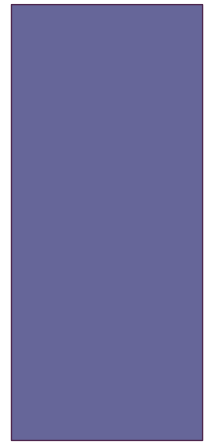


Parent Involvement and School Performance

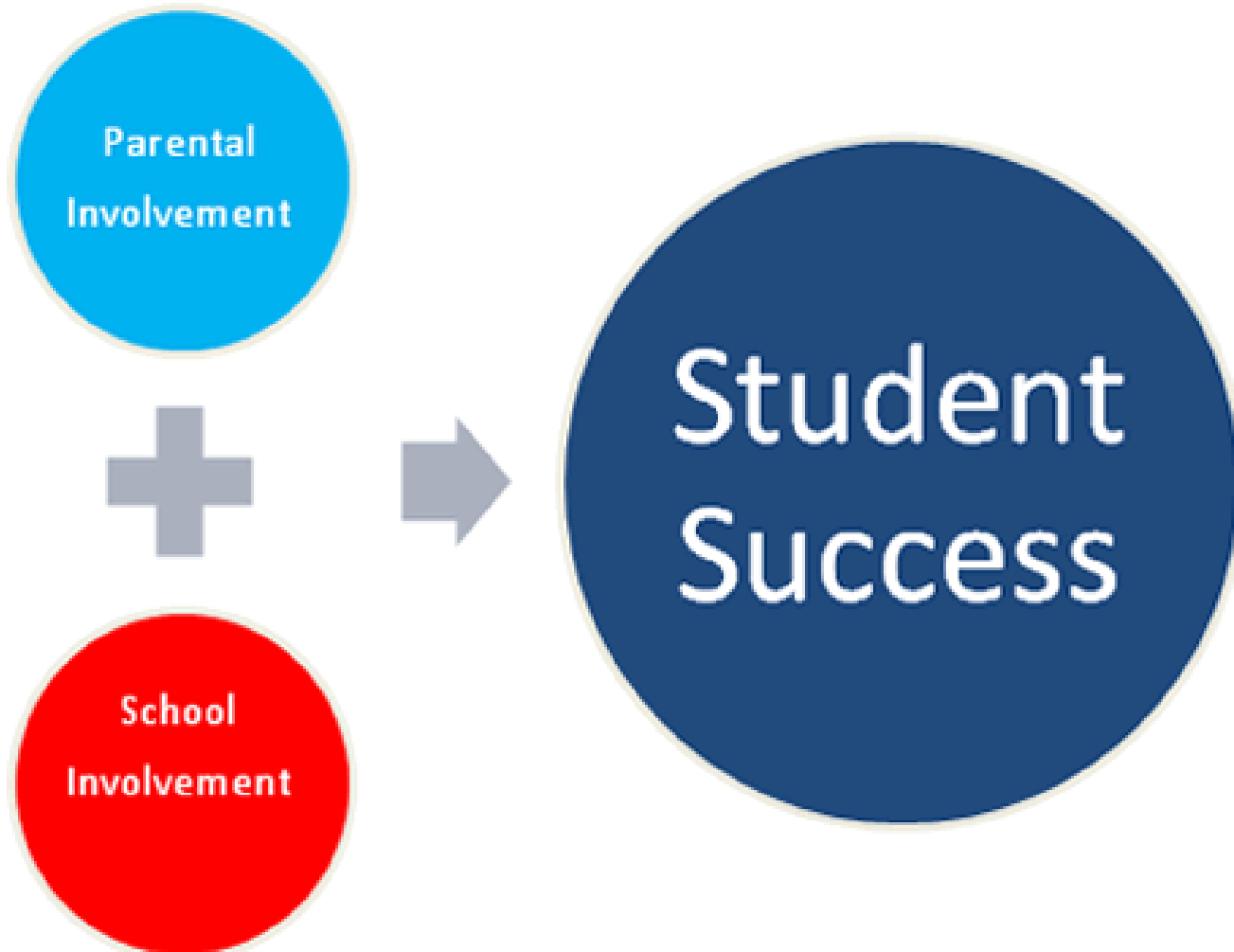
EMILEE CUTRIGHT



DEFINITION

- Parent involvement: the active engagement of a parent with their child outside of the school day in an activity which centers on enhancing academic performance.
 - Parent participation in educational activities at school and home
 - Parents providing a home environment that supports learning
 - Communication between parents and teachers
- The impact of parent involvement in a child's growth and development is generally accepted (Sheldon 2003).
- The role that parents play in the academic achievement of their children has long been thought to be a centrally important one.

