



*Teachers & Parents as Partners*

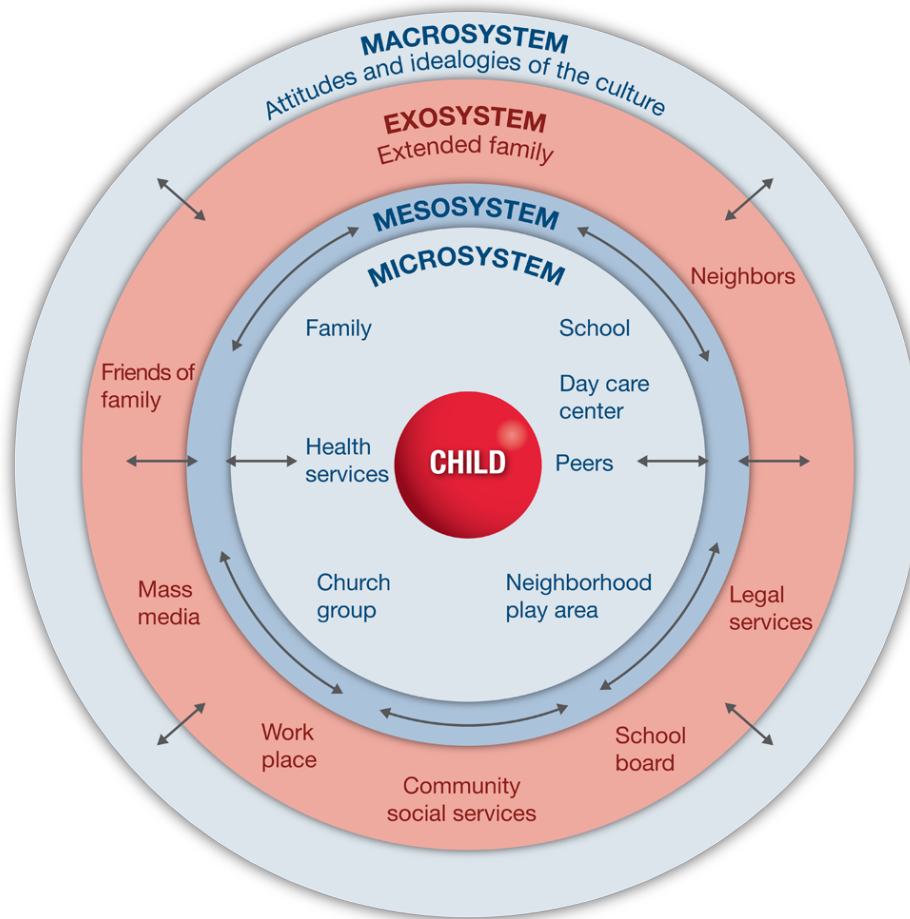
# Teachers and Parents as Partners: Essential Relationships in Early Childhood

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# Presentation Overview

- Introduction
  - *Why parental engagement and early learning are essential*
- Method
  - *Who helped to answer our questions and how we did it*
- Results
  - *What we found about parent engagement for parents and young children*
- Discussion
  - *What it means for practice*

# The Ecology of Child Development



# Parent Engagement and Early Learning

- Parental engagement is linked to a number of adaptive characteristics at kindergarten entry (e.g., good work habits, frustration tolerance, fewer behavior problems, social skills).
- Active and meaningful parental participation in learning and interactions fostering social-emotional development are important in facilitating optimal school readiness and success.

# Head Start's PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

*“When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. **Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families**” (p. 1).*

# Family-School Partnerships

- Partnerships between families and schools consistently and substantially benefit children's development.
- Family-school partnerships are related to a host of positive developmental outcomes.

(Henderson & Mapp, 2002)

# Behavioral Challenges in Early Childhood

- **46%** of kindergarten teachers reported that more than half of their incoming students did not possess the basic behavioral competencies necessary to succeed in school.
- **34%** of teachers reported that more than half of students entering kindergarten had difficulty with behavioral skills such as working independently.

(Rimm-Kaufman, Pianta, & Cox, 2000)

# Behavioral Challenges in Early Childhood

- Left unaddressed, young children with problem behaviors are vulnerable to negative outcomes later in life.
  - Low achievement scores and academic grades (Bub, McCartney, & Willett, 2007; Lopes, 2007)
  - Increased school suspensions (Reinke, Herman, Petras, & Ialongo, 2008)
  - High school dropout (Vitaro, Brendgen, Larose, & Tremblay, 2005)
- Early intervention is necessary to reduce externalizing behaviors and build adaptive skills (Denham, 2006; Grusec & Davidov, 2010).



# Environmental Context

- Ecological theory emphasizes the importance of person-environment fit (Bronfenbrenner, 1979).
- Optimal development occurs when:
  - Environments are conducive to social, behavioral, and academic success
  - Coordination exists between the key environments
- Early academic and behavior problems are influenced by:
  - Community setting
  - Socio-demographic factors

# Community Factors

- Rural and non-rural communities differ in ways that may impact children's development (Evans, 2006):
  - Resource accessibility
  - Economic characteristics
  - Collective human, social, and cultural capital
- Students in large urban and rural communities come to kindergarten less academically prepared than their small urban and suburban counterparts (Miller & Votruba-Drzal, 2013).

