

Best Practices for Improving Reading Strategies: Presenter Notes

Slide 2:

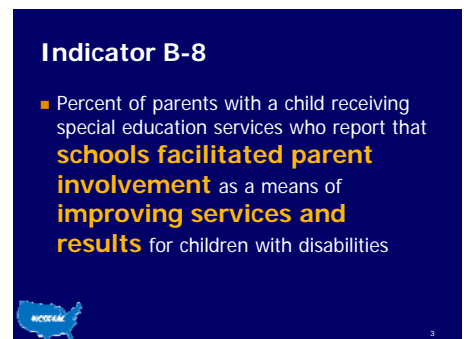
- Today we are going to focus on discussing the importance of family involvement
- We will be discussing specific strategies that if applied correctly can improve the school's approach to family friendly practices
- Finally we will discuss how these strategies impact our environment & how we can take steps towards improving partnerships with families in our schools.



Slide 3:

- Review the definition of Indicator 8 of Part B of the Individuals with Disabilities Education Act (IDEA).
- Focus on the importance of involving families in the education process and strengthening partnerships between families and schools.

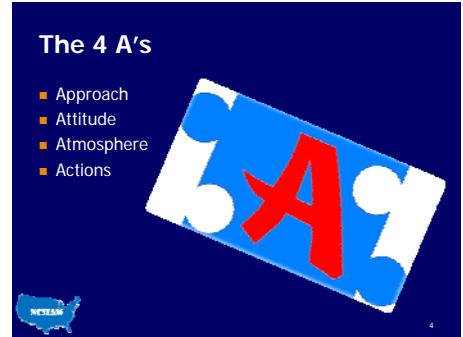
Every school in every state is responsible for taking positive steps to include families. The Department of Education monitors parents perception of how well schools reach out to families and how this improves services for their students.



Slide 4: The 4 A's

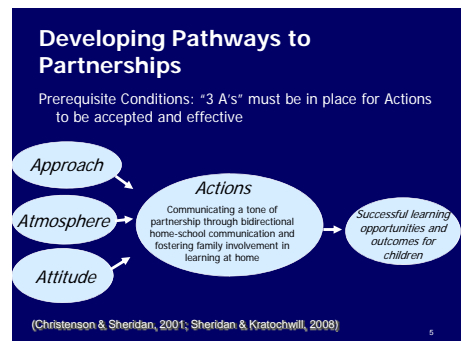
* More information is contained in the PowerPoint presentation at the end of this document*

- For flourishing family-school partnerships to occur, certain conditions should be met.
 - These include:
 - An *approach* that invites and expects family involvement.
 - Positive *attitudes* educators hold regarding family involvement
 - A welcoming *atmosphere* created by educators.
 - Once these conditions are in place, effective family-school partnerships can take place (*actions*).



Slide 5:

- Discuss how the approach, attitude and atmosphere must be appropriate **before** parent friendly "action" can be taken. Conduct a discussion with the audience of suggestions of how these areas can be improved within your school environment.
- This is a schematic to better understand how the 4 A's connect




Slide 6:

- Reading Difficulties do not only affect the individual, but society as a whole. The Statistics are presented from Richek, Caldwell, Jennings, and Lerner’s book *Reading Problems: Assessment and Teaching Strategies* (2002).

Reading

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



Slide 7:

- Parents are key to the development of a child’s attitude about reading. The parent also plays a key role in highlighting the importance of reading in everyday life.

Fostering Literacy

- Development of Child’s Attitude
- Importance of Reading



Slide 8:

- The teacher is also critical to not only lay the foundation for reading, but to connect the school to the learning that occurs in the home environment. The teacher is responsible for maintaining regular contact with the parent. Through that contact, the teacher should respect the parent’s perspective and foster the relationship for continued collaboration about interventions and support programs, which connect the boundaries of home and school.



Teacher’s Role

- Speak Regularly with Parent
- Respect Parent’s Perspective
- Interventions/ Support Programs





Slide 9:

Interventions and support programs have been found effective throughout the literature. Four researched based interventions that address family/parent involvement are:

1. Dialogic Reading
2. Family Literacy Program
3. Parent Tutoring
4. Parent Encourage Pupils (PEP)

Reading Strategies

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





Slide 10:

- The first of these interventions is Dialogic Reading first published by Whitehurst, G., Arnold, D. Epstein, J., Angell, A., Smith, M. & Fischel, J. (1994a). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30, 679-689.
- Dialogic Reading is an intervention to promote early literacy with a goal to make children active participants in shared book reading. Dialogic Reading is primarily done by having an adult ask questions about the books and elaborate upon the child's responses.

