



IV. Helping Parents to Help Their Children

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A. Self-Help Info For Parents

Three major types of nonprofessional resources are consumers' groups, parents' and self-help organizations, and media presentations such as popularized books and magazine articles.

Consumer information groups gather together and reproduce available information. A major resource for consumer information products is the Consumer Information Center (Department DD, Pueblo, CO 81009), an agency of the U.S. General Services Administration. It publishes a catalog listing booklets from almost 30 agencies of the federal government. Most of the booklets are free. Relevant available works include

- "Learning Disability: Not Just a Problem Children Outgrow"
- "Plain Talk About Children with Learning Disabilities"
- "Your Child and Testing"
- "Plain Talk About When Your Child Starts School"

You will also find here a series of small booklets for parents (at no cost) published by the U.S. Department of Education under the general heading of HELPING YOUR CHILD. The list of specific titles include:

- Helping your child learn math.
- Helping your child learn history.
- Helping your child learn to read.
- Helping your child learn responsible behavior.
- Helping your child succeed in school.
- Helping your child with homework.
- Helping your child get ready for school.
- Helping your child improve in test taking.
- Helping your child learn to write well.
- Helping your child use the library.
- Helping your child learn geography.
- Helping your child learn science.

To order, contact:

Consumer Information Center (CIC)
18 F. St., NW Room G-142

Washington, DC 20405

Website: <http://www.pueblo.gsa.gov/>

The Foundation for Children with Learning Disabilities (FCLD) is a privately funded organization established in 1977 with one of its primary goals to promote public awareness of learning disabilities. The group publishes a resource manual entitled "The FCLD Guide for Parents of Children with Learning Disabilities." The guide provides basic information about learning disabilities (warning signs, guidelines for seeking help, children's rights, alter-natives beyond high school), lists sources of information and help, and includes an annotated list of relevant books, periodicals, directories, and audio-visual materials.

For a free copy, write :

FCLD, 99 Park Ave.,
New York, NY 10016.

The National Association of College Admissions Counselors publishes the "Guide for Learning Disabled Students," which lists schools that provide comprehensive programs for such students. To obtain a copy, write 9933 Lawler Ave., Suite 500, Skokie, IL 60077.

Higher Education and the Handicapped (HEATH) acts as a clearinghouse, providing information about secondary education for persons with learning disabilities. It offers fact sheets, lists of directories, and information about testing, types of programs, and organizations. Also available are bibliographies of recently published pamphlets and books about learning disabilities. Copies may be obtained by writing 1 Dupont Circle, NW, Washington, DC 20036.

Although the information in the materials

cited here is presented clearly, not enough effort is made in these materials to clarify issues and consumer concerns.

Consumer advocate groups are more likely to provide the general public with critical as well as informative overviews of what to do and what not to do when faced with an educational, psychological, or medical problem. For example, an organization called Public Citizen (Health Research Group, 2000 P St., NW, Washington, DC 20036) has produced a number of booklets stressing consumer guidelines for careful selection of professional health services. Their approach provides information and instructs consumers in how to ask about and evaluate services to protect themselves when shopping for and using professional help. Although their work has not focused specifically on learning problems, it is still relevant because practitioners who work with learning problems often model themselves after the medical and mental health professions. Three examples of the Health Research Group's products are

- "A Consumer's Guide to Obtaining Your Medical Records"
- "Through the Mental Health Maze: A Consumer's Guide to Finding a Psychotherapist, Including a Sample Consumer/Therapist Contract"
- "Consumer's Guide to Psychoactive Drugs"

There are books and books and books—some useful, some questionable. There are many texts, journals, and works primarily for professionals. Books for the general public are fewer and have mostly focused on simple explanations and advice. They tend to stress descriptions of the problem and offer suggestions about what parents might do to help their child. A few examples follow:

- Adelman, H. S. & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward*. Pacific Grove, CA: Brooks/Cole Publishing.
- Anderson, W., Chitwood, S., & Hayden, D. (1990). *Negotiating the special education maze: A guide for parents and teachers*. 2nd ed. Rockville, MD: Woodbine House.
- Bain, L. J. (1991). *A parent's guide to attention deficit disorders*. New York: Delta.
- Ingersoll, B., & Goldstein, S. (1993). *Attention deficit disorder and learning disabilities:*

Realities, myths, and controversial treatments. New York: Doubleday.

- Paltin, D.M. (1993). *The Parent's hyperactivity handbook: Helping the Fidgety Child*. New York: Insight Books.
- Selikowitz, M. (1995). *All About A.D.D.: Understanding Attention Deficit Disorder*. Melbourne, Australia: Oxford University Press.
- Rosner, J. (1987). *Helping children overcome learning difficulties: A step-by-step guide for parents and teachers* (rev. ed.). New York: Walker & Co.
- Smith, C. & Strick, L. (1997). *Learning Disabilities: A to Z*. New York: The Free Press.
- Wilson, N. *Optimizing special education: How parents can make a difference*. New York: Insight Books, 1992.
- Windell, J. *Discipline: A sourcebook of 50 failsafe techniques for parents*. New York: Collier Books.

Although there are many children's books with storylines designed to enhance youngsters' understanding of individual differences and learning problems, much rarer are nonfiction books aimed at providing information and suggestions to the student with a learning problem. One such book is

- Levine, M. (1990). *Keeping A head in school A student's book about learning abilities and learning disorders*. Cambridge, MA: Educators Publishing Service, Inc.

B. Guides for Parents in Helping With Their Children's Education

- Steps You Can Take To Improve Your Children's Education
- Helping Parents Become Better Educators at Home
- Helping with Homework: A Parent's Guide to Information Problem-Solving
- In an Adolescent Begins To Fail in School, What Can Parents and Teachers Do?

GET INVOLVED!

How Parents and Families Can Help
Their Children Do Better in School

Family Involvement Partnership for Learning

Steps You Can Take To Improve Your Children's Education

Read together

Children who read at home with their parents perform better in school. Show your kids how much you value reading by keeping good books, magazine, and newspapers in the house. Let them see you read. Take them on trips to the library and encourage them to get library cards. Let children read to you, and talk about the books. What was the book about? Why did a character act that way? What will he or she do next?

Look for other ways to teach children the magic of language, words, and stories. Tell stories to your children about their families and their culture. Point out words to children wherever you go -- to the grocery, to the pharmacy, to the gas station. Encourage your children to write notes to grandparents and other relatives.

Use TV wisely

Academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day. Parents can limit the amount of viewing and help children select educational programs. Parents can also watch and discuss shows with their kids. This will help children understand how stories are structured.

Establish a daily family routine with scheduled homework time

Studies show that successful students have parents who create and maintain family routines. Make sure your child goes to school every day. Establish a regular time for homework each afternoon or evening, set aside a quiet, well lit place, and encourage children to study. Routines generally include time performing chores, eating meals together, and going to bed at an established time.

"The American family is the rock on which a solid education can be built. I have seen examples all over this nation where two-parent families, single parents, stepparents, grandparents, aunts, and uncles are providing strong families support for their children to learn. If families teach the love of learning, it can make all the difference in the world to their children."

Richard W. Riley
U.S. Secretary of Education

Talk to your children and teenagers -- and listen to them, too

Talk directly to your children, especially your teenagers, about the dangers of drugs and alcohol and the values you want them to have. Set a good example. And listen to what your children have to say. Such personal talks, however uncomfortable they may make you feel, can save their lives.

Express high expectations for children by enrolling them in challenging courses

You can communicate to your children the importance of setting and meeting challenges in school. Tell your children that working hard and stretching their minds is the only way for them to realize their full potential. Expect and encourage your children to take tough academic courses like geometry, chemistry, computer technology, a second language, art, and advanced occupational courses. Make sure they never settle for doing less than their best.

Find out whether your school has high standards

Your school should have clear, challenging standards for what students should know. For example, what reading, writing and math skills is your child expected to have by fourth grade? By eighth and twelfth grades? What about history, science, the arts, geography, and other languages? Are responsibility and hard work recognized? If your school doesn't have high standards, join with teachers, principals, and other parents to set these standards.

Keep in touch with the school

Parents cannot afford to wait for schools to tell them how children are doing. Families who stay informed about their children's progress at school have higher-achieving children. To keep informed, parents can visit the school or talk with teachers on the telephone. Get to know the names of your children's teachers, principals, and counselors.

Parents can also work with schools to develop new ways to get more involved. Families can establish a homework hotline, volunteer on school planning and decision-making committees, help create family resource centers, serve as mentors, and even help patrol school grounds.

Use community resource

Activities sponsored by community and religious organizations provide opportunities for children and other family members to engage in positive social and learning experiences. Family-oriented community resources may include health care services, housing assistance, adult education, family literacy, and employment counseling. Families can reinforce their children's learning by going to libraries, museums, free concerts, and cultural fairs together.

When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life.

Sounds like common sense, doesn't it?

Yet parental involvement is one of the most overlooked aspects of American education today. The fact is, many parents don't realize how important it is to get involved in their children's learning. As one dad said when he began to read to his daughter every day and discovered that it improved her learning, "I never realized how much it would mean to her to hear me read." Other parents would like to be involved, but have trouble finding the time.

All parents and family members should try to find the time and make the effort because research shows that when families get involved, their children:

- Get better grades and test scores.
- Graduate from high school at higher rates.
- Are more likely to go on to higher education.
- Are better behaved and have more positive attitudes

Family involvement is also one of the best investments a family can make. Students who graduate from high school earn, on average, \$200,000 more in their lifetimes than students who drop out. College graduate makes almost \$1 million more!

Most important of all, ALL parents and families can enjoy these benefits. It doesn't matter how much money you have. It doesn't matter how much formal education you've had yourself or how well you did in school. And family involvement works for children at all grade levels.

What is "Family Involvement in Education"?

It's a lot of different types of activities. Some parents and families may have the time to get involved in many ways. Other may only have the time for one or two activities. But whatever your level of involvement, remember: If you get involved and stay involved, you can make a world of difference.

Family involvement in education can mean: Reading a bedtime story to your preschool child...checking homework every night...getting involved in PTA...discussing your children's progress with teachers...voting in school board elections...helping your school to set challenging academic standards...limiting TV viewing to no more than two hours on school nights...getting personally involved in governing your school...becoming an advocate for better education in your community and state...and insisting on high standards

of behavior for children.

Or, family involvement can be as simple as asking your children, "How was school today?" But ask every day. That will send your children the clear message that their schoolwork is important to you and you expect them to learn.

Many children and parents are yearning for this kind of togetherness these days. Among student aged 10 to 13, for example, 72 percent say they would like to talk to their parents more about their homework. Forty percent of parents across the country believe that they are not devoting enough time to their children's education. And teachers say that increasing parental involvement in education should be the number one priority for public education in the next few years.

"Parents who know their children's teachers and help with the homework and teach their kids right from wrong -- these parents can make all the difference."

-- President Bill Clinton
State of the Union Address

The Family Involvement Partnership for Learning includes over 100 family, education business, community, and religious organizations nationwide. For more information call one of the partners, the U.S. Department of Education, at 1-800-USA-LEARN or write to:

Family Involvement Partnership for Learning
600 Independence Avenue, SW
Washington, DC 20202-8173



Helping Parents Become Better Educators at Home

Parents Are Their Children's First Teachers

From birth to young adulthood, children depend on their parents to supply what they need—physically, emotionally, and socially—to grow and learn. That's a big job description. Like other job skills, parenting skills do not come naturally. They must be learned. As a national child advocacy organization, the PTA is in an ideal position to guide parents to the resources they need to be the best parents they can be. Following are suggested ways:

Provide parenting education classes and workshops.

Emphasize that good parenting doesn't take a Ph.D. It takes courage, patience, commitment, and common sense. Work with school and community organizations to provide programs on topics that will appeal to diverse groups in your PTA—topics such as discipline, parents as role models, self-esteem in children and in parents, parenting the difficult child, and how to meet the demands of work and family.

Help establish an early childhood PTA.

The best time to prepare parents for their part in their children's education is before their children start school. Contact the National PTA or your state PTA for information on how to start an early childhood PTA.

Establish family support programs.

Cooperate with your school and community agencies to establish family resource and support programs. These might include peer support groups for single, working, and custodial parents; parenting or substance abuse hotlines; literacy or ESL classes; job skills programs; preschool and early childhood education programs, or drop-in centers for parents with young children. Make a special effort to address the needs of teen parents.

Help publicize existing community resources.

If quality family resource centers or support programs for your community already exist, compile and circulate a descriptive list of local services that are available for families. Many parents do not seek the help they need because they are unaware that help exists.

Provide programs and opportunities for learning.

Show parents how to set the stage for learning at home. Conduct meetings and circulate videos or fliers describing educational parent-child activities.

Learning Begins at Home

Parents can set the stage for learning in everyday activities at home. Here's how.

- Set a good example by reading.
- Read to your children, even after they can read independently. Set aside a family reading time. Take turns

reading aloud to each other.

- Take your children to the library regularly. Let them see you checking out books for yourself, too.
- Build math and reasoning skills together. Have young children help sort laundry, measure ingredients for a recipe, or keep track of rainfall for watering the lawn. Involve teens in researching and planning for a family vacation or a household project, such as planting a garden or repainting a room.
- Regulate the amount and content of the television your family watches. Read the weekly TV listing together and plan shows to watch. Monitor the use of videos and interactive game systems.
- Encourage discussions. Play family games. Practice good sportsmanship.
- Ask specific questions about school. Show your children that school is important to you so that it will be important to them.
- Help your children, especially teens, manage time. Make a chart showing when chores need to be done and when assignments are due.
- Volunteer. Build a sense of community and caring by giving of your time and energy. Choose projects in which children and teens can take part, too.

Leader's Guide to Parent and Family

Involvement—Section 11

<http://www.pta.org/programs/ldwk11.htm>

How Parents Can Help with Homework

- Parents encourage good study habits by establishing homework routines early, such as the following:
- Come to an agreement with each of your children on a regular time and place for homework.
- Try to schedule homework time for when you or your children's caregiver can supervise.
- Make sure your children understand their assignments.
- Sign and date your young children's homework. Teachers appreciate knowing that the parents are interested enough to check over their children's homework and see that it is finished.
- Follow up on assignments by asking to see your children's homework after it has been returned by the teacher. Look at the teacher's comments to see if your children have done the assignment correctly.
- Discuss teachers' homework expectations during parent-teacher conferences.
- Don't do your children's homework. Make sure they understand that homework is their responsibility.
- Be sure to praise your children for a job well done. Encourage the good work that your children do, and comment about improvements they have made.

Your PTA can further encourage parents by working with teachers to plan workshops, develop strategies, and prepare handouts on how parents can help with homework. See the National PTA brochure on Helping Your Student Get the Most Out of Homework.

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<http://www.pta.org/>

Helping with Homework: A Parent's Guide to Information Problem-Solving

ERIC Digest.
Berkowitz, Robert E.

INTRODUCTION

Parents can play an important role in helping their children succeed in school, but they need an effective approach in order to do this well. The approach taken in the book, "Helping with Homework: A Parent's Guide to Information Problem-Solving," is based on the Big Six Skills problem-solving approach. The Big Six Skills apply to any problem or activity that requires a solution or result based on information. An abundance of information is available from many sources, and the Big Six can help parents effectively deal with that information to guide their youngsters through school assignments.

