It has been found that parents who participated in parent training were "better adjusted" after the conclusion of the intervention than parents who did not (Valdez,

Carlson, & Zanger, 2005). Currently, there is more empirical support for parent training than for interventions that are more broad and family systems based. This has been found in both school and clinic settings; however, clinical findings are stronger (Ollendick, 2005). Parent training is the most effective when combined with programming that is directly focused on children and implemented by a professional well-trained staff (Department of Education, 2000).

Family and Resource and Support Groups Section. Family support programs provide the family with services and resources that increase the families' ability to cope and care for their children. Support programs are preventative in nature and strive to prevent emotional and physical problems. Typically they provide direct services to the parent and/or the family. These may include home visits, health clinics, resource and referral centers or family social services, job training and services, before and after school programs for children of working parents, substance abuse treatment, and support and discussion groups (Hoard & Shepard, 2005). Resources for parental programs include the National Community Education Association, Center for Family Resources, Parents as Teachers National Center, School-Age Child Care Project, School Age NOTES, Cooperative Communication Between Home and School, and the Center for Research on Elementary and Middle Schools (Fredericks & Rasinskim, 1990).

Parent and Family Interventions. Parent and family interventions are any modification in the environment aimed at benefiting or enhancing the well-being of the parent or family unit. These can also be preventing future problems. Parent education, training, consultation, family-school collaboration or partnerships, and family systems therapy are all examples of parent and family interventions. Currently there is more

support for multi-component programs “that are highly focused in scope, and that entail active collaboration between parents, students, and the schools; hence, more support appears to be available for family/parent consultation and family-school collaboration/partnership programs than for the more unidirectional and limited parent education and parent involvement programs (Ollendick, 2005, p. 515).” Bates (2005) states that the most effective family interventions are parent education, behavioral family therapy, parent and teacher training. More specifically, Sheridan (2005) has found that parent/family interventions that are most effective in the literature are “parent child interaction therapy, incredible years, PARTNERS, Parent-Teacher Action Research teams, family literacy, home-school notes, CBC, parent tutoring, parents encourage pupils, Aware parenting, multidimensional Family therapy, and problem-solving skills training with parent management training (Sheridan, 2005).

Benefits of PI

Studies have identified the positive benefits parental involvement (PI) has on various factors relating to their children. Numerous studies have demonstrated parental involvement’s positive effects on grades (Hoover-Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001; Jeynes, 2007), overall academics, standardized tests (Jeynes, 2007), test scores (Catsambis, 1998) and other achievement measures (Conzalez-Pienda, Gonzalez-Pumariega, Alvarez, Roces, & Garcia, 2002; Heller, 1993; Herman, Yeh, 1980; and Jeynes, 2007). Additional studies have shown more specific positive outcomes related to school factors. Marcon (1999) demonstrated that parental involvement improved preschoolers’ early development and mastery of skills. Catsambis (1998) found that senior credits and curricular placement improved when parents were involved in their

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Two meta-analyses have been performed on the current literature on parental involvement. The first by Borman, Kromery, Constance, & Hogarty (2002) focused on

programs that sought to increase PI to increase student achievement. The second analysis, conducted by Fishel, Maria, & Ramirez (2005) focused on programs utilizing parental involvement with school age children. Borman, et. al (2002) evaluated 41 studies on children kindergarten through twelfth grade. Interventions to improve the educational involvement of parents were reviewed. Interventions consisted of parents implementing academic interventions. A majority of interventions focused on improving reading ability by having parents read with their children. Numerous methodological weaknesses were identified. From these 41 studies only four utilized a control group (lack of control group to account for maturation and history effects; also pointed out reliance on subjective measures; and inattention to demographic and socioeconomic characteristics of families). Most studies focused on parental involvement in the home setting and not in the school setting (Borman et. al., 2002). Most studies reviewed did not have parental involvement as the outcome measure, but instead academic achievement. These studies support the benefits of parental involvement and not variables that increase parental involvement.

Fishel, Maria, & Ramirez (2005) evaluated 24 studies of parental involvement for school-aged children conducted between the years of 1980-2002. They analyzed the studies with the criteria developed by the Task Force on Evidence-Based Interventions in School Psychology. They were evaluating parental involvement with the outcome measure of child achievement. Many of the studies reviewed used parents aiding children learn as PI. Parents typically administered a specific intervention targeting a specific academic area such as: reading skills, math skills, spelling, or homework completion. They found that the most effective studies utilized parent tutoring that targeted a single academic problem and had parent training components (Fishel et. al., 2005).

Parent's as Tutors. The most effective of the literature on the benefits of PI has focused on utilizing parents as tutors in a specific area. A large proportion of this literature has focused on reading or math (Fantuzzo, Davis, & Ginsburg, 1995; and Heller & Fantuzzo, 1993) interventions. However, there is literature on utilizing parents as tutors for learning letters (Lopez & Cole, 1999), language arts, and spelling (Searle, Lewis, & Marrow, 1983). Several of the studies have shown that when parents read with their children it has a positive effect on academic performance. Parent tutoring in the area of reading with specific strategies have been shown to increase reading fluency (Fiala & Sheridan, 2003; Hook & DuPaul, 1999; Wilks & Clarke, 1988) and comprehension (Wilks & Clark, 1988). Some of these articles have been reviewed to highlight the various techniques utilized.

Faires, Nichols, & Richelman (2000) conducted an experimental design with parents implementing home lessons based on the "Reading Recovery Model" to determine its effects on reading levels. The study consisted of eight first grades and lasted duration of five weeks. Results indicated that significant gains in reading levels were made by the first graders in the treatment group in comparison to the control group.

Mehran (2001) utilized children identified for Chapter 1 services in the first grade. Mehran used an experimental design utilizing mothers as tutors in reading. Mothers were trained and provided lesson materials from *Reading Made Easy* and read grade level material. Parents were urged to tutor their children for fifteen minutes three times a week from August till April. They found that there was immediate and long lasting significant differences between groups on standardized reading tests (WJPB,

CTBS) for the parents who participated in the tutoring at higher rates. Mehran stated that studies need to account for the level of participation in the experimental group.

Searle, Lewis, & Morrow (1983) conducted an experimental design to assess if parents providing tutoring in the areas of reading, language arts, and math had a positive effect on their child's achievement. The study was conducted with first and second grade children and lasted for twenty weeks. Twenty-five children participants were matched with controls for age, race, socioeconomic status, sex, and achievement in reading, language arts, and math. Parents received parent training, a handbook, and weekly calendar to help them implement the intervention. In the parent training parents were shown how to utilize the handbook. The handbook contained information on understanding prereading skills and how to teach reading in the primary grades. It also contained additional information such as levels and titles of the basal readers used in the classrooms, sight word lists, basic addition and subtraction facts, lists of words illustrating the sound/symbol of correspondence of consonants and vowels, and recommended trade books for primary-aged children. The weekly calendar had daily activities for parents to do that reflected things learned at school. Searle et. al. found significant gains were made in all areas for first graders; and that their parents reported increased attitudes towards the school.

Persampieri, Gortmaker, Daly III, Sheridan, & McCurdy (2006) had parents implement empirically validated interventions. They trained parents of children with learning disabilities to use repeated readings and error correction with sentence repeat. The child would read a passage entirely through. Then the parent would correct any words that were mispronounced and have the child reread the sentence the word came

from. Then the child would reread the passage for the remainder of the 10-15 minute session. Found dramatic increases in both the words read correctly per minute and a decrease in errors made.

Duvall, Delquari, Elliot, & Hall (1992) utilized parents as home tutors in reading. All parent participants were mothers and the study was conducted over the summer. Their study consisted of four elementary children participants and their parents. Three of the child participants had learning disabilities in the area of reading. They found that utilizing parents as tutors with basal texts resulted in marked increases in the child's reading rates. This generalized to the school setting and to different academic tasks.

There was a specific procedure that mothers followed. They were to have their children read for four minutes. They would then stop their children, and have the child read the passage over again two and one half times. Additionally, mothers corrected their children's errors such as: mispronunciations, substitutions, omitted words, added words that were not in the text, or hesitated for longer then four seconds. To correct the children, the mother would point to the word and then pronounce it correctly. Their child would then correctly repeat the word and reread the sentence. Mothers would also verbally praise children for correctly reading a sentence that they had previously had difficulty with (Duvall, Delquari, Elliot, & Hall, 1992).

Hook and DuPaul (1999) had parents do repeated reading with materials at the child's reading level and correct their child's errors. The same procedure was used as Duvall et. al. (1992). The participants were children with ADHD. They found that reading fluency increased across home and school settings. Fishel & Ramirez (2005) analyzed the effect size for Duvall, Delquadri, Elliott, and Hall (1992) and Hook and

DuPaul (1999) and found it to be large (1.45-12.98). All of these studies utilized grade appropriate materials and some used standardized reading assessments to obtain oral reading fluency.

Of these studies all utilizing parental involvement, none measured parental involvement as an outcome. All were focused on investigating if PI had a positive effect on student achievement. Studies aimed at increasing PI merely took the fact they were implementing the intervention as increased parental involvement. These studies have shown that parents can effectively implement academic interventions and increase children's reading rates (Duvall & Ward, 1997).

The National Reading Panel (2000) has found that having children listen to the story (listening passage preview), repeatedly practice reading the story (repeated readings), and correctly pronouncing words the child read incorrectly (error correction), providing rewards for improvements (reward contingencies), and telling the student how they are doing (performance feedback) all have evidence to increase reading rates. Additionally, they endorsed specific standardized measures of early literacy development, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These assessments are brief assessments of pre- and early-reading skills.

Benefits to Teachers. Parental involvement also has several effects that are beneficial to teachers. PI results in children with fewer emotional, social, and behavioral problems. A classroom full of children with fewer problems leads to enhanced classroom management and children who are easier to teach (Flaxman & Inger, 1992).

Benefits to Parents. Parents who are involved with their children and their schools have expressed feeling the following benefits: improved communication with their

children in general and about schoolwork (Becher, 1984); an increased sense of self-efficacy, greater appreciation for the role they play in their child's education (Davies, 1993); and motivation to continue their own education (Davies, 1993; and Kagan & Schraft, 1982).

Federal Regulations

Due to PI's positive effects on children's academic achievement, several federal and state laws and regulations have been implemented to mandate increased PI. Federal regulations have included section 1118 of No Child Left Behind Act of 2001 (NCLB), The Goals 2000: Educate America Act, Title I, and IDEA (1997) and (2004) (Doyle & Slotnik, 2006; Smock & McCormick, 1995; and US Department of Education, 2002 & 2004).

In 1994 Title I was reauthorization and passed by Congress. It stated that parental involvement at the state, district, and school levels are key to student achievement and success. Title I additionally, mandates increased collaboration and consultation with parents. Shortly there after, IDEA (1997) strove to fortify parental roles and support collaboration between educators and parents on objectives and educational goals for their students with disabilities (Stedman, 1994; US Department of Education, 1996). IDEA (2004) referenced enhancing parental involvement as one of its objectives (US Department of Education, 2004).

The Goals 2000: Educate America Act emphasizes PI and strengthening children's emotional, social, and academic development (Doyle & Slotnik, 2006). Additionally the National Commission on Excellence in Education (NCEE) stressed increasing parental involvement in education (Smock & McCormick, 1995).

Increasing PI is one of the six areas for target in the No Child Left Behind Act of 2001 (NCLB). NCLB involves parents and provides them with the rights, choices, and opportunities to act as partners in school and district improvement. NCLB also requires schools to provide information to aid parents in making educational decisions for their children. It promotes including parents in their child's learning and fortifying partnerships between the parent's schools and community. It also mandates that parents participate in state and local improvement designing plans (Doyle & Slotnik, 2006; and US Department of Education, 2002).

Parents Preferences of PI

Chavkin & Williams (2001) surveyed parents on their preferences for parent involvement. Parents were either single, traditional (meaning only the father works), or dual working parents. Results indicated that ninety percent of all parents surveyed agreed that they wanted to be sent information about the learning activities in the classroom, on helping their child receive a better education, on ideas from teachers about helping their children with homework, and on working cooperatively with their children's teachers. Furthermore, parents agreed that they should monitor their child's homework completion and get more involved in the school (Chavkin & Williams, 2001).

In addition, more than half of all parents were interested in the following ten decisions: evaluating own child's progress; amount of homework assigned; choosing classroom discipline method; placing my children in special education; and evaluating principals and teachers. More than eighty percent of the parents surveyed were most interested in evaluating their child's progress and selecting classroom discipline methods (Chavkin & Williams, 2001). Bjorck-Akesson (1995) found that parents want higher

involvement in interventions and assessment. It was also found that professionals prefer higher rates of family involvement. Findings from Bjorck-Akesson (1995) and Chavkin & Williams (2001) indicate that both parents and professionals want increased parental involvement.

The Department of Education (2000) has stated that the most parents want to be involved in every aspect of their child's education. They suggest that learning in the classroom be reinforced at home. They suggest communication about the child's progress be shared frequently and in layman's terms. Parents should receive research on effective practices.

Current Level of PI

A study conducted by Smock & McCormick (1995) assessed parents' current level of involvement in their children's schooling. These reports indicate that forty-eight percent of parents had not attended more than two meetings a year at their child's school. Less than half of parents report being involved in the home setting with their children's home work on a daily basis (Smock & McCormick, 1995).

It is apparent the beneficial affect that parental involvement has on student achievement. Parents and professionals report wanting to be involved with their children and school; however, low levels of parental involvement in the schools are still reported. Laws have also mandated that schools involve parents at a higher level. However, schools are faced with numerous barriers to overcome to try to involve parents.

Potential Barriers/Moderators

Variables that act as moderators or potential barriers to PI have emerged in the research. These include contextual variables such as family structure, employment,

family resources, parents' childhood experiences of school (Becker-Klein, 1999); parent and child characteristics, family context, teacher behavior and attitudes (Grolnick, Benjet, Kurowski, & Apostoleris, 1997); knowledge, parents' schedule, expectations of administration and teachers (Harris & Heid, 1989); parent's education level, education level of parent's spouse, parent efficacy (Carr & Wilson, 1997); maternal depression, single-parent status (Kohl, Gwynne, & Lengua, 2000); academic skills (Hill & Craft, 2003); socioeconomic status, grade level, and ethnicity (Rosenzweig, 2001). All these variables can act as potential barriers or moderate the level of parents' involvement (Carr & Wilson, 1997).

Grolnick, Benjet, Kurowski, & Apostoleris (1997) found that teacher behavior and attitudes, parent and child characteristics, and family context to influence PI. Family contextual variables were further defined by Becker-Klein (1999) as: family structure, employment, family resources, and parents' childhood experiences of school (Becker-Klein, 1999).

Koki & Lee (1998) have identified qualitative findings that influence PI. A common practice of schools such as meeting in classrooms with a desk between them and the teachers makes parents feel uncomfortable and intimidated. Many parents may lack the initiative and/or the skills to initiate communication with the schools. Parent's identified that they don't feel that there was a bond or place for them at the schools (Koki & Lee, 1998).

Carr & Wilson (1997) identified several additional obstacles to parental involvement. These include transportation, childcare, lack of available time, team meetings that convene during the working day, and economic obstacles such as being

ashamed of dress, speech, and failure to hold jobs. Bjorck-Akesson (1995) identified training as a system barrier to parental involvement.

Smock & McCormick (1995) found in regards to parental beliefs that sixty-two percent of parents believed that it was either the child's or the schools responsibility to help with school work; forty-six percent of parents report not being involved with the school staff because they have other obligations to attend to such as children, work, or caring for an elder.

All of the variables listed have the ability to encumber parental involvement. To reduce as many of these barriers as possible, schools must devote as much effort as possible to accommodate for parental needs when trying to get them involved with schools.

Factors, Predicators, and Variance in Parental Involvement

Several studies have focused on defining what variables are indicators of high parental involvement. These studies have identified forms of communication (Becker & Epstein, 1982; Deslandes, Rollande, Bartrand, & Richard, 2005; Epstein, 1986, 1991; Feuerstein, 2000; and Watkins, 2001), support (Grolnick & Frances, 1989; and Haggerty, Fleming, Lonczak, Oxford, Harachi, & Catalano, 2002), the systematic administration of knowledge (also known as parent education) (Ames et al., 1994; Chavkin & Williams, 2001; and Hoard & Shepard, 2005), and child's level of academic performance to be influential on PI (Rollande & Bertrand, 2005; and Wakins, 2001). These studies have been reviewed and divided in various sections to emphasize common variables used. These include communication, knowledge (parent education), support, and child's achievement level.

Variables Related to Communication. Several studies have identified multiple forms of communication to be influential on PI (Deslandes, Rollande, Bartrand, & Richard, 2005; and Wakins, 2001) . Deslandes, Rollande, Bartrand, & Richard (2005) identified the parents' perceptions of students' invitations to become involved; parents' self-efficacy for helping students succeed in school; parent's perceptions of teacher invitations to become involved; and strength of parents' role construction as five variables that accounted for 46% of variance on PI at home. They also found that parent's perception of the students' invitation was the most powerful predictor of PI at home it accounted for 27% of the home involvement.

Watkins (2001) found predictors of parents' involvement at home were child achievement, parent efficacy in involvement, amount of teacher communication, mastery orientation, and performance orientation. Multiple regression analysis revealed that teacher communication, child achievement, mastery orientation, performance orientation, and parent efficacy were unique contributors and accounted for 54% of the variance on PI (Watkins, 2001).

Variables Related to Knowledge and Parent Education. Ames e al. (1994) found parents' perception of their impact on their children mediates the impact of teacher communication. This implies that with the administration of knowledge about the beneficial effects parental involvement, parents' perceptions of their ability to impact their children might change. Chavkin & Williams (2001) suggested giving parents more information about children's success.

Providing specific information to parents is a common practice in parent education. Numerous parent education programs exist on various topics. Parent education

has been found to be beneficial to parents and their children. A meta-analysis conducted by Hoard & Shepard (2005) found an effect size of only parent education as (.02-1.03); when parent education was used as one of a many components in an intervention it had (.32-.57) effect size. They concluded that parent education has most utility when it is targeting a specific parenting behavior. The most promising evidence-based programs reviewed were the Reading Made Easy Program, and the Aware Parenting Model. These had and effect size for parent outcomes (.77 to 1.09) and child outcomes (.77-1.28) (Hoard & Shepard, 2005).