Dialogic Reading

- Promotes Early Literacy
- Child As Active Participant In Shared Reading
- Encouragement for:
 - Responses
 - Engagement





Slide 11: Refer to Handout 2

- Adult Questions For Pre-Readers:
 - Questions focus on individual pages in a book and ask the child to describe objects, actions, and events on the page
 - For example, “What is this?”, “What color is the duck?”, “What is the duck doing?”


Adult Questions

- Pre-Readers:
 - Individual Pages
 - Descriptive Questions
 - Objects, Actions, and Events



Slide 12: Refer to Handout 3

- Adult Questions for Early Readers:
 - Questions increasingly focus on the story as a whole or on relations between the book and the child’s life.
 - For example, “Have you ever seen a duck swimming?” “What did it look like?”



Adult Questions

- Early Readers:
 - Focus Questions:
 - Whole Story
 - Relations


NCSEAM 12

Slide 13: Refer to Handout 1

- CROWD - used to help adults remember the type of question prompts they can pose to children while reading
 - C – completion (e.g., Something went bump and that made us _____?)
 - R – recall (e.g., Can you remember some things that happened to Sarah when she went to school?)
 - O – open-ended (e.g., Tell me about this page.)
 - W – what, where, when, why (e.g., What’s this called? Where did the dog go? Why is the boy smiling?)
 - D – distancing (Did you ever play in the snow like Andy did? What did it feel like?)
- CROWD Examples
 - C-“Let’s finish this page together. Over in the meadow, in a hole in a tree, lived a mother bluebird and her little birdies _____.”
 - R-“What happens after the wolf climbs onto the third little pig’s roof?”
 - O-“Tell me what’s going on in this picture.”
 - W-“What’s this called? When would the pig use it?”
 - D-“Have you ever made a cake? Who was it for? What did it look like?”

CROWD Questions

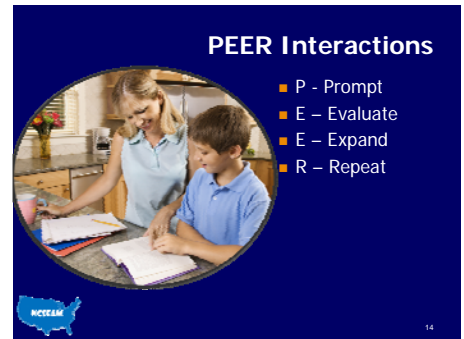
- C – Completion
- R – Recall
- O – Open ended
- W – What, When, Where, Who, Why
- D – Distancing



NCSEAM 13

Slide 14: Refer to Handout 1

- PEER - also used to help adults remember the interactions that occur between adults and children while reading
 - P – prompt the child to respond to the book
 - E – evaluate the child’s response
 - E - expand the child’s response by repeating and adding information to it
 - R - repeat the expanded utterance
- PEER Examples
 - Adult: What is this?
 - Child: A cat.
 - Adult: Yes, it’s a big orange cat. Can you say that?
 - Child: A big orange cat.

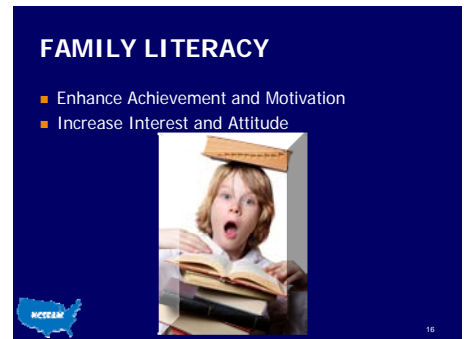


Slide 15: Family Literacy Program



Slide 16: Refer to Handout 5

- Family Literacy
 - Includes teachers and parents working together to promote the child’s literacy
 - Goals:
 - Enhance children’s achievement and motivation to read and write
 - Increase parents’ and teachers’ interests and attitudes about literacy development
 - Program created to increase awareness of parents, children and teachers concerning the role they ALL play together in the literacy development of children.