THE BIG SIX APPROACH

The Big Six approach has six components: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.

- (1) Task Definition: In the task definition stage, students need to determine what is expected from the assignment.
- (2) Information Seeking Strategies: Once students know what's expected of them, they need to identify the resources they will need to solve the task as defined. This is information seeking.
- (3) Location & Access: Next, the students must find potentially useful resources. This is location and access--the implementation of the information seeking strategy.
- (4) Use of Information: Use of information requires the students to engage the information (e.g., read it) and decide how to use it (e.g., in text or in a footnote).
- (5) Synthesis: Synthesis requires the students to repackaging the information to meet the requirements of the task as defined.
- (6) Evaluation: Finally, students need to evaluate their work on two levels before it is turned in to the teacher. Students need to know if their work will meet their teacher's expectations for quality and efficiency.

The Big Six steps may be applied in any order, but all steps must be completed.

PARENTS' ROLE AND STUDENTS' ROLE

The Big Six approach requires parents and students to assume different roles. The parent assumes the role of a "coach" and the child assumes the role of "thinker and doer." As a coach, the parent can use the Big Six Skills to guide the student through all the steps it takes to complete the assignment. Parents can help by first asking their children to explain assignments in their own words. This is "task definition"--a logical first step. Parents can also help by discussing possible sources of information. This is "information seeking strategies." Parents can then help their children implement information seeking strategies by helping their children find useful resources. This is the Big Six step called "location and access." Location and access may have to be repeated during an assignment because some children may not identify everything they need right at the beginning. Parents can facilitate by brainstorming with their children alternate places where information might be available. In the "use of information" stage, parents can discuss whether the information the child located is relevant and if so, help the child decide how to use it. In the "synthesis" stage, parents can ask for a summary of the information in the child's own words, and ask whether the information meets the requirements identified in the "task definition" stage. The end of any assignment is the final check--an evaluation of all the work that has been done. Parents can help their children with the "evaluation" stage by discussing whether the product answers the original question, whether it meets the teacher's expectations, and whether the project could have been done more efficiently.

As children work through each of the Big Six steps, they need to think about what they need to do, and then they need to find appropriate ways to do it. This is their role--"thinker and doer." Children should be encouraged to be as independent as possible, but they will often have difficulty beginning an assignment because they are confused about what is expected of them. Whatever the reason is for their inability to get started, students have the ultimate responsibility for getting their work done. When

parents act as coaches, they can help their children assume this responsibility by engaging them in conversation about what is expected of them, and then by guiding them throughout the assignment using the Big Six Skills.

WHY ASSIGNMENTS?

Assignments provide students with an opportunity to review and practice new material, to correct errors in understanding and production, and to assess levels of mastery. Every assignment is an information problem that can be solved using the Big Six. For instance, the goal of many assignments is to have the students practice a skill taught in class. If a child is having a problem understanding an assignment, the parent may help by encouraging the child to explain what it is he or she does not understand. The parent can use information seeking strategies to help the child identify information sources by asking questions such as: "Is there another student in your class, who can help you understand how to do this?" or, "Did the teacher give any other examples?" The parent can help the child identify information sources and suggest ways to get them. For instance, the public television network may have a homework hotline, the public library may have study guides, or a neighborhood child may be in the same class.

TECHNOLOGY AND THE BIG SIX

The Big Six approach recognizes the benefits of technology in education because computers are tools that help organize information. Software programs do a variety of functions such as edit written work, check grammar and spelling, chart and graph quantities, and construct outlines. Computers can also help with time management, setting priorities, and evaluating efficiency.

Using the Internet, students can connect to many non-traditional sources of information and are not limited to information contained on library shelves. They can use e-mail to talk directly with specialists and experts who can add a personal dimension to an assignment.

CONCLUSION

It is an axiom of American education that parents are partners in their children's education. Parents have traditionally participated by helping their children with homework. The Big Six approach can help parents effectively guide their children through assignments and at the same time help their children become independent learners and users of information.

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- Van, J. A. (1991, Oct.). Parents are part of the team at Hearst Award Winner's school. "PTA Today," 17(1), 7-8. (EJ 436 758) This ERIC Digest was prepared by Robert E. Berkowitz, K-12 coordinator of library programs at Wayne Central School District in Ontario Center, NY, and adjunct instructor at Syracuse University's School of Information Studies.

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Title: Helping with Homework: A Parent's Guide to Information Problem-Solving. ERIC Digest.
Author: Berkowitz, Robert E. | Publication Year: 1996 | Document Type: Eric Product (071); Eric Digests (selected) (073)

Target Audience: Parents | ERIC Identifier: ED402950
Available from: ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

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Descriptors: Academic Achievement; Access to Information; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; * Homework; Information Seeking; * Information Skills; Information Utilization; Internet; * Learning Strategies; Library Skills; * Parent Role; * Problem Solving; Research Skills; Student Role; Study Skills; * Thinking Skills; Users [Information] Identifiers: *Big Six; ERIC Digests

<http://ericae.net/edo/ED402950.htm>

If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do?

ERIC Digest.
Robertson, Anne S.

"How was school today?" Carol's mother asked tentatively. "Awful " was the reply as Carol dropped her backpack in the middle of the kitchen floor and started stomping up the stairs to her bedroom. "It was the worst day ever. I don't know why you even bother to ask me " Carol's mother sighed. She had expected that the teen years would be difficult, but she hoped that Carol would grow out of this difficult time soon.

IS THIS SIMPLY A "PHASE?"

Many teens experience a time when keeping up with school work is difficult. These periods may last several weeks and may include social problems as well as a slide in academic performance. Research suggests that problems are more likely to occur during a transitional year, such as moving from elementary to middle school, or middle school to high school (Baker & Sansone, 1990; Pantleo, 1992). Some adolescents are able to get through this time with minimal assistance from their parents or teachers. It may be enough for a parent to be available simply to listen and suggest coping strategies, provide a supportive home environment, and encourage the child's participation in school activities. However, when the difficulties last longer than a single grading period, or are linked to a long-term pattern of poor school performance or problematic behaviors, parents and teachers may need to intervene.

IDENTIFYING ADOLESCENTS WHO ARE AT RISK FOR FAILURE

Some "at-risk" indicators, such as those listed here, may represent persistent problems from the early elementary school years for some children (Jacobsen & Hofmann, 1997; O'Sullivan, 1989). Other students may overcome early difficulties but begin to experience related problems during middle school or high school. For others, some of these indicators may become noticeable only in early adolescence. To intervene effectively, parents and teachers can be aware of some common indicators of an adolescent at risk for school failure, including:

- ▶ Attention problems as a young child--the student has a school history of attention issues or disruptive behavior.
- ▶ Multiple retentions in grade--the student has been retained one or more years.
- ▶ Poor grades--the student consistently performs at barely average or below average levels.
- ▶ Absenteeism--the student is absent five or more days per term.
- ▶ Lack of connection with the school--the student is not involved in sports, music, or other school- related extracurricular activities.
- ▶ Behavior problems--the student may be frequently disciplined or show a sudden change in school behavior, such as withdrawing from class discussions.
- ▶ Lack of confidence--the student believes that success is linked to native intelligence rather than hard work, and believes that his or her own ability is insufficient, and nothing can be done to change the situation.
- ▶ Limited goals for the future--the student seems unaware of career options available or how to attain those goals.

When more than one of these attributes characterizes an adolescent, the student will likely need assistance from both parents and teachers to complete his or her educational experience successfully. Girls, and students from culturally or linguistically diverse groups, may be especially at risk for academic failure if they exhibit these behaviors (Steinberg, 1996; Debold, 1995). Stepping back and letting these students "figure it out" or "take responsibility for their own learning" may lead to a deeper cycle of failure within the school environment.

ADOLESCENTS WANT TO FEEL CONNECTED TO THEIR FAMILY, SCHOOL, TEACHERS, AND PEERS

In a recent survey, when students were asked to evaluate their transitional years, they indicated interest in connecting to their new school and requested more information about extracurricular activities, careers, class schedules, and study skills. Schools that develop programs that ease transitions for students and increase communication between schools may be able to reduce student failure rates (Baker & Sansone, 1990; Pantleo, 1992). Some schools make a special effort to keep in touch with their students. One example is the Young Adult Learning Academy (YALA), a successful alternative school for adolescent dropouts. According to YALA's director, Peter Klienbard, if a student at YALA appears to be having a problem or family emergency, teachers and counselors follow up quickly (Siegel, 1996, p. 50).

THE ROLE OF PARENTING STYLE

Parenting style may have an impact on the child's school behavior. Many experts distinguish among permissive, authoritarian, and authoritative parenting styles (Baumrind, 1991). These parenting styles are associated with different combinations of warmth, support, and limit-setting and supervision for children. The permissive style tends to emphasize warmth and neglect limit-setting and supervision; the authoritarian style tends to emphasize the latter and not the former; while the authoritative style is one in which parents offer warmth and support, and limit-setting and supervision. When the authoritative parenting style is used, the adolescent may be more likely to experience academic success (Glasgow et al., 1997, p. 521). Authoritative parents are warm and responsive but are also able to establish and enforce standards for their children's behavior, monitor conduct, and encourage communication. Authoritative parents make clear that they expect responsible behavior from their child their adolescent or the school when their teen seems to be having difficulty. However, it is important to remember that adolescents need their parents not only to set appropriate expectations and boundaries, but also to advocate for them. Teachers can ease a parent's concerns by including the parent as part of the student's educational support team. When an adolescent is having difficulty, parents and teachers can assist by:

- ▶ making the time to listen to and try to understand the teen's fears or concerns;
- ▶ setting appropriate boundaries for behavior that are consistently enforced;
- ▶ encouraging the teen to participate in one or more school activities;
- ▶ attending school functions, sports, and plays;
- ▶ meeting as a team, including parents, teachers, and school counselor, asking how they can support the teen's learning environment, and sharing their expectations for the child's future;
- ▶ arranging tutoring or study group support for the teen from the school or the community through organizations such as the local YMCA or a local college or university;
- ▶ providing a supportive home and school environment that clearly values education;
- ▶ helping the child think about career options by arranging for visits to local companies and colleges, picking up information on careers and courses, and encouraging an internship or career-oriented part-time job;
- ▶ encouraging the teen to volunteer in the community or to participate in community groups such as the YMCA, Scouting, 4-H, religious organizations, or other service-oriented groups to provide an out-of-school support system;
- ▶ emphasizing at home and in school the importance of study skills, hard work, and follow-through.

CONCLUSION

Understanding the factors that may put an adolescent at-risk for academic failure will help parents determine if their teen is in need of extra support. Above all, parents need to persevere. The teen years do pass, and most adolescents survive them, in spite of bumps along the way. Being aware of common problems can help parents know when it is important to reach out and ask for help before a "difficult time" develops into a more serious situation.

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Title: If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.

Author: Robertson, Anne S.

Publication Year: 1997

Document Type: Non-classroom Material (055); Eric Product (071); Eric Digests (selected) (073)

Target Audience: Parents and Practitioners and Teachers

ERIC Identifier: ED415001

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Descriptors: * Academic Failure; * Adolescents; * At Risk Persons; * High Risk Students; Intervention; Parent Role; Parent Student Relationship; Secondary Education; Student Behavior; Student Characteristics; * Student Problems; Student School Relationship; Teacher Role; Teacher Student Relationship; Transitional Programs

Identifiers: *At Risk Students; ERIC Digests; Parenting Styles; Transition to School

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C. Parent Discussion Groups: An Example

- Rationale
- General Guidelines
- Strategies
- Review of Main Points
- Topics and Questions to Stimulate Discussion
- Illustrations of specific guidelines and related handouts
 - ▶ School & Community Resources
 - ▶ Resources for Parents
 - ▶ Adjusting to New Situations
 - ▶ Fears and Worries
 - ▶ Arguing
 - ▶ Ways to Encourage a Child
 - ▶ How to Help your Child Study

Parent Discussion Groups

RATIONALE

The underlying rationale for offering parent discussion groups is to

- create an event that will attract parents to school
- provide a sense of personal support and accomplishment for those who attend
- clarify available services for children's problems
- introduce other opportunities for supportive parent involvement with the school.

The discussion groups themselves are guided by a wholistic orientation to parenting and the view that good parenting requires knowing how to problem solve with respect to facilitating child development. In particular, it is recognized that parents need greater awareness of

- the individual pace of child development and the range of individual differences among children
- what they can do to create an enriched and nurturing environment that allows a child to learn, grow, explore, and play in ways that will benefit the child at school and at home
- ways parents can be nurtured and supported in dealing with child rearing problems through involvement with other parents and school staff.

A variety of topics and handouts can be used to provide a stimulus for discussion. Examples follow. The materials reflect an effort to match specific questions and concerns parents tend to raise. That is, topics that most parents want to talk about are chosen because it is best to work with the group's specific interests. Topics are meant to be used in an interactive manner with the group; thus, as additional questions are raised, the group leader flexibly guides the discussion to deal with these matters.

GENERAL GUIDELINES

A discussion group is a dynamic and interactive process. Each group is shaped by the specific concerns of the parents present. The following comments, however, address some of the most common features of the group.

Procedural Considerations:

Optimal size for a group discussion format is 8 to 15 parents. When the group exceeds 20 it seems to become more difficult for parents to share concerns and they become an "audience". In some groups, especially of families recently arrived in this country, participation may be minimal and the leader may need to be ready to share common problems and examples to initiate discussion.

Name tags are especially helpful in allowing the group to become familiar with each other and for the leader to address members by name.

Strategies that seem to make for more effective discussions:

Assist parents to see their problems are universal. They are important, shared by others, and not impossible to resolve.

Leaders attempt to facilitate rather than take an expert role with the right answers. Often the suggestions of other parents are the most helpful. The process is a discussion rather than a lecture. Sharing of ideas provides satisfaction.

There are usually group members who would like to talk privately with the leaders after the group. Time should be planned for this post-group consultation.

If someone in the group is inappropriate or dominates the discussion, validate the view and call on others to get more participation. Sometimes suggesting a one-to-one follow up for someone with a particularly difficult problem will allow the group to move to more commonly shared problems.

Often babies and young children will accompany the parents to the group. This can be distracting. If activities can be arranged in a separate part of the room and a resource person identified to supervise the children, it is less distracting to the group.

There are advantages and disadvantages to the 2-3 meeting format. The advantage is that the meetings are full of ideas and parents are very optimistic about trying new solutions. The disadvantage is there is no time to develop working relationships and to allow parents to modify solutions so they fit their particular situation.

Topics usually discussed include dressing and getting ready for school; rules and standards around eating; bed time problems; lack of response when a child is asked to do something; arguing with children or between children; bed wetting.

A Typical Family Discussion Group Might Go As Follows

The group's leaders introduce themselves and tell about other services available as follow through on today's discussion. They stress the importance of early intervention with students who are shy or withdrawn or with those who are distracted or active.

They talk in general about the role of parents.

"It's a full-time job with no training. There are plenty of frustrations. We hope today's discussion allows you to think about ideas, about yourself, and about your child. There are no directions or specific answers.

If something works for you, even if other people don't do it that way, you probably don't need to change. For example, some people feel it's not a good idea to use sending a child to bed for punishment, but if it is effective in your family and there are no problems, that is something you don't want to alter.