Variables Related to Support. Support for parents has not been clearly defined in the literature, but has been utilized as a social system or aid the parent has to use as a reference, aid, or guide. The amount of support that parents have also been found to account for differing amounts of PI. Grolnick & Frances (1989) found that the lack of social support moderated the PI of boys' mothers. Haggerty, Fleming, Lonczak, Oxford, Harachi, & Catalano (2002) found that the size of the parents' social network predicted the degree in which parents were involved at home or at school, and that different networks predicted different types of parent involvement. These findings have several implications. First, parents may be influenced from others to be more involved with their children in both the home and school setting. Secondly, these findings implicate that when supports are put in place, PI may increase (Haggerty, et. al, 2002).

Children's Level of Academic Performance. Parental perceptions in the academic domain accounted for an average of 27% of the variance explained for PI at home across the grades (Rollande & Bertrand, 2005). As previously referenced Wakins (2001), child achievement was found to be one of five factors that accounted for 54% percent of PI in

their study. Studies (previously discussed in Parents as Tutors section) utilizing parents as tutors frequently used at-risk children as their population.

Increasing Parental Involvement

Over the last thirty years various studies have been conducted on increasing PI. However; most studies that have focused on increasing PI for the benefit of student achievement and have not had parental involvement as the measured outcome. Several qualitative studies have assessed current school-wide programs to reveal the components of the program that they attribute to their success with parental involvement. Few studies have examined the effects of various components on parental involvement. Studies that have examined variables impacting levels of parental involvement have typically increased such variables as the opportunities for PI, communication from the school about these opportunities, personal invitations, and/or information dispensed to parents about school activities or class activities. Most of these studies have not utilized a control group and have relied on indirect measures, questionnaire reports in which they have concluded their results from. In several studies the outcome measure was student achievement and not parental involvement (Bal & Goc 1999; Decker & Majerczyk, 2000; Hursch, 2004; Mason, 1997; Morrison, 1994; Summers, 1993; and West, 2000).

Qualitative Assessment of Programs that Report Success with Parental Involvement. In the literature, several public schools have reported successful involvement of parents. These programs have been reviewed using qualitative analysis to describe key components to increase parental involvement. Jackson & Cooper (2002) reviewed New York City high school projects and identified 10 common factors. They found that successful urban programs at involving parents had 10 factors as central

elements of their program. These included “leadership, accessibility, time, cultural awareness, active teacher roles, continuity, public recognition, broad-based support, adolescent focus, and recognition of parents as people (Jackson & Cooper, 2002, p. 21).”

Jackson, Krasnow, & Seeley (1994) reported the individual changes that New York public schools attribute to their success with parental involvement. However, percentages or numerical increments of parental involvement were not presented or discussed. First they reviewed Public School 111, which serviced predominately minority students (71% Latino and 15% African American). They made several changes in their school in an effort to increase parental involvement. They reinforced teachers for involving parents in school. Teachers were given mini grants as reinforcement. They created a parent center that offered workshops, lent toys and books, and had social activities for the parents. They also held informal workshops on parenting were there were refreshments and translators available. The workshops were on a variety of topics. They reported increased parental involvement, however; no data was discussed or presented (Jackson, Krasnow, & Seeley, 1994).

Public School 194, offered regular opportunities for parents and teachers to meet for conferences, had forums for families and staff to address specific problems, and added an enlarged after-school program. The after-school program offered tutoring, late bus rides home, games, crafts, quiet activities, and sports programs. In an effort to promote the new after-school program, the school held meetings with parents, sent flyers home, and mailed out notices. Children involved in this program write weekly letters to their parents about their progress. Public School 194, reported greater parent participation in attendance of extra curricular activities (Jackson, Krasnow, & Seeley, 1994).

A public school known as the Midtown West School was also a school that serviced predominately minority students (24% African American and 29% Latino) and parents. Parental involvement was already a main component of Midtown West School, but they wanted to further increase parental involvement. In an effort to accomplish this they offered an extended day, from 8:10 am - 5:45 pm and created "Learning for Life Center." The Learning for Life Center utilizes parents as tutors, artists-in-residence, and leaders. The center also had parents of diverse backgrounds give cultural lessons on food and cultural traditions (Jackson, Krasnow, & Seeley, 1994).

Public School 92, which is known as Community School # 92 has utilized training program for parents to publish parents' newsletter. They found that a partnership takes many forms. They stated that schools, staff, and students worked with various community organizations. They worked together to take on new roles and to make decisions in regards to funeding. They also used self-evaluation and action research.

The Mildred Magowan School in Edgewater Park developed a systematic approach to increase parental involvement, termed Parents as Partners in Learning. The program was implemented in 1980 and originated in an 8-step plan. In 1992, the steps had increased to twenty-two. The current models twenty-two steps have been coined the Parental Involvement Continuum. The additional steps have been added and the original steps have been shortened. The new steps may appear to be merely a list of activities that parents can be involved in arranged in ascending order for dedication or the amount of time/effort they require. However, underlying each activity are the efforts and support that the school offers for the activity to be successfully carried out. These revised steps have common themes under lying these steps are that parents are involved in the

following activities, attending classroom plays and presentations, participating on committees that influence school curricula and policies, making presentations on their areas of expertise, sponsoring curriculum-related and family-orientated activities, attending promotion exercises, assisting in classroom learning activities after being trained by the teacher, and practicing vocabulary and number facts with children in the classroom (Galen, 1992). The Mildred Magowan School reported that the number of involved parents has increased gradually over the years. The percentage of involved parents has consistently been higher than the previous year.

Young (1995) examined what schools with high parental involvement were doing to develop and maintain parental involvement with migrant, low SES, or limited English proficiency. From this qualitative study, Young identified three main themes: how parents and staff thought about parent involvement.

Correlation Studies. Rosenzweig (2001) found that family-school communication positively related to participation in children's education at home (Rosenzweig, 2001). Becker & Epstein (1982) and Epstein (1986) and (1991) found that teachers who have positive attitudes and integrate PI as an important and regular component of their teaching practice, increase parents' home interactions with their children more than other teachers who do not. These teachers who have positive attitudes towards PI place more importance on communicating with parents about school programs, providing parents both good and bad reports about student's progress, and holding conferences with all parents present. This study correlated responses from teachers' reports about their own behaviors and on attitudes and the parents of the children in their class on their PI.

(Epstein & Dauber, 1991). Feuerstein (2000) found that with increased contact from the school, parent volunteering and participation in parent-teacher conferences increased.

Several studies are reviewed and separated into the independent variables that they manipulated (communication, knowledge/parent education, parent training, or support) below.

Communication

Qualitative in Nature. Decker (2000) sought to increase parental involvement by increasing several forms of home-school communication and support. Decker (2000) designed a study that had two different treatment groups with no control group. In both treatment group's parent/teacher interaction was informally tracked. Decker utilized two-way communication, or forms of communication from the school that had opportunities for the parents to provide some form of feedback. The weekly folder was sent home with schoolwork and class notes. A parent response form was included for their signature and comments. Self-selected homework activities were picked out by the child and parent and had a log for parents to fill out (Decker, 2000).

The two treatment groups varied by what forms of home-school communication they received. The first treatment group received a weekly folder, class newsletter and website, curriculum night, self-selected homework activities, and the opportunity to volunteer. The second treatment group also received the weekly folder and homework activities. However, the homework activities differed from the first group. The homework activities were either reading or writing activities that were sent home with a log. The information from the log was recorded and the children would "celebrate the success of the experience" at school. In addition to these forms of communication, the second

treatment group received mini reports on their child's progress and behavior every three weeks and were given a mid year survey (Decker, 2000). Decker qualitatively interpreted the data from survey responses. In reference to increasing PI, Decker found that the study appeared to increase PI, by increasing the number of opportunities that parents had to communicate and participate in (Decker, 2000).

School-wide Implementation. A public school in Janesville Public School, noticed a trend in their PI across the various grades. Administration found that parents were less involved in kindergarten and first grade than the second and third grades. It was also found that second and third grade had less parental involvement than fourth and fifth. They sought to increase the participation of parents with children displaying problematic behaviors by increased communication and activities for the younger grades available for parents to participate in. The intervention was implemented school wide. They increased communication to these parents by extending personal inventions. They found that percentages of parental involvement increased at the schools in comparison to the previous years, but the same tends previously observed were still present. Additionally percentages were not scrutinized by statistical analysis to inspect for statistical significance (Mason, 1997).

Sampson & Jungst (1994) strove to increase student achievement in language arts by increasing parent involvement. This intervention was implemented school-wide. The study educated and pushed teachers to increase communication with parents to increase PI. They enhanced communication in several forms. They utilized a monthly school newsletter, record keeping of the number of books read to children at home, classroom newsletters, family reading night, family activity night, offering information about the

benefits of increased PI to parents, conferences with parent and teachers, and parent surveys. In some cases and/or classes they utilized notes sent by mail, home visits, daily notebooks, book bags for home activities, phone calls, and sending home library books.

The design was qualitative in nature. The intervention was implemented school wide for several years. Direct data was not collected on parental involvement; accept for records of parent volunteering. There was an increase in parental volunteering following the implementation of this intervention and reportedly in general parental involvement. They reported increased PI as a result of improved communication with parents (Sampson & Jungst, 1994).

Quantitative Studies. West (2000) reports on a study conducted by a seventh grade classroom teacher. The study increased teacher-parent communication. The increase in communication reportedly increased PI, students work completion, and quiz and test scores. Additionally, West reported positive responses from parents on a survey about their involvement. The study included nineteen children. It was concluded that the test and quiz scores increased by comparing the previous year's scores. It was concluded that there was a significant increase in the test scores when visually comparing means. Downfalls to this study include the fact that subjective data was used and that there was a lack of appropriate analysis used to test for statistical significance.

The most rigorous study for the use of communication was conducted by Balli (1998). It was a study in a midwestern public school that examined teacher's influence on PI of sixth graders. Balli (1998) utilized an experimental design. The design utilized two treatment groups and one control group. However, the outcome measures were parents' reports of PI on surveys (i.e. subjective measures).

Balli (1998) manipulated teacher's solicitation for parental involvement to both the children and parents. In the first treatment group, the teacher prompted the students to involve family in their math assignments. In the second treatment group, the teacher still prompted students to involve family in their math homework. Additionally in the second treatment group, the teacher directly notified the family that participation in math homework assignments was expected. Results indicated that both the treatment groups had significantly more reports of PI than the control, or unprompted group. Balli (1998) found increased PI in the groups that the teacher communicated a desire for involvement. This study implicates that teachers can influence PI by requesting it from the children and families.

The manipulation of communication has also been integrated into interventions as one of many components in which parental involvement has increased (Amato, 1994; Blakes-Greenway, 1994; Morrison, 1994; and Patterson, 1994). Amato's (1994) study assessed parental involvement in the home and school setting in a variety of ways. Amato sought to increase Parent-Teacher Organization (PTO) membership, attendance of PTO meetings, involvement in school-related activities (i.e student store, Parent Center, and PTO-related activities), time parents spent working with their children, parents who contacted the school, attendance to parent education programs, and teachers contact with parents. Amato additionally sought to establish a Parent Center and decrease repeated discipline referrals.

In an effort to achieve these goals, Amato (1994) added a variety of variables. Personal invitations were extended to parents about new programs, every parent and teacher was contacted to encourage home-school communication (i.e. progress reports,

notes, teleconferences, and parent/teacher conferences), establishing a Parent Center, held multiple parent workshops (including on Saturdays all with childcare), designating a period of time after school were parents may come in and get guidance for helping their child with school work, parents kept journals on their involvement with their children, articles on the importance of PI were included in the school district newsletter, newsletters were mailed out, events were posted in the main hallway window and on outside manqué.

Amato (1994) did not establish new baselines to compare numbers of parental involvement or utilize a control group. Amato compared previously established programs number of participants to the previous year's numbers of participants. For newly created activities, Amato set-up arbitrary numbers of participants as a goal. Amato found that PTO membership and attendance of PTO meetings, parent participation in school committees rose.

Blakes-Greenway (1994) sought to increase parental involvement by offering three workshops, informal open house with potluck dinner provided by the staff in the evening, translators, in-service training to teachers, home-visits, flyers, involvement of cultural and family into the classrooms and workshops, notes and phone calls from the school, and social events for parents. Sought to increase parental involvement in the workshops, participation in parent-teacher conferences, and the number of time contact was established between the preschool staff and parents on the class log. Blakes-Greenway (1994) did not establish any preexisting baseline or use a control group to make comparisons to evaluate if parental involvement actually increased. Arbitrary goals of fifty percent participation were establish to conclude this information from.

Paterson (1994) conducted a similar study as Blakes-Greenway (1994) and Amato (1994). The same methodological problems were present. In addition to all of the components listed in the other two studies Paterson utilized parents as policy makers, resource personnel, teacher/administrative assistants; and to contact and recruit other parents. As Amato (1994) and Blakes-Greenway had done, Paterson (1994) set up arbitrary numerical goals for level of participation and concluded that parental participation had increased when the goal was met.

Morrison (1994) offered increased communication as a way to increase parental attendance of parent training sessions, social events, a resource center, and to help their children with homework. Parental questionnaire reports indicated that parents participated in higher levels of active parental involvement.

Parent Training

Parent training and parent education are somewhat difficult to decipher in the literature. Several articles term their interventions as parent education when they encompass training components (Valdez, Carlson, & Zanger, 2005). Providing parent training as one of several components in an intervention has evidence that it has the potential to increase PI. Morrison (1994) offered support, parent training, increased opportunities for parents to attend social functions at the school, and increased communication about these events. Morrison's study offered and urged parents to participate in: a line dancing session, ice cream social, parent training, a resource center, parent training on helping their child with their homework, and their children's homework assignments. In addition to these events parents were encouraged to come to the school and view one of their child's lessons (Morrison, 1994).

The project tried to accommodate for working parents by offering all functions and training in the evening and offering videos of the training for parents who could not attend one of the several training sessions. During these social events the school offered child care. The project was thirteen weeks in duration (Morrison, 1994). The results of this study were drawn from a survey administered to parents after completion of the project. Findings indicated that twenty-one percent of the parents completed parent education, eighty-two percent of the parents attended line dancing, eighty-two percent indicated an increase in parent satisfaction, eighty percent increased active parent involvement, forty percent of parents reported having improved attitudes towards involvement, and parents reported a fifty percent increase in the amount of educational time that parents spent at home with their children on educational.

In Morrision's (1994) study, parent training was one of several components found to be successful. Currently it is unclear whether parent training alone has an impact on parental involvement (Morrison, 1994). Further exploration of parent training used in isolation and its impact on parental involvement might be beneficial. However, parent training used in isolation has been suggested to reinforce barriers between parents and schools (Valdez & Zanger, 2005).

Knowledge and Parent Education

Parent education is parallel to providing parents with knowledge about parental involvement. Numerous forms of parent education have provided parents with knowledge about various factors. Increasing parents' knowledge can be achieved by providing them with information that is relevant to the targeted subject (Hoard & Shepard, 2005).

Summers (1993) sought to increase PI by providing parent education in the form of workshops. The workshops were offered in the summer and lasted for five weeks. The workshops were offered on child's self confidence, children loving reading, conductive learning environments at home, communication with children, and valuing education. Summers (1993) study targeted the parents of middle school children with behavioral problems or academic failures. The outcome measure for this study was parental satisfaction and not parental involvement. Survey results indicated that parents found it helpful and would recommend it to others (Summers, 1993).

Chrispeels & Rivero (1991) found that after participation in a parent education program parents reported changes in behaviors related to parenting. Some of these parenting behaviors included verbal praise, decreased physical punishment, and increase regulations on available television viewing time. Chrispeels & Gonzalez (2004) had parents attend a nine-week education program. They found a significant difference in parents' reports of practices, beliefs, and knowledge. Parent education had a large to medium effect on all areas except for home-school connections. Parent education had no effect on home-school connection. They found the effect size on parental knowledge to be (.89 for secondary and 1.06 for elementary school) (Chrispeels, & Gonzalez, 2004).

Sampson & Jungst (1994) (previously described) utilized knowledge as one component of their intervention for increasing PI. They offered parents information about the benefits of increased PI to parents. Reportedly all components led to an increase in PI. Additionally the studies by Amato (1994), Blakes-Greenway (1994), and Patterson (1994), previously mentioned, have offered parent education as one component of their intervention.

Studies that have utilized parent education have relied on indirect measures of self reports to measure increase in parental involvement. Additionally, many studies don't directly measure the impact on knowledge. However, in related material, there have been studies that have directly measured parental involvement and knowledge. A dissertation by Hirsch (2004) found that in multidisciplinary special education eligibility team meetings for initial classification meetings when parents are given relevant information about the meetings they participated significantly greater than parents not provided with information, and parents given irrelevant information. These parents rated themselves, and teachers rated them as being more actively involved. Practical significance was also found for knowledge. The treatment group was significantly more knowledgeable than both other groups (Hirsch, 2004).

Support

Several of the studies mentioned previously utilized some form of support system in addition to the other independent variables (Amato, 1994; Blakes-Greenway, 1994; Morrison, 1994; and Patterson, 1994*).* Amato (1994) offered a Parent Center, Blakes-Greenway (1994) and Patterson, (1994) (previously mentioned) offered home-visits and translators. Morrison (1994) offered support in the form of a resource center and parent training. Additionally all support was offered during evening hours with child care. They also offered videos of the training sessions for parents who were unable to attend. Decker (2000) offered support by preparing and sending home activities that related to what the class was working on in class and various forms of support mechanisms in the form of information, communication, and updates. Sampson & Jungst (1994) provided support

for parents by providing home visits, book bags for home activities, phone calls, and by holding family reading and activity nights.

Because the definition of support has been unclear and overlaps significantly with other variables such as communication, it is vague as to how effective the concept of providing support is to increasing parental involvement. When support is conceptualized as creating a designated area in the school such as a parent resource center of some form, several of the public schools found to be successful at parental involvement have included that element (i.e. PS 111 (parent center), and Midtown West School *(Center for Learning)* (Jackson, Krasnow, & Seeley, 1994).

As mentioned by Borman, et. al (2002), and Fishel, Maria, & Ramirez (2005) there is a great need for increased scientific rigor in this area. Most studies don't use control groups, are qualitative in nature, use inadequate outcome measures, rely on subjective survey measures to draw conclusions from, and use a variety of intervention components. It is essential to link intervention components to some form of measured outcomes. This is key to identifying which part of an intervention is effective. This eliminates useless redundant factors and guides future research.

There has also been significant overlap the content of studies on parent education, home-school collaboration, parent training, family therapy, and parental involvement (Fishel, et. al, 2005). Additionally, in the literature demographic variables such as low-income and minority parents have been targeted for intervention and prevention. The participants have also been predominately mothers, which leaves a need for studies with fathers, and nontraditional caretakers as participants. The current literature also does not answer if increase PI in an activity such as a workshop leads to increased PI in the school

and home setting. Furthermore, whether or not increasing PI in one setting generalizes or increases PI in the other. Moreover, does participation in short-term workshops lead to increased future involvement has not been examined.

