



Improving Relationships & Results: Building Family School Partnerships



National Center for Special Education Accountability Monitoring (NCSEAM) in collaboration with the Future of School Psychology Task Force on Family School Partnerships



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Where are we going today?


- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal-Setting



2

Indicator B-8



- Percent of parents with a child receiving special education services who report that **schools facilitated** _____ as a means of **improving services and** _____ for children with disabilities



3

The 4 A's

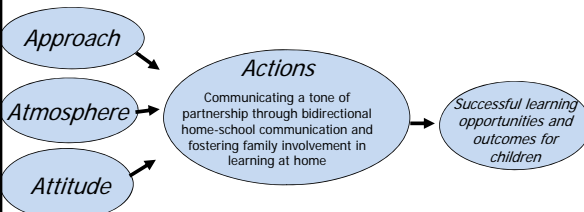
- A _____
- Attitude
- Atmosphere
- A _____



4

Developing Pathways to Partnerships

Prerequisite Conditions: "3 A's" must be in place for Actions to be accepted and effective





(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)

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Reading

- >17.5% Encounter _____
- 85% of Delinquent Children are Illiterate
- 75% Adult Inmates are _____
- \$224 _____ Per Year



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Fostering Literacy

- Development of Child's Attitude
- Importance of Reading




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Teacher's Role



- Speak _____ with Parent
- Respect _____ Perspective
- Interventions/ _____ Programs



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Reading Strategies

- Dialogic Reading
- Literacy Program
 - Family
 - School
 - Home
- Parent Tutoring
- Parent Encourage Pupils (PEP)



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Dialogic Reading



- Promotes _____ Literacy
- Child As Active Participant In _____ Reading
- Encouragement for:
 - _____
 - Engagement




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Adult Questions

- Pre-Readers:
 - Individual _____
 - Descriptive Questions
 - Objects, _____, and Events




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Adult Questions



- Early Readers:
 - Focus Questions:
 - _____
 - Relations



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CROWD Questions



- C – Completion
- R – R_____
- O – Open ended
- W – What, When, Where, Who, Why
- D – D_____



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PEER Interactions

- P - Prompt
- E – _____
- E – Expand
- R – Repeat





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FAMILY LITERACY

- Enhance _____ and Motivation
- Increase Interest and Attitude



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School Literacy Component



- 3-5 Times Per _____
- Model Reading Activities
- Lead Story _____
- Practice "Very Own Words"



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Home Literacy Component

- Provide _____ Materials
 - Storyboard, Literacy Program Handbook, Highlights



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Home Literacy Component


- Parents
 - Read to and with child
 - Help with “_____”
 - Attend Literacy Center, Group Meetings
 - Record _____




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Parent Tutoring





- Takes Place At Home
 - _____ Year: 2 to 3 Times Per Week
 - Summer: _____
- Gives Parents Opportunity to Get _____
- Increases Home-School _____



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Implementing Parent Tutoring



- Train Parents
 - Teach
 - _____
 - Demonstrate
- Conduct Follow-Ups



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Implementing Parent Tutoring





- Words Correct Per Minute-WCPM
- Reading Materials Provided



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Materials:


- Quiet, Well-Lit Area
- Reading Materials
- _____
- “Parent Check” Worksheet
- _____ Chart



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Directions for Parents:

- Select Text-Not Too ____ or ____
- Start at Specific Point
- Instruct Child to Read (10 Minutes)




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Implementing Parent Tutoring:

- ____ Reading Procedure
- Error _____
- Parent Check



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Parent Tutoring: Final Steps

- Ask Parents To Share ____ Chart
- Discuss New Reading Materials
- Praise Parent for Their Work

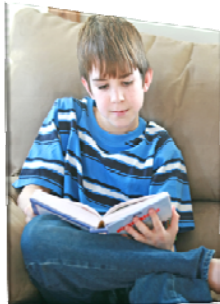


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Parents Encourage Pupils



- Parents Encourage:
 - A) Read a Book
 - B) Reading _____
 - C) Read Word Lists
 - D) ____ Reading Games


*10-Points Per Activity



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Parents Encourage Pupils


- Routine for Completion
- _____ Returne
- School Records



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Parents Encourage Pupils

- School and Home Points _____
- _____ based on points!