# Unique Needs in Rural Settings

- Higher rates of behavioral problems than non-rural children (Sheridan, Koziol, Clarke, Rispoli, & Coutts, 2015), yet there are limited support services available in rural communities (DeLeon et al., 2003).
- Rural and non-rural communities differ in ways that may impact children's development (Evans, 2006)
  - Resource accessibility
  - Economic characteristics
  - Collective human, social, and cultural capital
- Family-school partnerships can be *an untapped resource* in rural schools

# Conjoint Behavioral Consultation: “Teachers & Parents as Partners”

A strength-based, cross-system problem-solving and decision-making model wherein parents, teachers, and other caregivers or service providers *work as partners* and *share responsibility* for promoting *positive and consistent outcomes* related to a child’s academic, behavioral, and social-emotional development.

*Sheridan & Kratochwill, 2008, p. 25*

# Power of TAPP: *Partnerships*

TAPP is a family-school *partnership approach that:*

- Creates connections between school and home
- Provides structure to problem solving
- Builds skills of teachers, parents and students
- Encourages consistency in home and school support for learning
- Improves student outcomes

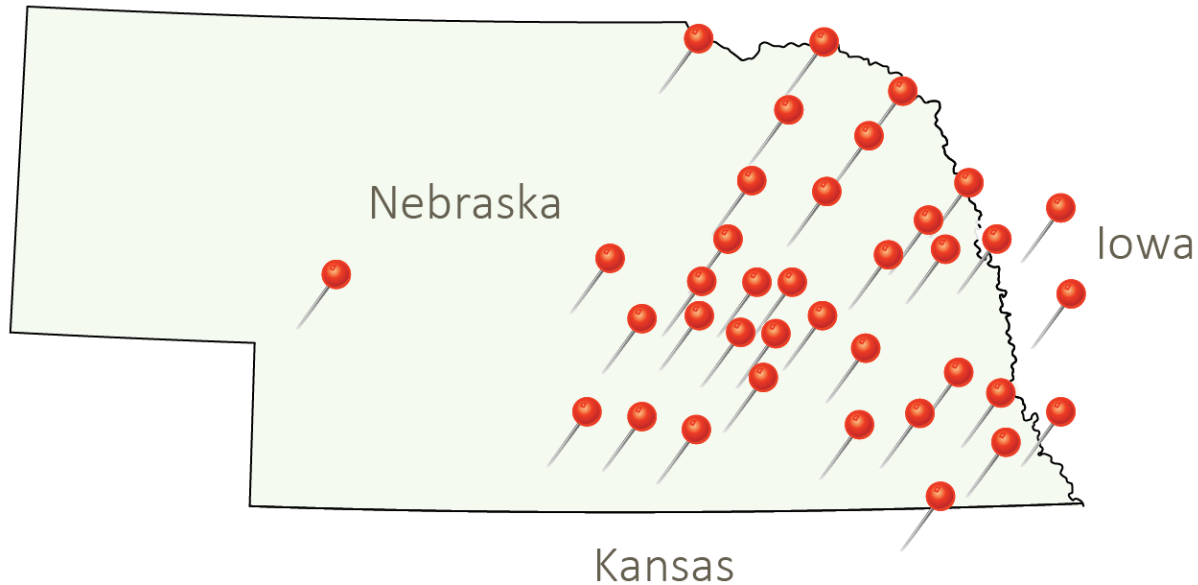
# Purpose of the Present Study

- Evaluate TAPP as an intervention in rural communities supporting young students and their families
- Test whether TAPP helps create connections between home and school
- Understand how and why TAPP works

# Who Was Involved?

|  | Total<br>(N = 267) | Experimental<br>(N = 159) | Control<br>(N = 108) |
|--|--------------------|---------------------------|----------------------|
| Mean (SD) Student Age                    | 6.88 (1.22)        | 6.85 (1.16)               | 6.92 (1.30)          |
| Mean (SD) Student Grade                  | 1.48 (1.12)        | 1.50 (1.09)               | 1.45 (1.16)          |
| Mean (SD) Behavior Severity (1-9)        | 6.57 (1.40)        | 6.69 (1.39)               | 6.40 (1.40)          |
| Mean (SD) Number of Risks                | 0.91 (0.82)        | 0.93 (0.83)               | 0.88 (0.80)          |
| Student Gender                           |                    |                           |                      |
| Male                                     | 0.76               | 0.72                      | 0.82                 |
| Female                                   | 0.24               | 0.28                      | 0.19                 |
| Student Ethnicity                        |                    |                           |                      |
| White, non-Hispanic                      | 0.86               | 0.86                      | 0.9                  |
| African-American                         | 0.03               | 0.04                      | 0.02                 |
| Other                                    | 0.11               | 0.1                       | 0.08                 |
| Risk Factors                             |                    |                           |                      |
| Fewer than Two Adults in Home            | 0.21               | 0.24                      | 0.16                 |
| Maternal Education Less than High School | 0.1                | 0.09                      | 0.12                 |
| Eligibility for Free/Reduced Lunch       | 0.56               | 0.57                      | 0.56                 |
| Parent Reported Disability               | 0.44               | 0.42                      | 0.47                 |
| Teacher Reported IEP                     | 0.24               | 0.23                      | 0.26                 |