Slide 17: Refer to Handout 6

- Occurs 3-5 times/week for 30-40 minutes each time
- Model reading activities to increase interest
 - For example- read aloud or tell stories with props
- Lead discussions of readings and emphasize elements of story structure and styles of authors/illustrators
- Have students use/practice “Very Own Words”
- Use sections of *Highlights for Children* magazine for fun activities



Slide 18: Refer to Handout 7

- Give each parent a shopping bag of materials
 - Storyboard for storytelling, Literacy program handbook, *Highlights for Children* magazine



Slide 19

- Read to and with their child
- Help child record “Very Own Words” and use *Highlights for Children*
- Attend literacy center time at school periodically
- Attend group meetings with other parents monthly
- Keep record of the activities they do with their child



Slide 20: Parent Tutoring



Slide 21: Refer to Handout 9

- Parent Tutoring – an activity that takes place at home
- Teacher provides appropriate skill level reading materials to parent
- Parent is trained on the materials and how to do the PT sessions
- Parent implements PT and charts progress
- Teacher follows-up with parent
- Parent reports progress during teacher conference and/or during team meetings
- Parents usually do not have a role in out-of-class academic instruction
- PT gives them the chance to get involved with helping their children learn to read
- Increases home-school communication

- Conduct frequent follow-up with parents by phone, audio checking, or in person



Parent Tutoring

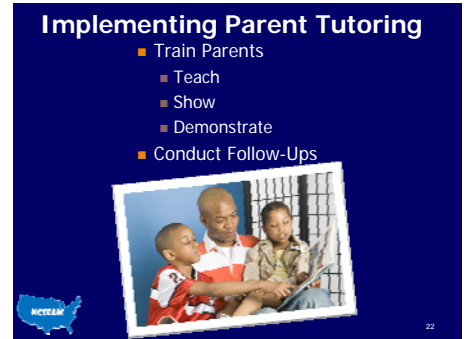
- Takes Place At Home
 - School Year: 2 to 3 Times Per Week
 - Summer: Daily
- Gives Parents Opportunity to Get Involved
- Increases Home-School Communication

NCSEAM

21

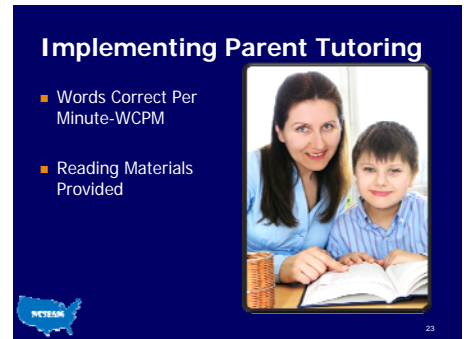
Slide 22: Refer to Handout 10 & 12

- Train parents over several sessions:
 - Teach parents:
 - An oral reading and error correction procedure
 - How to do a “parent check” (WCPM)
 - To administer contingent positive reinforcement
 - To use timeout for inappropriate behavior
 - Show a demonstration video OR
 - Demonstrate all procedures with opportunities for modeling, practice, and feedback
- Conduct frequent follow-up with parents by phone, audio checking, or in person



Slide 23: Refer to Handout 11

- Words Correct Per Minute – WCPM
 - Calculated by counting total # of words read in one minute and subtracting # of incorrect words
- Give parents reading materials from:
 - Current classroom reading materials
 - Materials that would be read the next year
 - Or from a set of standard leveled reading passages
- Parent Tutoring should take place:
 - 2-3 times per week during school year
- Daily during summer months



Slide 24

- Find a comfortable, well-lit space
- Select a text that is not too easy or hard, as suggested by classroom teacher

Materials:

- Quiet, Well-Lit Area
- Reading Materials
- Timer
- "Parent Check" Worksheet
- Progress Chart




NCSEAM 24

Slide 25

- Select appropriate reading material
- Start at a specific point in a designated text
- Ask child to read orally and naturally
- Set a timer for 10 minutes

Directions for Parents:

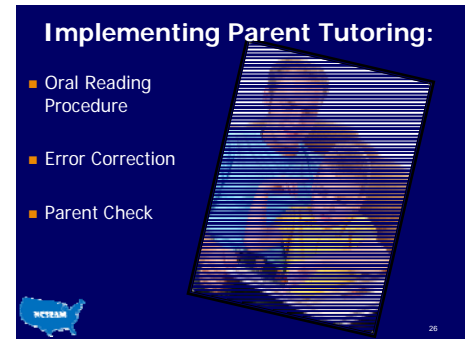
- Select Text-Not Too Easy or Hard
- Start at Specific Point
- Instruct Child to Read (10 Minutes)



NCSEAM 25

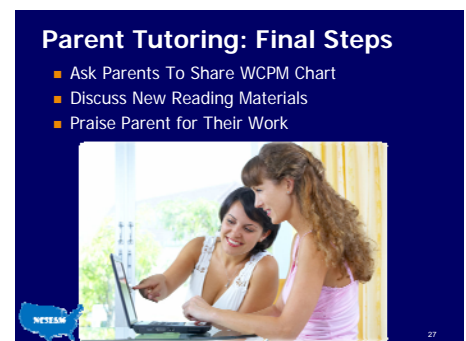
Slide 26

- Parents only intervene if:
 - A word is substituted
 - A word is left out
 - A word is added that is not in the text
 - The child hesitates for longer than 4 seconds
- Steps when correcting mistakes:
 - Point to where mistake was
 - Correctly state error word(s)
 - Ask child to correctly pronounce word(s)
 - Ask child to reread the entire sentence correctly
 - Deliver verbal praise after sentence is read
- At end of each session conduct a “Parent Check”
 - (See PT Handout 2 for “Parent Check” form)
- Child reads for 1 minute from that day’s passage with no error correction
- Parent keeps track of mistakes and marks last word read after 1 minute
- Parent calculates WCPM = # of words read minus # of mistakes
- Chart WCPM for child on daily form (See PT Handout 3 for WCPM Chart)



Slide 27:

- Ask Parents to Share WCPM Chart so that the teacher can reward and compliment the child at school or their efforts at home
- Discuss New Reading Materials with the parents
- Always Praise Parent for Their Work



Slide 28: Parents Encouraging Pupils (Refer to Handout 14)


- Parents Encouraging Pupils
 - Urban children don't achieve in reading at a comparable level to suburban children.
 - Parents' reinforcement of skills taught at school have a direct effect on children's achievement.
 - Parents from lower SES do not make as much contact with schools as middle or higher SES parents – maybe lack confidence, communication skills, or knowledge about learning processes.
 - When school staff assist parents, their involvement in academic programs increase resulting in increased student achievement.
- Low SES students from inner city schools
- All students behind at least 2 grade levels in reading, of average intelligence or above, and served at a reading resource laboratory at school
- Experimental Group:
 - 75 randomly selected students grades 3-5
- Control Group:
 - Comparable; did not receive PEP



Slide 29

- You can help your child become a better reader by listening and helping her to do at least one of the following activities available to her in the reading lab:
 - A. Read a book
 - B. Reading homework
 - C. Read a word list
 - D. Play reading games
- Each activity earns 10 points

Parents Encourage Pupils



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

**10-Points Per Activity*

Slide 30 Refer to Handout 15

- After work is completed:
 - Circle A, B, C or D on the calendar to show the work done by your child.
 - If your child does more than one activity, circle each letter that applies.
 - 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 the lab at the end of the month.



Slide 31 Refer Handout 16

- After the child completes the daily activity, the parent fills in the happy face on the calendar.
- Children return the home activity tracking calendar to school each month.
- The reading lab teachers keep a school activity tracking calendar at school.
- Points are recorded for completion of reading assignments in class and combined with points for activities earned at home.



Slide 33

- Discussion points for your school staff

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?