CHAPTER III

METHODOLOGY

Participants

Participants included parents, their first, second, or third grade child, and their corresponding teachers at an elementary school in rural South Central United States. Four first grade teachers, four second grade teachers, and three third grade teachers participated in the study. The sample consisted of 147 students. Teacher participants agreed to complete all aspects required in the study. Children participants met the following conditions: (a) gave assent to participate in the study; (b) were granted permission to participate in the study by their parents; and (c) have parents and teachers who were also willing to participate. Parent participants met the following requirements, gave consent to be involved in the study, and were willing to have school involvement monitored. Parent participants signed consent for themselves and their child. Teachers also signed a consent form. Child assent was also obtained (see *Procedure* below for description of assent procedures).

Materials

Several documents were created and used throughout the duration of the study. Two of these documents were created with the input from the first, second, and third grade teachers. The first document was the *Teacher-Parent Involvement Monitoring*

Sheet (TPIMS). This sheet was created for teachers to keep track of contact/involvement of parents in their classes. A meeting was held with several of the first, second, and third grade teachers to detail all products and events that parents could potentially be involved in throughout the duration of the study. This allowed the researcher to incorporate most of these events/products into the *Teacher-Parent Involvement Monitoring Sheet* (TPIMS) prior to dispersion to teachers. The second document was the *Reinforcement Checklist*. Reinforcements were used for children who returned consent forms and participated in the reading fluency assessment. The reinforcement checklist was a survey and was distributed to the first, second, and third grade teachers (including items such as pencils, stickers, and candy for teachers to choose from) in order to identify acceptable reinforcers for the classroom. A reinforcement box was created using information from the survey. The reinforcement box consisted of all the items on the *Reinforcement Checklist* except for trading cards. The box also included books as requested by one teacher. Additionally, standardized materials were utilized in assessing the child participants' reading fluency. These standardized reading assessment materials included Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading fluency probes at the first, second, and third grade level. The research team used stopwatch(s) and writing apparatuses to record reading fluency during the assessment

Three sets of other documents were created for use during the study. The first is the *Student Comment Sheet.* This sheet was used to send parents positive comments about their children's reading behavior or ability in the high form of communication treatment groups. This form was personalized and sent home in Wednesday folders. Wednesday folders are maintained by the school, used to send home correspondence from the school

to parents, and were sent home every Wednesday. The second is the *Parent Education Information* that was utilized for individuals in the low communication form group. This packet provided parents with understandable information on the benefits parental involvement has on children academic achievement. It specifically outlined the benefits of parents' involvement in the area of reading, offered parents suggestions for reading with their children, and ways to be involved in the school setting. The last set was the *Irrelevant Information* set. This set of information was utilized for individuals in the no form of communication group. This information covered dental hygiene, a topic that was chosen because it did not relate to the independent variable of reading. This information is useful to distribute to parents.

Dependent Variable

Four dependent variables were measured in this study. These included parental involvement in the percent of days parents reported reading with their children, percent of returned reading logs, student reading fluency, and general parental involvement (i.e. forms of PI that are not reading logs or the independent variable components). The first and second dependent variables are a measure of 1) frequency of parents reading with their children and 2) how frequently they returned reading logs. These two dependent variables were measured by examining participating students reading logs. Reading logs were maintained by the classroom teacher. Reading logs documented the number of times parents reported reading with their child each day. They also documented what the parents were reading with their children and were collected monthly. The reading logs had Mon.-Sun. slots with current dates.

The third dependent variable is student reading fluency. Specifically, post treatment measures of reading fluency were collected using the appropriate DIBELS first, second, and third grade reading fluency probes. An oral reading fluency score was obtained using the procedures described in the DIBELS Administration and Scoring Manual.

The final dependent variable was general parental involvement. Parental involvement can be defined as participating/volunteering in school functions and reciprocal communication of any kind such as answering and returning phone calls from the school, and returning anything sent home that requires a signature or parent comment. Parental involvement in the home that was reported is also included in this variable. For the purpose of this study, only parental and child interactions that required a product that is returned to the school (i.e. forms that are sent home and must be signed, etc.) were included. General parental involvement was measured by a ratio of the number of opportunities given and the number of times the parent was involved. General parent involvement was tracked by the *Teacher-Parent Involvement Monitoring Sheet*.

Independent Variables

The independent variables are the frequency and form of communication parents receive from the primary investigator. Form and frequency will have three levels. The frequency in which the communication occurs were either once, every week, or every other week.

Form of communication was none, low, or high. No form communication consisted of information that is not specific to the targeted behavior, their child, or reading and is irrelevant to the study. Subjects in the low form group received

information about reading in general and not specific to the child. The high form of communication information was specific to the targeted behavior and their child. Parents in the no form of communication group received information from the *Irrelevant Information* packet. Parents in the low form of communication group received informational sheets on the benefits of reading and ways reading with children from the *Parent Education Information* packet. Parents receiving high form of communication will receive the personalized *Student Comment Sheet.* Please see Treatment Protocols in the Appendix

Design

An experimental design was utilized with eight treatment groups and a control group. Twenty participants were sought per group, for a total of 180 participants. 155 students completed the requirements of the study. Students were randomly assigned to one of nine groups. 8 students were eliminated as outliers for an N= 147. *Please see Design Overview in the Appendix*

Procedure

First, second, and third grade classrooms were sought for participation. Solicitation occurred at the administration level (i.e. principal). Increased parental involvement, and increase in the academic achievement in the area of reading were described to administration as the potential benefits of the study. Administrators were encouraged to support the study to all first, second, and third grade teachers. Teachers that agreed to participate signed a consent or agreement of participation form. Proposed benefits to the teachers include entry into a raffle. Every week ten-dollars was raffled off to teachers participating in the study. The winner of the raffle was announced weekly.

Once access to the elementary school was achieved, parents were solicited for participation by sending flyers home in "Wednesday folders." Wednesday folders are maintained by the school and are utilized to send parents updates on class and school wide activities and events, homework assignments, grades, and for general correspondence. The folders are sent home every Wednesday. Entry into a raffle for a monetary reward was offered as incentive for parent participation. The raffle was for $150.00. A demographic form was also attached to the consent form. Parents were asked to fill this out when they signed their consent forms. Parents were informed that the study was on parents in the schools, the risks and benefits of participating in the study, and participants can discontinue participation at anytime and that there is no penalty for nonparticipation. Additionally, parents were informed that giving consent would allow the researcher to send materials home and contact them. Furthermore, parents were informed that granting consent allowed the researcher to have access to records that the school kept on them and their child's reading fluency ability. Parents also completed a consent form for their child.

Parental involvement in both the home and school setting was monitored for the treatment groups and the control group. The number of PI opportunities was also monitored. Parental Involvement for this study is defined as opportunities to engage with their child, child's teacher, school, and school staff. The targeted behavior, completion of reading logs, was monitored to determine if any of the treatment groups reported reading with their children at home with higher frequency relative to the other groups. Furthermore, the percent of overall parent involvement was compared between the control and treatment groups. Teachers recorded all opportunities on the *Teacher-Parent*

Involvement Monitoring Sheet (defined below). Reliability was assessed by hard products (i.e. reading logs and forms signed by parents).

Prior to distributing the *TPIMS* to teachers, input were taken from participating first, second, and third grade teachers on what products and events should be included on the *TPIMS*. Once the *TPIMS* had been created, a training session with classroom teachers was held. In the training session, the study was discussed and a description of expectations was detailed. The *Teacher-Parent Involvement Monitoring Sheet (TPIMS)* were explained and its importance to the study was described.

Prior to recruiting child participants, a reinforcement survey was distributed to the first, second, and third grade teachers (including items such as pencils, erasers, small toys, stickers, and candy for them to choose from) in order to identify acceptable reinforcers for the classroom. Reinforcements were used for children who returned consent forms. A reinforcement box was created using information from the survey.

Once teacher participants were trained and reinforcements have been identified, child participates were solicited for participation in the study. All of the first, second, and third grade students were approached for participation in the study and the lead researcher went to all of these classrooms. Consent forms were distributed for children to take home to have their parents sign and bring back to school. The entire class was offered a chance to pick one item from the treasure chest if they brought back their signed (i.e. by their parents or legal guardian consent) form signed. The consent form had an option of not granting consent. All children were rewarded for returning their consent forms, regardless if consent was granted. Once parents were recruited and consent had

been obtained for their children, participants were then randomly assigned to one of nine groups.

Materials to and from the teachers were distributed and collected once a week. The schedule that materials were sent out is detailed in the Treatment Protocols and is numerically labeled in the APPENDIX. All materials distributed to parents were sent home in the Wednesday Folders. In the event that a child was absent on Wednesday, materials were sent home when the child returned to school. Child participants' Wednesday Folders were labeled with their name and classroom number. Materials that were distributed were mail merged to be labeled with the child's name, classroom number, and the week that the materials went home. Materials were double checked for accuracy weekly before distributing into the child's Wednesday folder. Additionally, materials were checked off as they were distributed and collected. This helped to ensure that the wrong materials did not get accidentally sent home.

Email reminders were sent to teachers twice a week to remind teachers to collect and record data on the *TPIMS. TPIMS* was collected weekly. Additionally, positive comments about the children in the treatment groups were requested from teachers weekly. These comments were transcribed to the *Positive Comment Note* (PCN). These personalized letters were sent home to the parents of the children in the treatment groups.

All participants were labeled with a number so that their data was confidentially stored. Children were assigned an ascending numerical rank. Their parents were assigned the same number with a P on the end. Data collected was entered into an excel spreadsheet. Data columns were labeled by the artifacts name (DIBELS, Reading log, TPIMS, etc.). All data with scores (i.e. DIBELS scores) was entered as is. Items from the

TPIMS and Reading Logs were coded as 1 for present/completed or 0 for absent/uncompleted. Reading logs were further categorized by date. At the conclusion of the data collection these were turned into one percentage score, as were the general parental involvement data (present/completed activities divided by the total number of opportunities for parental involvement).

Wednesday folders also had a checklist of materials sent home. All materials were transported to and from the school in a small filing briefcase organized by the child's teacher's name. Each week there were lists by class of children's names and the material that should be distributed that week. Wednesday folders were checked weekly to determine if the child's parents signed the folder. Myself, or my research team collected all weekly data. These materials were collected and filed by the child's teacher's name. Materials picked up were then filed into the briefcase and transported from the school by, or to the principal investigator.

The principal investigator was the only person who had access to the identifiable materials after collected and delivered for data entry. The principal investigator entered data twice, to ensure accuracy. All identifiable materials were shredded after entered into the Excel spreadsheet. Data was stored on the principal investigators personal computer which was password protected, and kept behind locked doors at all times. No identifiable data was distributed.

The study was run over both semesters of the 2007-2008 academic year. At the conclusion of the study (week 16), reading fluency scores were collected and child assent was obtained. Individual students were called into the hall by one of the research team members. Students were pulled at a convenient time designated by their teacher. Child

assent was obtained immediately prior to collecting reading fluency data. Children were informed of the requirements of the study (i.e. reading a probe for one minute on two different occasions), the benefits of participation in the study (i.e. another opportunity to choice a goody from the treasure chest), and that they didn't have to participate if they didn't want to and that they could stop at any time. Immediately following obtaining assent, students were assessed for their current reading level on three probes. DIBELS reading fluency probes were at the child's corresponding grade level and were utilized as reading material. The assessments were conducted by the lead researcher and trained graduate students. The procedure for administration and scoring outlined in the DIBELS administration and scoring manual were used to assess reading fluency. See the appendix for detailed procedures and benchmark goals. All of the assessment team had an inter-reliability rate of 90% prior to implementation. The results were analyzed and if the treatments were found effective then the information and master materials for the treatment were offered to the school for implementation.

Reliability

Reliability during assessment to procedures was ensured by research team members having an inter-reliability of 90%. Additionally, all hard products sent home and collected at the school were obtained by the researcher. All hard products were scored and or checked by a secondary research team member to ensure adherence to procedures and accurate data collection.

Analysis

The purpose of this study was to answer several research questions. Mean differences were to be analyzed by using the statistical package SPSS and a factorial

MANOVA analysis procedure. Main effects and interaction effects could not be analyzed using a MANOVA due to violation of the normality assumption for the dependent variables percent of days parents reported reading with their children, percent of returned reading logs, and general parental involvement. These variables were analyzed using the chi square analysis procedure. An ANOVA was utilized for the normally distributed dependent variable of reading fluency scores.

CHAPTER IV

RESULTS

The primary purpose of this study was to examine the effects of varying levels of frequency and form of communication on several dependent variables related to parental involvement and reading achievement. Several components that were used in previous studies were replicated utilizing both a control group and direct measures of parental involvement. The study sought to reduce qualitative barriers by utilizing an experimental design. The complete data set consisted of a total of 155 subjects (N=155). Data was analyzed for outliers by converting the dependent variables scores into z-scores. Z-scores larger than 2.5 were eliminated from the data set, which included eight subjects. For descriptive statistics about the outliers eliminated from the data set see Table 1.

Table 1

Descriptive Statistics of Eight Eliminated Outliers

Eliminated Participant Fluency	*Variable*			
	Gen. PI	*% Read w Parent*	*% Log Completion*	*Reading*
1	*2.6*	0	0	10.33
z score	*3.89*			
2	1.06	*.8*	1	22.67
z score		*4.17*		
3	1.19	*.59*	.6	41.67
z score		*2.91*		
4	.71	*.61*	.8	85.33
z score		*3.03*		
5	.38	*.62*	.8	93
z score		*3.08*		
6	1.14	*.84*	.8	100.33
z score		*2.93*		
7	*2.19*	.16	.6	132
z score	*2.89*			
8	1.13	.25	.6	*205.67*
z score				*2*

Five out of the eight outliers were eliminated from the sample due to an elevated level of the percent of days they reported reading with their parent. Two subjects were eliminated because their general parental involvement was elevated and one was eliminated from the study because of elevated reading fluency scores.

This resulted in a final sample size consisting of a total of 147 subjects (N=147). See Table 2 for descriptive statistics of the initial sample.

Table 2

Descriptive Statistics of Initial Sample

Frequency	*Form*	*N*
1	1	17
	2	15
	3	18
total (n)		50
2	1	17
	2	15
	3	17
total (n)		49
3	1	16
	2	16
	3	16
total (n)		48
Total (N)		147

Normality was assessed to determine if the sample met statistical assumptions for a MANOVA. Data for the dependent variables of percent of days parents reported reading with their children, percent of returned reading logs, and general parental involvement (labeled TPIMS on the Figure 3) were not normally distributed (See Figures 1-3). The dependent variable for reading fluency scores was normally distributed (See figure 4). The dependent variable percent of log completion was positively skewed, or skewed to the left. The dependent variable measuring the percent of days the parent read with the child was also positively skewed, or skewed to the left. The dependent variable general parental involvement in the classroom measure was also not normally distributed.

Main effects and interaction effects could not be analyzed using a MANOVA due to violation of the normality assumption for the dependent variables percent of days

parents reported reading with their children, percent of returned reading logs, and general parental involvement. These variables were analyzed using the chi-square analysis procedure to examine the observed distribution to the predicted distribution to determine if they are significantly different. In order to analyze data using a chi-square analysis, data was re-categorized into groups by frequency (1, 2, 3) and form (1, 2, 3) in order for the data to be analyzed by a different statistical procedure. Independent variables were collapsed. Cells that were initially created in order to yield an interaction effect were no longer necessary.

Each student was categorized into two groups, one for the frequency received and one for the form of communication received. The regrouping resulted in subjects that received a frequency of one were grouped into the low (low=1) frequency group. Subjects that received a frequency of eight were all grouped into the medium group (medium=2). Subjects that were previously in cells that received information every week, or 16 times were regrouped into the high group (high=3). The same procedure was followed for the form of information subjects received. Subjects were also grouped into three groups with varying levels of form (irrelevant=1, low=2, and high=3). Please see Table 3 for the contingency table.

Table 3

Contingency Table

Group Membership	*1*	*2*	*3*
% Read with Parent	0-.32	.33-.65	.66-1
General Parental Involvement	.13-.753	.754-1.3774	1.3775-2
Percent of Log Completion	0-.299	.30-.699	.7-1
Reading Fluency	9.67-65.89	65.9-122.11	122.12-178.33

The final result utilized six groups instead of nine. The total number of participants remained 147, but each group contained larger numbers of students than the previous group assignment. This was the result of students being categorized into two groups instead of one as in the initial design. See Table 4 for descriptive statistics of the final sample.

Table 4

Descriptive Statistics of Final Sample

Group Membership	*1*	*2*	*3*
Frequency (n)	50	49	48
Form (n)	50	46	51
Total (N)			147

Chi-square analysis was utilized due to the non-normality of these three dependent variables. A chi-square test was used to determine whether there was a significant difference between groups observed and predicted scores for frequency and form of communication on the dependent variables TPIMS, percent of times read with

parent, and percent of reading logs returned. No significant differences were found due to the form of information.

There was a significant relationship between the two variables frequency and general parental involvement, χ^2 (4) = 7.029, $p \leq .047$. See Table 5 for descriptive statistics for the dependent variable general parental involvement and refer to Table 6 for the frequency table.

Table 5

Descriptive Statistics for the DV: General Parental Involvement

Frequency	*Mean*	*Standard Deviation*	*N*
1	.9314	.35991	50
2	.9407	.39609	49
3	1.1013	.37258	48
Total	.99	.38184	147

Table 6

Frequency Table

Dependent Variable	*Low*	*Medium*	*High*
TPIMS	25	103	19
Percent Read with Parent	119	19	9
Reading Fluency Score	51	63	33

The dependent variable student reading fluency was normally distributed. An ANOVA was used to determine statistical difference between the frequency and form of communication on the dependent variable reading fluency. No statistical relationship was

detected. See Table 7 for the One-Way Analysis of Variance Summary for Reading Fluency Scores.