## Rural CBC Community Partners



Alma  
Ansley  
Arlington  
Auburn  
Bennet  
Bloomfield  
Bradshaw  
Cedar Rapids

Chapman  
Claytonia  
Crete  
David City  
Fairbury  
Falls City South  
Fort Calhoun  
Franklin

Friend  
Greeley-Wolbach  
Hampton  
Hastings  
Henderson  
Kearney  
Lewiston  
McCool Junction

Neligh-Oakdale  
Norfolk  
O'Neill  
Oakland-Craig  
Ogallala  
Palmer  
Red Cloud  
Scribner-Snyder

Shell Creek  
St. Libory  
Tekamah-Herman  
Wayne  
Wilbur  
Glenwood, IA  
Missouri Valley, IA  
Marysville, KS



# What Did We Do?

## TAPP Meetings

### Stage 1: Building on Strengths

- Discuss strengths, goals, desires
- Define primary behavior concerns
- Decide how to collect data to increase understanding

### Stage 2: Planning for Success

- Use data collected to determine the function of the behavior and set goals
- Develop a plan for school and home
- Implement agreed-upon intervention across home and school settings

### Stage 3: Checking and Reconnecting

- Discuss child's progress toward goals
- Make decisions about continuation or modifications to plan
- Discuss plans to maintain positive outcomes

# What Did We Work On At Home?

|                   |       |
|-------------------|-------|
| Compliance        | 60%   |
| Emotional Control | 8.9%  |
| Engaged Time      | 9.4%  |
| Hands to Self     | 1%    |
| Interference      | 6.2%  |
| Noncompliance     | 13.2% |

# What Did We Do?

## Home Interventions

|                           |       |
|---------------------------|-------|
| Home-School Communication | 100%  |
| Positive Consequences     | 99.3% |
| Antecedent Strategies     | 86.0% |
| Skill Building            | 12.5% |
| Reductive Consequences    | 15.4% |

*Represents the number of cases that used certain intervention strategies. For many students, more than one strategy was used.*

# Select Child Behavior Measures

- Behavior Assessment System for Children (BASC-2; Reynolds & Kamphaus, 2004).
- Parent Daily Report (PDR; Chamberlain & Reid, 1987).

# Select Parent Measures

- Parent Perceived Competence in Problem Solving scale (PPCPS; Sheridan, 2004).
- Parent Efficacy for Helping the Child Succeed scale (PEHCS; Hoover-Dempsey et al., 2002).
- Parent-Teacher Relationship Scale-Parent Version (PTRS; Vickers & Minke, 1995).

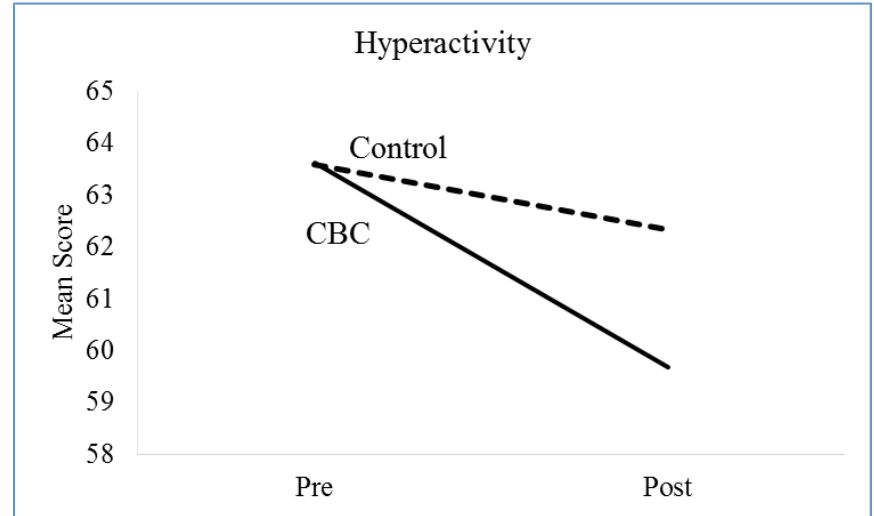
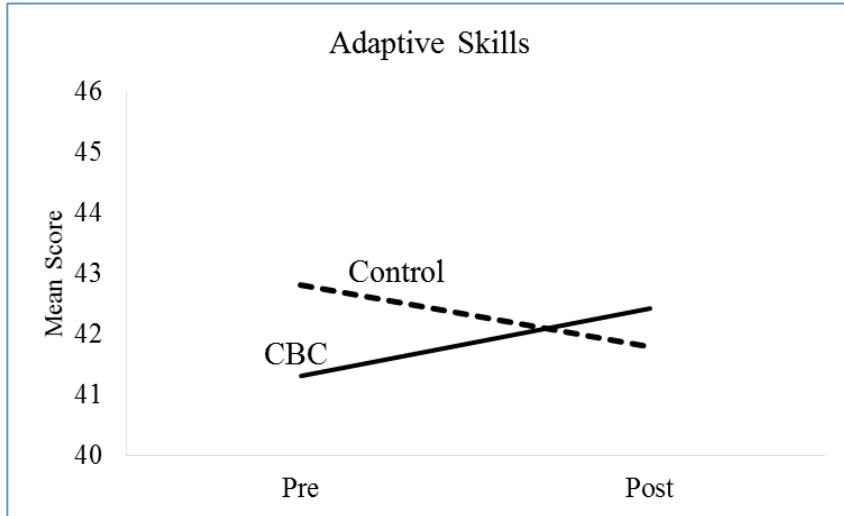
# Research Design