**We'd like to help you with problem-solving ideas for what's not working;
what would you like to try?"**

At this point each parent is asked to introduce him or herself and give the names and ages of their children. The person with the most or the oldest children is often named the honorary group expert.

If there is no one who volunteers, go around the group and ask them to name two things about their children they wish were different and two things they like and don't want changed. It is often clear to the group that there are more ideas about problems than about qualities. This is a practical introduction into the importance of parents' positive contacts with their children. Praise is the foundation of good parenting. It is important to focus on the positives. As an example of the importance of praise, you might say: If you cook your husband's favorite meal and he says, "Fantastic, thanks so much", imagine how great you would feel. It would inspire you to continue to want to please. We all want more praise. Our children feel the same way. When things are going well, it is important to let children know: "Catch them being good." Sometimes we're not only stingy with praise, but we ruin it. Using sarcasm or linking a compliment with a criticism isn't praise. For example: "Your room looks great; now don't you wish you kept it clean like this all the time?"

Review of main points:

There are powerful alternatives to spanking, anger and yelling. One of these is praise. You need to initiate it, and this will take some practice. Try it and see how your youngster responds.

This material is best interspersed with discussion, comments and examples from the group rather than as a lecture.

Many parents have had some instruction in charting children's behaviors. They often use this as a way to see that the child's behavior warrants praise. What most have found, however, is that this contingency praise soon loses its effectiveness. A more genuine and spontaneous use of praise can reinvigorate positive improvements.

Some parents who have had some experience with behavior modification express concerns about bribing their children and paying for good behavior. Having them share their experiences and their concerns allows the leader to see what would be their next best step. Agreeing that the use of material rewards often backfires validates their experience and concern. Explaining how a broad range of positive feedback, such as special time with parents and focusing on the child's competence, can be more effective without the negative effects and can allow parents to rethink their responses.

Leaders usually bring along copies of handouts for parents that are usually relevant and helpful in typical groups. One of these presents a range of options from praise to ignoring to mild social punishment. Some time can be taken to review the handout with the parents and suggest ways to try new approaches.

The role of parents as models and their responsibilities to understand when they are responsible for setting limits as contrasted to situations where children need some choice in order to become responsible is discussed.

Often examples or problems are presented in ways that allow the leaders to set up demonstration or role play situations. The parent gets to play his or her child and the leader demonstrates the ideas being discussed. For example, a leader may walk up to the parent, look her in the eye, put an arm on her shoulder and say, "Thank you for cleaning your room." This allows the group to talk about the various verbal and nonverbal cues that were being used to increase the effectiveness of the parent's communication. **Parents are very powerful with their children and often constant battles and anger have caused each of them to be starved for love and contact.**

Leaders find that examples, humor and even sharing personal experiences facilitates the group discussion.

Parents are encouraged to use short, direct messages with their children.

They are encouraged not to have only discussion or debates to convince children. In discussing the possible value of ignoring misbehavior, you may have to help parents take the risk of actually leaving the room so that they can literally ignore the behavior (some may point out that the child, not wanting to have the misbehavior ignored, will follow).

Discussions of sibling rivalry are frequent topics.

Parents are encouraged to think about spending special time alone with each child. The value of each child as a unique and special person can be communicated. Focus on what's good so others see what you want rather than always focusing on what you don't want or what you want stopped.

In general, be aware of how you talk with your children.

Observe yourself to see if your only conversation is giving orders and directions. Try to increase the time and attention you pay in listening to each child, playing with what they're interested in, not questioning but sharing. Observe the tone you use with your children. How often are you criticizing, questioning, cautioning?

Think about your own experience at their age; did you love to do your homework?

When you need to confront a child, take care in what you say. Often the questions you ask lead the child to deny or become evasive or defensive. Perhaps you want to say what you don't like and what needs to change (rather than getting into arguments and complications regarding whether the child admitted he or she is guilty). If you give ultimatums and make threats, you need to think carefully as to whether this will help and what it is you want as an outcome. Some interactions are very dramatic for children and are lessons they learn from you in how to solve problems. We often see that the child who hits on the school yard is the child who got hit at home.

TOPICS AND QUESTIONS TO STIMULATE DISCUSSION

Examples of common topics parents are likely to be interested in discussing are understanding and dealing with specific behavior and school problems such as

- temper outbursts, aggression, and stubbornness
- trouble adjusting to new situations
- fearfulness and excessive shyness
- noncooperation and poor sharing
- stealing and lying
- learning difficulties

and

child developmental tasks such as

- understanding what's normal
- handling mealtime and bedtime
- helping a child learn responsibility and other values
- helping a child with schoolwork

Other popular topics are

- how to listen to and talk with a child
- discipline with love
- how parents can understand and express their own feelings
- concerns of single parents and step parents
- available school and community resources

QUESTIONS TO STIMULATE DISCUSSION IN PARENT GROUPS

Behavior: temper tantrums:

- When you get angry, how do you show it?
- Do you see your child saying or doing things when angry that they've seen you do and imitate?
- Sometimes when we're tired, we get angry more easily, do you see this happening with your child?
- What would you like to change about how you handle your anger?

Building trust and confidence with your child:

- We often focus on problems instead of strengths. What are two things about your child that you like best?
- If someone were to count, do you think they would find you complimenting and praising your child more or would you be criticizing your child more? Why do you think this is so?
- How do you show your children that you love them? Through words? actions? special times?
- Remembering back, how did you feel your parents showed you that they loved you?

Communication: Listening and talking with your child.

- What's the best time at your house to listen to what your child wants to tell you?
- Are you able to become interested in what your child wants to talk about? (even if it's just a TV show or about toys)
- Talking to your child is an important way you teach, do you find it easy to talk with your child when you're alone together?

Cleaning up and learning responsibility:

- What's the normal routine at your house for getting going in the morning? What are your plans for what will happen? What actually happens?
- What specific things are your children responsible for?
- In what ways do you let your children know specifically what you expect from them?
- Are there ways your children help out without being asked? When they do, how do you respond?

Discipline:

- When you hear the word discipline, what do you think of?
- We learn to be parents from our own parents? When you were young, how did your parents discipline you?
- Thinking back, what worked and what didn't?
- What do you wish your parents had done differently?
- Are you happy with the way you discipline your child?
- What would you want to change, and how could you change it?

Fears and Worries:

- When our children have fears and worries it often prompts our own fears; perhaps we did something wrong as parents. Do you have such fears?
- When you feel insecure about your parenting, how do you handle your worries? Do you ask for help from others? Do you ask for reassurance? Try not to think about it?
- When your child is fearful, what is your reaction? Are you angry? Frustrated? Sympathetic?
- How do you reassure your child that he/she can master the fearful situation?

What's normal:

- How do you feel about your child qualifying for this special program?
- What are you worried about regarding your child's entry into the regular school classroom?
- What have you noticed about your child that you think makes him/her different from other children?
- Do you feel frustrated in helping your child?
- Do you think your child will grow out of his or her problems?

The following examples illustrate specific guidelines and related handouts that can be used to stimulate discussion and provide parents with "take-away" resource material.

SCHOOL AND COMMUNITY RESOURCES

Getting Started

Many parents feel very much alone in raising their children. They may not have support in talking over their concerns, in sharing child care, or in getting information about what's available in their community. I'd like each of you to take a minute to think of one helpful resource in your neighborhood or community that you could share with the group. It could be a favorite park, baby sitter, pediatrician or friend. Let's go around the group and ask each of you to share a resource.

Questions

- Are there any concerns about resources that we haven't talked about?
- If you feel that this is a problem for you, what resources do you need that you don't have?
- Are there any suggestions on how to feel more supported and identify needed help?

Summary

There are many no cost and low cost resources for parents. If you feel you need some help, reach out. A phone call to a sympathetic person can mean a lot and you may be able to help others also.

Plans for At-Home Application:

If you need more help take a step toward getting it. Talk to your neighbors or other parents in the group to seek the support you need.



RESOURCES FOR PARENTS



Helpful Books: (Get these at the library or check the bookstore for paperbacks.)

How To Parent -- by Fitzhugh Dodson

Your Child's Self Esteem -- by Dorothy Briggo

Raising A Responsible Child -- Don Dinkmeyer

The Responsive Parent -- by Mary Hoover

Educational and Vocational Training for Parents*:

The Educational Opportunity Center on 318 Lincoln Blvd., Venice (392-4527) offers free advice and counseling to help persons locate schools and training and also to get financial aid to make it possible.

Counseling for Parents and Children*:

Family Service of West Los Angeles, 400 So. Beverly Drive, 277-3624.

Thalians Child Guidance Center, Cedars Sinai, 855-3531.

Information on Child Care Services*:

Child Care Referral Service, 1539 Euclid St., Santa Monica, 395-0448. (For information on day care centers, baby-sitters, etc.)

Advice and Help by Telephone*:

"Warm Line," a telephone service at 855-3500 especially for parents of pre-school children. For use when you want to talk over a problem you are having with your child. If they can't take your call immediately, someone will call you back.

If you lose your cool with your child and are concerned about it:

Parents Anonymous is a self-help group of parents who have group meetings. To find out about it, call 800-352-0386 toll free.

* These are examples of the resources available in the Los Angeles area.

ADJUSTING TO NEW SITUATIONS

Getting started:

In an unfamiliar situation, like these groups, it is not unusual for children to feel unsure of themselves and reluctant to leave their parents. When this behavior persists over time in familiar situations it is a problem. Have any of you had problems with your child separating from you? Lets go around the group and ask each of you to share your experience

Questions:

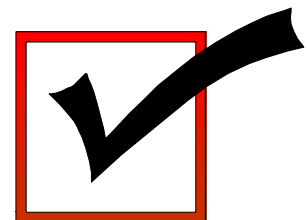
- Are there any concerns about children's adjustment to new situations we haven't discussed that you would like to raise?
- If you feel your child has problems adjusting to new situations, what do you think is the cause of these problems?
- Do any of you have suggestions about ways you've handled these problems that you would like to share?

Summary

Remember we all feel a bit uncomfortable in new situations. You teach your child how to handle this by what you say and do. Don't push a frightened child into something, he or she can't handle, but try to give them information, support, and courage to become more independent.

Plans for At-Home Application:

If your child is fearful in new situations, give them plenty of opportunities to get used to other people and other places. Take them with you to the store, the park, or visits. Encourage them as they try new things independently.



FEARS AND WORRIES

Getting Started:

Young children are a combination of strengths and vulnerabilities. In some areas they are very confident and in other areas they may be timid and unsure. Are there any areas where your child seems to have fears or worries such as fear of the dark? Let's briefly hear from each of you.



Questions:

- Is there anything about fear and worries we haven't discussed that concerns you?
- If your child is fearful or worried why do you think this is happening?
- Do any of you have ideas on how to solve this problem; are there things that you have tried?

You may want to try these steps:

1. Talk to your child about what worries them and try to see their point of view.
2. Rather than reassure them or tell them not to worry, help them find solutions so they feel more in control (like a night light if they are afraid of the dark).
3. Show them you notice when they face their fears so they can see they're making progress.

Plans for At-Home Applications:

Watch for indications that your child is worried or fearful. Show them you want to help by trying the three steps in the summary.

ARGUING

There are four good reasons, from a child's point of view, to argue with parents (1) delay, (2) cooling off, (3) wearing the parent down, and (4) power.

DELAY: If you are a child who doesn't want to do homework, who would rather watch television than take out the trash, who would prefer polishing your fingernails to cleaning your room, and who can get your parents to argue with you, have you not put off for the entire length of the argument those tasks you've been avoiding?

COOLING OFF: Some children will build an argument to such an extent and get so angry that they can't take it any more. They stalk out of the house instead of doing the chores or homework they were supposed to do.

WEARING THE PARENT DOWN: Most parents are very familiar with this technique. The child tries repeatedly, and with real tenacity, to keep arguing ... arguing... arguing... until the parent, tired and exhausted, finally says something like, "AN right, all right, you want to live like a pig? Live like a pig . See if I care. " At that point, the child stalks out angrily, chores undone, with a big smile on his face.

POWER: One of the central themes of this book has to do with human beings wanting to be in control of their lives That goal is nowhere more evident than in arguments where parents really don't want to argue, yet find themselves trapped **in arguments with their children** If parents don't want to argue with their children, yet find themselves arguing, who is in control, parent or child? From your experience, are there children who argue just for the sake of getting parents under their control for the duration of the argument?

There is a simple solution: **NEVER ARGUE WITH A KID!** You can't win, but a child can. There's a payoff for kids in just getting their parents to argue with them. So, unless you **want** to argue, don't do it. Instead, deflect the argument.

DEFLECTING ARGUMENTS

Arguments have rules. As soon as you defend yourself, the child-by the rules governing arguments -- has the right to defend himself against your attack; where, in turn, you get to defend yourself from his attack; until one or both of you give up. But you don't need to do that. You don't have to defend yourself against your children's arguments, or try to convince them that you're right and they're wrong.

You are about to get two powerful words that cut through any argument. Coupled with your clearly notated rule, you will find that these words help you to focus on your mandatory behavior rather than on the argument.

The words are "regardless" and "nevertheless" (or their synonyms, "be that as it may," "nonetheless," "that is not the issue"). Only use your argument deflectors once or twice. Then effectively follow through, if a rule is to be completed with "now," and see that the children do as they are told; or if you are merely stating a rule for future behavior, parry their argument with your deflectors and either walk away or send the child away, letting the child have the last word.

From : *Back in Control -How To Get Your Children To Behave*, by Gregory Bodenhamer

WAYS TO ENCOURAGE A CHILD

Praise the act, not the actor Descriptive praise of the act tells the child what specific behavior you like. A behavior that gets reinforced, tends to be repeated.

Absolutely right
That's regally nice
Thank you very much
Wow!
That's great
That's quite an improvement
Much better
Keep it up
Good job
What neat work
You really out-did yourself today
Congratulations. You only missed

_____.

That's right! Good for you.
Terrific
I bet Mom and Dad would be proud to see the job you did on this
Beautiful
I'm proud of the way your worked (are working) today
Excellent work
I appreciate your help
Thank you for (sitting down, being quiet, getting right to work, etc)
Marvelous
Sharp
I appreciate your attention
You caught on very quickly

Fantastic
My goodness, how impressive!
You're on the right track now
It looks like you put a lot of work into this
That's clever
Very creative
Very interesting
Good thinking
That's an interesting way of looking at it
Now you've figured it out
That's the right answer
Now you've got the hang of it
Exactly right
Super
Superior work
That's a good point
That's a very good observation
That's an interesting point of view
That certainly is one way of looking at it
Out of sight
Nice going
You make it look easy
That's coming along nicely
I like that. I didn't know it could be done that way outstanding
Uh-huh !
Commendable

HOW TO HELP YOUR CHILD STUDY

Your Child's Education Rests on The Mastery of Three Important Skills

- Reading
- Writing
- Mathematics

An Effective Learning Process Is Made up of Four Steps

- Reading
- Understanding
- Remembering
- Reproducing in one's own thoughts and words,
 - either on paper,
 - in classroom recitation, or
 - in the case of mathematics, in solving new problems.

Time to Study

Set aside a special time each day for study time.

Place to Study

Select a place where there is GOOD LIGHTING.

