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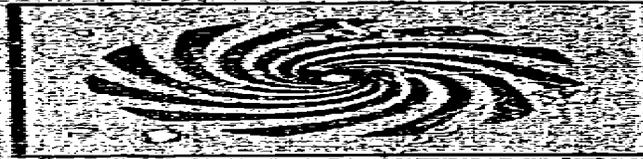
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ABSTRACT

The development of a simple and effective means of training parents and other non-professionals in the use of a home-based instructional program is the concern of this paper. The home-based program is the SWRL Parent-Assisted Learning Program (PAL). PAL was created as an adjunct to a broader communication skills program, First Year Communication Skills Program (FYCSP), a criterion-referenced instructional program, which includes research-based instructional materials and procedures and is designed to teach kindergartners basic reading skills. In developing the PAL Parent Guide four basic guidelines were followed: (1) minimizing the reading requirements for parents, (2) providing a means for parents to practice skills being taught, (3) providing a means for parents to evaluate their own learning, and (4) keeping training procedures as brief as possible. The current Parent Guide consists of 10 pages and includes the following: (1) a description of the purpose of the PAL Program, the materials included, and other basic information, (2) a description of the Practice Exercise and the General Instructional Procedures parents are to follow when using the Practice Exercises, (3) a series of exercises designed to give parents practice in using the General Instructional Procedures, (4) a pronunciation guide illustrating how the Program Words and Word Elements are sounded out and procedures for practicing the pronunciation of them. It was determined that the procedures used were successful in producing a low-cost guide. (CK)



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THE DEVELOPMENT AND EVALUATION OF A PARENT TRAINING MANUAL FOR HOME INSTRUCTION

Nancy Yaman and Ralph A. Hanson

ABSTRACT

The results of a study designed to evaluate a self-instructional manual for training parents are presented. Included is a description of the development of the manual, evaluation procedures used and results obtained. The procedures should be useful to others planning and preparing training guides for parents.

THE DEVELOPMENT AND EVALUATION OF A PARENT TRAINING MANUAL FOR HOME INSTRUCTION¹

Nancy Yaman and Ralph A. Hanson

Recent studies suggest that learning which occurs in a child's home influences his development of school-related skills and abilities (Passow, 1970; Coleman et al., 1966; Stodolsky, 1965; Hess and Shipman, 1965; Bloom, 1964; Wolf, 1964; Dave, 1963; Hunt, 1961). Communication skills and abilities related to reading and speaking are among those influenced by home learning (Bernstein, 1966). Educators are therefore attempting to involve parents directly in the achievement of school objectives for communication skills through home-based, parent-child instructional programs designed to supplement the child's school learning experiences. Research carried out at the Southwest Regional Laboratory (SWRL) indicates that the following problem areas must be resolved before home-based instructional programs can function effectively:

1. Development of program materials and procedures for parents to use with their child that are related to school objectives.
2. Development of a simple and effective means of instructing parents and other non-professionals in the use of a home-based instructional program.
3. Distribution of program and training materials to parents.
4. Monitoring of program progress.

The second problem area, the development of a simple and effective means of training parents and other non-professionals in the use of a home-based instructional program, is the concern of this paper.

The home-based instructional program for which SWRL's version of a parent training manual is intended is the SWRL Parent-Assisted Learning Program (PAL). The present method for training parents to use the PAL Program has progressed over the last two years from an ad hoc presentation for parents attending school meetings to successful parent self-training in the home through the use of the PAL Parent Guide. The specific procedures used in developing and validating the PAL Parent Guide and the results of a small tryout study evaluating its effectiveness are outlined in this paper.

SWRL developed the PAL Program as an adjunct to its yet broader communication skills program known as the First Year Communication Skills

¹Paper presented at the Annual Meeting of the California Educational Research Association held in San Diego, California on April 29 and 30, 1971.

Program (FYCSP). The following contextual summary of the FYCSP and PAL Program is provided so that the actual development and evaluation of SWRL's parent training manual--the PAL Parent Guide--can be followed more readily.