Table 7

One-Way Analysis of Variance Summary for Reading Fluency Scores

Source	*df*	*SS*	*MS*	*F*
Between groups	8	8019.205	1002.401	.577
Within groups	138	239925.990	1738.594	
Total	147	1213816.624		

CHAPTER V

DISCUSSION

The purpose of this study is to remedy some of the current limitations in the literature surrounding parental involvement. As mentioned by Borman, et. al (2002) and Fishel, Maria, & Ramirez (2005), there is a great need for increased scientific rigor in this area. Most studies have not utilized control groups, are qualitative in nature, use inadequate outcome measures, rely on subjective survey measures to draw conclusions from, do not examine parental involvement outside of the added independent variable, and use a variety of intervention components. There has also been significant overlap the content of studies on parent education, home-school collaboration, parent training, family therapy, and parental involvement. Parental involvement is a requirement to these components. However, the content overlap makes it difficult to separate and examine the effects in the literature. Within this area of research there is still isn't a universal operationally defined definition of parental involvement. Without cohesion in the literature it is difficult to further the scientific knowledge in this area.

Additionally, but few have effectively examined how to increase parental involvement (Fishel, Maria, & Ramirez, 2005). There also has not been a study that assesses whether or not increasing parental involvement in one setting generalizes or increases parental involvement in the other. This study was designed to be more methodologically rigorous than previous studies. This study sought to reduce qualitative

barriers by utilizing an experimental design. Several components that were used in previous studies were replicated utilizing a control group. The main purpose of the study was to examine the impact of school and teacher communication on parents reading with their children in the home setting. This study also sought to examine the impact of school and teacher communication on parental involvement in the classroom. This study manipulated the frequency and form of communication sent home from the school and teachers to examine differences in general parental involvement in the classroom, percent of days parents reported reading with their child in the home setting, percent of reading logs returned, and reading fluency scores.

Kurtosis and Skewness of the distribution were assessed. Main effects and interaction effects could not be analyzed using a MANOVA due to violation of the normality assumption for the dependent variables percent of days parents reported reading with their children, percent of returned reading logs, and general parental involvement. The distribution of scores for these variables did not represent a normal bell curve with most of the scores falling in the middle of the range of scores. The distribution or spread of the scores was positively skewed; or majority of scores fell on the far left hand side of the scale (0). The skewed distribution occurred because a majority of parents did not return reading logs, read with their child at home, and were not involved in the classroom.

The dependent variables percent of days parents reported reading with their children, percent of returned reading logs, and general parental involvement were analyzed using the chi- square analysis procedure because this procedure does not require data to be normally distributed. Findings from this study indicate that the form of

communication from the school and teacher did not affect the rate parents reported reading at home with their child, number of reading logs returned, general parental involvement, or their child's reading fluency. Also, increased levels of frequency of communication from the school in regard to reading did not significantly affect the amount of reading that parents reported doing with their child. Additionally, the frequency of communication did not significantly affect the percent of reading logs that were returned or students' reading fluency scores.

Conversely, the frequency of communication did account for a significant amount of variance on general parental involvement. It can be concluded that 4.3% of the variance in the dependent variable, general parental involvement, is related to the frequency of communication from the school or classroom teacher. This indicates that parents who received increased rates of communication from the school or classroom teacher participated or volunteered more in the classroom.

This study illustrates that the level of communication from schools and teachers does have an impact on parental involvement. This indicates that school and teacher communication can, at least in this study, positively impact parental involvement. However, in this study only the most frequent level of communication led to an increase in general parental involvement in the classroom. Additional research is needed to determine what areas of parental involvement can be effectively increased with frequent communication from the schools.

Limitations of Study

Limitations to this study included that a normal distribution of scores in regard to parents reading with their child, general parental involvement, and the percentage of

returned reading logs were not obtained. A majority of parents in the study did not report reading with their child, or return reading logs. Additionally, parents were not involved in the classroom at varying levels; a majority of parents were not involved at all. These results may be attributed to several characteristics or downfalls of the study.

The first of these limitations was the varying grade levels from which subjects were selected. First through third grade students were targeted for the study due to accessibility of the student population. This allowed the researcher to conduct the study at one location and use consistent assessment measures for reading fluency across all grades in the study. Children in the second and third grade may not read with their parent(s) as much as first grade children. This may be due to their relatively independent reading levels. Additionally, further analysis should be conducted to determine if there are differential rates of parents reading with their child in the home setting in the grades kindergarten through 3rd.

These findings may also be attributed to the demographics of the sample. The study was conducted in a rural location with a majority of low socioeconomic status (SES) families. Various factors including economic status and deprivation, family values, and lack of education that are commonly associated with low SES may have all been variables that resulted in low parental involvement.

Additionally, the dependent variable parents' reading at home with their children requires that the parent(s) have the time, resources, and educational level to do so. This study did not provide materials or books for parents to read with their child. Parents may not have had the resources readily available to them to read at home on a regular basis with their child.

Furthermore, the total amount of school and teacher communication was not controlled. Communication that was added for the purpose of this study was added to the normal rate of communication from the school and teachers. Random assignment should have controlled for variation between teachers and parents. However, caution must be employed when discussing causal effects because overall levels of communication were not controlled. Another limitation to this study was that many of the forms of involvement relied on reports from teachers and parents, and therefore may not be an accurate picture of true involvement.

Implications for Future Research

The limitations identified above may help to guide future research. Future studies focusing on parental involvement should take the geographical location and economic status into account when developing a study dependent on parental involvement. Future studies examining parental involvement in the form of reading with their child in the home setting, may want to focus on the lower grades (i.e. kindergarten and first grade). Additional research examining the impact of increasing the number of ways in which parents can be involved in the school setting from outside of the school day or from the comfort of their own home should be conducted to assess the impact on parental involvement rates. Additional opportunities for involvement may increase parental participation.

Studies replicating or extending this study should provide reading materials to parents or focus on a form of parental involvement that does not require a prerequisite of skill and/or materials. Additionally, future studies should control for the opportunities of parental involvement and communication levels from the school and classroom teacher.

Furthermore, future studies should continue to increase research methodology. Studies relying on only direct measures and not subject reports should be conducted. Future research on the variable related to frequency of communication continues to need additional exploration. Further examination is necessary to determine which forms of general parental involvement are most affected by the frequency of communication. Additionally, longitudinal studies should examine if the gains in general parental involvement found in this study were maintained over time.

Numerous correlation studies have alluded to the benefits of parental involvement. However, these findings may more accurately reflect techniques or the way that these parents are involved with their children. These interactions could be the cause of the benefits found as a result of the interactions. Further behavioral examinations of these interactions are warranted. Further exploration into how and the ways that parents interact with their children may be the key to more effective interactions. Additionally, once these behaviors have been identified, studies utilizing these techniques and behaviors with implementers other than parents should also be conducted to determine if the parents' presence or the behaviors result in the benefits found in correlation research in this area.

Additionally, these correlation studies have all examined the benefit of parental involvement. One must wonder if parental involvement ever has a negative impact. Is there a point when a parent is overly involved resulting in a negative impact on staff and/or children? Areas that are most beneficial for parents to be involved in should be explored.

Another issue that arises when examining parental involvement in the school setting is the staff's willingness, dedication, and openness towards involving parents. Forms of communication that are typically utilized in school settings are generic and passive in form. Further assessment should be conducted to examine schools openness, expectations, and active attempts to sincerely involve parents. In other words, a schools defensiveness or willingness to actually involve parents in the school setting should be assessed.

Parental involvement is an area that warrants continued research. In the current literature, demographic variables such as low-income and minority parents have been targeted for intervention and prevention. The participants have also been predominately mothers, which leaves a need for studies with fathers and nontraditional caretakers as participants. The current literature also does not answer if increase parental involvement in an activity, such as a workshop, leads to increased parental involvement in the school and home setting. Moreover, there has not been a study on the effects of participation in short-term workshops to examine if it leads to increased future parental involvement.

In summary, there is a large need for methodologically rigorous studies examining variables surrounding parental involvement. Research is needed to examine variables that are able to increase parental involvement. Schools and professionals that work closely with parents are urged to continue to seek cost efficient ways to increase parental involvement.

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APPENDICES

Administration of DIBELS oral reading fluency

Taken from pg 31 and 32 of DIBELS Administration and Scoring Manual
https://dibels.uoregon.edu/measures/files/admin_and_scoring_6th_ed.pdf

Materials: Student copy of passage; examiner copy, clipboard, stopwatch; colored scoring pen.

Directions for Administration – Part 1: Oral Reading Fluency

1. Place the reading passage in front of the student.
2. Place the examiner copy on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:

   Please read this (point) ***out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about what you read, so do your best reading. Start here*** (point to the first word of the passage). ***Begin.***

4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
5. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
6. Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.
7. At the end of **1 minute**, place a bracket ( ]) after the last word provided by the student, stop and reset the stopwatch, and say

   Stop. (remove the passage)

Bench Mark Goals

Taken from Benchmark Goals pg. 3 of 5
http://dibels.uoregon.edu/benchmarkgoals.pdf

DIBELS Benchmark Goals and Indicators of Risk
Three Assessment Periods Per Year

Second Grade

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Nonsense Word Fluency	NWF < 30 30 <= NWF < 50 NWF >= 50	Deficit Emerging Established				
DIBELS Oral Reading Fluency	ORF < 26 26 <= ORF < 44 ORF >= 44	At risk Some risk Low risk	ORF < 52 52 <= ORF < 68 ORF >= 68	At risk Some risk Low risk	ORF < 70 70 <= ORF < 90 ORF >= 90	At risk Some risk Low risk

Third Grade

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 53 53 <= ORF < 77 ORF >= 77	At risk Some risk Low risk	ORF < 67 67 <= ORF < 92 ORF >= 92	At risk Some risk Low risk	ORF < 80 80 <= ORF < 110 ORF >= 110	At risk Some risk Low risk

Design Overview

Experimental design

- - 8 Tx groups
- - one control

Form of Communication

Frequency of Communication	None Specific	Low	High
Once	No quality information *(i.e. Irrelevant information)* Given once (During week 1) n=17	Low quality information *(i.e. Parent Education Information)* Given once (During week 1) n=15	High quality information *(i.e. Student Comment Sheets)* Given once (During week 1) n=18
Every other week	No form information *(i.e. Irrelevant information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	Low form information *(i.e. Parent Education Information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	High form information *(i.e. Student Comment Sheets)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=17
Every week	No form information *(i.e. Irrelevant information)* Given every week (x16) (Weeks: 1-16) n=16	Low form information *(i.e. Parent Education Information)* Given every week (x16) (Weeks 1-16) n=16	High form information *(i.e. Student Comment Sheets)* Give every week (x16) (Weeks 1-16) n=16

- 3 Tx groups

Design Overview for Frequency

Frequency of Communication				
	Low 1	No quality information *(i.e. Irrelevant information)* Given once (During week 1) n=17	Low quality information *(i.e. Parent Education Information)* Given once (During week 1) n=15	High quality information *(i.e. Student Comment Sheets)* Given once (During week 1) n=18
	Medium 2	No quality information *(i.e. Irrelevant information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	Low quality information *(i.e. Parent Education Information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	High quality information *(i.e. Student Comment Sheets)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=17
	High 3	No quality information *(i.e. Irrelevant information)* Given every week (x16) (Weeks: 1-16) n=16	Low quality information *(i.e. Parent Education Information)* Given every week (x16) (Weeks 1-16) n=16	High quality information *(i.e. Student Comment Sheets)* Give every week (x16) (Weeks 1-16) n=16

Design Overview for Quality

Quality of Communication

- 3 Tx groups

Low (1)	Medium (2)	High (3)
No quality information *(i.e. Irrelevant information)* Given once (During week 1) n=17	Low quality information *(i.e. Parent Education Information)* Given once (During week 1) n=15	High quality information *(i.e. Student Comment Sheets)* Given once (During week 1) n=18
No quality information *(i.e. Irrelevant information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	Low quality information *(i.e. Parent Education Information)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=15	High quality information *(i.e. Student Comment Sheets)* Given every other week (x8) (Weeks: 1, 3, 5, 7, 9, 11, 13, 15) n=17
No quality information *(i.e. Irrelevant information)* Given every week (x16) (Weeks: 1-16) n=16	Low quality information *(i.e. Parent Education Information)* Given every week (x16) (Weeks 1-16) n=16	High quality information *(i.e. Student Comment Sheets)* Give every week (x16) (Weeks 1-16) n=16

Treatment Protocols

No –Form
Once- Frequency

What	*When*
No form information *(i.e. Irrelevant information)* (x1)	Once (Week 1)

No- Form
Every Other Week –Frequency

What	*When*
No form information *(i.e. Irrelevant information)* (x8)	Every other week (Weeks: 1, 3, 5, 7, 9, 11, 13, 15)

No-Form
Every Week

What	*When*
No form information *(i.e. Irrelevant information)* (x16)	Every week (Weeks: 1-16)

Low- Form
Once

What	*When*
Low form information *(i.e. Parent Education Information)* (x1)	Once (Week 1)

Low- Form
Every Other Week

What	*When*
Low form information *(i.e. Parent Education Information)* (x8)	Every Other Week (Weeks: 1, 3, 5, 7, 9, 11, 13, 15)

Low- Form
Every Week

What	*When*
Low form information *(i.e. Parent Education Information)* (x16)	Every week (Weeks 1-16)

High- Form
Once

What	*When*
High form information *(i.e. Student Comment Sheets)* (x1)	Once (Week 1)

High- Form
Every Other Week

What	*When*
High form information *(i.e. Student Comment Sheets)* (x8)	Every Other Week (Weeks: 1, 3, 5, 7, 9, 11, 13, 15)

High-Form
Every Week

What	*When*
High form information *(i.e. Student Comment Sheets)* (x16)	Every week (Weeks 1-16)

Example of the *Student Comment Sheet (High Form Communication)*

Dear (Parent's Name),

Currently in class, (Student's Name) does not comprehend the material he reads. Having (Student's Name) read aloud to you at home will help improve (Student's Name)'s comprehension. Have (Student's Name) read a book to you aloud. Correct any mispronounced words. After a page or two, ask him a couple questions about what he has read. If he can't correctly answer the questions have him start back at the beginning of the text and read to the same spot. Repeat this process several times if needed. This repeated reading process will help (Student's Name) improve his comprehension.

Sincerely,
Mrs. (Teacher's Name)

Example of the *Student Comment Sheet (High Form Communication)*

Dear (Parent's Name),

(Student's Name) displayed positive reading behaviors this week. (Student's Name) made progress with her reading ability and fluency. Keep up the good work at home!

Thank you,

Ms. (Teacher's Name)

Protocol for GA DIBELS training

During training several probes were utilized with the errors marked. These have been included in the APPENDIX.

All GA's were distributed the **Administration of DIBELS oral reading fluency,** taken from pg 31 and 32 of DIBELS Administration and Scoring Manual https://dibels.uoregon.edu/measures/files/admin_and_scoring_6th_ed.pdf (Also in the APPENDIX)

Then GA's were allowed to ask any questions they have before beginning practice ("Do you guys have any questions before we practice scoring probes?")

All GA's were distributed one administer probe (unmarked).

They will then be told to record the errors that they hear and to record the final score ("Record the errors you hear and record the final score").

I will then read the first probe with the errors documented. –See probes in Appendix

GA's will then be instructed on the errors that occurred and on what the accurate documentation of the errors were. –See probes in Appendix

This procedure were repeated three times.

On the fourth administration, I will walk around the room and check all the GA's probes.

Those who obtained 90% inter reliability were allowed to leave.

Those remaining will continue this process until 90% inter reliability is obtained.

Script for Classroom Recruitment of Children

Researcher: I would like to introduce myself and my research team. You may have seen some of us working in your school before.

(All present team members go around and say their names)

Researcher: Today we are here to tell you about a project we were doing here with the first, second, and third graders. We are going to start a project about children, schools, and parents and how they talk with each other. You don't have to be part of the project, or work with us if you don't want to.

If you chose to work with us, you will have to take a form home and have your parents sign it. When you bring back your permission form signed you will get to (insert item selected by their teacher from reinforcement checklist). Even if your parents say you can't be in the study you will still get to (insert item selected by their teacher from reinforcement checklist). If you want to continue to work with us, we will ask you in a week or two to come into the hall one by one to read for one minute to one of us. It doesn't matter how good or bad you read, we just want you to try your best. We will also be sending some papers home with you in your Wednesday folders for the rest of the year. We will also be checking your grades and some other records your teacher has. The only thing you have to do is to read aloud once for a minute.

Does anybody have any questions?

We were sending a form home with you today to have your parents sign if you want to work with us. Bring this form back signed and give it to your teacher and you were able to (insert item from reinforcement checklist) when we come back next week.

Meeting to Create TPIMS with Teachers Script

Before beginning session, the example TPIMS were passed around.

Researcher: Thank you all for volunteering to participate in this study. I'd like to take this time to discuss the purpose of the Teacher Parent Involvement Monitoring Sheet (TPIMS), which we are going to create today. This sheet were the master document that you will use in your classroom to record parents' involvement. This sheet were used to record various ways parents are involved in the classroom. Only parents who have signed up for the study were monitored.

We are here today to list all of the ways or events that parents interact with you, or participate in the classroom. We are only talking about interaction that takes place in the classroom, not in the community. I'd like to refer you to the example TPIMS I have passed around. You will see that some common and standard ways parents are involved have already been listed. In the space below I would like you each to list all of the events that you interact with parents in your classroom. If you could please make sure you include your name at the top. I will then create and distribute the TPIMS to you to start recording parent involvement in your classroom.

Are there any questions?

Training Teachers on TPIMS Script

Researcher: When recording parental involvement, you simply indicate on the TPIMS if the parent was present/completed or absent/uncompleted by marking in the column were the child's name and event intersect as a 1 for present/completed or 0 for absent/uncompleted.

As an example, lets say that John Smith's parent(s) came to parent teacher conferences but Judy Mark's to not. I would go to the name column and go down to John Smith's name and then in the event column I would go over to parent teacher conference and mark a one (Researcher demonstrates this). Then I would repeat the process for Judy's name and mark a 0 (Researcher demonstrates this).

Any questions?

Teacher Parent Involvement Monitoring Sheet

Teacher: (Teacher'sName)

Date:

Student Name	Open House	Parent Teacher Conference	Wed. Folder Signed /return	Brought Weekly Snack	Volunt. During Class	Volunt. (misc. please specify)	Un scheduled Meeting	Email	Phone Call	Personal note to teacher	Other (specify)
Student Name											

Please indicate by checking the box to indicate that one of the child's parent engaged in any of these behaviors

Please either leave in research paper holder in your room, or in black and orange box by mail boxes after completion Wednesday

[Information Distributed to Principals about the Study]

Have your first, second, and third grade teachers participate in a study conducted by Oklahoma State University!

Teachers who participation in this study were entered into a *weekly* drawing for a $10.00 gift certificate. Parent participants are entered into a drawing for $150.00 gift certificate and child participants will receive an incentive (chosen by the classroom teacher) for returning their consent form.