The study area should be fairly quiet.

There should be NO DISTRACTIONS during study period:

- no radio, no t.v. , no friends visiting

Achievement Check List For Parents

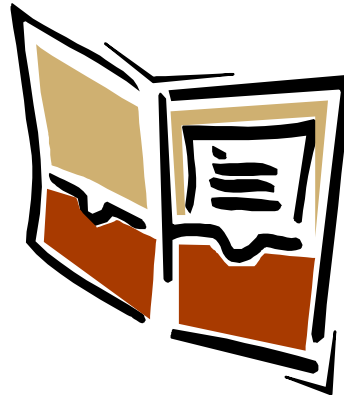
- Spend time each day with your child on his/her homework.
- Examine work that is to be turned in.
- Work should be neat and clean.
- There should be no misspelled words.
- Question what is not clear.
- Hear work that is to be memorized.
- Check arithmetic work for neatness and cleanliness only.
- Check to see that all assigned homework has been completed.
- Check work that was returned by teacher for errors.
- Have child redo problems until work is correct.

The Most Important Weapons for Success Are

- Praise
- Encouragement
- Enthusiasm
- A good, kind ear.

D. Examples of Feedback Materials

- ★ Parent Information Sheets used to gather demographic descriptors
- ★ Log Record of Daily Activity used to keep track of activity – includes qualitative observations and tallies of activity.
- ★ Parent Involvement at School Rating Scale filled out by school staff who have regular contacts with parents.
- ★ Parent Ratings of Event - - the example provided is the scale given to parents at the conclusion of each discussion group.
- ★ Family Needs Assessment – questionnaire designed to be mailed to parents



Parent Information Sheet

Your name: _____ Date: _____
Student's name: _____ Child's grade ()K ()1 ()2 ()3
School: _____ Your age: _____
Your relationship to student: () mother () father () other (specify) _____

Your race and/or ethnic origin:
() White (not of Hispanic origin) () Black (not of Hispanic origin)
() Hispanic () Asian / Pacific Islander
() American Indian / Alaskan native () Filipino
() Other _____

Has your child had any of the following early childhood experiences:
() School district Pre-kindergarten program
() private pre-school
() Headstart
() Day-care center

Are there other children living in your household? () Yes () No
If yes, ages of boys _____
ages of girls _____

Are there other adults in your household?
() No
() Husband / Wife
() Grandparents
() Other (specify) _____

Indicate the group that best fits your socioeconomic background and status.

- () Major business or professional (e.g., executive, architect, lawyer, scientist, etc.)
- () Technical, small business (e.g. managerial, technical, secretarial, etc.)
- () Crafts, clerical, sales (e.g., cashier, bank teller, clerical worker, baker, carpenter, postal worker, etc.)
- () Semi-skilled work (e.g., driver, delivery, file clerk, guard, housekeeper, machine operator, etc.)
- () Unskilled work (e.g., laborer, busboy, gardener, usher, food server, etc.)

Information Sobre Padres

Su nombre _____ Fecha _____
Nombre del estudiante _____ Grado de hijo(a) ()K ()1 ()2 ()3
Escuela _____ Su edad _____
Relacion con estudiante: () Madre () Padre () Otro (indique) _____

Tuvo su hijo(a) algunas de las siguiente experiencias durante su ninez?

- () Programa de pre-kinder del distrito escolar
- () Pre-kinder en escuela privada
- () Headstart
- () Centro de cuidad de ninez

Hay otros nino(s) viviendo en su hogar? () Si () No

edad de ninos _____

edad de ninas _____

Viven otros adultos en su hogar?

- () No () Esposo(a) () Abuelos () Otros (indique) _____

Indique el grupo de mejor describe su estado socioeconomico.

- () Negocio grande o profesional (por ejemplo, arquitecto, abogado, etc...)
- () Technico, Negocio pequeno (por ejemplo supervisor, tecnico, secretaria, etc...)
- () Ventas, Oficina (por ejemplo, cajera, cartero, panadero, carpintero, etc...)
- () Semi-oficio (por ejemplo, operador de maquinas, guardia, manejador, etc...)
- () Labor (por ejemplo, jardinero, mesera, mensajero, etc...)

Evaluation of Parent Group

School _____ Today's Date _____

We are happy that you attended the parent group and would like to know your reactions. Please give us your opinions. We will use them to improve future groups. Thank you.

1. How worthwhile do you feel it was to attend the parent group meeting?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

2. How much did the meeting help you improve your understanding of problems your child is having?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

3. How much did coming to the parent meeting increase your motivation to try to find ways to solve problems your child has?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

4. If we were to offer more group meetings for parents, how much would you like to attend?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

5. Was there anything you found especially helpful in the group meetings?

(Such as handouts; presentations; hearing from other parents; other things?)

6. Was there anything you wanted from the group meetings that you didn't get? If so, what was it?

Your age _____ Male _____ or Female _____

Your race and/or Ethnic Origin: _____

Evalacion del Grupo de Padres

Escuela de nino/a _____ Fecha _____

Nos da mucho gusto que esten aqui con nosotros en esta junta para ustedes los padres, y queremos saber sus reacciones. Por favor denos sus opiniones. Las queremos usar para mejorar nuestras juntas del futuro. Muchisimas Gracias.

1. Como valorizan ustedes el haber participado en esta junta de padres?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

2. Que tanto les ayudaron estas juntas para mejorar el entendimiento de los problemas que tienen sus hijos?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

3. Como aumento su motivacion el haber venido a esta junta para encontrar mejores manera para resolver los problemas que sus hijos tengan?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

4. Si nosotros ofrecieramos mas juntas para los padres, cuanto le gustaria a usted venir?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

5. Hubo algo mas especial que le ayudo en estas juntas?

(Como las papeles; la presentacions; escuchar a lot otros padres; o alguna otra cosa?)

6. Habla alguna otra cosa que usted le hubiera gustado recibir? Y que no recibio? Nos quiere decir por favor?

Su edad _____ Masculino _____ o Femenino _____

Usted es: Mexicano-americano/chicano _____
Latino (Central America, Sur America, Cubano, Espanol, etc) _____
Otro (Que pais/grupo? _____)

MAIL FORM QUESTIONNAIRE

This questionnaire is part of a project your child's school and _____ are working on together. It is intended to find out what you think about the programs your child's school is offering to parents and about which ones you like. We need to know what parents think in order to improve programs.

It takes about 15 minutes to fill out. What you tell us is confidential. That is, we only tell the school about what parents are saying; we never tell them who said it.

We really appreciate your help in this project. If you have any questions please call _____.

Student's name: _____ School: _____

Your name: _____

Your relationship to the student: _____

1. Besides the student named above, do you have other children who go to school? _____
 (If yes, how many?) _____
 What are their ages? _____
 Do you have any other children? _____
 (If yes, how many?) _____
 What are their ages? _____

2. Please put a checkmark (✓) next to the activities that your child's school offers for parent participation.

- Does the school offer parents a chance ...
- ___ to be in the PTA (or a similarly large, voluntary organization of parents and teachers)
 - ___ to volunteer in the classroom
 - ___ to volunteer for special events
 - ___ to attend student performances
 - ___ to attend parent workshops
 - ___ to attend parent support groups
 - ___ to attend amnesty classes
 - ___ to attend English Second Language classes
 - ___ to have parent-teacher conferences
 - ___ to talk with teachers at other times about a child
 - ___ to talk with the principal
 - ___ to visit a child's classroom.
 - ___ to be on the a school advisory board
 - ___ to be on a bilingual advisory board
 - ___ to be on a Shared Decision Making Council
 - ___ other (specify): _____

3. Please put a checkmark beside all activities participated in?

Mother	Father	
has	has	
_____	_____	been in the PTA
_____	_____	volunteered in the classroom
_____	_____	volunteered for special events
_____	_____	attended student performances
_____	_____	attended parent workshops
_____	_____	attended parent-teacher conferences
_____	_____	attended open house
_____	_____	attended parent support groups
_____	_____	attended amnesty classes
_____	_____	attend English Second Language classes
_____	_____	talked with teachers at school at other times
_____	_____	talked with the teacher on the phone
_____	_____	talked with principal
_____	_____	visited a child's classroom
_____	_____	been on a school advisory board
_____	_____	been on a bilingual advisory board
_____	_____	been on a Shared Decision Making Council
_____	_____	other (specify): _____

4. Some parents who want to come to school activities find it hard to do so. Is it difficult for you to come to school events?
 (Please circle answer) YES NO

5. Please put a checkmark (✓) beside any of the following which have made it difficult to be involved at school?

Mother Father

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | work schedule |
| <input type="checkbox"/> | <input type="checkbox"/> | no transportation |
| <input type="checkbox"/> | <input type="checkbox"/> | no baby sitter |
| <input type="checkbox"/> | <input type="checkbox"/> | has trouble with English. If so, What language do you feel most comfortable speaking? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | feels out of place at the school |
| <input type="checkbox"/> | <input type="checkbox"/> | events are scheduled at a bad time of day |
| <input type="checkbox"/> | <input type="checkbox"/> | just too busy, don't really have time |
| <input type="checkbox"/> | <input type="checkbox"/> | other (specify): |

6. Has the school sent you enough information about parent programs and activities?

(Please circle answers) YES NO

7. Some parents feel that the teacher should handle all of a student's schooling and not ask parents to get involved. Others feel that while a teacher should handle all of the child's schooling, it is good for parents to get involved.

Do you think it is right for teachers to ask for parent involvement in their child's schooling? YES NO

8. When your children need help with schoolwork, do you know good ways to help them? YES NO

9. Parents differ in how involved they can be with their children's schooling. Do you think you have been less involved than other parents seem to be OR more involved than other parents?

LESS INVOLVED MORE INVOLVED

10. Do you think teachers don't really want parents to help in their child's schooling OR that they really do want parents to help?

DON'T WANT HELP DO WANT HELP

11a. Do you think schools should ask parents to do more to make it easier for their children to get to school on time (e.g., wake children up, make sure they leave home in time, walk or drive them to school)? YES NO

11b. Do you think schools should ask parents to do more to make home a better place to study? (e.g., provide a quiet place to study, provide paper and pencils, etc.)?

YES NO

11c. How often do you find you have to do more to make it easier for your children to get to school on time and to study at home?

Never	Every few months	Once a Month	At least Once a week
-------	---------------------	-----------------	-------------------------

11d. How important is it for you to do more to make it easier for your children to get to school on time and to study at home?

- Not at all important
 Not too important
 Important
 Very important

11e. Have the schools suggested ways that you can do more at home to make it easier for your children to get to school on time and to study at home? YES NO

12a. Do you think schools should ask parents to come to school to talk to teachers about how their children are doing?

YES NO

b. How important is it for you to come to school to talk to teachers about how your children are doing?

- Not at all important
 Not too important
 Important
 Very important

c. How important is it to talk to teachers when your children are having trouble at school?

- Not at all important
 Not too important
 Important
 Very important

d. How important is it to talk to teachers when your children are doing O.K. at school?

- Not at all important
 Not too important
 Important
 Very important

e. How often do you talk with teachers?

Never	Every few months	Once a Month	At least Once a week
-------	---------------------	-----------------	-------------------------

f. Have you ever asked for a meeting with one of your children's teachers? YES NO

g. Have the schools suggested ways to make it easier for you to talk with teachers? YES NO

13a. Do you think schools should ask parents to come to school for student programs? YES NO

b. How often do you attend student programs?

Never Every Once a At least
few months Month Once a week

c. How important to you is it to come to student programs?

____ Not at all important
____ Not too important
____ Important
____ Very important

d. Have the schools suggested ways to make it easier for you to come to student programs? YES NO

14a. Do you think schools should ask parents to participate in activities with other parents at school? YES NO

b. How often do you participate in activities with other parents at school?

Never Every Once a At least
few months Month Once a week

c. How important-to you is it to participate in activities with other parents at school?

____ Not at all important
____ Not too important
____ Important
____ Very important

d. Have the schools suggested ways to make it easier for you to participate in activities with other parents at school? YES NO

15a. Do you think schools should ask parents to help out at school (e.g., to assist teachers and help with fund raising) YES NO

b. How often do you help out at school?

Never Every Once a At least
few months Month Once a week

c. How important to you is it to help out at school?

____ Not at all important
____ Not too important
____ Important
____ Very important

d. Have the schools suggested ways to make it easier for you to help out at school? YES NO

16a. Do you think schools should ask parents to help their children do their schoolwork? YES NO

b. Please check whether you or another person helps your child with schoolwork.

____ I help with schoolwork
____ Another person helps with schoolwork
____ No one helps with schoolwork

c. How often is help with schoolwork provided?

Never Every few Once a At least once
months Month a week

d. If help with school is provided, how much time is spent in doing so?

Less than 15 min. 30 min. 45 min. More than 1
5 min. hour

e. If such help is provided, with what types of schoolwork is help given?

Reading Writing Spelling
Drawing Math Other: _____

f. If such help is provided, which of the following is done?

- watching to be certain the work is done.
- sitting with a child to help when needed
- showing a child how to do the work
- encouraging a child to try harder
- checking the work to be sure it is done right
- doing some of the work when a child finds it too hard
- Other (specify): _____

g. How important to you is it to provide help when your children do their schoolwork?

- Not at all important
- Not too important
- Important
- Very important

h. Have the schools suggested ways to make it easier for you to help your children do their schoolwork?

YES NO

i. When you work with your children does it usually turn out to be a good or a bad experience for you?

Good Bad

And how is it for your children? Good Bad

17a. How would you rate your past experiences with your children's schooling?

- Very negative
- Negative
- Positive
- Very positive

b. How would you rate your own past experience with your own schooling?

- Very negative
- Negative
- Positive
- Very positive

18. How welcome do you feel at your children's school?

- Very welcome
- Welcome
- Not very Welcome
- Very unwelcome

19. In some families, several people are involved in a child's schooling. Which of the following, if any, are involved with your children's schooling?

- Mother
- Father
- Sister
- Brother
- Grandmother
- Grandfather
- Aunt
- Uncle
- Cousin
- Friend
- Baby sitter

CUESTIONARIO DE CORREO

Este cuestionario es parte de un proyecto que la escuela de su niño(a) y están desarrollando juntos. Proponemos averiguar que piensa usted de los programas que se están ofreciendo para los padres en la escuela de su hijo y cuáles le gusta. Necesitamos saber lo que piensan los padres para, mejorar los programas.

El cuestionario toma más o menos quince minutos para llenar. Lo que usted contesta es confidencial. Solamente informamos a las escuelas lo que opinan los padres; Nosotros nunca les decimos quien lo dijo.

Nosotros realmente apreciamos su ayuda con este proyecto.

Si usted tiene cualquier pregunta, por favor llame a al número _____.

Nombre de al estudiante: _____ Escuela: _____

Su nombre: _____

Su relación al estudiante: _____

1. ¿Además de el estudiante nombrado arriba, tiene usted otros niños en escuela? _____

(Si tiene otros niños, cuántos son?) _____

¿Cuáles son sus edades? _____

¿Tiene usted otros niños? _____

(Si tiene otros niños, Cuántos son?) _____

¿Cuáles son sus edades? _____

2. Por favor indique con una marca (✓) al lado de las actividades que la escuela de su hijo ofrece..

¿Quiero saber si la escuela les ofrecen a los padres la oportunidad de?