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Feedback. . .




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Questions for you. . .

- Taking local context into consideration, how might this information need to be modified?
- What are the potential barriers for using this model to encourage better reading habits?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?



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For More Information

- www.edpubs.ed.gov
- www.ed.gov
- www.accountabilitydata.org
- www.rrfcnetwork.org
- www.nectac.org
- www.fsp.unl.edu

It's about Better Results

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We're Done for Today!
www.accountabilitydata.org



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- Hook, C. & DuPaul, G. (1999). Parent tutoring for students with attention-deficit/hyperactivity disorder: effects on reading performance at home and school. *School Psychology Review*, 28, 60-75.
- Morrow, L. & Young, J. (1997). A family literacy program connecting school and home: effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 89, 736-742.
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Dialogic Reading Instructions

HOW TO BEGIN A DR READING SESSION:

- Find a comfortable, well-lit space. (Three or more times per week)
- Select an interesting book (picture or word). Virtually all children's books are appropriate for dialogic reading. The best books have rich detailed pictures, or are interesting to your child.
- Always follow your child's interest when sharing books with your child.
- Ask your child to read out loud to you.
- Adult asks questions, adds information, and prompts the child to increase the sophistication of descriptions of the material in the picture book using the PEER and CROWD techniques

PEER:

PEER sequences should occur on nearly every page

- Prompts the child to say something about the book,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

CROWD:

- **Completion prompts**
You leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phrases.
- **Recall prompts –limited to 4-year and older**
These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.
- **Open-ended prompts**
These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. Open-ended prompts help children increase their expressive fluency and attend to detail.
- **Wh- prompts**
These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. Wh- questions teach children new vocabulary.
- **Distancing prompts – limited to 4-year and older**
These ask children to relate the pictures or words in the book they are reading to experiences outside the book. Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

After you and your child has become familiar with the PEER and CROWD techniques, move toward more open-ended and expansion questions found on DR Handout 2

Dialogic Reading: “What” Questions

Reading picture books with your child is a great way to teach vocabulary and help your child tell descriptions that are more complete about what they see. Look through a book before you read it with your child for the first time. The first time you read a book together, you should do most of the talking yourself, making sure that you point out the names of things your child may not know. The next time you read the same book, do the following for each of the pictures/objects you named when you and your child read the book the first time.

Ask “what” questions:

- Point to the item in the book and say, “What’s this called?”
- Avoid questions that your child can answer with a yes or no or by pointing

Follow answers with questions:

- When your child names an object, ask a question about it. For example: “What color is the truck?” or “What is this part of the truck called?”
- Repeat what your child says

Let your child know his or her answer is correct by repeating it back:

- “Yes, that is a cow”

Help your child as needed:

- If your child is not able to answer your question, give the correct answer, and ask him or her to repeat what you have said.

Praise and encourage:

- Tell your child when he or she is doing well by saying things like: “Good talking!” or “That’s right! Good job!”

Follow your child’s interests:

- If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions to let your child talk.

Have fun!

- Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. For example, you could read one page and then have your child tell you about the next page.

Dialogic Reading: Open-Ended Questions & Expansion

Now that you've had some practice using "what" questions, you may start using more general questions as a way of getting your child to say more than just one word at a time. You want to build upon what your child says to help your child learn how to tell even longer descriptions of what he or she sees in the pictures.

Ask open-ended questions:

- Continue to use questions during story time as a way to get your child talking about the pictures. Now though, instead of using specific "what" questions like "What is this?", ask more general open-ended questions that require your child to answer with more than one word. For example, "What do you see on this page?" or, "What's happening here?"