Title: Improving Relationships Between School, Parents, and Children
IRB Application No: ED0775
Principal Investigator: Shannon Beason

Purpose of Research:

The purpose of this research study is to examine and improve relationships between schools, parents, and children. Only first, second, and third grades were targeted. Parents, their children, and first, second, and third grade teachers were solicited to participate.

This study will remedy some of the current limitations in the literature. This study were designed to be methodologically rigorous. To accomplish this, components used in previous studies were replicated utilizing both a control group and direct measures of parental involvement. This study strives to reduce qualitative barriers by utilizing an experimental design.

Specific Objectives:

This research project will examine the impact of treatments (various levels of information) on parental involvement with regards to specific targeted parent run activities. This study also seeks to examine the impact of the treatments on parental involvement in non targeted activities. Additionally, this study will examine if differences in treatment frequency and form will result in differences in parental involvement. Finally, this study will examine if increased levels of parental involvement positively affect academic achievement related to the targeted parent run activity.

More specifically, this study will examine the effects of three different types of information sent home on reading log completion and general parent involvement. It will also examine the relationship of reading log completion and reading fluency.

This study will include two phases:

1. Simultaneous communication sent home to parents and recording of parent involvement
2. Data collection of reading fluency scores.

Target Population:

Participants will include parents, their second or third grade child, and their corresponding teachers in Stillwater Public elementary schools (more specifically Highland Park, Skyline, and Westwood). Only schools that report low levels of parental involvement and reading log completion were solicited for participation.

In order to properly analyze the data, the research study needs approximately 180-200 hundred participants for analysis. Every classroom that can participate would greatly increase the chances of reaching our goal.

Research Conditions:

This project were conducted in the regular education classroom. During the collection of the reading fluency scores, children participants were pulled into the hallway to read a short passage orally to a researcher. Each passage will take one minute. Reading fluency scores were obtained at the concluding of the research (end of the semester or academic year). All other research materials were sent home to participating parents in the Wednesday folders. Research materials were created with input from the participating schools administrators.

No special accommodations are required for this research.

Instrumentation:

DIBELS reading fluency probes at the child's corresponding grade level were utilized as reading material. The assessments were conducted by the lead researcher and trained graduate students. The procedure for administration and scoring outlined in the DIBELS administration and scoring manual were used to assess reading fluency. These instructions have been included in the Appendix section.

Additionally, a recoding sheet were created to monitor parental involvement in the classroom. Every child's Wednesday folder and reading logs were checked and the research team will distribute materials.

Confidentiality Procedures:

Confidentiality is of utmost importance and data collected in this study were closely protected. This means that all data were placed in confidential files. At the end of each day of data collection, files were taken to the primary researcher's office or that of the research assistant and data were entered into an excel database. Any individually identifiable information were shredded once entered into the computer. Access to this database were password protected. Responses on each form involved with study were kept confidential. Data will not be personally identifiable. Data will not be available to any person except for the investigator. It were impossible for any person other than the investigator to identify an individual's information once entered. It were impossible for

any person other than the investigator to identify information. Personal information and scores will not be published, shared, or otherwise disseminated to any party. The investigator will release group statistical data for publication. However, individual participants will not be identifiable and individual scores will not be published.

The only people who can review your information are authorized School Psychology program staff, and the OSU board that makes sure your rights and welfare in this program are protected. They may need to observe us while we are collecting this information or look at your forms and records to make sure they are handled in the right way. All of these people are required to keep your information private.

Research Design:

An experimental design were utilized with eight treatment groups and a control group. Twenty participants were sought per group, for a total of 180 participants.

Utilization of Results

It is intended that the results of this study will assist in evaluating if frequency and quality of communication impact parental involvement. This study will potentially help schools improve their relationship with parents and students. Parts of the data also have the potential of assisting the teachers with instructional planning and evaluation of student reading fluency performance. Final results of this study may be used for purposes of publication in professional journals and/or at professional conferences.

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If you have any questions or concerns about this study please feel free to contact me, my advisor, or the Oklahoma State Institutional Review Board.

Investigator: Shannon Beason, M.S.
Email: shannon.beason@okstate.edu
Phone: (620) 249-1606

Faculty Adviser: Gary Duhon, Ph.D.
Address: 423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (405) 744-9436

If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

Thank you for your time and help with this project,

Shannon Beason M.S.
School Psychology Doctoral Candidate
School of Applied Health and Psychology
Oklahoma State University

INVESTIGATOR INFORMATION

Shannon Beason, M.S.
443 Willard Hall
Oklahoma State University
Stillwater, OK 74075
(405) 744-8044
(620) 249-1606

Teacher's Consent to Participate in a Research Study

Project Title: ***Improving Relationships between School, Parents, and Children***
Principal Investigator: Shannon Beason, M.S.

You are being asked to take part in a research study. This consent form contains important facts to help you decide if it is in your best interest to take part in this study.

Purpose:

The purpose of this research study is to examine and improve relationships between schools, parents, and children.

Requirements of Participation:

Participation in this study will include recording on a chart provided to you, the contact that you have as a teacher with parents participating in the study in your classroom. You may also be asked to provide information on reading behavior or scores of student participants in your class to share with their parents.

Risks of Participation:

There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. Your participation in this research study is completely voluntary and you may withdraw from participation at any time.

Benefits:

This research will help schools improve their relationships with parents and children.

Confidentiality:

Confidentiality is of utmost importance and data collected in this study were closely protected. This means that all data were placed in confidential files. Your responses and information obtained about your students in this study were kept confidential. Data that is personally identifiable were shredded after information is recorded. Once entered into the computer your data will not be available to any person except for the investigator. It were impossible for any person other than the investigator to identify your information. Your personal information and scores will not be published, shared, or otherwise disseminated to any party. The

investigator will release group statistical data for publication. However, individual participants will not be identifiable and individual scores will not be published. The only people who can review your information are authorized School Psychology program staff, and the OSU board that makes sure your rights and welfare in this program are protected. They may need to observe us while we are collecting this information or look at your forms and records to make sure they are handled in the right way. All of these people are required to keep your information private.

Compensation:

As an incentive of participating in this research project you will receive an entry into a raffle for a monetary reward. Every week during the study, a ten-dollar raffle gift certificate to Wal-Mart, Bed Bath and Beyond, Bath & Body Works, Chili's, Hastings, or Blockbuster were raffled off to teachers participating in the study. The winner of the raffle were announced during weekly staff meetings or grade level meetings.

Participant Rights:

Participation is voluntary and that you can discontinue this research activity at any time without any penalties.

Signature:

I have read and fully understand the consent form. I sign it freely and voluntarily.

_____ _____

Signature of Teacher Participant Date

Additional Contacts:

Faculty Adviser: Gary Duhon, Ph.D.
Address: 423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (405) 744-9436

If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

Reinforcement Checklist

Detailed below is a list of items that some teachers feel are acceptable rewards for good behavior or academics. Please cross out any items that you are not willing the research team to provide to your class as an incentive for returning their consent forms. Please check or numerically rank acceptable items (1 being your first choice).

____ 10 minutes recess time (we will provide the supervision)

____ Pens

____ Pencils

____ Erasers

____ 10 minutes free time

____ Folder

____ Candy

____ Small toy

____ Stickers

____ Trading Cards

____ Fruit snack

Please feel free to list or request additional objects/ events you are would like the research team to consider using:

Child Assent Form

Title of the study: ***Improving Relationships between School, Parents, and Children***

Read the following section to the child

What is this project about?

This project is to help schools work with parents and children.

What will I have to do?

You will have to read from a passage for one minute.

What are the risks of the project?

Helping me out with this project will not hurt you in any way. You may quit at anytime if you don't want to do it any more.

What are the good things about the project?

Completing this project may help teachers, parents, and school psychologist help you read better.

Alternative Procedures:

You don't have to do the study if you don't want to. You can quit at any time. You don't have to do anything that makes you sad or uncomfortable. No one were upset if you say "no" or if you say yes and then change your mind.

You have been told what the project is about.
You have been told what is expected or what you have to do for the project.
You have been told that you can quit at anytime and don't have to do this if you don't want to.

Would you like to continue with the project?

-if no let the child return to the classroom

-if yes have the child sign the form and fill in the date

-fill in date if child can not

_____ _____

Signature of Child Date

_____ _____

Signature of Person Obtaining Assent Date

Contacts:

Investigator: Shannon Beason, M.S.
Address: 434 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (620) 249-1606

Faculty Adviser: Gary Duhon, Ph.D.
Address: 423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (405) 744-9436

If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

INVESTIGATOR INFORMATION

Shannon Beason, M.S.
443 Willard Hall
Oklahoma State University
Stillwater, OK 74075
(405) 744-8044

Parent Permission for Child

Project Title: ***Improving Relationships between School, Parents, and Children***
Principal Investigator: Shannon Beason, M.S.

Your child is being asked to take part in a research study. This consent form contains important facts to help you decide if it is in your child's best interest to take part in this study.

Purpose:

The purpose of this research study is to examine and improve relationships between schools, parents, and children.

Requirements of Participation:

Child participation in this study will include listening to a brief description of the purpose of this study and reading aloud to the researcher. The child will read a sheet of text that is at the child's grade level for one minute in order for researchers to obtain a reading fluency score.

Risks of Participation:

There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. Your child's participation in this research study is completely voluntary and they may quit at any time.

Benefits:

This research will help schools improve their relationships with parents and children.

Confidentiality:

Confidentiality is of utmost importance and data collected in this study were closely protected. This means that all data were placed in confidential files. Your child's responses and scores obtained in this study were kept private. As part of this study some additional information may be sent home in your child's Wednesday folder. This study has different sets of information that were sent home. The information that you are sent home were randomly assigned to you. Records (such as Wednesday folders, the contents of Wednesday folders, and possibly reading scores) maintained by the classroom teacher were reviewed in order to examine direct relationships between schools, parents, and children. Your child's data will not be available to any person except for the investigator. Data

that is personally identifiable were shredded after information is recorded. It were impossible for any person other than the investigator to identify your child or their information once recorded. Your personal information and scores will not be published, shared, or otherwise disseminated to any party. The investigator will release group statistical data for publication. However, individual participants will not be identifiable and individual scores will not be published.

The only people who can review your child's information are authorized School Psychology program staff, and the OSU board that makes sure your rights and welfare in this program are protected. They may need to observe us while we are collecting this information or look at your forms and records to make sure they are handled in the right way. All of these people are required to keep your information private.

Compensation:

As an incentive of participating in this research project your child will receive a small incentive chosen by their classroom teacher for returning their consent form. The child were allowed receive the incentive whether consent was granted or not.

Participant Rights:

Participation is voluntary and your child can discontinue this research activity at any time without any penalties. Your child will also be informed of these rights.

Signatures:

I, the parent or legal guardian of (please print child's first and last name below) have read and fully understand this information.

Please initial on one of the following lines to indicate that you either do or do not grant your consent:

____ I grant my child, _____ permission to participate in the study if they would like to.

_____ I do NOT grant my child, _____ permission to participate in this study.

_____

Name of the child's legal guardian or parent
(Please **Print**)

_____ _____

Signature of Child's Legal Guardian Date

Additional Contacts:

Faculty Adviser:	Gary Duhon, Ph.D.
Address:	423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone:	(405) 744-9436

If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

INVESTIGATOR INFORMATION

Shannon Beason, M.S.
443 Willard Hall
Oklahoma State University
Stillwater, OK 74075
(405) 744-8044
(620) 249-1606

Parent's Consent to Participate in a Research Study

Project Title: ***Improving Relationships between School, Parents, and Children***
Principal Investigator: Shannon Beason, M.S.

You are being asked to take part in a research study. This consent form contains important facts to help you decide if it is in your best interest to take part in this study.

Purpose:

The purpose of this research study is to examine and improve relationships between schools, parents, and children.

Requirements of Participation:

Participation in this study could include filling out this consent form, a demographic sheet, and a consent form for your child. Participation will take about ten minutes.

Risks of Participation:

The only foreseeable risks involved with this study are those related to the collection of personal information. Information collected were kept private. Other than the collection of personal information, there are no known risks associated with this project that are greater than those ordinarily encountered in daily life. Your participation in this research study is completely voluntary and you may withdraw from participation at any time.

Benefits:

This research will help schools improve their relationships with parents and children.

Confidentiality:

Confidentiality is of utmost importance and data collected in this study were closely protected. This means that all data were placed in confidential files. Your responses obtained in this study were kept confidential. Data that is personally identifiable were shredded after information is recorded. Your data will not be available to any person except for the investigator. It were impossible for any person other than the investigator to identify your information after recorded. Your personal information and scores will not be published, shared, or otherwise

disseminated to any party. The investigator will release group statistical data for publication. However, individual participants will not be identifiable and individual scores will not be published.

The only people who can review your child's information are authorized School Psychology program staff, and the OSU board that makes sure your rights and welfare in this program are protected. They may need to observe us while we are collecting this information or look at your forms and records to make sure they are handled in the right way. All of these people are required to keep your information private.

Compensation:

As an incentive of participating in this research project you will receive an entry into a raffle for a monetary reward. The raffle were for $150.00 gift certificate to a local store of your choice.

Participant Rights:

Participation is voluntary and that you can discontinue this research activity at any time without any penalties.

Signature:

I have read and fully understand the consent form. I sign it freely and voluntarily.

_____

Please print full name

_____ _____

Signature of Parent Participant Date

Additional Contacts:

Faculty Adviser: Gary Duhon, Ph.D.
Address: 423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (405) 744-9436

If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

[Information Distributed to Parents about the Study]

Be part of a important study to Improve Relationships between School, Parents, and Children!

What to do:

You have a chance to participate in a study conducted by Oklahoma State University. Participation will **include filling out a demographic sheet and a consent form for your child.** Participation will take about fifteen minutes. For your time spent on the study you were entered into a raffle for a $150.00 gift certificate to a Stillwater store of your choice.

About the study:

The study will examine ways in which schools communicate with parents and children. As part of this study some additional information may be sent home in your child's Wednesday folder. This study has different sets of information that were sent home. The information that you are sent home were randomly assigned to you. Records maintained by the classroom teacher were reviewed in order to examine direct relationships between schools, parents, and children.

Child Participation:

Child participation in this study will include listening to a brief description of the purpose of this study and reading aloud to the researcher. The **child will read a sheet of text that is at the child's grade level for one minute.**

What were done with the findings:

All findings were separated from any identifiable information upon data entry and shredded. Personal information and scores will not be published, shared, or otherwise disseminated to any party. The investigator will release group statistical data for publication and to the schools. However, individual participants will not be identifiable and individual scores will not be published.

If you have any questions or concerns about this study please feel free to contact me, my advisor, or the Oklahoma State Institutional Review Board.

Investigator: Shannon Beason, M.S.
Address: 434 Willard Hall, Oklahoma State University, Stillwater, OK 74078
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Faculty Adviser: Gary Duhon, Ph.D.
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If you have questions about your rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

Thank you for your time and help with this project,

Shannon Beason M.S.
School Psychology Doctoral Candidate
School of Applied Health and Psychology
Oklahoma State University

[Information Distributed to Teachers about the Study]

Be part of a important study to Improve Relationships between School, Parents, and Children

If you're a second or third grade teacher you have the opportunity to participate in a study conducted by Oklahoma State University. Participation in this study will include weekly recording on a chart provided to you, the contact that you have as a teacher with parents participating in the study in your classroom. You may also be asked to provide information on reading behaviors and scores of student participants in your class to share with their parents. Every continuous week that you participate in the study, your name were entered into a drawing for a ten-dollar gift certificate. Every week a ten-dollar raffle gift certificate to Wal-Mart, Bed Bath and Beyond, Bath & Body Works, Chili's, Hastings, or Blockbuster were raffled off to teachers participating in the study. The winner of the raffle were announced during weekly staff meetings or grade level meetings.

The study will examine ways in which schools communicate with parents and children. Only first, second, and third grades were targeted. Parents and their children were solicited to participate. The research team will come to your room at an agreed upon time and place to give a two minute presentation to the students on the study and dispense consent and permission forms. An incentive will be provided to the children for returning their consent forms whether they are granted permission or not. I have attached a sheet that you can select what would be an acceptable incentive for your classroom.

There are several things that are already in your classroom that were utilized for this study. These include Wednesday folders, reading logs, and possibly reading scores. As part of this study some additional information were sent home to participating parents in their child's Wednesday folder. This study has different sets of information that were sent home to parents. The set of information that is sent home were randomly assigned to each parent. All information that is sent home were provided and distributed by the researcher or members on the research team. Records maintained in the classroom in regards to Wednesday folders and it's content (reading logs) were reviewed.

Children's reading fluency will also be assessed. DIBELS were utilized for this assessment. The research team will come into your classroom at a time that you have set aside for this purpose. Children who have parent permission were taken individually into the hallway for two minutes to fill out an assent form and read to a researcher for one minute.

All findings were separated from any identifiable information upon data entry and shredded. Personal information and scores will not be published, shared, or otherwise disseminated to any party. The investigator will release group statistical data for publication and to the schools. However, individual participants will not be identifiable and individual scores will not be published.

In order to properly analyze the data, the research study needs approximately 200 hundred participants for analysis. Every classroom that can participate would greatly increase the chances of reaching our goal. I truly appreciate your help and time.

If you have any questions or concerns about this study please feel free to contact me, my advisor, or the Oklahoma State Institutional Review Board.

Investigator:	Shannon Beason, M.S.
Email:	shannon.beason@okstate.edu
Phone:	(620) 249-1606

Faculty Adviser:	Gary Duhon, Ph.D.
Address:	423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
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Thank you for your time and help with this project,

Shannon Beason M.S.
School Psychology Doctoral Candidate
School of Applied Health and Psychology
Oklahoma State University

[**Information Provided to the District]**

Research Project Synopsis

Title: Improving Relationships between School, Parents, and Children
IRB Application No: ED0775
Faculty: Gary Duhon, Ph.D. – Oklahoma State University; School Psychology Program
Investigator: Shannon Beason M.S.– Doctoral Student, School Psychology Program

Purpose of Research:

The purpose of this research study is to examine and improve relationships and interactions between schools, parents, and children.

This study will remedy some of the current limitations in the literature. This study were designed to be methodologically rigorous. To accomplish this, components used in previous studies were replicated utilizing both a control group and direct measures of parental involvement. This study strives to reduce qualitative barriers by utilizing an experimental design.

Specific Objectives:

This research project will examine the impact of treatments on parental involvement with regards to specific targeted parent run activities. This study also seeks to examine the impact of the treatments on parental involvement in non targeted activities. Additionally, this study will examine if differences in treatment frequency and quality will result in differences in parental involvement. Finally, this study will examine if increased levels of parental involvement positively affect academic achievement related to the targeted parent run activity.