- Children and parents were placed in a TAPP or a “typical practice” condition based on their teachers’ random assignment
- Effects of TAPP on children and parents were evaluated in relation to the degree to which their performance outpaced the comparison group across two time points
- The pathway by which TAPP exerts its effects on children was tested via mediation analysis

# Results

## What Did We Learn About Students' Home Behavior?

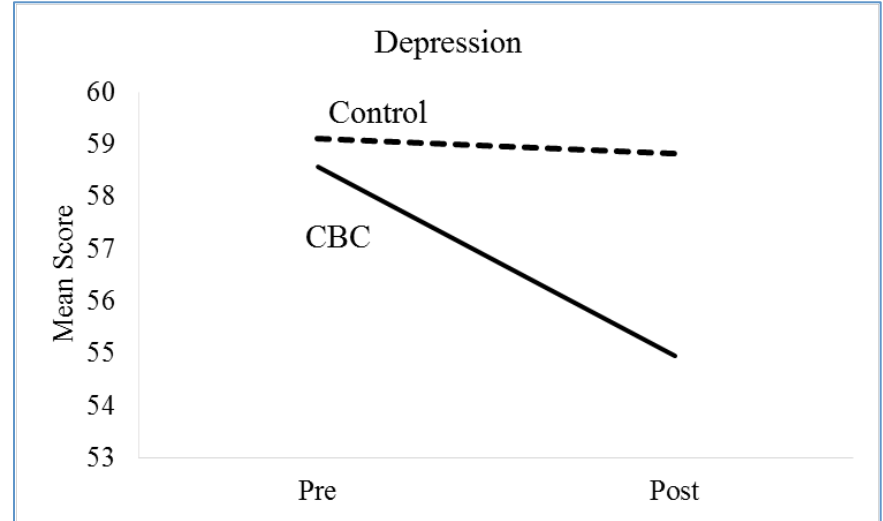
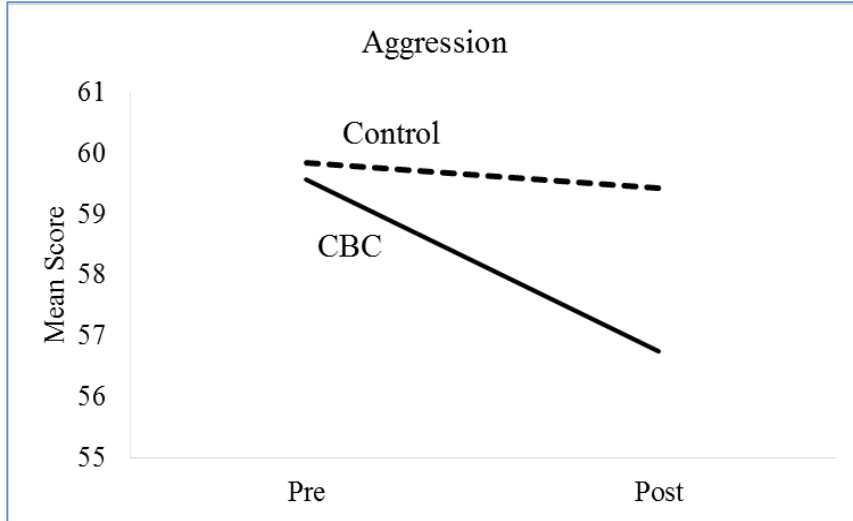
# Adaptive Skills and Hyperactivity: Parent Report



*Parent report suggested increases in adaptive skills and decreases in hyperactivity for TAPP participants that significantly outpaced children receiving “business as usual” supports.*