Help when needed:

- When your child does not know anything else to say about a picture, provide something for your child and try to get him or her to repeat it. For example: "The duck is swimming. Now you say, the duck is swimming..."
- When your child gets used to answering open-ended questions, ask your child to say something more by asking another question, like "What else do you see?"

Expand what your child says:

- When your child says something about a picture, praise him or her and add a little to what's been said. For example, if your child says "Doggy bark", you might say, "Yes, the doggy's barking at the kitty."
- In this way, you fill in the little words and endings your child left out and provide a new piece of information. Later you might ask a question about this new information: "Who's the doggy barking at?"

Keep your expansions short and simple:

- Make sure you build upon your child's phrases just a little so that your child is able to imitate what you've said.

Have your child repeat:

- If you encourage your child to repeat your longer phrases, he or she will start using them more quickly.

Evidence-Based Family-School Interventions with Preschool Children

What we know...

Model: Dialogic Reading

Goal:

- Promote **emergent literacy** and **language skills** among young children
- Make **children active participants** through interactive and shared picture book reading practice

Description:

- Involves children as active participants to ensure stronger language development
- May be administered individually or in small-group settings

Intervention Procedures:

- Parents and teachers trained at the beginning of the school-year using a 20-minute video, role-play, and group discussion following the video
- Each week, children are sent home with a copy of the book that was being used in their classroom reading group along with a book guide explaining the purpose of the book, hints for how to introduce and read the book with the child, and the different kinds of prompts that may be used throughout the story
- While the child is reading, the adult asks questions, adds information, and prompts the child to increase the sophistication of descriptions of the material in the picture book

Methodological Rigor:

- Control-comparison group
- Multiple assessment methods
- Group equivalence established
- Reliable outcome measures
- Familywise error rate reported
- Educationally significant effects reported
- Validity of measures reported
- Instructional manual and training video available
- Sufficiently large N
- Effect size reported
- Replication studies conducted
- Positive results obtained across settings and intervention agents
- Program components documented
- Treatment integrity reported for home and school
- Diverse populations investigated (e.g., children with developmental disabilities, ELL)

Results:

- Children demonstrated substantial positive changes on language skills such as expressive language abilities, vocabulary development, emergent writing skills, and knowledge of print concepts
- Significant language gains were maintained over follow-up at the end of second grade

Selected References:

Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly, 13*, 263-290.

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading in day care and home for children from low-income families. *Developmental Psychology, 30*, 679-689.

Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994). Outcomes of an emergent literacy intervention in head start. *Journal of Educational Psychology, 86*, 542-555.

What we don't know...

- Long-term outcomes
- Outcome effects when not paired with school component or phonological awareness training
- Results used with participants other than those in head start through 2nd grade

Setting Up a School Literacy Program

- **Set up a literacy center**
 - Include bookshelves with 5-8 books per student
 - Provide books for several reading levels and from a variety of genres
 - Allow students to check out books from the classroom to take home
 - Make the literacy center area comfortable and exciting for students
 - Make the area comfortable by adding pillows, rugs, stuffed animals, rocking chairs, etc
 - Provide manipulatives such as feltboards with story characters, taped stories, puppets, props, etc

- **Designate literacy center time**
 - Commit to having literacy center 3-5 times per week
 - Allow 30-40 minutes for center time

- **Activities during literacy center time**
 - Model activities to create/increase student interest in reading
 - Read aloud to students
 - Tell stories using props, feltboards, puppets, etc
 - Encourage children to record and practice “Very Own Words”
 - Students find words that they think are interesting from stories they read or hear
 - Have students keep a list of these words in a notebook or on index cards
 - During literacy center time they can record and/or review individual lists of their “Very Own Words”
 - Allow students to choose their activities
 - Can choose to work alone or with others
 - Provide several choices such as:
 - Read a book or the *Highlights for Children* magazine
 - Read to a friend
 - Listen to a taped story
 - Tell a story with the feltboard/puppets
 - Lead group discussions about elements of story structure or author/illustrator styles

Very Own Words

Words I Want to Know from The Story _____	Word Meaning in My Very Own Words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Family Literacy Bags Instructions

Family Literacy Bags: A School-to-Home Project

Family Literacy Bags — a theme-based collection of books and related interactive activities that kids bring home from school to share with their family. Literacy bags (or packs) can be fun to develop and to assemble. Teachers can design bags to complement class curriculum, extend specific areas of study, or promote a better understanding of issues related to a child’s world.