_____ participar en la Asociación de Padres y Maestros

_____ ser voluntario en la clase

_____ ser voluntario para ocasiones especiales

_____ asistir programas de los estudiantes

_____ asistir talleres de capacitación de padres

_____ asistir grupo de apoyo de padres

_____ asistir clases de amnistía.

_____ asistir clases de inglés como segunda idioma

_____ asistir conferencias de padres y maestros

_____ hablar con maestros de vez en cuando acerca de su hijo.

_____ hablar con al director de la escuela

_____ visitar la clase de su hijo

_____ participar en la junta consejera escolar

_____ participar en la junta consejera bilingüe

_____ participar en el concilio de toma de decisiones compartidas

_____ otras (sea específico): _____

3. Por favor indique con una marca al lado de todas las actividades escolares que ustedes han participado?

Madre Padre

ha ha

_____ _____ participado en la Asociación de Padres y Maestros

_____ _____ sido voluntario en la clase

_____ _____ sido voluntario para ocasiones especiales

_____ _____ asistido programas de los estudiantes

_____ _____ asistido talleres de capacitación de padres

_____ _____ asistido grupo de apoyo de padres

_____ _____ asistido clases de amnistía

_____ _____ asistido clases de inglés como segunda idioma

_____ _____ asistido conferencias de padres y maestros

_____ _____ hablado con maestros de vez en cuando acerca

de su hijo

_____ _____ hablado con el director de la escuela

_____ _____ visitado la clase de su hijo

_____ _____ participado en la junta consejera escolar

_____ _____ participado en la junta consejera bilingüe

_____ _____ participado en el concilio de toma de decisiones compartidas

_____ _____ otras (sea específico): _____

(Por favor indique su respuesta con un círculo.)

4. Algunos padres que quieren participar en las actividades escolares se les hace difícil. ¿Es difícil para usted venir a los programas escolares? Si No

5. Por favor indique con una marca (x) al lado de cualquiera de las siguientes problemas comunes que se le han hecho difícil para participar en la escuela.

Madre	Padre
_____	_____ horario del trabajo
_____	_____ no tener transportacion
_____	_____ no tener quien le cuide los ninos
_____	_____ problemas con el ingles
_____	_____ sentirse incomodo(a) en la escuela
_____	_____ los programas estan an mala hora del dia
_____	_____ estoy muy ocupado; no tengo tiempo para participar
_____	_____ otra razon (sea especifico)_____

(Por favor indique su respuesta con un circulo.)

6. ¿Le ha mandado la escuela a usted bastante informacion acerca de actividades y programas para los padres?
SI No

7. Algunos padres piensan qua el maestro debe de dirigir toda la educacio'n de sus hijos y que no deberia de pedir que participen los padres. Otros piensan que mientras que el maestro deberia de dirigir la educacion de su hijo, es bueno que los padres participen.

¿Piensa usted que los maestros deberian de pedirles a los padres que participen en la educacion de sus hijos?
Si No

8. ¿Cuando sus hijos necesitan ayuda con su tareas, sabe usted maneras buenas para ayudarles? Si No

9. Padres no estan de acuerdo en que tanto pueden participar en la educacion de su hijos. ¿Piensa usted que ha participado menos que otros padres 0 mas que los otros padres?
Menos Mas

10. ¿Piensa usted que los maestros en realidad no quieren que los padres ayuden en la educacion de sus hijos 0 que an realidad quiren que los padres ayuden?

No Quieren Ayuda Si Quieren Ayuda

11a. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan mas para serle mas facil a los ninos a llegar a tiempo a la escuela? Por ejemplo, levantar el nino, asegurar que salgan de casa a tiempo, caminarlos o manejarlos a la escuela.
Si No

11b. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan mas para hacer el hogar un mejor lugar para estudiar? Por ejemplo, proveer un lugar quieto para estudiar, proveer papel y lapices. Si No

11c. ¿Cuantas veces encuentra usted que necesita hacer mas para facilitar que sus ninos lleguen a la escuela a tiempo y que estudien en casa?

NUNCA CADA CUANTOS UNA VEZ AL
MESES MES
A LO MENOS UNA VEZ POR SEMANA

11d. ¿Que tan importante es para usted hacer mas para facilitar que sus hijos lleguen a la escuela a tiempo y que estudien en casa?

NO ES NADA NO ES MUY ES IMPORTANTE

MUY IMPORTANTE

11e. ¿Han sugerido las escuelas maneras para que usted pueda hacer mas en casa para serle mas facil a sus hijos llegar a la escuela a tiempo y que estudien en la casa? Si No

12a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para hablar con los maestros sobre el progreso de sus hijos? Si No

12b. ¿Que tan importante es para usted venir a la escuela para hablar con los maestros sobre el progreso de su hijo?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MUY IMPORTANTE

12c. ¿Que tan importante es hablar con los maestros cuando sus hijos estan teniendo problemas en la escuela?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MUY IMPORTANTE

12d. ¿Que tan importante es hablar con los maestros cuando sus hijos estan progresando satisfactorio?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MY IMPORTANTE

12e. ¿Que tan frecuentemente habla usted con los maestros?
NUNCA CADA UNA VEZ A LO MENOS UNA
CUANTOS AL MES VEZ POR SEMANA
MESES

12f. ¿Ha pedido usted una junta con uno de los maestros de sus hijo?
Si No

12g. ¿Han sugerido las escuelas maneras mas faciles para que usted hable con los maestros? SI No

13a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para los programas de los estudiantes?
Si No

13b. ¿Que tan frecuentemente asiste usted los programas de los estudiantes?
NUNCA CADA CUANTOS UNA VEZ AL MES

A LO MENOS UNA VEZ POR SEMANA

13c. ¿Que tan importante es para usted venir a los programas de los estudiantes?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MUY IMPORTANTE

13d. ¿Han sugerido las escuelas maneras mas faciles para que usted venga a los programas de los estudiantes? Si No

14a. ¿Piensa usted que las escuelas deberian pedirles a los padres que participen en actividades con otros padres en la escuela? Si No

14b. ¿Que tan frecuentemente participa usted an actividades con otros padres en la escuela?

NUNCA CADA CUANTOS UNA VEZ AL MES
MESES

A LO MENOS UNA VEZ POR SEMANA

14c. ¿Que tan importante as para usted participar an actividades con otros padres?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MUY IMPORTANTE

14d. ¿Han sugerido las escuelas maneras mas faciles para que usted participe an actividades con otros padres an la escuela?
Si No

15a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden an las escuelas? Por ejemplo, ayudarles a los maestros. Si No

15b. ¿Que tan frecuentemente ayuda usted an la escuela?

NUNCA CADA CUANTOS UNA VEZ AL MES

A LO MENOS UNA VEZ POR SEMANA

15c. ¿Que tan importante es para usted ayudar en la escuela?

NO ES NADA NO ES MUY ES IMPORTANTE
IMPORTANTE IMPORTANTE

MUY IMPORTANTE

15d. ¿Han sugerido las escuelas maneras mas faciles para que usted ayude en la escuela? Si No

16a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden a sus hijos hacer sus tareas? Si No

16b. ¿Quien ayuda a sus hijos con sus tareas? (Por favor indique con una marca si usted o otra persona lo ayuda con su tarea)
_____ Yo los ayudo con la tarea.
_____ Otra persona los ayuda con la tarea.
_____ Nade los ayuda con la tarea.

16c. ¿Que tan frecuentemente ofrecen ayuda con las tareas?

NUNCA CADA CUANTOS UNA VEZ AL
MESES MESES MES

UNA VEZ POR SEMANA CASI TODOS LOS DIAS

16d. ¿Si ayudan, cuanto tiempo se toma usted cuando le ayuda a su hijo con su tarea?

Menos que 15 minutos 30 minutos 45 minutos
Una hora

16e. ¿Si ayudan, con cuales temas le ayuda usted a su hijo?

Lectura Escritura Ortografia Dibujo

Matematica Otro: _____

16f. ¿Si ayudan, qua de las siguientes cosas hacen ustedes?

(Por favor indique *con* una marca al lado de su respuesta)

- _____ Lo mira para estar seguro que termina la tarea.
- _____ Se sienta ud. con su hijo para darle ayuda cuando lo necesita
- _____ Lo ensena como hacer el trabajo
- _____ Lo apoya para que haga mas esfuerzo
- _____ Verifica su tarea para estar seguro que la hizo bien
- _____ Hace un poco de la tarea que as dificil para su hijo
- _____ Otra (sea especifico):_____

16g. ¿Que tan importante es para usted poder ayudar cuando sus hijos hacen su tarea?

NO ES NADA NO ES MUY ES
IMPORTANTE IMPORTANTE IMPORTANTE

MUY IMPORTANTE

16h. ¿Han sugerido las escuelas maneras mas faciles para que usted le ayude a su hijo con su tarea? Si No

16i. ¿Cuando usted trabaja con su hijo, normalmente se le hace buena 0 mala la experencia para usted?
 BUENA MALA

¿Y como es la experencia para su hijo? BUENA MALA

17a. ¿Como describiria usted su experencia con la educacion de sus hijos?

FUE MUY NEGATIVA NEGATIVA POSITIVA

MUY POSITIVA

17b. ¿Como describiria usted su propia experencia con su educacion?

FUE MUY NEGATIVA NEGATIVA POSITIVA

MUY POSITIVA

18. ¿Que tan agusto(a) se siente usted en la escuela de su hijo?

MUY AGUSTO AGUSTO NO MUY
AGUSTO

NADA AGUSTO

19. ¿En algunas familias, hay varias personas que participan en la educacion de su nino. Cuales de las siguientes personas participan en la educacion de su nino?

- _____ Madre
- _____ Padre
- _____ Hermana
- _____ Hermano
- _____ Abuela
- _____ Abuelo
- _____ Tia
- _____ Tio
- _____ Primo (a)

IV. Helping Parents to Help their Children

E. Examples of Flyers and Invitations to Parents



The following examples were used to invite specific parents to a discussion group at school. Included are samples of

- (a) invitations sent home with students and RSVPs filled out by parents and returned by students
- (b) letters mailed to parents, and
- (c) phone invitations made by volunteers.

YOU RE INVITED

TO A DISCUSSION GROUP AT SCHOOL!

DATE: Thursday, December 14

TIME: 8:30-10:30 a.m.

PLACE: School Name

PLEASE COME

Response Card

Please have your child bring this response card back to class so we will know who is coming to the Parent Discussion Group.

_____ I will be coming to the Parent Discussion Group.

_____ I cannot come to the Discussion Group.

Parent's Name: _____

Student's Name: _____



ESTAN USTEDES INVITADOS

AL GRUPO DE PLÁTICA EN LA ESCUELA

FECHA: Jueves, 14 de Diciembre

HORA: 8:30-10:30 a.m.

LUGAR: School Name

POR FAVOR VENGAN

Tarjeta de Repuesta

Por favor recuerde a su hijo(a) que traiga esta tarjeta de repuesta a la clase para que sepamos quienes van a venir al Grupo de Plática para los Padres.

_____ Voy a venir al Grupo de Plática para los Padres.

_____ No voy a venir al Grupo de Plática para los Padres.

Nombre de padre: _____

Nombre de estudiante: _____

School Name
Address



IMPORTANT!

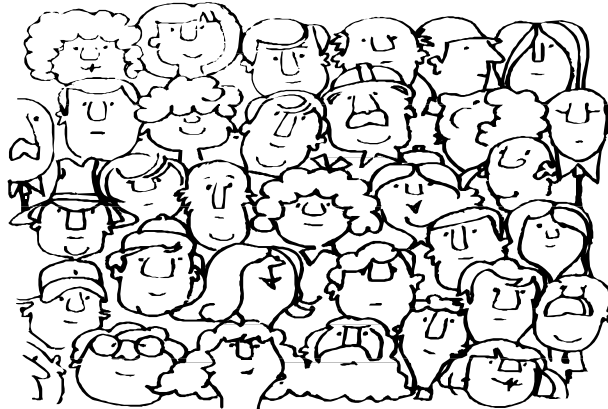
PARENTING WORKSHOP

For parents of children in
Kindergarten, first and second grades.

Date: Thursday, May 14, 1987

Time: 10:15-11:30am

Place: School Library



Would you like to know more about:

- What to expect of your child?
- How to discipline your child?
- How to communicate with your child?

Session Sponsored by: Mental Health Intervention Program

Session Leaders: Social Worker
Kindergarten Coordinator

A SPANISH TRANSLATOR WILL BE PRESENT.

Principal

-----Please complete and return-----

Teacher:

_____ I will attend the workshop on Thursday, May 14, 1987.
_____ I am unable to attend the workshop.

Student's name

Room #

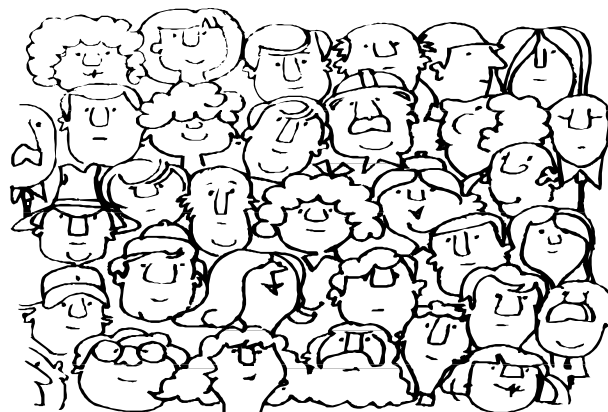
Parent's Signature

Emelita Street School
17931 Hatteras Street
Encino, CA 91316



SEMINARIO PARA LOS PADRES
Para los padres de niños en
Kindergarten, Primer y Segundo Grados

Día: Jueves, 14 de mayo, 1987
Hora: 10:15-11:30am
Lugar: La biblioteca de
Emelita St. School



Quisiera Ud. saber más acerca de:
Qué esperar de su hijo/hija?
Cómo disciplina a su hijo/hija?
Cómo comunicar con su hijo/hija?

Sesión apoyada por: Mental Health Intervention Program
Directora de la sesión: Psychiatric Social Worker
Kindergarten Coordinator

TRACDUCTO DE ESPAÑOL ESTARÁ AQUÍ

*****Por Favor Llene Y Devuelvalo*****

Maestra:

Asistiré al seminario jueves el 14 de mayo, 1987

No puede asistir al seminario

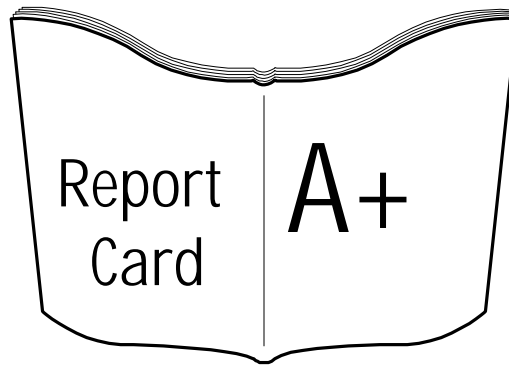
Nombre del niño

Número de salón

Firma del Padre

PARENTS--VOLUNTEER

DO YOU HAVE A FEW HOURS TO HELP
KINDERGARTEN & FIRST GRADERS
GET OFF TO A GOOD START?



Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

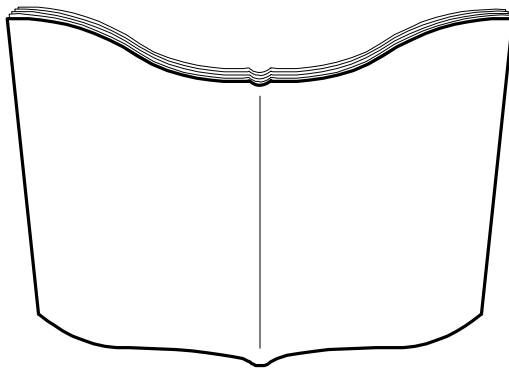
IF YOU ARE INTERESTED
CALL

AT _____

FOR MORE INFORMATION.

PADRES – AYUDEN

¿TIENE USTED UN PAR DE HORAS PARA AYUDAR
A NIÑOS DE KINDERGARTEN Y PRIMARIA
EMPEZAR CON UN BUEN COMIENZO?



Con supervisión, usted puede voluntar por la mañana o por la tarde y trabajar con estudiantes que necesitan un poco de ayuda, apoyo, y dirección.

SI USTED ESTA INTERESADO
LLAME A

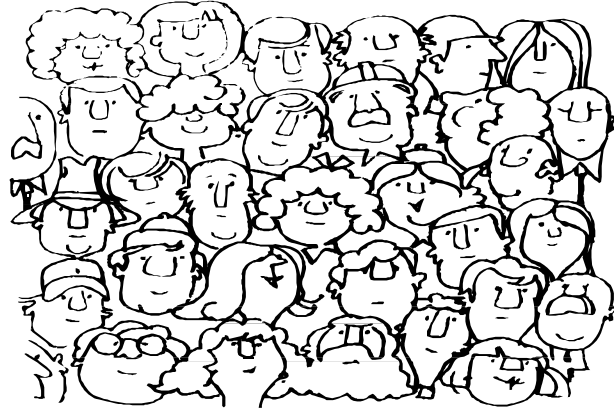
AL _____

PARA MAS INFORMACION.

School Name
Address



May 12, 1987



Dear Kindergarten, First and Second Grade Parents:

We hope that you are planning to attend the school's Parenting Skills Workshop on Thursday, May 14, 1987. Come to the school library from 10:15-11:30 am. The meeting will be conducted by the Los Angeles City School Mental Health Staff. We look forward to seeing YOU there.

Program Representative

Queridos Parientes,

La conferencia empieza a las 10:15 -11:30 am en la biblioteca de la escuela. Esa conferencia sera dirigida de los empleados del departamento de la salud mental, Los Angeles. Esperamos ver ustedes ahi.

Representante del programa

Dear Mr. / Mrs. _____, (Personalize)

We're having a Parent Discussion Group on Thursday, December 14th from 8:30-10:00 a.m. at _____'s school. We hope you can come!

The purpose of the group is to talk about how parents can

- communicate better with their children
- be loving even when discipline is necessary
- improve their children's self-esteem.

These discussions are very informal. Parents who have attended such groups in the past have really enjoyed the chance to talk with each other and learn how to be better parents. I look forward to seeing you there.



Querido(a) Senor / Senora _____,

Jueves, 14 de Diciembre entre las 8:30 - 10:00 de la mañana, en la escuela de _____ vamos a tener un grupo para los padres. Esperamos que puedan venir!

El proposito de el grupo es para hablar sobre que pueden hacer los padres para:

- comunicarse mejor con sus hijos
- demostrarles amor aunque se les tenga que disciplinar
- enseñarles como tener confianza en si mismos

Este grupo es muy informal. Los padre que han participado en grupos similares en el pasado han disfrutado de la oportunidad discutir a un al otro como ser mejores padres.

Esperamos verlos!

Group Discussion Leaders / Lider del Grupo de Platica

PHONE NOTIFICATION
OF THE PARENT DISCUSSION GROUP MEETING

Before you call, write down the appropriate information in the blanks. If you get an answering machine, hang up. Remember to speak with enthusiasm and express appreciation of their time.

Student: _____ School _____

After you call check appropriate lines below

____ Talked with the mother, father, or guardian of child
____ Could not contact the mother, father or guardian by the tenth try.
____ No answer (answering machine)

Hello my name is _____, and I'm calling with a reminder about a Parent Discussion Group meeting to be held at (school name: _____) school.

Is this (Mr./Mrs.) _____?

(If not) May I speak to either the mother or father of _____?

I wanted to let you know that your child's school is having a parent discussion group meeting. The purpose of the group is to talk about how parents can communicate better with their children, be loving even when discipline is necessary, and improve their children's self-esteem. It will be meeting on: _____ at _____.

Do you think you or your spouse will be attending?

Y N _____

Well, that is all I was calling about. Thank you for your time, and have a good day.

NOTOFICATION POR TELEFONO DE LA JUNTA DEL GRUPO DE PLATICA DE LOS PADRES

Antes de llamar, escriba la information apropiada en los espacios. Si le contesta una grabadora, cuelgue. Recuerde, habla con entusiasmo y hagale saber su agradecimiento por el tiempo que le estan brindando.

Estudiante: _____ Escuela: _____

Despues de la conversacion, marque una de las lineas apropiadas.

- Hable con la madre, el padre, o el encargado del nino
 No pude hablar con la madre, el padre, o el encargado del nino en 10 ententos.
 No obtuve respuesta (grabadora)

Hola, mi nombre es _____. Estoy llamando para hacerloes un recordatorio de la unta del Grupo de Platica para los Padres en la escuela (nombre de la escueala: _____).

Es usted el senor / la senora _____?

(Si no) Puedo hablar con el padre o la madre de (nombre del estudiante:)

_____.

Quiero informale que la escuela de su hijo va a tener una junta del Grupo de Platica para los Padres. El proposito de este grupo es para discutir por ejemplo, como pueden los padres comunicarse mejor con sus hijos, demostrar amor aunque se les necesitan disciplinar, y enseñar en los hijo como tener confianza en si mismos.

Este grupo se va reunir en (fecha: _____) en (lugar: _____).

Puede usted or su esposa/esposo asistir?

Si No _____

Gracias por tiempo, esta es todo lo que queria comunicar. Buenos dias.

Increasing the School Involvement of Hispanic Parents.

ERIC/CUE Digest Number 80.

Morton Inger

The importance of family structure and support for extended families remains strong among Hispanics in the U.S. despite news reports about the decline of the traditional family in general. At home, Hispanic children are usually nurtured with great care by a large number of relatives. Often, however, family members don't extend their caregiving role into their children's schools; they are reluctant to become involved in either their children's education or in school activities. In the case of poor Hispanic parents, interactions with school range from low to nonexistent (Nicolau & Ramos, 1990).

There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family (Flaxman & Inger, 1991). Thus, given that 40 percent of Hispanic children are living in poverty, that Hispanics are the most under-educated major segment of the U.S. population, and that many Hispanic children enter kindergarten seriously lacking in language development and facility, regardless of whether they are bilingual, speak only English, or speak only Spanish, the need to increase the involvement of Hispanic parents in their children's schools is crucial.

SCHOOLS AND HISPANICS: SEPARATED BY SOCIAL BARRIERS

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the U.S. school system as "a bureaucracy governed by educated non-Hispanics whom they have no right to question" (Nicolau & Ramos, 1990, p. 13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean that they are uncaring about their children's education--and this misperception has led to a cycle of mutual mistrust and suspicion between poor Hispanic parents and school personnel.

Many schools have unconsciously erected barriers to

Hispanic parents, adopting a paternalistic or condescending attitude toward them. In some cases, parent-teacher organizations meet during working hours, and material sent home is in English only. Few teachers or administrators are offered guidance or training to help them understand and reach out to Hispanic parents, and school personnel rarely speak Spanish. Less than three percent of the nation's elementary school teachers, less than two percent of secondary teachers, and only two percent of other school personnel are Hispanic (Orum & Navarette, 1990).

THE HISPANIC FAMILY: AN UNTAPPED RESOURCE

One step that schools can take is to understand and tap into an important and underutilized source of strength--the Hispanic extended family. Aunts, uncles, grandparents, cousins, godparents, and even friends all play a role in reinforcing family values and rearing children. This is a resource that schools can and should draw on.

With budget cuts affecting virtually every school district in the country, public schools have turned to parents for help. Parents keep school libraries open, raise funds for computers and playground equipment, and, at some schools, even pay out of their own pockets to continue before- school and after-school enrichment programs. Although worthwhile, these efforts raise troubling questions: "What happens to schools in which parents do not have enough money to compensate for the system's failings?" (Chira, 1992). And what happens at schools where Hispanic parents are not involved and therefore are not available to supplement the school's staff? Does this put their children at an increased competitive disadvantage? Budget crises thus reinforce the urgency for schools to break down the barriers between them and Hispanic families.

Through expanded outreach efforts, a budget crisis could be an opportunity to bring Hispanic family members into the school. Even if the parents are

working and cannot volunteer their time, other available family members could serve as a pool of potential volunteers. If the schools need their help, and if this need is made clear, Hispanic family members are more likely to feel welcome, useful, and respected, and this participation could lead to a fuller involvement with the school.

But the need for schools to work with what Delgado (1992) calls the "natural support systems" of Hispanics--e.g., the extended family, neighborhood mutual-help groups, community based organizations--goes beyond the short-term exigencies of a budget crisis. By working with these natural support systems and not insisting on meeting only with the nuclear family, schools can draw poor Hispanic families into the system.

REMOVING THE BARRIERS

Some educators, community groups, and government agencies are working to develop ways to encourage greater participation by low-income, non-English-speaking parents. Some school districts now employ a range of special training programs to help parents build self-esteem, improve their communication skills, and conduct activities that will improve their children's study habits. Within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Project Even Start provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children.

In the private sphere, many Hispanic organizations have undertaken a variety of projects to improve the relationship between schools and poor Hispanic families. For example, the Hispanic Policy Development Project (HPDP) conducted a nationwide grant program to promote and test strategies to increase Hispanic parental involvement in the schooling of their children. And the National Council of La Raza (NCLR) runs a series of demonstration projects, called Project EXCEL, that combine tutoring and enrichment programs for Hispanic children with training seminars for parents.

RECOMMENDATIONS

The following recommendations are based on what has been learned from the efforts of educators and community groups to improve Hispanic parent involvement.

Programs that increase and retain the involvement of Hispanic parents follow a simple, basic rule: they make it easy for parents to participate. In Detroit's Effective Parenting Skills Program, for example, programs and materials are bilingual, baby-sitting is provided, there are no fees, and times and locations of meetings are arranged for the convenience of the parents (Linn, 1990, cited in Flaxman & Inger, 1991). Other programs provide interpreters and transportation.

Outreach efforts require extra staff. They take considerable time and cannot be handled by a regular staff person with an already full job description. Also, successful outreach is organized by people who have volunteered, not by people who have been assigned to the job.

Hispanic parents need to be allowed to become involved with the school community at their own pace. As the Hispanic Policy Development Project (HPDP) learned, "All the schools that felt that poor Hispanic parents should begin their involvement by joining the existing parents' organizations failed" (Nicolau & Ramos, 1990, p. 18). Before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals.

The hardest part of building a partnership with low-income Hispanic parents is getting parents to the first meeting. HPDP found that impersonal efforts--letters, flyers, announcements at church services or on local radio or TV--were largely ineffective, even when these efforts were in Spanish. The only successful approach is personal: face-to-face conversations with parents in their primary language in their homes.

Home visits not only personalize the invitations but help school staff to understand and deal with parents' concerns. The schools learn, for example, which families need baby-sitting or transportation; and the parents learn whether they can trust the school staff or otherwise allay their fears about attending.

Since many low-income Hispanics feel uncomfortable in schools, successful projects hold the first meetings outside of the school, preferably at sites that are familiar to the parents. Successful first meetings are primarily social events; unsuccessful ones are formal events at school, with information aimed "at" the parents.

To retain the involvement of low-income Hispanic parents, every meeting has to respond to some needs or concerns of the parents. Programs that consult with parents regarding agendas and meeting formats and begin with the parents' agenda eventually cover issues that the school considers vital; those that stick exclusively to the school's agenda lose the parents.

Based on what it learned from its 42 School/Parent projects, HPDP concluded that overcoming the barriers between schools and Hispanic parents does not require large amounts of money; it does require personal outreach, non-judgmental communication, and respect for parents' feelings. HPDP found that although Hispanic school personnel can facilitate the process, non-Hispanics can also be effective. In fact, HPDP reported that the two most successful and innovative programs were led by a Chinese principal and an Anglo principal. Both, however, spoke Spanish.

RESOURCES

ASPIRA 1112 16th St., NW, Suite 340 Washington, DC 20036

Hispanic Policy Development Project 250 Park Ave. South, Suite 5000A New York, NY 10003

Mexican American Legal Defense Fund 634 South Spring St., 11th Floor Los Angeles, CA 90014

National Council of La Raza 810 First St., NE, Suite 300 Washington, DC 20002-4205

National Puerto Rican Coalition 1700 K Street, NW Washington, DC 20006

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This Digest was developed by the ERIC Clearinghouse on Urban Education with funding from the Office of Budget and Evaluation Service and the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062013. The opinions expressed in this Digest do not necessarily reflect the position or policies of OERI or the Department of Education

Title: Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.

Author: Inger, Morton

ISSN: 0889-8049

Publication Year: 1992

Document Type: Eric Product (071); Eric Digests (selected) (073)

Target Audience: Counselors and Practitioners

ERIC Identifier: ED350380

Available from: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

This document is available from the ERIC Document Reproduction Service.

Descriptors: Economically Disadvantaged; Educational Discrimination; Elementary Secondary Education; Ethnic Discrimination; Family Characteristics; Family Role; Guidelines; * Hispanic Americans; * Limited English Speaking; * Low Income Groups; Outreach Programs; Parent Attitudes; * Parent Participation; Parent School Relationship; * School Role; * Spanish Speaking

Identifiers: ERIC Digests

<http://ericae.net/edo/ED350380.htm>

V. More Resource Aids on Parent and Home Involvement in Schools

- A. Selected References
- B. Internet Resources Specializing in Assistance Related to Home Involvement
- C. Some Names from Our Consultation Cadre



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M.R. De Baca, C. Rinaldi, S.H. Billig, H. Shelley, & M. Beatriz. (1991). *Educational Evaluation & Policy Analysis*, 13, 363-368

Working with Culturally Different Families.

D.P. Flanagan, & A.H. Miranda. (1995). In A. Thomas, & J. Grimes, (Eds.). *Best Practices in School Psychology - III*. Washington, DC: National Association of School Psychologists.

IV. Brief Research Syntheses Available from the ERIC Clearinghouses.

The following documents are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC. For information on searching for and accessing ERIC documents over the Internet, see the Internet Resources section of this introductory packet.

The following is a brief sampling of ERIC Digests (research syntheses) on the topic of parent involvement in schools. A few examples of complete ERIC digests are included in this packet.