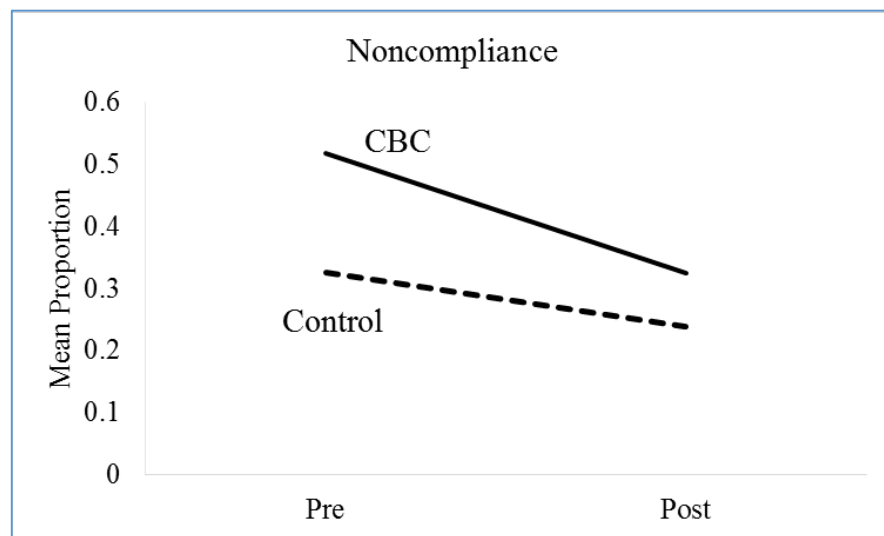
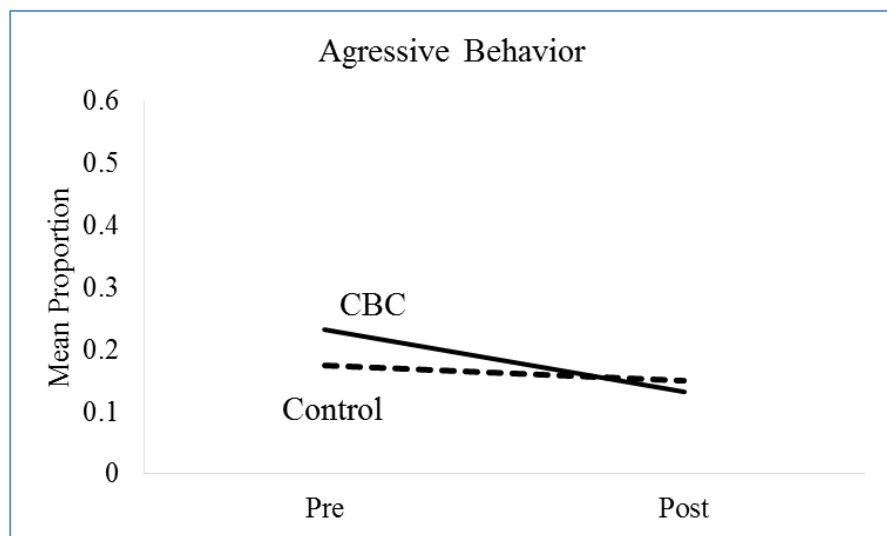


# Aggression and Depression: Parent Report



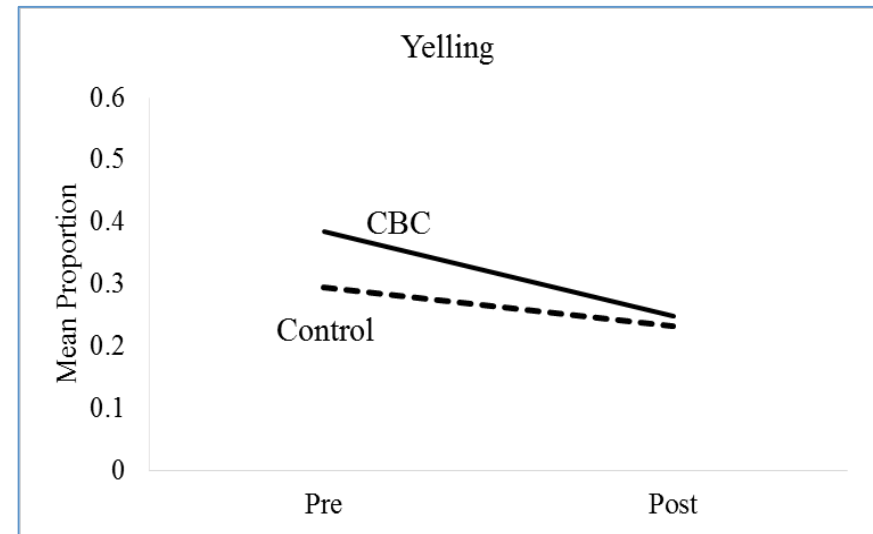
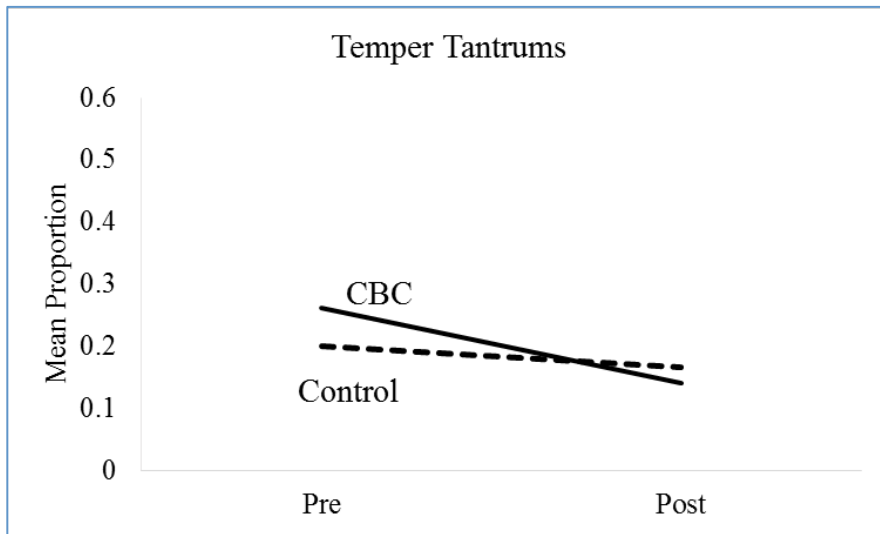
*Parent report suggested decreases in aggression and depression for TAPP participants that significantly outpaced children receiving “business as usual” supports.*