Elements of a great literacy pack

- An engaging theme — one that will spark thinking, creativity, and observation skills
- Three or four theme-based books (fiction and nonfiction), selected at an appropriate reading level
- Storyboards for storytelling and sequencing
- Spiral notebooks for journaling and note taking
- Related interactive activities, for example: puzzles, sorting/matching cards, dramatic play props, art supplies
- Letter to parents explaining the purpose of the literacy bags and a brief list of reading tips
- Checklist of the contents to make returns to school easy
- Colorful, inexpensive backpack to store and transport everything. One with a clear plastic sleeve is perfect for slipping in a labeled drawing or photograph that illustrates the theme.

It starts with an idea

There are as many literacy bag themes as there are stars in the sky. Why, there's an idea for a theme! A "Starry, Starry Night" literacy bag might include these elements:

- *The Kids Book of the Night Sky* by Ann Love (Turtleback Books)
- *The Zoo in the Night Sky* by Jacqueline Mitton (National Geographic Children's Books)
- *Once Upon a Starry Night* by Jacqueline Mitton (National Geographic Children's Books)
- *How the Stars Fell into the Sky: A Navajo Legend* by Jerrie Oughton and Lisa Desimi (Sandpiper Houghton Mifflin)
- Make your own star chart pattern
- Constellation flash cards
- Self-stick glow-in-the-dark stars (for kids to create their own bedroom constellations)
- Connect-the-dots constellation templates
- A journal for families to write in about the theme — each student can write a few sentences and draw a picture, too

How To Begin:

- Send Family Literacy Bag Home
- Encourage Parents to set aside Family Literacy Time to review the contents of the bag and read together
- While the parent and child are engaged in reading activities, have the parent help the child develop a list of "Very Own Words" See Handout
- Have the parent send the "Very Own Words" Handout and other activities back to school.
- The child receives points for completed home and school activities
- Points should be used for reading related rewards.

Evidence-Based Interventions Using Home-School Collaboration

What we know...

Model: School-based Literacy Program/Family Literacy Program

Goals:

- Enhance children's **achievement and motivation** to read and write
- Increase parents' and teachers' **interests and attitudes** about literacy development

Description:

- Literacy programs are jointly implemented to actively engage parents and teachers in promoting children's literacy

Intervention Procedures:

- School-Based Literacy Program
 - Classroom literacy centers are available for children 3-5 times a week
 - Teachers model activities to create interest in reading and writing such as reading aloud to children, telling stories with props, engaging children in journal writing, and encouraging children to record and practice "Very Own Words" from stories
 - Teachers lead literal and interpretive discussions related to stories and used sections of the magazine *Highlights for Children* for activities
- Family Literacy Program
 - Each parent receives a shopping bag of materials that contain a storyboard for storytelling, two spiral notebooks for journaling, a file box with blank note cards for recording "Very Own Words," a *Highlights for Children* magazine, and a Parent Literacy Program Handbook
 - Parents read to and with the child, write in journal with the child, help the child record "Very Own Words" in the file box, and use *Highlights for Children*
 - Parents attend literacy center time with their child periodically in the school
 - Parents attend monthly group meetings with other parents, one-on-one meetings with a mentor, and keep weekly records of the activities they complete with their child

Methodological Rigor:

- Randomized block design
- Control-group comparison
- Equivalent mortality with low attrition
- Appropriate unit of analysis
- Sufficiently large N
- Reliable outcome measures
- Multiple assessment methods
- Measures obtained from multiple sources
- Group equivalence established
- Educational significance of change assessed
- Program components documented
- Interventions manualized
- Validity of measures reported
- Null findings reported
- Program components linked to primary outcomes

Results:

- Children who received the home and school intervention outscored the children who received the school intervention only on story retelling and rewriting tests, probed recall comprehension tests, teacher ratings of reading and writing ability and interest
- Parents who implemented the home intervention reported reading and writing more often with their children and choosing to do more things with them in general than parents in the who did not implement the home intervention
- Overall, parents who took part in the Family Literacy Program reported feeling more comfortable coming to their child’s school and more self-confident about being able to help their child

Selected Reference:

Morrow, L. M. & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology, 89*, 736-742.