IMPORTANCE



HISTORY

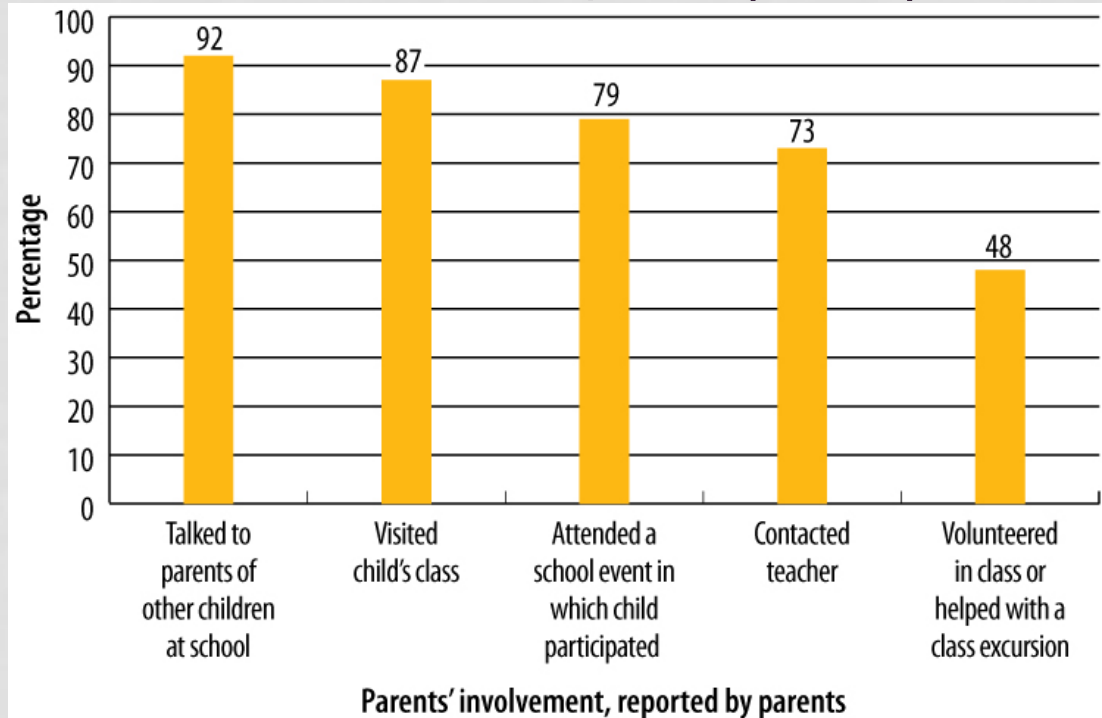
- Research about this topic originated in the 1960s
- Coleman Study (1966)
 - Assessed the availability of equal educational opportunities to children of different race, color, religion, and national origin.
 - Results of this evaluation suggested a substantial relationship between the parent's involvement in their child's education and their child's success in academic domains.
- Gordon (1977)
 - Reviewed parent involvement programs and proposed a three dimensional model: parent impact, school impact, and community impact. All three produced positive effects

HISTORY(CONT)

- Graue, Weinstein, and Walberg (1983)
 - There is a significant academic advantage for those children whose parents participated in their child's educational program
- Christenson, Rounds, and Gorney (1992)
 - Reports focused on family components of parent expectations and attributions, structure for learning, home affective environment, discipline, and parent involvement.
 - There is a positive correlation between student achievement and parent components

HISTORY (CONT)

- When parents participated in academic enrichment activities with their children outside of school, the benefits were manifest in improved academic performance in school. Jeynes (2005)
 - Reading and math scores improved drastically



PREDICTOR OF FUTURE

- The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school.
- When parents are involved in their student's education, those students have higher grades and test scores, better attendance, and complete homework more consistently.

EPSTEIN'S SIX TYPES OF PARENT INVOLVEMENT

1. Parenting
1. Communicating
1. Volunteering
1. Learning At Home
1. Decision Making
1. Collaborating With Community

National Standards for Parent/Family Involvement Programs	
Standard I:	Communicating—Communication between home and school is regular, two-way, and meaningful.
Standard II:	Parenting—Parenting skills are promoted and supported.
Standard III:	Student Learning—Parents play an integral role in assisting student learning.
Standard IV:	Volunteering—Parents are welcome in the school, and their support and assistance are sought.
Standard V:	School Decision Making and Advocacy—Parents are full partners in the decisions that affect children and families.
Standard VI:	Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

NO CHILD LEFT BEHIND

- The No Child Left Behind Act (NCLB) has served to focus attention on the need and importance of parent involvement in their child's education.
- It defines parental involvement in education as “the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities” (107th Congress, 2002).



PARENT INVOLVEMENT POSSIBILITIES

- Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents (Kellaghan, Sloane, Alvarez, & Bloom, 1993).
- Joining the PTO/PTA
- Helping with school fundraising
- Starting to implement school positivity early
- Encourage high performance
- Read to the child

DEMOGRAPHICS

- Being college educated and from higher income levels is associated with higher levels of involvement in children's schooling (Kohl, Lengua, McMahon, & Conduct Problems Prevention Research Group, 2000; Moles, 1993; Reynolds, Mavrogenes, Bezruczko, & Hagemann, 1996)
- African Americans and Latinos are involved less than Euro Americans (Moles, 1993; Reynolds, Mavrogenes, Bezruczko, & Hagemann, 1996)

SOCIO-ECONOMIC STATUS (SES)

- Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009).
 - Families from low-SES communities are less likely to have the financial resources or time availability to provide children with academic support.
- Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).
- Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools (Palardy, 2008).

PSYCHOLOGICAL HEALTH WITH SES

- Children from lower SES households are about twice as likely as those from high-SES households to display learning-related behavior problems. A mother's SES was also related to her child's inattention, disinterest, and lack of cooperation in school (Morgan et al., 2009).
- Identifying as part of a lower/working class in college has been associated with feelings of not belonging in school and intentions to drop out of school before graduation (Langhout, Drake, & Rosselli, 2009).
- Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009).

COUNSELING PSYCHOLOGY

- Counseling psychology focuses on emotional, social, vocational, educational, health-related, developmental, and organizational concerns.
 - Parental involvement maximizes these concerns
- Parental encouragement and involvement in school equates to higher self esteem, motivation, concentration, higher test scores, and healthier emotional health
- The participation of parents in their child's school participation decreases over time (throughout middle and high school)

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