# Aggressiveness and Noncompliance: Observed Behaviors



*Parent observation suggested decreases in aggressiveness and noncompliance for TAPP participants that significantly outpaced children receiving “business as usual” supports.*

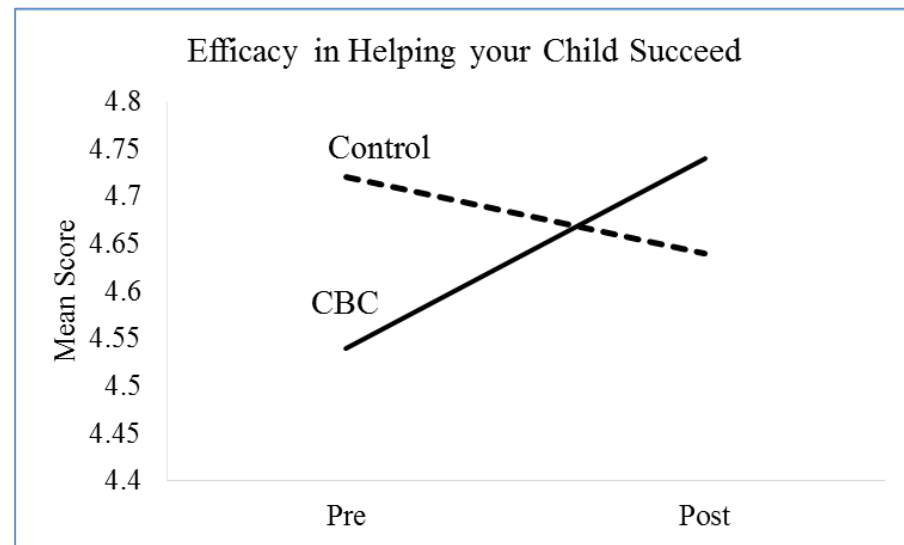
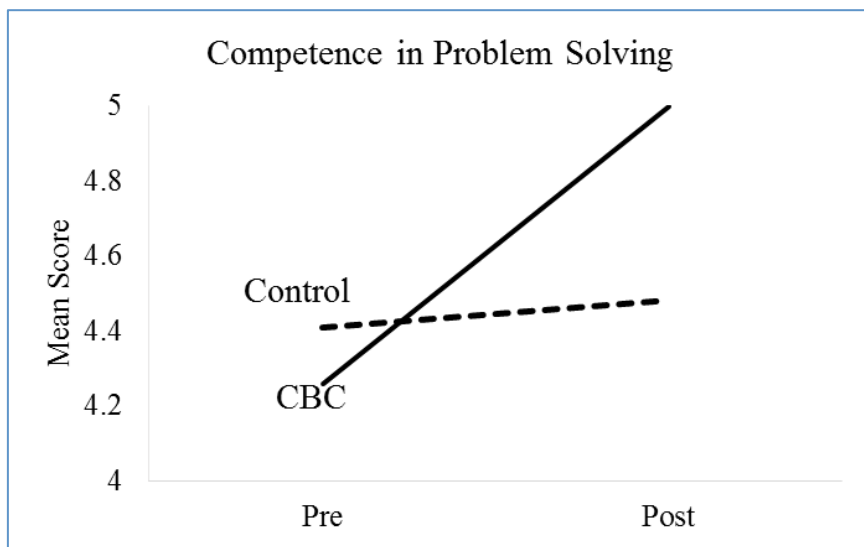
# Temper Tantrums and Yelling: Observed Home Behaviors



*Parent observation suggested decreases in temper tantrums and yelling for TAPP participants that significantly outpaced children receiving “business as usual” supports.*