What we don’t know...

- Outcome effects with children who are not “at risk”
- Outcome effects with older participants
- Long-term follow up outcomes

Parent Tutoring Session Activity

Practice Conducting a Parent Tutoring Session

- With a peer, select a section of the reading text provided. One person will be the “reader” as a “young elementary child” and the other will be the “parent”.
- As the child you will read a designated section of text and also makes some “errors”. An error in reading is defined as: reading a word incorrectly, omitting a word, adding a word not in the text, or hesitating on a word for more than 4 seconds.
- As the parent you should ask the child to read out loud and point to a spot to begin reading. Then read along and if the child makes an “error” you should use the following error correction process.
 - Point to the word misread.
 - Say the word(s) correctly.
 - Ask your “child” to repeat the modeled word(s).
 - Ask your “child” to begin at the start of the sentence that contained the error.
 - Give lots of encouragement after your “child” reads the sentence correctly.
- After 4-5 minutes, ask your “child” to stop at the end of a sentence. Then have the “child” reread the section again. Reread a passage section 2 or 3 times for fun or up to ten minutes. End the session after 10 minutes and mark the place to begin next time.

Practice Conducting a Parent Check

Next ask your “child “ to read a section from today for 1 minute. Point to where to begin and then set time for 1 minute. Do NOT correct any errors but DO keep track of all errors made. Define an error in the same way as during the tutoring session. Stop after 1 minute and put a mark after the last word read. Then count the total number of words read in one minute. To calculate WCPM, subtract the total number of errors made. Then take the WCPM for this session and record onto the PT session chart.

Parent Tutoring Instructions

HOW TO BEGIN A Parent Tutoring (PT) READING SESSION:

- Find a comfortable, well-lit space.
- Select an interesting book that is not too difficult.
- Ask your child to read out loud to you.
- Point to a spot to begin reading.
- Set a timer for 10 minutes.

WHEN TO HELP:

- If a word is substituted.
- If a word is omitted.
- If a word is added that is not in the text.
- If your child hesitates for longer than 4 seconds.

HOW TO CORRECT AN ERROR:

- Point to the word misread.
- Say the word(s) correctly.
- Ask your child to repeat the modeled word(s).
- Ask your child to begin at the start of the sentence that contained the error.
- Give lots of encouragement after your child reads the sentence correctly.

REREAD FOR FLUENCY & FUN:

- After 4-5 minutes, ask your child to stop at the end of a sentence.
- Mark the stopping point.
- Ask your child to reread the section again for fun.
- Begin at the same start point.
- Reread a passage section 2 or 3 times each session.
- End the session after 10 minutes.
- Mark the section where you will begin next time.

PT - WCPM Chart – for: _____ (child name)

WCPM												
60												
55												
50												
45												
40												
35												
30												
25												
20												
15												
10												
5												
0												
# WCPM												
Date of PT:												

Parent Tutoring – “Parent Check”

Parent Tutoring (PT) SESSION NOTES:

Date: _____

1. What did you notice this session?

2. What words were difficult for your child to read?

PARENT CHECK:

- Ask your child to read a section from today for 1 minute.
- Do NOT correct errors, but DO keep count of the number of errors.
- Stop after 1 minute and put a mark after the last word read.
- Count total # of words read correctly in a minute, then subtract the errors.