This study will include two phases:

1. Simultaneous communication sent home to parents and recording of parent involvement
2. Data collection of reading fluency scores.

Target Population:

Participants will include parents, their second or third grade child, and their corresponding teachers in Stillwater Public elementary schools (more specifically Highland Park, Skyline, and Westwood). Only schools that report low levels of parental involvement and reading log completion were solicited for participation.

Research Conditions:

This project will be conducted in the regular education classroom. During the collection of the reading fluency scores, children participants were pulled into the hallway to read a short passage orally to a researcher. Each passage will take one minute. Reading fluency scores were obtained at the concluding of the research (end of the semester or year). All other research materials were sent home to participating parents in the Wednesday folders. Research materials were created with input from the participating schools administrators.

No special accommodations are required for this research.

Instrumentation:

DIBELS reading fluency probes at the child's corresponding grade level were utilized as reading material. The assessments were conducted by the lead researcher and trained graduate students. The procedure for administration and scoring outlined in the DIBELS administration and scoring manual were used to assess reading fluency. These instructions have been included in the Appendix section.

Additionally, a recoding sheet will be created to monitor parental involvement in the classroom. Additionally, every child's Wednesday folder and reading logs were checked and the research team will distribute materials.

Confidentiality Procedures:

Confidentiality is of utmost importance and data collected in this study were closely protected. This means that all data were placed in confidential files. At the end of each day of data collection, files were taken to the primary researcher's office or that of the research assistant and data were entered into an excel database. Access to this database is password protected. Responses on each form involved with study were kept confidential. Data will not be personally identifiable. Data will not be available to any person except for the investigator. It will be impossible for any person other than the investigator to identify an individual's information. Personal information and scores will not be published, shared, or otherwise disseminated to any party. The investigator will release group statistical data for publication. However, individual participants will not be identifiable and individual scores will not be published.

Research Design:

An experimental design was utilized with eight treatment groups and a control group. Twenty participants were sought per group, for a total of 180 participants.

Utilization of Results

It is intended that the results of this study will assist in evaluating if frequency and quality of communication impact parental involvement. This study will potentially help schools

improve their relationship with parents and students. Parts of the data also have the potential of assisting the teachers with instructional planning and evaluation of student reading fluency performance. Final results of this study may be used for purposes of publication in professional journals and/or at professional conferences.

If you have any questions or concerns about this study please feel free to contact me, my advisor, or the Oklahoma State Institutional Review Board.

Investigator: Shannon Beason, M.S.
Email: shannon.beason@okstate.edu
Phone: (620) 249-1606

Faculty Adviser: Gary Duhon, Ph.D.
Address: 423 Willard Hall, Oklahoma State University, Stillwater, OK 74078
Phone: (405) 744-9436

If you have questions about rights as a research volunteer, you may contact Dr. Sue Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

Thank you for your time and help with this project,

Shannon Beason M.S.
School Psychology Doctoral Candidate
School of Applied Health and Psychology
Oklahoma State University

Demographic Questionnaire

Name:_____

Date:_____

Please clearly circle the answer that best describes your situation. Please return form with consent to classroom teacher.

Relationship to child (Please also circle if biological, step, or adoptive)

a. Mother
b. Father
c. Legal guardian (please describe)_____

Age of child: _____

Gender of child:

a. Female
b. Male

Birth order of child:

a. First
b. Second
c. Third
d. Other (please specify) _____

Number of children in the family

a. One
b. Two
c. Three
d. Other (please specify) _____

Age of Mother

a. 18-28
b. 29-39
c. 40-50
d. 50 and up

Age of Father

a. 18-28
b. 29-39
c. 40-50
d. 50 and up

Ethnic Background of Mother

a. Caucasian, non Hispanic
b. African American
c. Hispanic/Latino
d. Native American
e. Asian/Pacific Islander
f. Other (please specify) _____

Ethnic Background of Father

g. Caucasian, non Hispanic
h. African American
i. Hispanic/Latino
j. Native American
k. Asian/Pacific Islander
l. Other (please specify) _____

Highest educational level reached by Mother

a. Grade school
b. High school graduate
c. Some college
d. College graduate
e. Graduate degree/training

Highest educational level reached by Father

f. Grade school
g. High school graduate
h. Some college
i. College graduate
j. Graduate degree/training

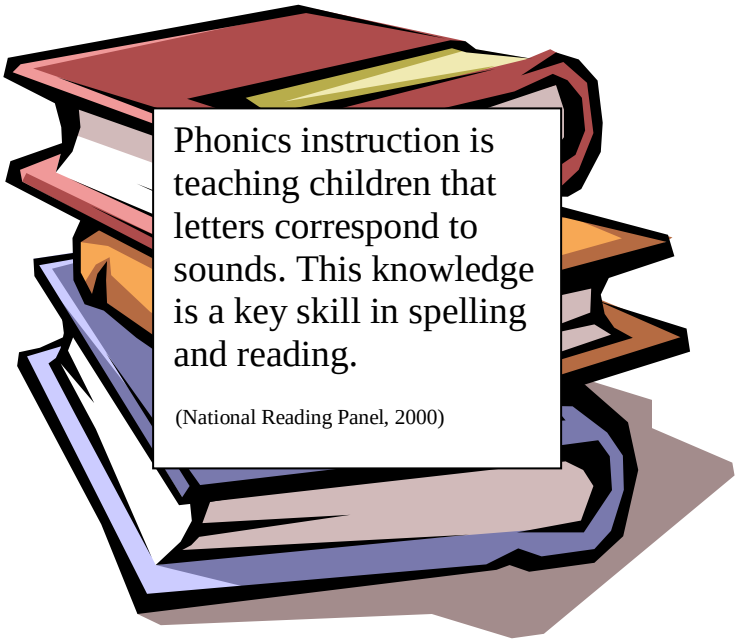
Current Marital Status

a. Single
b. Married
c. Separated
d. Divorced
e. Dating, not married
f. Widowed

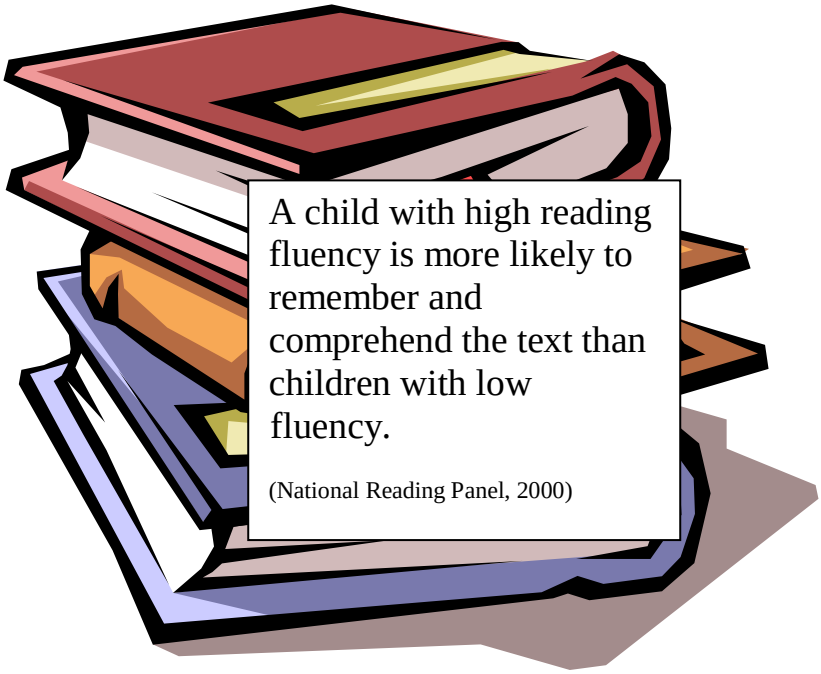
Household Yearly Income

a. Less than 12,000
b. 12,000-24,000
c. 24,000-36,000
d. 36,000-48,000
e. 48,000 and above

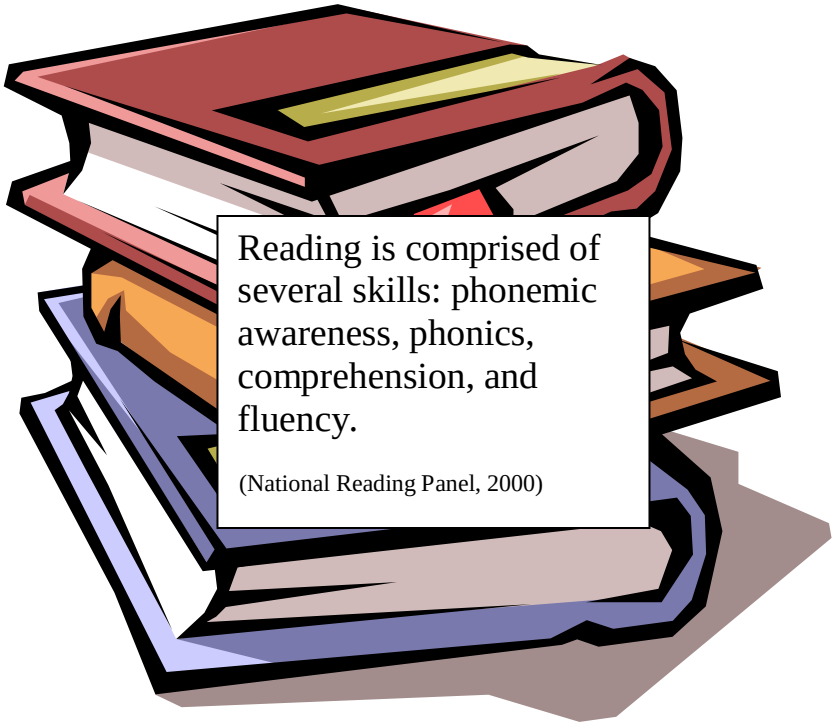
Parent Education Packet Contents (Low Quality Communication)



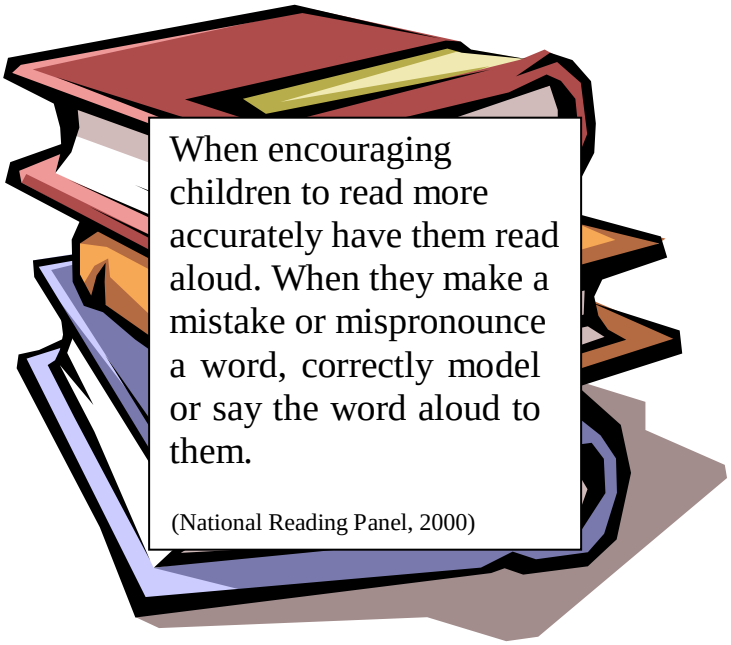
11



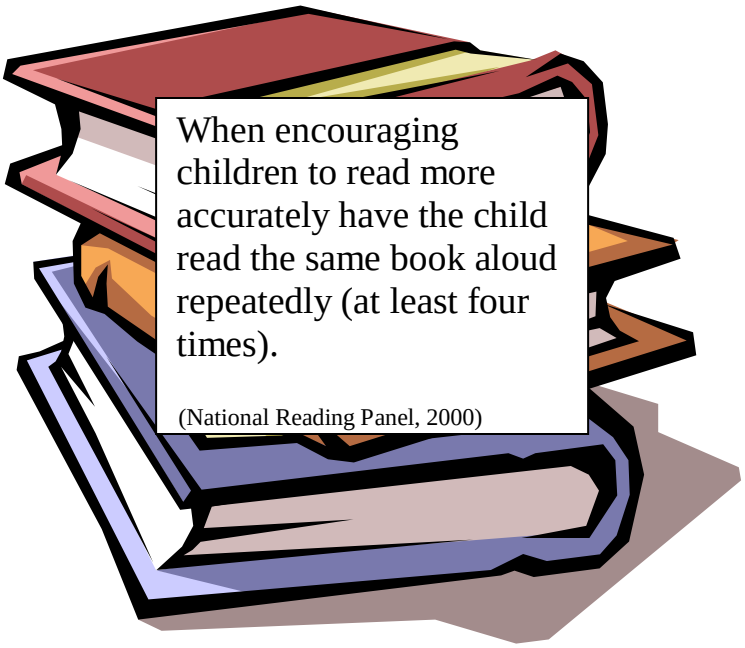
3


Reading is comprised of several skills: phonemic awareness, phonics, comprehension, and fluency.
(National Reading Panel, 2000)

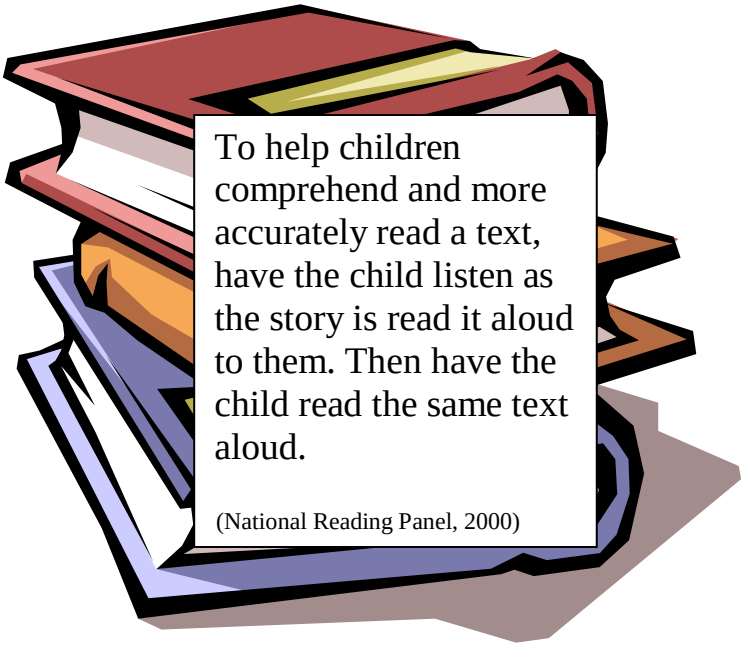
1


When encouraging children to read more accurately have them read aloud. When they make a mistake or mispronounce a word, correctly model or say the word aloud to them.
(National Reading Panel, 2000)

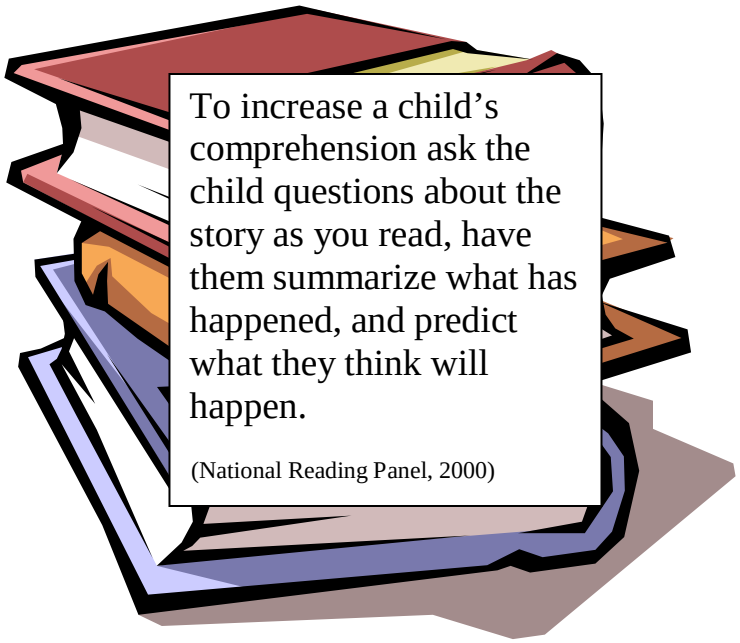
6


When encouraging children to read more accurately have the child read the same book aloud repeatedly (at least four times).
(National Reading Panel, 2000)

4


To help children comprehend and more accurately read a text, have the child listen as the story is read it aloud to them. Then have the child read the same text aloud.
(National Reading Panel, 2000)

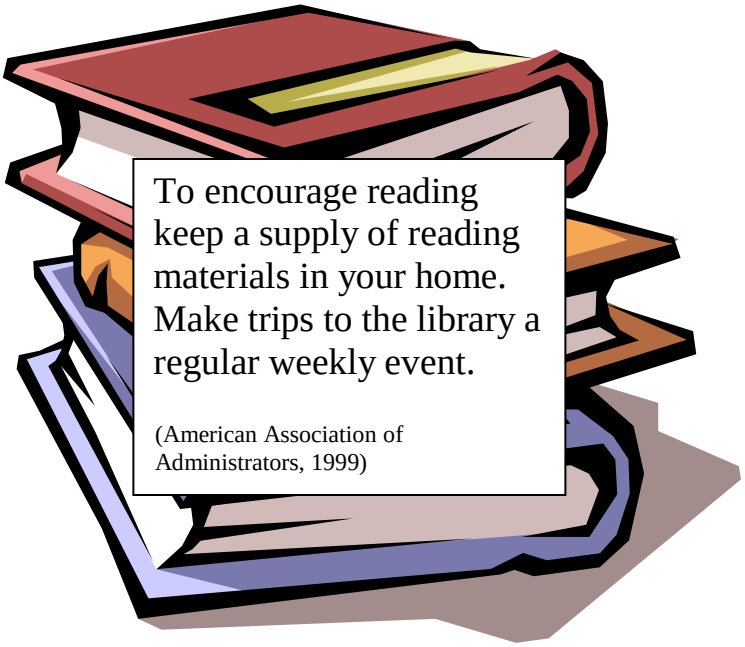
12



To increase a child's comprehension ask the child questions about the story as you read, have them summarize what has happened, and predict what they think will happen.