# What Did We Learn About Parents?

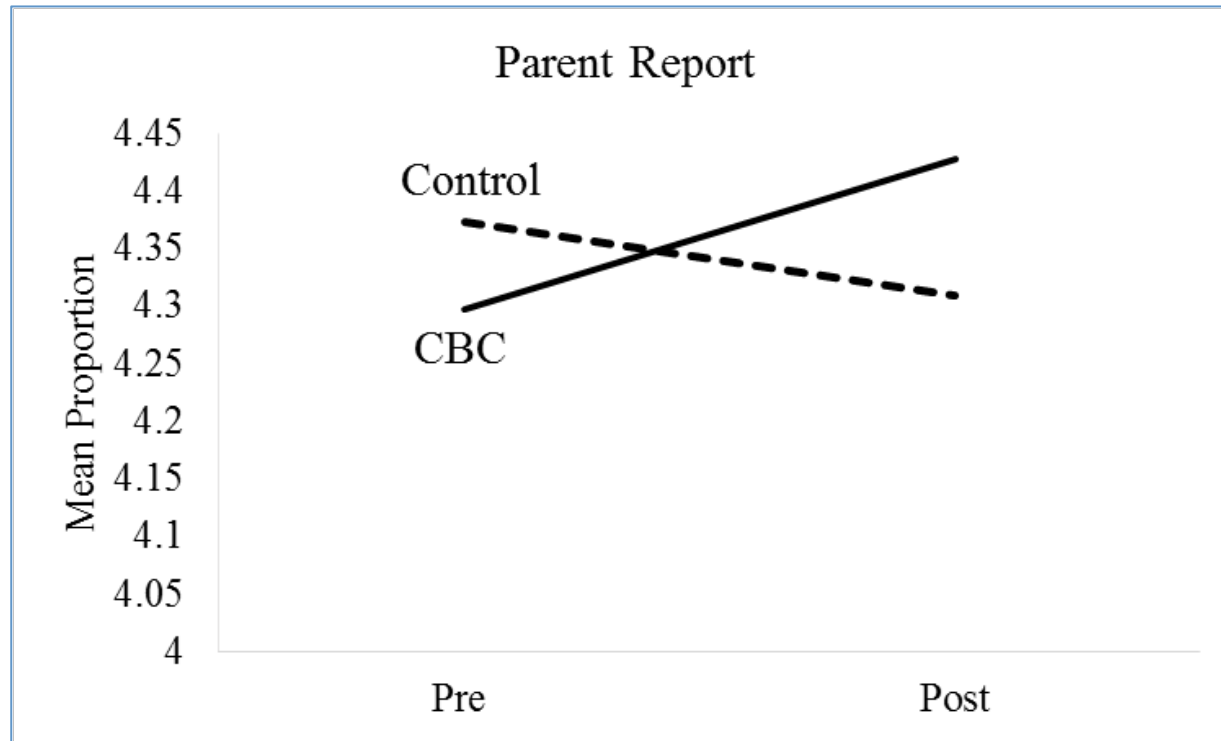
# Parent Reported Competence in Problem Solving and Efficacy for Helping Child Succeed



*Parent report suggested increases in problem solving competence and efficacy in helping their child succeed in school for TAPP participants that significantly outpaced those receiving “business as usual” supports.*