Total # of words read in 1 “ = _____

Subtract # of errors made in 1 “ = _____

WCPM = Total # of words read correctly in 1 minute = _____

- Add the WCPM and the session date on the WCPM Chart form.

Evidence-Based Parent Involvement Interventions

What we know...

Model: Parent Tutoring

Goals:

- Promote children’s **reading ability** and facilitate **home-school communication** through parent training

Description:

- Parent tutoring models seek to increase children’s opportunities to respond and include error correction and praise delivered by parents

Intervention Procedures:

- Three parent training sessions
- Parents learn behavior management techniques, parent tutoring procedures, and how to assess oral reading fluency; parents practice opportunities with immediate feedback
- Parent tutoring typically involves all or some of the following procedures: (1) Parents ask their child to read a passage he/she was currently reading in class for 5 minutes; (2) During that time, the parent stops their child if he/she had trouble with a word and uses an error correction procedure for that word/sentence; (3) Parents are instructed to provide praise when a sentence that had previously included one or more errors is read correctly; (4) After 5 minutes parents are instructed to mark the furthest point completed and work in that section (following the same procedure, starting at the beginning) for the next 10 minutes; (5) Parents time their child as he/she reads for one minute.

Methodological Rigor:

- | | |
|--|--|
| • Reliable outcome measures | • Effect size reported |
| • Measures obtained from multiple sources | • Quality of baseline/comparison group |
| • Educational-clinical significance assessed | • Measures support primary outcomes |
| • Program components documented | • Implementation fidelity |
| • Interventions manualized | • Replication |
| • Validity of measures reported | • Site of implementation |
| • Program components linked to outcomes | • Visual analysis findings presented |

Results:

- Parent tutoring procedures effectively and reliably increased children’s reading performance
- School reading rates did not typically increase as much as the reading rates observed at home
- Students’ attitudes toward reading improved as a result of parent tutoring procedures
- Parents and teachers typically rated the parent tutoring procedure positively on consumer satisfaction scales

Selected References:

Duvall, S. F., Delquadri, J. C., Elliott, M., & Hall, R. V. (1992). Parent tutoring procedures: Experimental analysis and validation of generalization in oral reading across passages, settings, and time. *Journal of Behavior Education, 2*, 281-303.

Hook, C. L., & DuPaul, G. J. (1999). Parent tutoring with attention-deficit/hyperactivity disorder: Effects on reading performance at home and school. *School Psychology Review, 28*, 60-75.

What we don’t know...

- How to promote generalization of treatment effects across settings
- How student and family relationships correlate to the procedure’s success
- If the parent tutoring procedure is more effective at certain grade levels
- Optimal length of time for tutoring to be implemented (i.e., number of sessions per week and number of weeks in the intervention phase)

Parents Encourage Pupils (PEP) Tutoring Program

Purpose: School personnel assist parents to systematically work with their child on one or more of four reading activities daily at home.

Materials:

1. Reading games, books, word lists, and other homework at the student’s instructional reading level
2. Parent and child homework tracking calendar
3. Teacher tracking calendar
4. Reading rewards that children purchase with their accumulated points earned for engaging in homework and other activities designed to improve reading skills. (examples: school supplies, school spirit items, books, games, toys, passes, privileges)

Procedure:

1. Identify students needing intervention by examining available student performance data (ie. Standardized tests, DIBELS, Aimsweb, iSteep, etc.).
2. Collect baseline reading performance data using CBM (ie. DIBELS, Aimsweb, iSteep).
3. Establish a student learning plan designed to aggressively target skill development based on error analysis of student’s reading performance.
4. Select the homework activities appropriate for students’ needs.
5. Hold an initial parent conference to share the student’s reading data, the intervention plan, and goal for student achievement. Elicit the parent’s participation for the homework program as part of the intervention to improve their child’s reading. Review the parent’s role in the homework plan and share the calendar and examples of materials. Review how parents may encourage their children as they interact about the homework. Explain the procedures for how the materials and calendar will be sent home and returned. Establish plan for regular communication with parent about student progress toward reading goal.
6. Ensure that the child knows what the intervention plan is and his/her role.
7. Ensure that homework calendar and materials are sent home as needed.
8. Keep a record at school of activities that students complete daily in their reading intervention and how many points they earned for those activities. When the homework calendar is returned, add those homework points to your teacher tracking calendar and tally the total points the child has earned for engaging in reading tasks.
9. Provide the child with opportunities to “spend” points on rewards. Celebrate student successes.
10. Collect progress monitoring data consistent with your baseline CBM data so that you may compare a student’s progress toward his/her goal.
11. Hold parent conferences or otherwise share student reading performance data and how he/she is progressing toward the student’s reading goal.