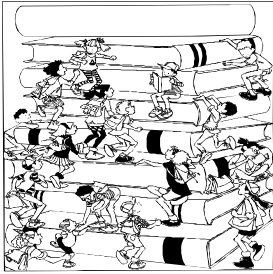
ED380240 (1995)	Family Involvement in Early Multicultural Learning.
ED365979 (1994)	Children's Literacy Development: Suggestions for Parent Involvement
ED358198 (1993)	Building a Successful Parent Center in an Urban School
ED363679 (1993)	The Comer School Development Program. Education Research Consumer Guide, No 6
ED355197 (1993)	Integrated Services: New Roles for Schools, New Challenges for Teacher Education.
ED351149 (1992)	Teacher-Parent Partnerships.
ED350380 (1992)	Increasing the School Involvement of Hispanic Parents.
ED342463 (1991)	Planning for Parent Participation in Schools for Young Children.
ED326925 (1991)	Involving At-Risk Families in Their Children's Education
ED320661 (1990)	Parent Education and Support Programs
ED328644 (1990)	Meeting the Educational Needs of Southeast Asian Children
ED326324 (1990)	Working with Working Families



****New!****

From the Center's Clearinghouse . . .

Guiding Parents in Helping Children Learn



Our major goal is to assist in improving outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools. One way to do this is to develop a variety of resource aids. This particular aid is designed for use by those who work with parents and other nonprofessionals. It contains three types of resources:

- (1) The first is a "booklet" written for nonprofessionals to help them understand what is involved in helping children learn.
- (2) The second consists of information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance.
- (3) The third includes additional guides and basic information to share with parents as resources they can use to enhance a child's learning and performance.



CONTACT US:

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Center for Mental Health in Schools
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B. Internet Resources Specializing in Assistance Related to Home Involvement

The following is a list of sites on the World Wide Web that offer information and resources related to home and parental involvement. This list is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search.

The Internet is a useful tool for finding some basic resources. For a start, try using a search engine such as Yahoo and typing the words "parent involvement" or "family and school." Frequently, if you find one useful webpage it will have links to other organizations with similar topics of research.

Adolescent Mental Health

www.education.indiana.edu/cas/adol/mental.html

A collection of electronic resources intended for parents, educators, researchers, health practitioners and teens created by Indiana University. It has information on many mental health concerns.

Alliance for Parental Involvement in Education - AIIPIE

<http://www.croton.com/allpie/>

The Alliance for Parental Involvement in Education is a nonprofit organization which assists and encourages parental involvement in education, wherever that education takes place: in public school, in private school, or at home. AIIPIE offers a newsletter (Options in Learning), annual conferences and retreats, a book catalog, workshops, lending library and more. To find out about how to become a member of AIIPIE, see our Membership Information. Also provides Links to Education Resources on the Web.

America Goes Back to School: Get Involved

<http://www.ed.gov/Family/agbts/>

This is a government resource to encourage parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to play a more active role in improving education in their communities. The site includes links to online forums, activity kits.

American Public Human Services Association

<http://www.aphsa.org>

The association's mission is to develop, promote, and implement public human service policies that improve the health and well-being of families, children, and adults. APHSA is also an umbrella for several component groups.

Center on Families, Communities, Schools and Children's Learning

<http://ericps.ed.uiuc.edu/readyweb/s4c/ctrfam.html>

The mission of this center is to conduct research, evaluations, policy analyses, and dissemination to produce new and useful knowledge about how families, schools, and communities influence student motivation, learning, and development. Another goal is to improve the connections between and among these major social institutions.

Children First: The Website of the National PTA

<http://www.pta.org/>

The National PTA is the oldest and largest volunteer association in the United States working exclusively on behalf of children and youth. The PTA is created to support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; and to encourage parent and public involvement in the public schools of this nation. The website allows you to get information on annual conventions, periodical subscriptions, updates on legislative activity, PTA membership, links to other PTAs and children advocacy groups, as well as chats, bulletin boards, and more.

Children, Youth and Family Consortium Electronic Clearinghouse

<http://www.cyfc.umn.edu/>

This web site provides a pathway to information related to the health, education and welfare of children, youth and families. It is a forum for sharing information and exchanging ideas.

Early Childhood Programs that Encourage Family Involvement

<http://www.ed.gov/offices/OERI/ECI/digests/98may.html>

What is family involvement and how can families choose early childhood programs that encourage it? This issue of The Early Childhood Digest looks at these questions, and provides information on how to choose an early childhood program that encourages family involvement.

Electronic Schoolhouse

<http://electronic-schoolhouse.org>

This web site offers a variety of resources for parents interested in getting more involved in their children's primary and junior education. Parents acting in a partnership with their children's school helps improve their achievement, attendance, motivation and self-esteem. The site includes topics such as parent guide book, parents as partners, newsletter.

Facts For Families

<http://www.aacap.org/web/aacap/factsFam/>

This web site offers parents and families information about psychiatric disorders affecting children and adolescents. The Academy publishes these 46 information sheets which provide concise and up-to-date material on issues such as the depressed child, teen suicide, step family problems and child sexual abuse.

Families USA

<http://epn.org/families.html>

Families USA is a national nonprofit organization, working at the national, state, and grassroots levels with organizations and individuals to help them participate constructively in shaping health care policies in the public and private sectors. The organization issues reports and analyses, and works extensively through a variety of media, to educate the public, opinion leaders, and policymakers about problems consumers experience in the health care marketplace and what should be done to solve them.

Family and Youth Services Bureau (FYSB)

<http://www.acf.dhhs.gov/programs/fysb>

Provides national leadership on youth issues and to assist individuals and organizations in providing effective, comprehensive services for youth in at-risk situations and their families. A primary goal of FYSB programs is to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities. Site includes information on teen run away, children's health insurance, policy and funding.

Family Involvement in Children's Education

<http://www.ed.gov/pubs/FamInvolve>

Features strategies that 20 local Title I programs use to overcome barriers to parent involvement, including family resource centers.

Family Planet

<http://family.starwave.com/index.html>

This web site includes six sections: (1) News; (2) Sound Off--How to contact other parents, trade tips, and visits with authors and experts; (3) Parenting--Tough questions and answers; (4) Best of the Web--Comprehensive list of educational and entertainment Web sites; (5) E-Cards--Electronic greeting cards; (6) Fun Stuff--Movie reviews, event calendars, books, and software. It includes a large collection of links to parent's involvement with children, although less academic in style.

Family Resource Coalition of America

<http://www.frca.org>

Includes: news affecting families and communities; the latest family support legislation and policy alerts; finding family support programs; bulletin boards. Access to books and other resources; on-line membership sign-up.

Family Village

<http://www.familyvillage.wisc.edu/>

This site provides information, resources, and communication opportunities for parents of children with cognitive and other disabilities, including a library about specific diseases, lists of supporting organizations, full text articles, and a list of businesses supplying items of interest to individuals with disabilities.

Federation of Families for Children's Mental Health

<http://www.ffcmh.org>

A national parent-run organization focused on the needs of children and youth with emotional, behavioral, or mental disorders and their families.

Future of Children

<http://www.futureofchildren.org/>

This site is a journal summarizing research and policy issues related to the well-being of children. One can download journal articles on various issues including children's education, parent involvement.

Human Development and Family Life Education Resource Center

<http://www.hec.ohio-state.edu/famlife/index.htm>

An electronic news bulletin for the exchange of information regarding family life education.

Human Development and Family Life Education Resource Center

<http://www.hec.ohio-state.edu/famlife/index.htm/>

Provides support and resources for family life educators and others who conduct education and prevention programs for children, youth and families. Offers professional development opportunities, program resources, scholarly publications and links to other sources.

Increasing Involvement/Hispanic Parents

<http://ericps.crc.uiuc.edu/npin.respar/texts/parschoo/hisppar.html>

Provides information on the resource of Hispanic families and links to similar sites.

Increasing Parental Involvement: A Key to Student Achievement

<http://www.mcrel.org/resources/noteworthy/danj.asp>

A good article that gives easily understandable information on how to positively affect children's education.

Internet Resources for Parents and Those Who Work with Parents

<http://npin.org/reswork.html>

This web site includes a large collection of links about parental involvement in children's education. It is a good starting point for a search in the area of home and parent involvement.

Keeping Kids Reading and Writing

<http://www.tiac.net/users/maryl/>

In addition to providing short articles on reading to children and motivating children to read, this site links to other sites containing information about children's books and reading, such as on-line bookstores, and bestseller lists.

Mental Health Matters

<http://mental-health-matters.com>

A website directory of resources and search engine that gives information on finding professionals, patients rights, support groups, and self-help. It also has a good section on assessment.

National Clearinghouse for Alcohol and Drug Information - NCADI <http://www.health.org/>

This web site is the information service of the Center for Substance Abuse Prevention, the U.S. Department of Health and Human Services. Services of the NCADI include answers to common questions; distribution of free materials; searches from the alcohol and drug databases maintained at the NCADI. This site features publications, research findings, on-line forums, and more.

**National Clearinghouse on Child Abuse and Neglect Information - NCCAN
<http://www.calib.com/nccanch/>**

This web site is a national resource for professionals seeking information on the prevention, identification, and treatment of child abuse and neglect.

**National Clearinghouse of Families and Youth (NCFY)
<http://www.ncfy.org>**

This site contains information on new youth- and family-related materials and initiatives, NCFY publications for downloading, and more. Including grant announcements, policy initiatives, information for professionals, policy makers, researchers, media and others.

**National Coalition for Parent Involvement in Education
www.ncpi.org**

The National Coalition for Parent Involvement in Education (NCPIE) is dedicated to developing effective family school partnerships in schools throughout the United States. Its mission is to advocate the involvement of parents in their children's education and to foster relationships between home, school, and community that can enhance the education of all the nation's young children. The coalition seeks to serve as a visible national representative for parent involvement, conduct parent involvement activities with members and other sectors, and provide information that helps members promote parent involvement.

**National Families in Action
<http://www.emory.edu/nfia/index.html>**

Goal is to help parents prevent drug abuse in their families and communities. Includes up-to-date news, cultural/ethnic connections, drug information, a publications catalog, and resource links.

**National Library of Education
<http://www.ed.gov/NLE/>**

This web site is the federal government's principal site for information and referrals on education. Its purpose is to ensure the improvement of educational achievement at all levels through the collection, preservation, and effective use of research. This site includes interlibrary loan services, publications, bibliographies, and more.

**National Parent Information Network (NPIN)
<http://www.npin.org>**

The purpose of NPIN is to provide information to parents and those who work with parents and to foster the exchange of parenting materials, numerous great links here including to Parents AskERIC.

**New Skills for New Schools
<http://www.ed.gov/pubs/NewSkills>**

Offers a framework and examples for improving teacher training in family involvement.

**Parents as Teachers (PAT) National Center
<http://www.patnc.org/>**

This site describes the PAT program, a parent education program that supports parents as their children's first teachers; and presents an evaluation of the program

Parents Helping Parents

<http://www.php.com/public/default.htm>

This is a free public service providing a searchable online human services directory with a focus on the needs of children. This service is a courtesy of PHP--The Family Resource Center in Santa Clara, CA. which is supported by Cisco Systems.

Parents of Children with Challenging Behaviors

<http://www.neosoft.com/~parent/chain.html>

This site offers resources such as a flow chart of Individual Educational Plan (IEP) procedures, sample IEP's, the school chain of command, tips on behavior strategies and programs in school, a list of books and other resources, and links to other web sites. It is designed for Parents of Children with Challenging Behaviors which includes parents, guardians, and caretakers who share the experiences of caring for a child with behavioral difficulties.

Parents, Families, and Teachers

<http://www.parenttime.com>

Provides multiple entry points for parents, including ways to help their children in school. Search the site for "roller coaster" and find practical advice for parents and teachers of young adolescents. "Turning from Critics to Allies", written by Charlene C. Giannetti and Margaret M. Sagarese, presents strategies for teachers in working with parents.

Parent's Place

<http://www.parentsplace.com>

This web site includes articles on pregnancy, breast feeding, adolescence, parenting, fathering, children's health and education, family activities and more. Opportunities for parents to engage in dialog with other parents are also available.

Partnership for Family Involvement in Education

<http://pfie.ed.gov>

Department of Education's online resource on creating school and home partnerships.

Positive Parenting

<http://www.positiveparenting.com/news.html>

Positive Parenting provides practical parenting tools. The Web site contains the Positive Parenting Newsletter parenting tips, and a list of organizations that serve parents.

Reaching All Families: Creating Family-Friendly Schools

<http://www.ed.gov/pubs/ReachFam/>

A government booklet, which presents accumulated knowledge and fresh ideas on school outreach strategies.

Sibling Support Project

<http://www.chmc.org/departmt/sibsupp>

Includes assistance and educational resources for brothers and sisters of those with special health and developmental needs. Provides a summary of characteristics and needs of such siblings, advice for their parents, a directory of support programs.

Single Parenting in the Nineties

<http://www.parentsplace.com/Family/singleparent/>

This web site is a newsletter focusing on issues concerning single parents and their children, written primarily by single parents who share support and solutions to common problems.

Southwest Educational Development Laboratory

<http://www.sedl.org/>

SEDL helps people support culturally and linguistically diverse students; connects schools with their communities, organize for school improvement, improve classroom instruction, put disability research into use, and inform education policy. SEDL provides downloadable guidebooks for bringing educators, parents, and the community together to forge ongoing, comprehensive collaborations.

Strong Families, Strong Schools: Building Community Partnerships for Learning

<http://eric-web.tc.columbia.edu/families/strong>

Summarizes research and offers tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

The Struggling Child

www.strugglingteens.com

An online resource for parents of children in need, and professionals trying to help those families. The site contains news and ideas from and about private schools and programs, chat rooms with other parents and professionals, articles by and for parents, and books and newsletter subscription information.

Urban/Minority Families

<http://www.eric-web.tc.columbia.edu/families/>

Links to publications, digests, and parent guides relevant to parent, school, and community collaborations which support diverse learners in urban settings.

Wisconsin Clearinghouse for Prevention Resources

<http://www.uhs.wisc.edu/wch>

Provides information on alcohol and drug abuse prevention. It also links with other sites in related topics.

Working Together

<http://www.west.net/~bpbooks/>

This site for working parents features the Working Together Question of the Week and the Working Together Forum. Several resources for parents are also described that deal with work and family issues experienced by many employed parents. Various statistics on working families are also included.

FamilyEducation Network

The Network dedicated to children's learning

myschoolonline.com

Schools dedicated to children's learning

familyeducation.com

Parents dedicated to children's learning



The goal of Family Education Network is to help children succeed in school and in life by using the Internet to link parents, children, and educators within a common network.

myschoolonline.com gives your school a listing in a nationwide network of more than 50,000 school, district, teacher, PTA, and organization websites. FamilyEducation Network is visited by more than 2.5 million people each month.

Topics:

- * ages & grades
- * activities
- * school help
- * parenting challenges
- * special needs
- * expert advice

positiveparenting.com

This site is developed and maintained by Deborah Critzer, a certified parenting instructor and trainer, workshop leader, and public speaker and Christopher Stroh, designer and programmer for an International Corporate Web Site Development Company. The site features a newsletter, articles, bookstore, organizations, expert index, information in Spanish, and more.



BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING

Based on Strong Families, Strong Schools, written by Jennifer Ballen and Oliver Moles, for the national family initiative of the U.S. Department of Education

Web prepared by the ERIC Clearinghouse on Urban Education for the U.S. Department of Education and the National Parent Information Network.