# What Did We Learn About Relationships?

# Parent Reported Parent-Teacher Relationship

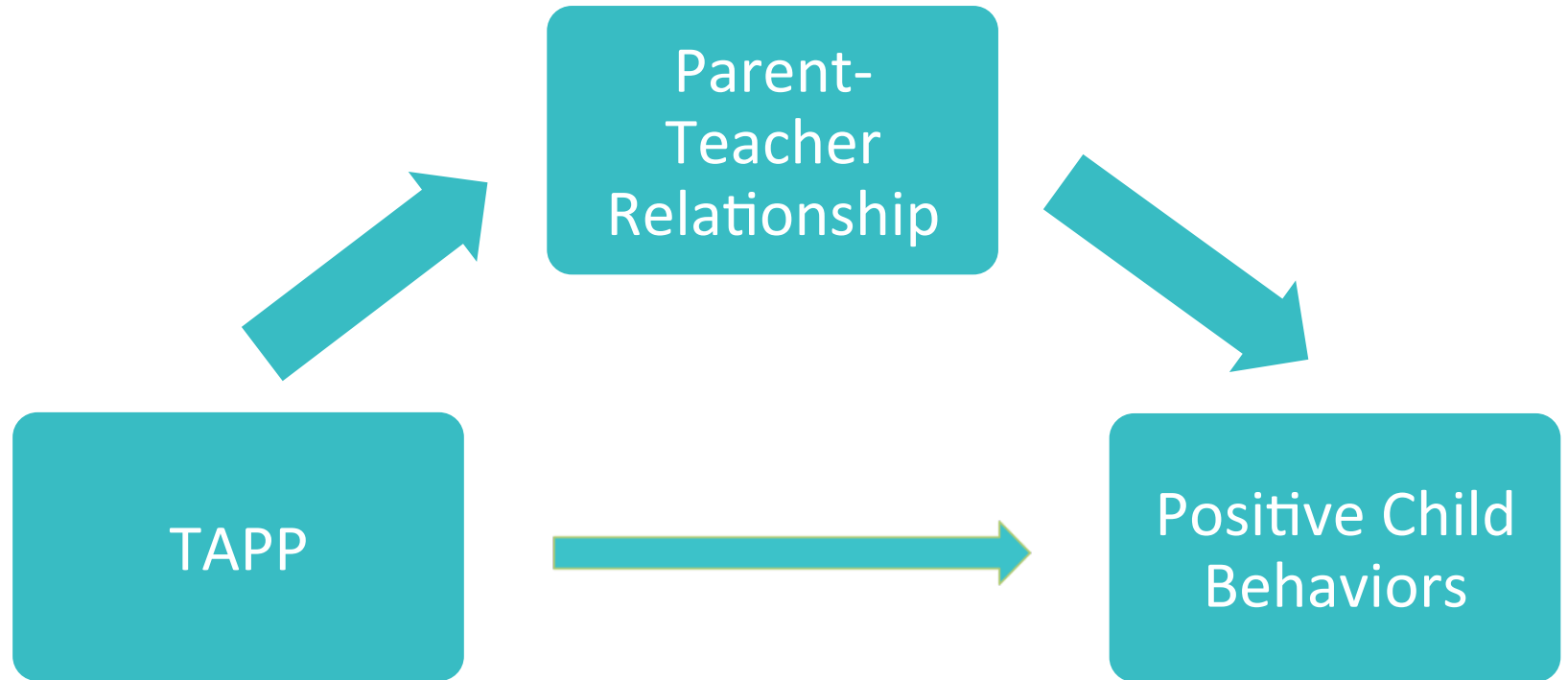


*Parent report suggested increases in parent-teacher relationship quality for TAPP participants that significantly outpaced those receiving “business as usual” supports.*

# What Makes TAPP Work?



# The Power of the Partnership!



# Discussion Questions

- What information resulted from this investigation?
- How can information from this study inform or advance early childhood practice?
- How can information from this study inform or advance early childhood public policy?
- What additional research is needed to inform or advance early childhood practice and/or policy?

# TAPP Works in Early Childhood

## TAPP...

- Reduces problematic behaviors common in early childhood
- Increases children's adaptive skills
- Supports development at home by increasing parent skills and efficacy

# TAPP Works in Rural Communities

## TAPP...

- produces positive outcomes for children and their parents.
- addresses the unique challenges associated with service delivery in rural communities.
- effectively strengthens relationships between rural families and schools -- and it is the *partnership that is responsible* for its positive effects.

# Limitations

- One rural region, which may not be representative
- Self-report measures of parent-teacher relationship
- Short-term effects only

# Implications:

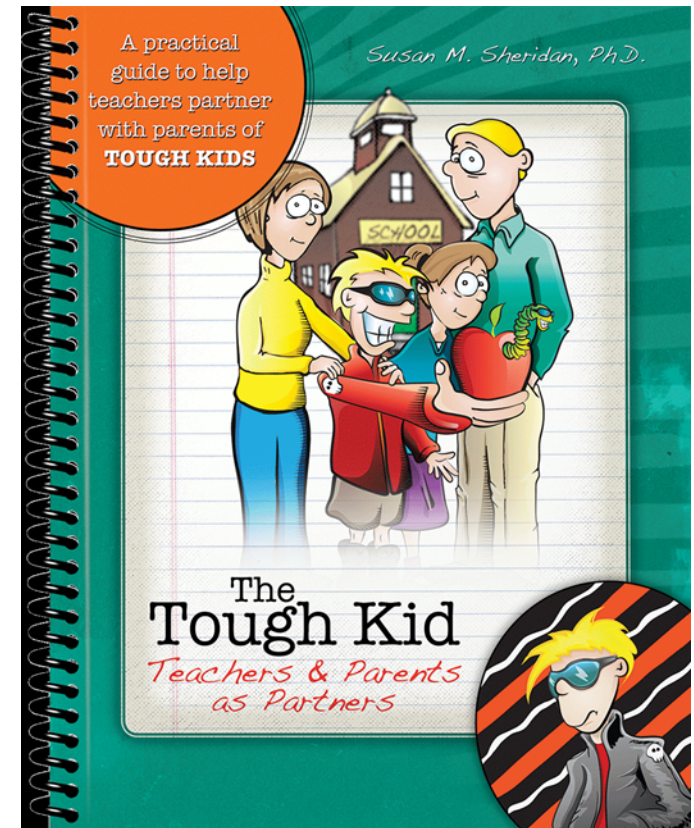
## How to “*Partnerize Your Practice*”

- Form *relationships!*
- *Create flexible ways* to become and stay engaged
- Communicate *two ways*
- *Structure consistent opportunities* for learning and behavior
- Collaborate to achieve *goals and solve problems*

# Teachers and Parents as Partners (TAPP): *Resources*

Sheridan, S. M. (2014). *The tough kid: Teachers and parents as partners*. Eugene, OR: Pacific Northwest Publishers

Sheridan, S. M. & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.



# Questions