Parent and Child Calendar

Dear _____,





























You can help your child become a better reader by listening and helping him/her to do at least one of the following:

- A. Read a book (10 points)
- B. Homework (assigned by reading lab) (10 points)
- C. Word list (from reading lab) (10 points)
- D. Games (from lab) (10 points)

After work is completed, circle A, B, C or D on the calendar to show the work done by your child. As a reward for doing at least one of the above activities, fill in the "Happy Face" with a pen or pencil. Please return this calendar to school when completed.

Month: _____

Child: _____

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 
A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 
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A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 	A B C D 

Teacher Tracking Calendar

Points possible per task:

5-50 = Partner Reading 5-50 = Dolch Words Practice 10 = Each Homework task completed
 5-25 = Written Book Report 5-25 = _____ (Teacher assigned reading task)

Add the points from work completed at home to those completed at school to track the child’s total points earned. The total points earned are used by the child to “purchase” his or her reward.

Month: _____

Child: _____

	<i>Monday</i> <i>(include points from weekend homework)</i>	<i>Tuesday</i> <i>(include homework points)</i>	<i>Wednesday</i> <i>(include homework points)</i>	<i>Thursday</i> <i>(include homework points)</i>	<i>Friday</i> <i>(include homework points)</i>	Total points from week at home and school
WEEK 1						
WEEK 2						
WEEK 3						
WEEK 4						

Evidence-Based Parent Involvement Interventions

What we know...

Model: Parents Encourage Pupils (PEP)

Goals:

- Promote children’s *reading* in low socioeconomic status populations

Description:

- A parental involvement reading project implemented during the course of a school year across home and school settings

Intervention Procedures:

- At school, children attend daily 30-min reading sessions
- At home, parents use PEP calendar books and individualized homework activities recorded on a progress chart
 - Calendar books: Activities include reading a book, homework, word list, games; upon completion, child is awarded a smiley face; and books are returned to school monthly
 - Progress charts: Points are tallied along side the activities completed
- Points earned at home are combined with points from school
- Points can be saved or spent on a monthly basis for prizes from the “reading laboratory store”
- Parent-teacher conferences are held 3 times where parents are given a succinct progress report
 - Progress report includes: number of books read, teacher’s comments, school-work completion, homework completion, and parents comments

Methodological Rigor:

- | | |
|--|-------------------------------------|
| • Randomization | • Program components documented |
| • Control or comparison group | • Interventions manualized |
| • Appropriate unit of analysis | • Measures support primary outcomes |
| • Sufficiently large N (N=150) | • Implementation fidelity |
| • Group equivalence established | • Site of implementation |
| • Educational-clinical significance of change assessed | |

Results:

- A statistically significant main effect was found for parent tutoring at home on reading achievement
- The experimental group (PEP) earned a 3.8 grade equivalent while the control group earned a 2.8 grade equivalent on a reading posttest
- Effect size of 0.92

Selected Reference:

Shuck, A., Ulsh, F., & Platt, J. S. (1983). Parents Encourage Pupils (PEP): An inner city parent involvement reading project. *The Reading Teacher, 36*, 524–528.

What we don't know...

- Follow-up outcomes
- Long-term outcomes
- Effectiveness with a culturally and linguistically diverse population
- Results of a similar type of program targeting other academic areas
- Results used with participants other than those in the 3rd to 5th grade