This Web provides:

- ▶ A review of the past 30 years of key research findings on the importance of involving families in their children's learning.
- ▶ Examples of family involvement efforts that are working.
- ▶ Concrete ways in which different participants in the family involvement partnership can help achieve success.

Links within this document will bring you to:

- ▶ The seven (7) chapters of Strong Families, Strong Schools.
- ▶ The reference list of Strong Families, Strong Schools, where you will find additional links to ERIC abstracts.
- ▶ Other Web sites related to families and family involvement in education.

Chapter 1: FAMILY INVOLVEMENT: The benefits are numerous and lasting

Families can help their children at home:

- Read together
- Use TV wisely
- Establish a daily family routine
- Schedule daily homework times
- Monitor out-of-school activities
- Talk with children and teenagers
- Communicate positive behaviors, values and character traits
- Expect achievement and offer praise

Families can help their children at school:

- Require challenging coursework for middle and secondary school students
- Keep in touch with the school
- Ask more from schools
- Use community resources
- Encourage your employer to get involved

Chapter 2: SCHOOL-FAMILY PARTNERSHIPS: Schools must welcome parents and recognize their strengths.

Schools and families can work together to make schools safe.

- Establish family-school-community partnerships
- Make learning relevant to children

Strong Families Strong Schools

<http://eric-web.tc.columbia.edu/families/strong/>

- Emphasize early childhood education

Families and schools can also team up to overcome barriers between them:

- Recognize parents' disconnection with public education
- Train teachers to work with parents
- Reduce cultural barriers and language barriers
- Evaluate parents' needs
- Accommodate families' work schedule
- Use technology to link parents to classrooms
- Make school visits easier
- Establish a home-school coordinator
- Promote family learning
- Give parents a voice in school decisions

Chapter 3: COMMUNITIES: Communities connect families and schools.

Community groups can increase family involvement in children's learning.

- Combat alcohol, drugs, and violence.
- Reinforce successful child-raising skills
- Provide mentoring programs
- Enlist community volunteers
- Utilize senior citizen volunteers
- Offer summer learning programs
- Link social services
- Encourage parental leadership

Chapter 4: "FAMILY-FRIENDLY" BUSINESSES

Chapter 5: STATES CONNECTING FAMILIES AND SCHOOLS:

Many states have developed family partnership programs.

- California
- Wisconsin
- connections between families and schools.

Chapter 6: MAKING FEDERAL POLICIES AND PROGRAMS SUPPORTIVE:

All agencies of the federal government can provide leadership to strengthen parental involvement through their policies and programs.

- Goals 2000: Educate America Act
- Family Involvement Partnership
- Title I of the Elementary and Secondary Education Act
- School-to-Work Opportunities Act
- Other family involvement programs funded by the U.S. Department of Education

Other federal departments support the family involvement initiative.

- U.S. Department of Agriculture
- U.S. Department of Justice
- U.S. Department of Health and Human Services
- U.S. Department of Defense
- U.S. Department of Housing and Urban Development

Chapter 7: CONCLUSION

Strong Families Strong Schools

<http://eric-web.tc.columbia.edu/families/strong/>

National Parent Information Network

NPIN

<http://npin.org/>

About NPIN

"Each of us must come to care about everyone else's children. We must recognize that the welfare of our children is intimately linked to the welfare of all other people's children. After all, when one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is harmed by violence, someone else's child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people's children."

-- Lilian G. Katz, Ph.D. Director,
ERIC Clearinghouse on Elementary
and Early Childhood Education
Professor Emerita, Early Childhood
Education

The National Parent Information Network (NPIN) is a project of the ERIC system, which is administered by the National Library of Education in the U.S. Department of Education. NPIN is designed and maintained by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign. All other ERIC system components are also contributors and participants. (For more information about the ERIC system, visit the ERIC systemwide Web site maintained by ACCESS ERIC.)

Many collaborating organizations from outside the ERIC system also provide resources to NPIN and promote use of NPIN among their constituencies. Materials included in the NPIN Virtual Library have been reviewed by staff for reliability and usefulness. Publications, brochures, and other materials that are merely listed in the Virtual Library may not have been reviewed and are included only for information purposes.

NPIN and Parents

If you are a parent, we invite you to enjoy and learn from the information in the Virtual Library, to try out the Parents AskERIC question-answering service and the PARENTING-L electronic discussion list, and to let other parents know about the resources here. If you have suggestions about features we might add, topics that you wish you could find information on, or improvements we might make in NPIN, please contact us at one of the toll-free telephone numbers, postal addresses, or e-mail addresses listed below.

NPIN and Parenting-Related Organizations

If you are a parenting educator or someone else who works with parents, or a representative of a parenting organization, we welcome your suggestions and comments, too. NPIN staff members offer workshops on the Internet and parenting, and we invite you to contact us regarding a workshop in your area. We also hope you will continue sending us materials for consideration for inclusion in the Virtual Library. You can contact us using our 800 numbers, postal addresses, or e-mail addresses.

More Information about ERIC

To learn more about ERIC, visit the ERIC systemwide Web site maintained by ACCESS ERIC. This site contains:

- links to all Web sites in the ERIC system
- systemwide resources, including publications, and a searchable collection of ERIC Digests
- Listserv discussion lists and parent brochures
- links to sites that offer ERIC database searching
- a publications catalog
- FAQs (frequently asked questions) about ERIC

You may also want to visit the Web sites of NPIN's two sponsoring ERIC Clearinghouses on Elementary and Early Childhood Education and on Urban Education.

For More Information about NPIN

The National Parent Information Network is currently seeking foundation and corporate sponsors to expand its services. A short Prospectus for the project and other information on NPIN are available by contacting:

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(800) 601-4868
lry2@columbia.edu

The mission of NPIN is to provide access to research-based information about the process of parenting, and about family involvement in education. We believe that well-informed families are likely to make good decisions about raising and educating their children.

NPIN has received a number of awards for its parenting-related resources.

NPIN is supported in part by the Office of Educational Research and Improvement, contract number ED-99-CO-0020. The content of the Web site does not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



This section of the [Urban Education Web](#) is a part of the [National Parent Information Network](#) Recommended site of the [Partnership for Family Involvement in Education](#) of the U. S. Department of Education

The Compact for Reading

The purpose of the Compact for Reading is to encourage greater family, school, and community involvement in the education of children so as to improve their skills and achievements in reading and other language arts. This digital version was prepared by the [ERIC Clearinghouse on Urban Education](#).

Special Publications

Guest publications about issues important to urban and minority families.

- ! [Partnering with Parents to Foster Learning at Home](#). 1999. A publication from the Geraldine R. Dodge Foundation that highlights parent-school collaborative models in New Jersey schools that are making a positive commitment to parent involvement.
- ! [Parents As School Partners: NCJW Center for the Child](#). 1997. A research report and guide by Amy Baker on involving parents in their children's schooling from the National Council of Jewish Women.
 - [Recommendations for Parents and Schools](#). 1997. A brochure based on the research report above from the NCJW Center for the Child.
- ! [The "Hard-To-Reach" Parent: Old Challenges, New Insights](#). 1996. A book written by Renee White-Clark and Larry E. Decker from the Mid-Atlantic Center for Community Education.
- ! [Principals' Best Ten Tips to Increase Parental Involvement in Schools](#). 1996. A brief guide from the Geraldine R. Dodge Foundation.
- ! [What Parents & Guardians Can Do About Learning Disabilities](#). 1996. A brief guide from the The Emily Hall Tremaine Foundation.
- ! [America Goes Back to School: A Place for Families and the Community](#). 1996. A Partners' Activity Guide by An Initiative of the Family Involvement Partnership for Learning at the U.S. Department of Education.
- ! [School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know](#). 1995. This 125-page book identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the Office of Educational Research and Improvement (OERI) and the American Association of Educational Researchers (AERA).
- ! [Hand in Hand: How Nine Urban Schools Work With Families and Community Services](#). 1995. A book that provides support for educators, parents, and community representatives working to integrate social services in their schools. Published by the Regional Laboratory for Educational Improvement of the Northeast and Islands.
- ! [Preparing Your Child for College: A Resource Book for Parents](#). 1995. A publication written by Elizabeth Eisner and Valentina K. Tikoff of the U.S. Department of Education that explains the benefits of a college education and how families can put college within reach academically and financially.
- ! [Strong Families, Strong Schools](#). 1994. A handbook for strengthening families, along with supporting research, by the U.S. Department of Education.
- ! [Please Come to Open School Week](#). 1994. A short guide from the United Federation of Teachers designed to help parents make the most of a visit to their child's school.
- ! [Together We Can](#). 1993. A guide for crafting a profamily system of education and human services by Atelia I. Melaville, Center for the Study of Social Policy and Martin J. Blank, Institute for Educational Leadership, with Gelareh Asayesh. Published by the U.S. Department of Education and the U.S. Department of Health and Human Services.
- ! [New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents](#). 1993. Daniel R. Scheinfeld, Erikson Institute for Advanced Study in Child Development. Published by International Catholic Child Bureau.
- ! [What Students Need to Know](#). 1989. A manual for parents on how they can help with their children's schooling, by the National Urban League and The College Board.
- ! [What Should Parents and Teachers Know About Bullying?](#). 1997. A brochure for parents on how they can recognize the distinguishing factors in predicting the occurrence of bullying so that their children are not the victims.
- ! [What Can Parents and Teachers Do If an Adolescent Begins to Fail in School?](#). 1997. Many teenagers experience times when keeping up with schoolwork is difficult. To intervene effectively, parents and teachers need to know some common characteristics of adolescents at risk for school failure.

Pathways

Guides of Internet resources about issues affecting families.

! [Family Literacy](#).

ERIC/CUE DIGESTS

Reviews of educational publications about urban families.

! [Family Diversity in Urban Schools](#). 1999.

! [School Support for Foster Families](#). 1999.

! [Family Math for Urban Students and Parents](#). 1999.

! [Building on Existing Strengths to Increase Family Literacy](#). 1999.

! [Family Literacy Strategies to Support Children's Learning](#). 1999.

! [Young Fathers: New Support Strategies](#). 1999.

! [Parent Engagement as a School Reform Strategy](#). 1998.

! [The Challenges of Parent Involvement Research](#). 1998.

! [Urban School-Community Parent Programs to Prevent Youth Drug Use](#). 1997.

! [Hispanic Preschool Education: An Important Opportunity](#). 1996.

! [Hispanic Parent Involvement in Early Childhood Programs](#). 1995. A special digest on the ERIC Clearinghouse on Elementary and Early Childhood Education's web site.

! [Beyond Culture: Communicating with Asian American Children and Families](#). 1993.

! [Building a Successful Parent Center in an Urban School](#). 1993.

! [Helping Young, Urban Parents Educate Themselves and Their Children](#). 1992.

! [Increasing the School Involvement of Hispanic Parents](#). 1992.

ERIC/CUE PARENT GUIDES

! [How to Recognize and Develop Your Children's Special Talents](#).

! [A Guide to Youth Smoking Prevention Policies and Programs](#).

! [A Guide to Enrollment and Success in Charter Schools](#).

! [A Guide to Creating a Parent Center in an Urban School](#).

! [Preparing Middle School Students for a Career](#).

□ [Cómo preparar a los estudiantes de intermedia para una carrera](#). Spanish translation.

! [A Guide to Choosing an After-School Program](#).

! [New Information on Youth Who Drop Out: Why They Leave and What Happens to Them](#).

! [A Guide to Community Programs to Prevent Youth Violence](#).

! [How to Help Your Child Avoid Violent Conflicts](#).

! [How to Prepare Your Children for Work](#).

! [A Guide to Promoting Children's Education in Homeless Families](#).

! [A Community Guide to Youth Anti-Bias and Conflict Resolution Programs](#).

! [A Guide to Communicating with Asian Families](#).

! [A Guide to Computer Learning in Your Child's School](#).

! [A Guide to Assessing and Placing Language Minority Students](#).

□ [Guía para evaluar y ubicar a estudiantes de idiomas minoritarios](#). Spanish translation.

! [Will a Focus School Meet the Needs of Your Child?](#)

! [A Community Guide to Multicultural Education Programs](#).

! [A Guide to Teaching English and Science Together](#).

□ [Guía para la enseñanza combinada de inglés y ciencia](#). Spanish translation.

! [How to Promote the Science and Mathematics Achievement of Females and Minorities](#).

□ [Cómo promover el éxito de las niñas y las minorías en las ciencias y en las matemáticas](#). Spanish translation.

ERIC/CUE Information Alerts

Annotated bibliographies about urban families.

! [Urban Students, Technology Education, and Parent Involvement](#). 1997.

! [Enriching the Preschool Experience for Hispanic Children](#). 1996.

! [School Choice Concerns of Urban Families](#). 1995.

! [Parent Support for Preventing At-Risk Behavior by Urban Adolescents](#). 1995.

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! [Parent Involvement in Urban Schools](#). 1989.

! [Family Involvement in Asian/Pacific American Education](#). 1988.

Parent and Home Involvement

C. Consultation Cadre Contacts

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs, many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system concerns. The group encompasses professionals working in schools, agencies, community organizations, resource centers, clinics and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource. *Updated 6/2000*

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We hope you found this to be a useful resource.

There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- ! Policy issues related to mental health in schools
- ! Mechanisms and procedures for program/service coordination
 - Collaborative Teams
 - School-community service linkages
 - Cross disciplinary training and interprofessional education
- ! Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- ! Issues related to working in rural, urban, and suburban areas
- ! Restructuring school support service
 - Systemic change strategies
 - Involving stakeholders in decisions
 - Staffing patterns
 - Financing
 - Evaluation, Quality Assurance
 - Legal Issues
- ! Professional standards

Programs and Process Concerns

- ! Clustering activities into a cohesive, programmatic approach
 - Support for transitions
 - Mental health education to enhance healthy development & prevent problems
 - Parent/home involvement
 - Enhancing classrooms to reduce referrals (including prereferral interventions)
 - Use of volunteers/trainees
 - Outreach to community
 - Crisis response
 - Crisis and violence prevention (including safe schools)
- ! Staff capacity building & support
 - Cultural competence
 - Minimizing burnout
- ! Interventions for student and family assistance
- Screening/Assessment
 - Enhancing triage & ref. processes
 - Least Intervention Needed
- Short-term student counseling
 - Family counseling and support
 - Case monitoring/management
 - Confidentiality
 - Record keeping and reporting
 - School-based Clinics

Psychosocial Problems

- ! Drug/alcohol abuse
- ! Depression/suicide
- ! Grief
- ! Dropout prevention
- ! Gangs
- ! School adjustment (including newcomer acculturation)
- ! Pregnancy prevention/support
- ! Eating problems (anorexia, bulim.)
- ! Physical/Sexual Abuse
- ! Neglect
- ! Gender and sexuality
- ! Self-esteem
- ! Relationship problems
- ! Anxiety
- ! Disabilities
- ! Reactions to chronic illness
- ! Learning, attention & behavior problems



From the Center's Clearinghouse...

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Given the purposes for which the material was designed, are there parts that you think should be changed? (Please feel free to share any thoughts you have about improving the material or substituting better material.)

We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

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Support comes in part from the Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