(National Reading Panel, 2000)

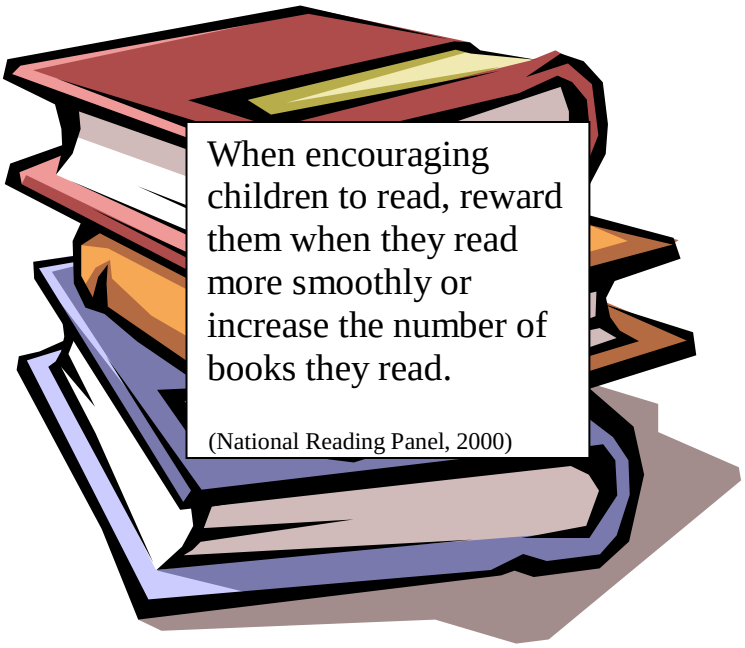
7



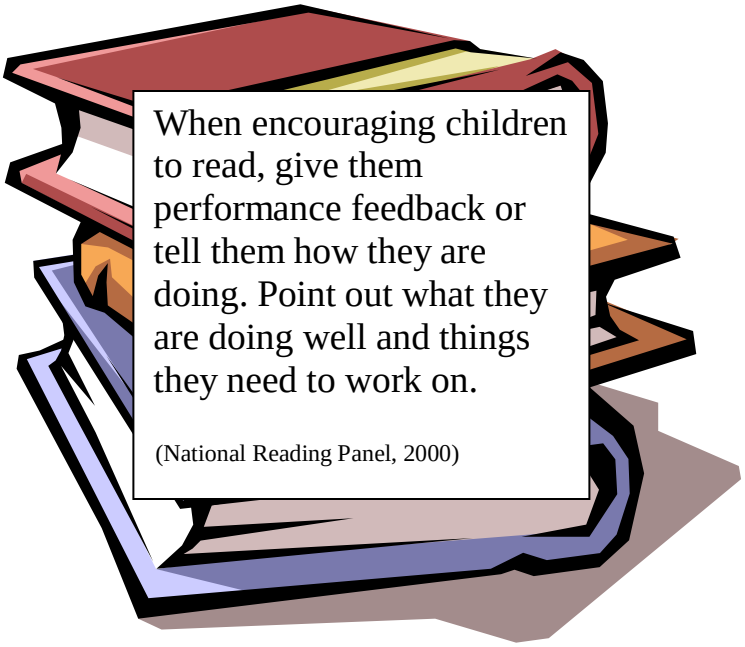
To encourage reading keep a supply of reading materials in your home. Make trips to the library a regular weekly event.

(American Association of Administrators, 1999)

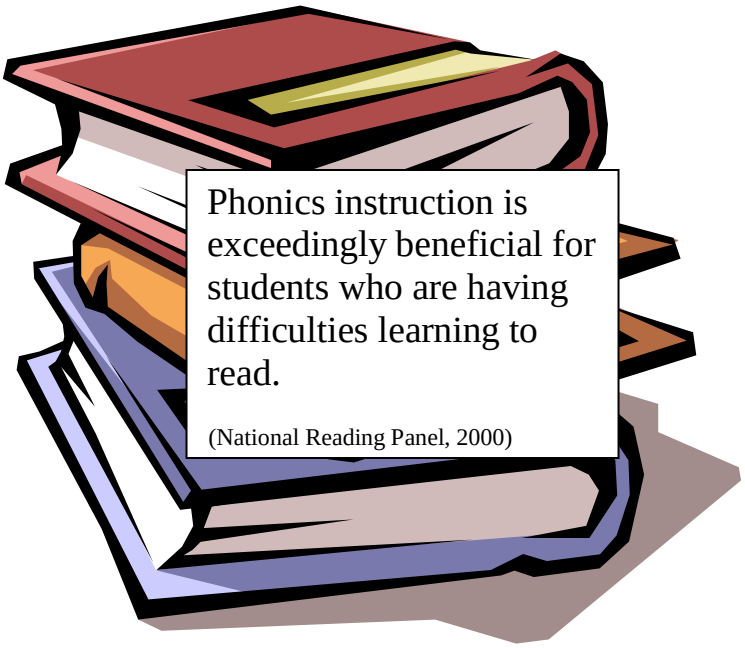
13


When encouraging children to read, reward them when they read more smoothly or increase the number of books they read.
(National Reading Panel, 2000)

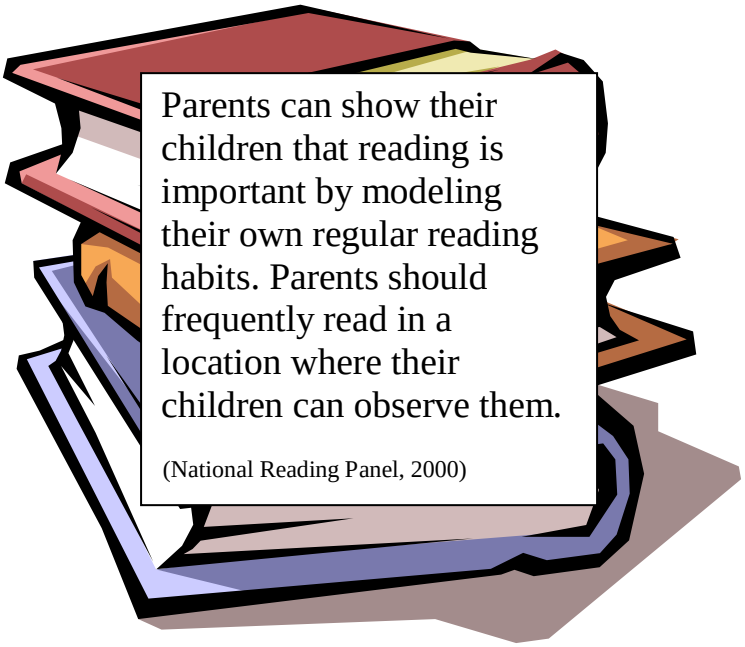
14


When encouraging children to read, give them performance feedback or tell them how they are doing. Point out what they are doing well and things they need to work on.
(National Reading Panel, 2000)

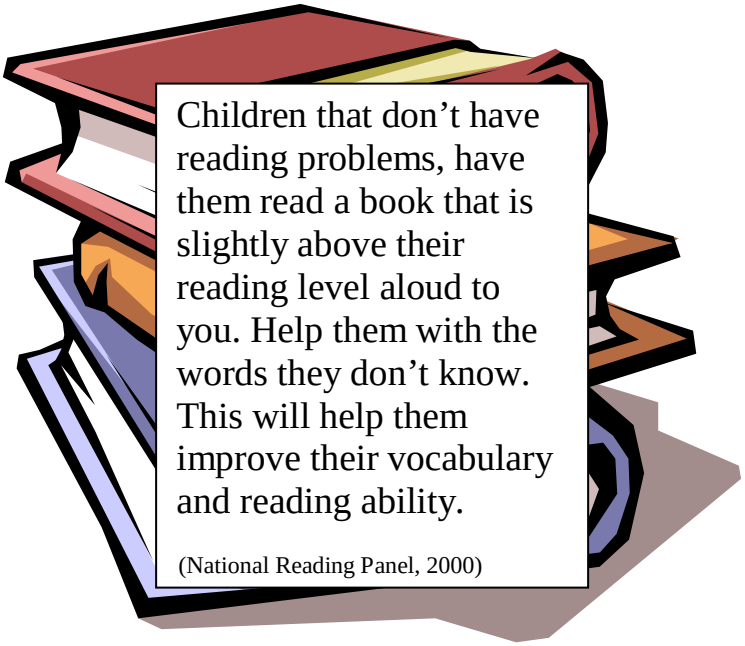
5


Phonics instruction is exceedingly beneficial for students who are having difficulties learning to read.
(National Reading Panel, 2000)

15


Parents can show their children that reading is important by modeling their own regular reading habits. Parents should frequently read in a location where their children can observe them.
(National Reading Panel, 2000)

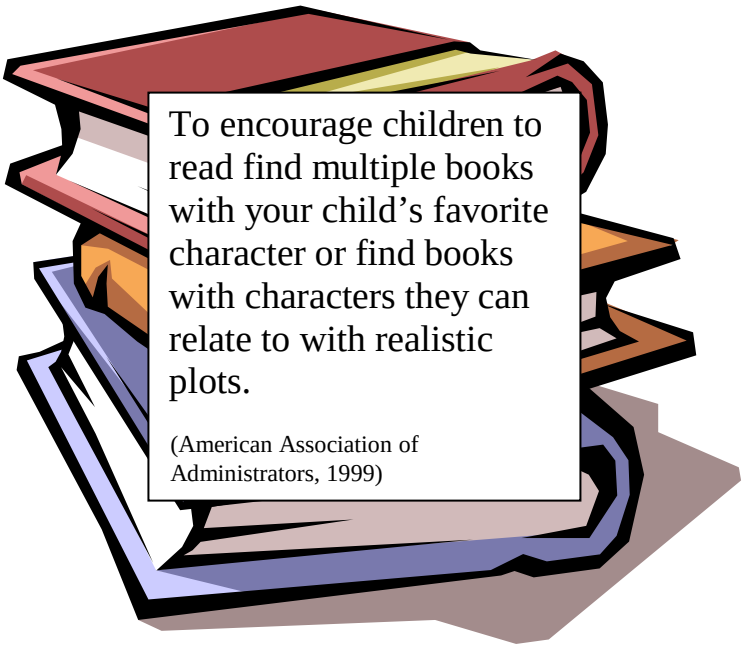
2



Children that don't have reading problems, have them read a book that is slightly above their reading level aloud to you. Help them with the words they don't know. This will help them improve their vocabulary and reading ability.

(National Reading Panel, 2000)

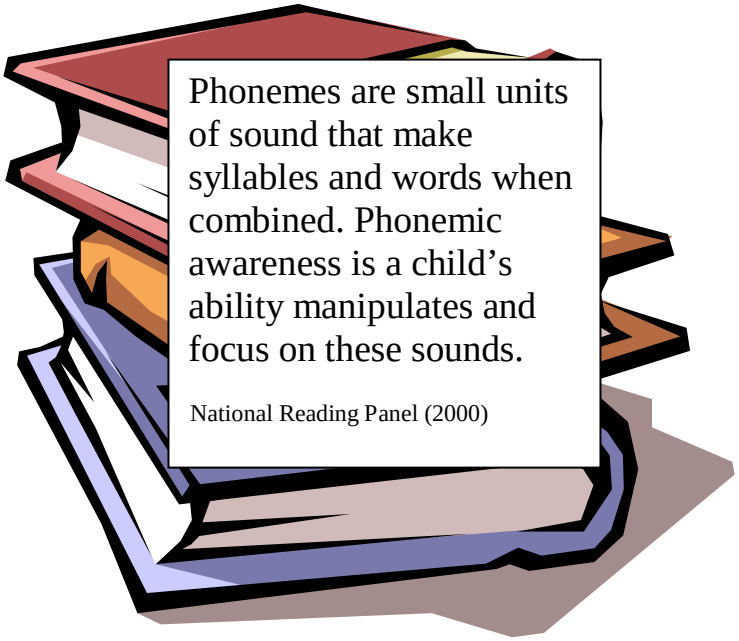
8



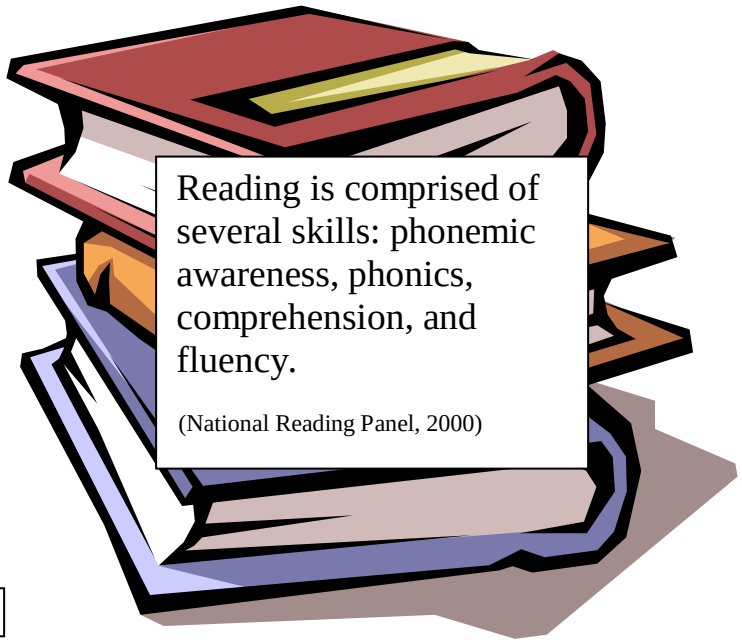
To encourage children to read find multiple books with your child's favorite character or find books with characters they can relate to with realistic plots.

(American Association of Administrators, 1999)

10

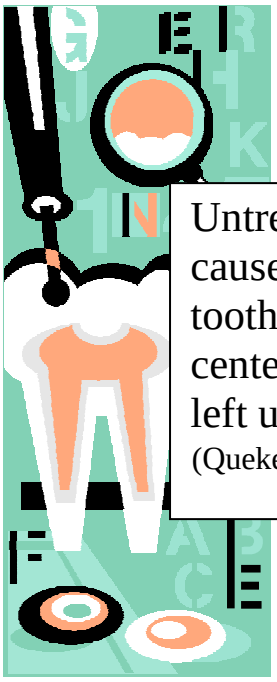

Phonemes are small units of sound that make syllables and words when combined. Phonemic awareness is a child's ability manipulates and focus on these sounds.
National Reading Panel (2000)

9


Reading is comprised of several skills: phonemic awareness, phonics, comprehension, and fluency.
(National Reading Panel, 2000)

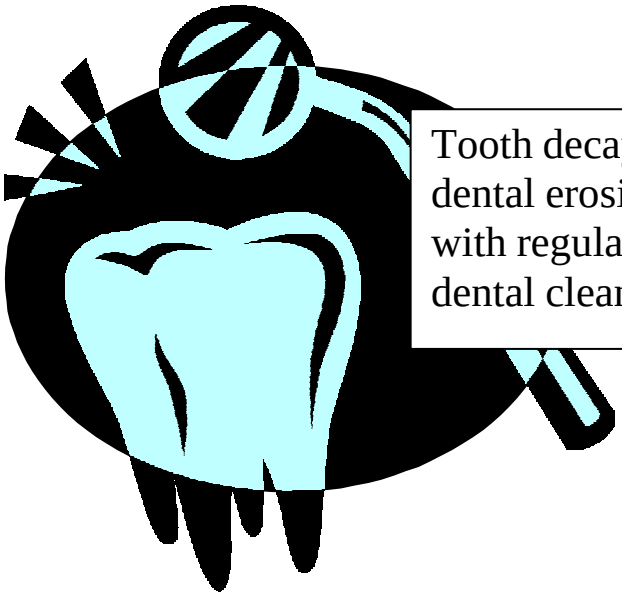
16

Irrelevant Information Packet Contents (No Quality Communication)



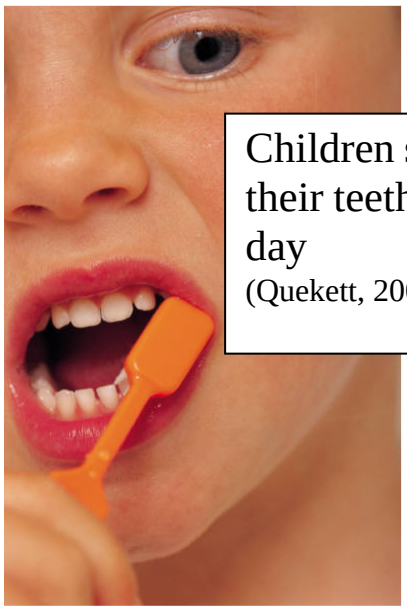
Untreated decay can cause infection or toothache at the center of the tooth if left untreated (Quekett, 2007).

12



Tooth decay or cavities and dental erosion can be avoided with regular brushing and dental cleanings (Quekett, 2007).

3

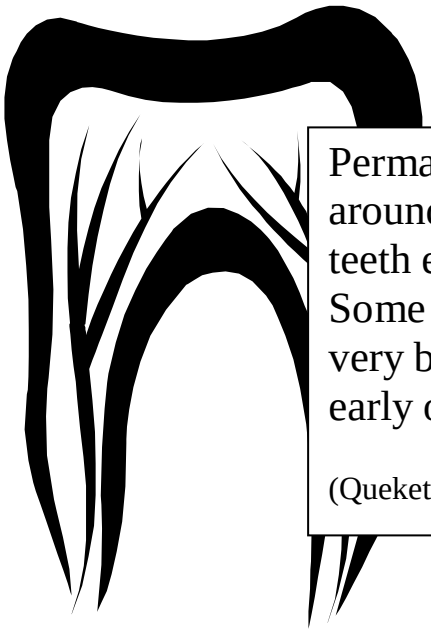


Children should brush their teeth at least twice a day
(Quekett, 2007)

1

To promote dental health as a regular habit and avoid tooth decay take your child to the dentist to have their teeth cleaned
(Quekett, 2007).