33

The 4 A's: Creating Conditions for Family-School Partnerships

The Future of School Psychology Task Force on Family-School Partnerships

Susan Sheridan, Jenny Burt, Ashley Taylor, Andy Garbacz, Katie Black, Katie Magee, Laura Mullaney, Katie Hraban, Kelly Rasmussen

Nebraska Center for Research on Children, Youth, Families and Schools
University of Nebraska-Lincoln

The Four A's

- Certain attitudes and beliefs need to be in place before any family-school intervention can be effective
- Four A's (Approach, Attitudes, Atmosphere, and Actions) define the conditions that are necessary for effective family-school partnerships



Approach

Approach: The framework for engaging in positive interactions with families

- *Belief in shared responsibility* is central to family-school partnerships
- *Both families and educators are essential* for children's growth and development
- Emphasis placed on *relationships* between family members and educators, rather than on separate roles that each assume

Approach

- How To Engage in a Partnership Approach:
 - Request parental assistance – create opportunities for dialogue and empowering parents
 - Encourage a role for parents – share information and resources to solve concerns
 - Provide rationales and expectations for families and schools to work together
 - Structure interventions that require cooperation and communication (e.g., home-school notes, home reinforcement for school performance)
 - Increase responsibility for successful outcomes by including all participants (parents, teachers, and child when appropriate)

Attitude

Attitude: The values and perceptions held about family-school relationships

Includes attitudes that:

- All families have strengths.
- Parents can help their children succeed in school -- they must be provided with the opportunity and necessary information and support.
- Parents have important information and perspectives that we need to help educate their children.
- Parents and educators each bring unique and important perspectives and expertise to the table as co-equals.

Attitude

- How To Adopt a Partnership Attitude:
 - Attempt to take parents' perspectives whenever possible.
 - Ask yourself:
 - Do I put myself in the parents' place and mentally reverse roles to consider how I would feel as the parent of the child about whom there are concerns?
 - Do I really believe that parents are equal to me as a professional and are experts on their child?
 - Do I consistently value the comments and insights of parents and make use of their reservoir of knowledge about the child's total needs and activities?
 - Do I listen to parents, communicating with words, eye-contact, and posture that I respect and value their insights?
 - If I had a child in this situation, what information would I want and how would I like to be treated?



Atmosphere

Atmosphere: The climate in schools for families and educators to engage as partners.

- The affective climate in interactions among families and schools.
- The physical climate in schools that make them inviting and "family-friendly."
- All families must feel welcome!
 - Differences in parent backgrounds & experiences must be recognized.
 - Personal difficulties in school or previous conflicts may be prominent.
 - Ethnic, linguistic, religious, class differences can widen the gap.



Atmosphere

- How To Create an Inviting Atmosphere:
 - Recognize and appreciate diverse family structures, circumstances, and responsibilities, and how they may impact roles
 - Make your classroom welcoming and family-friendly
 - Spend time getting to know families and developing on-going relationships
 - Refrain from making assumptions and generalizations about families



Actions

Actions: What schools do to build partnerships and shared responsibility for education with families through effective communication.

- There is no one-size fits all approach
- Examine your current practices for partnering with families, and your willingness to include families and ask for their input
- Effective communication and administrative support are *key!*



Actions: Communication

- How To Practice Effective Communication:
 - Provide regular information to parents about their child's progress (e.g., make "good news" phone calls; use home-school notes; share information through e-mails, weekly folders, newsletters)
 - Engage in effective conflict management strategies by using clarifying statements and problem-solving strategies
 - Use words that convey a partnership (e.g., "we, us, and our" versus "you, I, yours, and mine")
 - Share information about how families can help their child at home



Actions: Communication

- How To Practice Effective Communication:
 - Use statements that express concern for the child
 - Retain focus on the child's goals and how to achieve them together
 - Elicit ideas, information, and perspectives from parents using open-ended questions (e.g., "How?" "When?" "Describe")
 - Paraphrase and validate message from parents to check understanding (e.g., "I hear you saying..."; "You are concerned about...")



Actions: Administrative Support

- Establish policies for partnering with all families
- Include policies for:
 - Requesting parental input throughout all phases of decision-making, not just when problems arise
 - Participation of parents who lack literacy skills or do not speak English
 - Professional development for teachers and staff to enhance their effectiveness with parents
 - Opportunities for parents to assist in the instructional process at school and at home



Key Points to Remember

- The development of effective approach, attitude, atmosphere and actions takes time.
- The aforementioned strategies may not work equally for all students, families, and educators.
- Individual schools may want to discuss what type(s) of programs will best meet their needs and school communities.
- Committing the time and resources while developing and implementing effective strategies will allow the process and outcomes to be most effective.



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

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

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 - 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

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

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