5

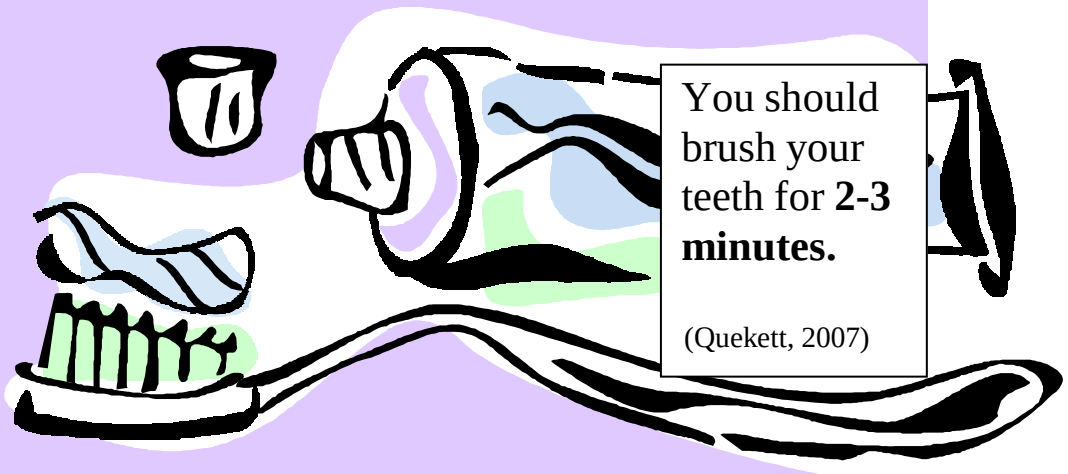


Permanent teeth start to grow around age six. Most permanent teeth emerge by the age of 13. Some people grow teeth at the very back of their mouth in their early or mid twenties.

(Quekett, 2007)

11

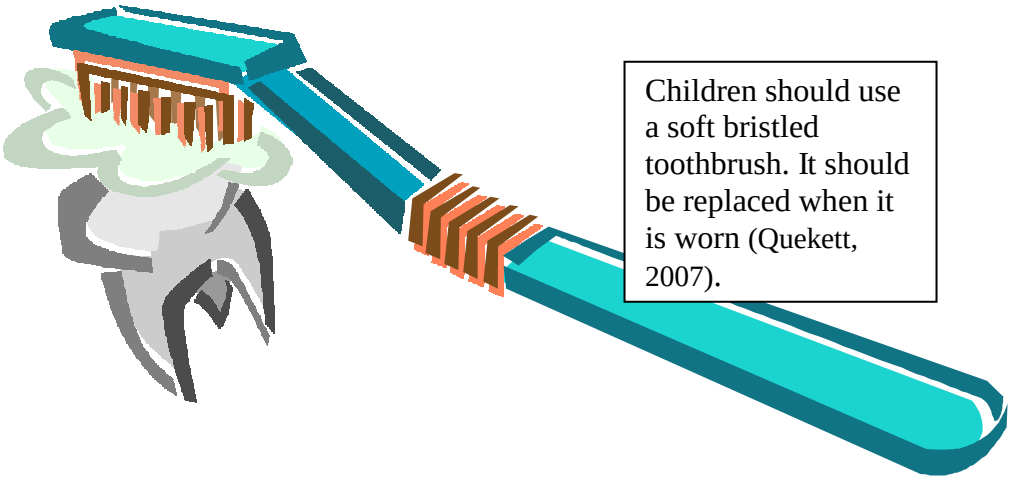
Take your time:



You should brush your teeth for **2-3 minutes.**

(Quekett, 2007)

13

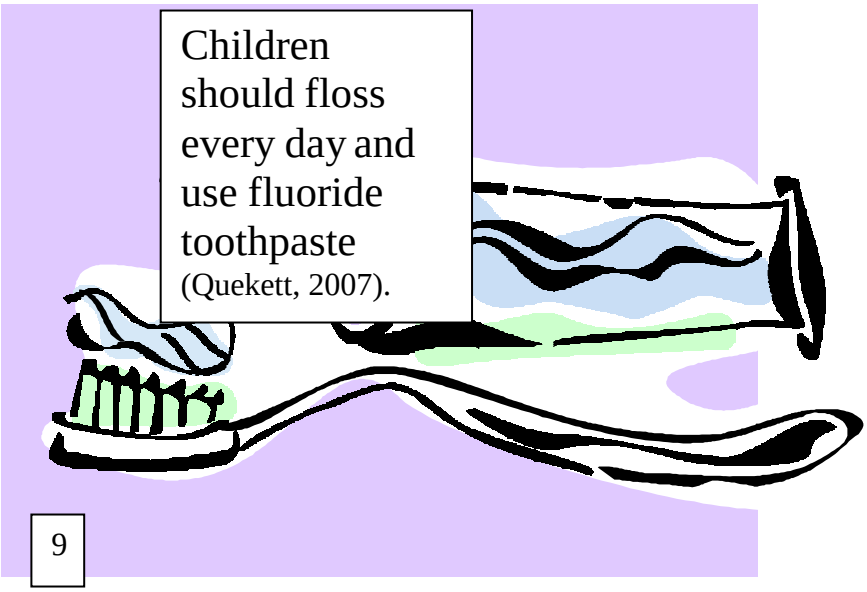


Children should use a soft bristled toothbrush. It should be replaced when it is worn (Quekett, 2007).

7

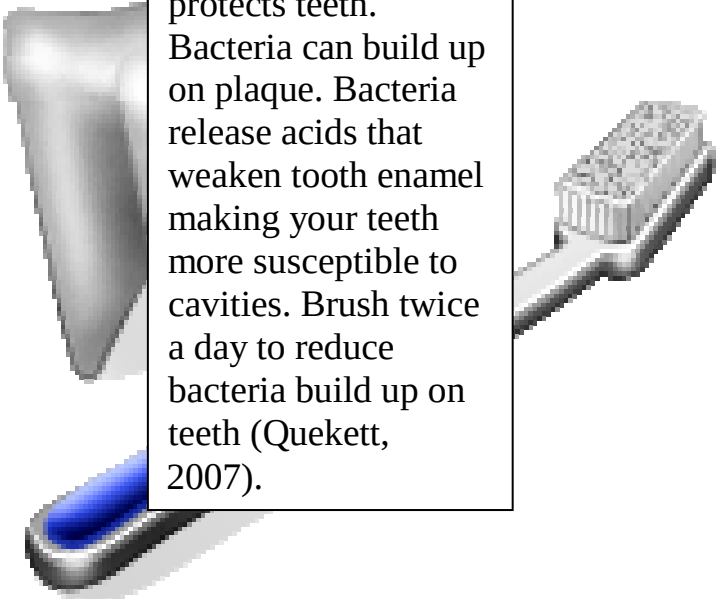
Make tooth-brushing part of children's routines. Have them brush their teeth after breakfast and before bed.
(Quekett, 2007).

10



Children should floss every day and use fluoride toothpaste (Quekett, 2007).

9

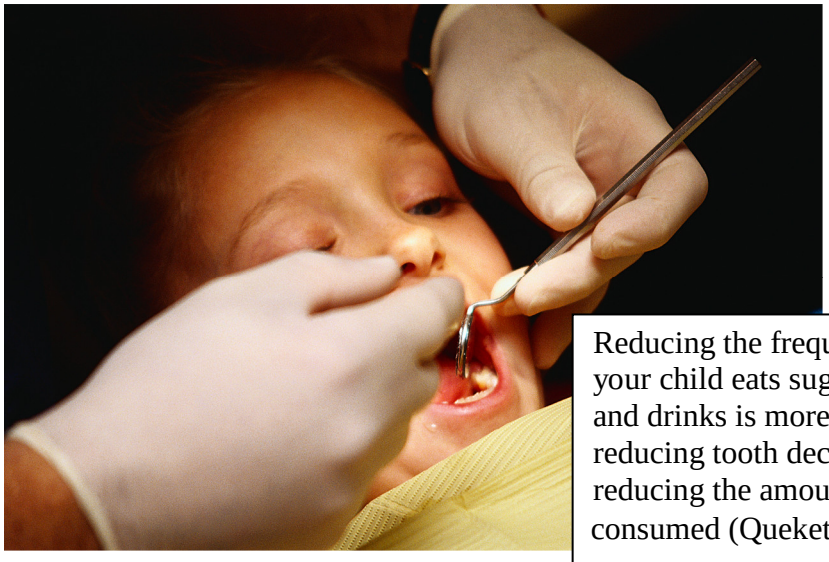


Tooth enamel is a hard coating that protects teeth. Bacteria can build up on plaque. Bacteria release acids that weaken tooth enamel making your teeth more susceptible to cavities. Brush twice a day to reduce bacteria build up on teeth (Quekett, 2007).

2

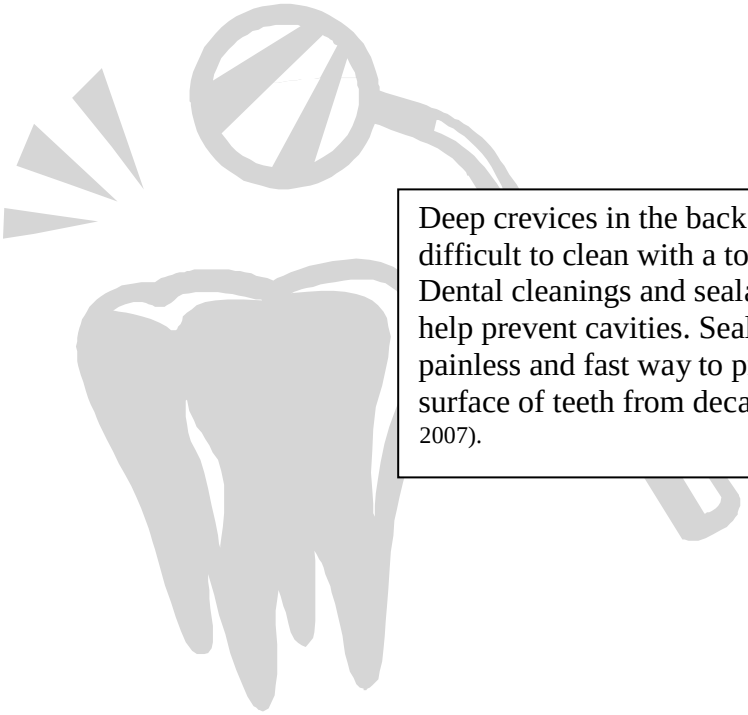
Snacks with natural sugars are better for children's teeth (such as fruit, cheese, vegetables, and milk). Children should finish meals with an alkaline food (such as milk or cheese). The alkaline food will neutralize acid in children's mouths (Quekett, 2007).

15



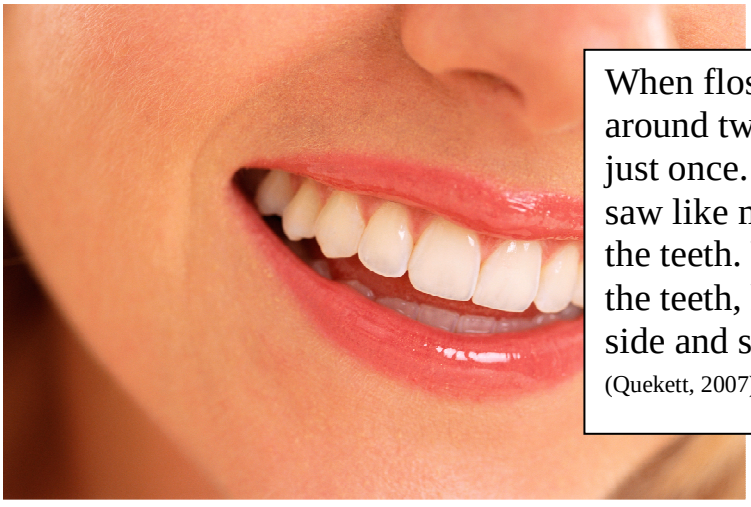
Reducing the frequency that your child eats sugary foods and drinks is more effective at reducing tooth decay than reducing the amount of sugar consumed (Quekett, 2007).

4



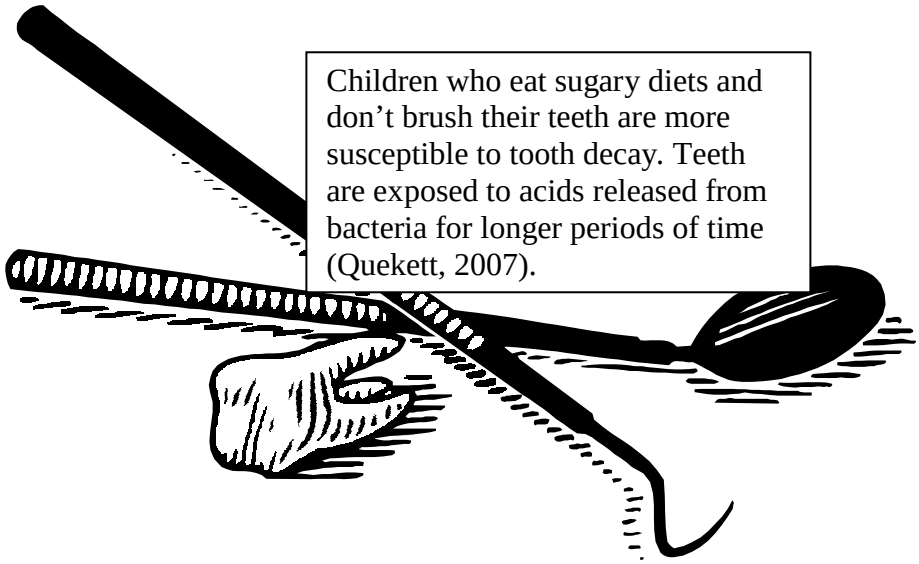
Deep crevices in the back teeth are difficult to clean with a toothbrush. Dental cleanings and sealants can help prevent cavities. Sealants are a painless and fast way to protect the surface of teeth from decay (Quekett, 2007).

16



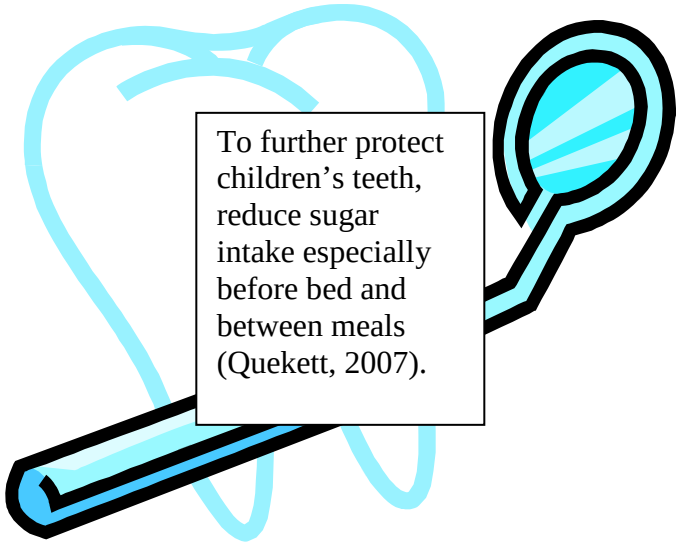
When flossing, wrap floss around two fingers instead of just once. Move the floss in a saw like motion to get it between the teeth. When floss is between the teeth, hold it against each side and scrape up and down (Quekett, 2007).

6



Children who eat sugary diets and don't brush their teeth are more susceptible to tooth decay. Teeth are exposed to acids released from bacteria for longer periods of time (Quekett, 2007).

14



To further protect children's teeth, reduce sugar intake especially before bed and between meals (Quekett, 2007).

8

Example of Reading Log

February Reading Log

2/1 Read: ___Alone ___With Parent	2/16 Read: ___Alone ___With Parent
2/2 Read: ___ Alone ___With Parent	2/17 Read: ___Alone ___With Parent
2/3 Read: ___ Alone ___With Parent	2/18 Read: ___Alone ___With Parent
2/4 Read: ___ Alone ___With Parent	2/19 Read: ___Alone ___With Parent
2/5 Read: ___ Alone ___With Parent	2/20 Read: ___Alone ___With Parent
2/6 Read: ___ Alone ___With Parent	2/21 Read: ___Alone ___With Parent
2/7 Read: ___Alone ___With Parent	2/22 Read: ___Alone ___With Parent
2/8 Read: ___ Alone ___With Parent	2/23 Read: ___Alone ___With Parent
2/9 Read: ___Alone ___With Parent	2/24 Read: ___Alone ___With Parent
2/10 Read: ___Alone ___With Parent	2/25 Read: ___Alone ___With Parent
2/11 Read: ___Alone ___With Parent	2/26 Read: ___Alone ___With Parent
2/12 Read: ___Alone ___With Parent	2/27 Read: ___Alone ___With Parent
2/13 Read: ___Alone ___With Parent	2/28 Read: ___Alone ___With Parent
2/14 Read: ___Alone ___With Parent	2/29 Read: ___Alone ___With Parent
2/15 Read: ___Alone ___With Parent	

Parents,
Please **record** the name of the book or **books** that your child read that day and **check if your child read alone or with you**. If they are reading chapter books, record the chapter number and name. The reading goal is **15 days** or more this month.

_____ _____

Child's Name Parent Signature

VITA

Shannon Marie Beason

Candidate for the Degree of

Doctor of Philosophy

Dissertation: IMPROVING RELATIONSHIPS BETWEEN SCHOOL, PARENTS, AND CHILDREN

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2004-2005 Master of Science In School Psychology at Oklahoma State University

Professional Memberships:

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2005-present American Psychological Association, Member
2005-present National Association of School Psychologists, Member
2005-present Oklahoma Psychological Association, Member
2005-present Oklahoma School Psychological Association, Member
2005-present Division 16 Student Affiliation Association, Member
2005-present School Psychology Graduate Association, External Events Coordinator
2004-2005 School Psychology Graduate Association, Member

Name: Shannon Marie Beason Date of Degree: July, 2009

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: IMPROVING RELATIONSHIPS BETWEEN SCHOOL, PARENTS, AND CHILDREN

Pages in Study: 131 Candidate for the Degree of Doctor of Philosophy

Major Field: Educational Psychology

Scope and Method of Study: The main purpose of the study was to examine the impact of the frequency and quality of communication on parents reported reading habits with their children in the home setting.

Findings and Conclusions: Chi-square was utilized for analysis due to the non-normality of three of the dependent variables. A chi square test was used to determine whether there was a significant difference between the frequency and quality of communication on the dependent variables percent of days parents reported reading with their children, percent of returned reading logs, and general parental involvement. No significant differences were found due to the quality of information. There was a significant relationship between the two variables frequency and general parental involvement, $\chi^2 = 7.029$, (4) $p \leq .047$.

Findings from this study indicate that the quality of communication did not affect the rate parents reported reading at home with their child, number of reading logs returned, general parental involvement, or their child's reading fluency. Additionally, increased levels of frequency of communication from the school in regard to reading did not significantly affect the amount of reading that parents reported doing with their child. Furthermore, the frequency of communication did not significantly affect the percent of reading logs that were returned or students' reading fluency scores. Parents who received increased rates of communication from the classroom teacher participated or volunteered more in the classroom. This indicates that increased communication may lead to increased general forms of parental involvement in the classroom setting.

ADVISER'S APPROVAL: Dr. Gary Duhon