The First Year Communication Skills Program. The FYCSP is a criterion-referenced instructional program which includes research-based instructional materials and procedures, and is designed to teach kindergarten children basic reading skills. The program enables systematic teaching of these basic reading skills to kindergarten children. The four specific objectives of the FYCSP are that children learn to:

1. Read 100 words
2. Read 23 initial and ending sounds
3. Sound out and read any one-syllable word composed of word elements from the program
4. Identify each letter of the alphabet presented either in lower or upper-case type

The Parent-Assisted Learning Program. The PAL Program provides the child weekly, additional practice on the skills being taught in the FYCSP. It consists of a set of both instructional and training materials. The instructional materials are sent home each week by the teacher for use by the parents and their child. During the practice sessions parents use Practice Exercises and Learning Games to provide practice and review on the specific content of the four FYCSP outcomes completed by the child during the prior week in the classroom.

PAL is designed for approximately one hour's use per week. Fifteen minutes are spent administering a Practice Exercise on each of the first three days of the week. On the fourth day, a Learning Game is played.

Each Practice Exercise contains 20 items. An accompanying script instructs the parent how to administer each item to the child. The parent's questions elicit a selected or constructed pupil response to a printed word, letter, or word element. Parents go through the items with their child twice during each Practice Session.

Development of the PAL Parent Guide

In developing the PAL Parent Guide, a list of specific objectives was drawn up which included information parents should know about the program and procedures they should follow during a Practice Session. The specific informational and procedural objectives are given in Appendix A.

In actually preparing the Parent Guide, four basic guidelines were followed:

1. Minimizing the reading requirements for parents.
2. Providing a means for parents to practice skills being taught.
3. Providing a means for parents to evaluate their own learning.
4. Keeping training procedures as brief as possible.

By following the guidelines, the training objectives of the PAL Program were incorporated into a Parent Guide. Once the prototype Parent Guide was completed, an in-house pilot study was conducted using Laboratory personnel to pretest its effectiveness. Several persons read the Guide as a parent would, and then conducted a simulated Practice Session. Based on the results of this pilot study, several revisions in the Guide were made.

The revised Parent Guide consists of a total of 10 pages and covers the following:

1. A description of the purpose of the PAL Program, the materials included, and other basic Program information.
2. A description of the Practice Exercise and the General Instructional Procedures parents are to follow when using the Practice Exercises.
3. A series of exercises designed to give parents practice in using the General Instructional Procedures.
4. A pronunciation guide illustrating how the Program Words and Word Elements are sounded out and procedures for practicing the pronunciation of them.
5. A description of the three PAL games and procedures for using them.
6. A Question-Answer Sheet containing questions parents often ask about PAL and the answers to them.

Sample and Study Procedures

The next step was to conduct a tryout study to determine the effectiveness of the Parent Guide. A major concern in developing PAL training procedures was to ensure that all English speaking parents with minimal reading skills could effectively use the Program. Therefore, an important criterion for the selection of the study sample was that the subjects had reading abilities which approximate the minimal level of parents who would be using the PAL Guide.

Twenty seventh- and eighth-grade students from a local school participated in the tryout. The reading ability of these students, as measured by the California Test of Basic Skills, ranged from the sixth- to eleventh-grade level, comparable to or less than that of parents who would be using the PAL Guide. Due to space limitations and the extensive individual testing required, only four sessions were held. An evaluation agenda and training guide were prepared for SWRL staff to follow so that identical input was given to all groups.

Evaluation of the PAL Parent Guide

The students were evaluated individually immediately after they finished studying the Parent Guide. Three instruments were used to evaluate their learning. Figure 1 lists their type, content, and the specific measurement procedures used. The three instruments can be found in Appendix B.

Figure 1

EVALUATION INSTRUMENTS

| <u>Instrument</u> | <u>Type</u> | <u>Measurement Procedures and Content</u> |
|--------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Evaluation of Word Elements and Program Words | Observation Checklist | The students were handed a list of 10 Program words to be sounded out and read. The evaluator recorded the correct and incorrect verbal responses. |
| 2. Practice Exercise and Game Evaluations | Observation Checklist | The checklist included all of the behaviors parents were expected to exhibit during a Practice Session. The students were to conduct a simulated Practice Session in which they played the role of the parent. The evaluator played the role of the child and recorded the students correct and incorrect behaviors. |
| 3. Parent Test | Paper and Pencil | This test included twelve questions which covered basic information about the PAL Program included in the Guide. |

Results

Table 1 illustrates the performance of subjects with different grade equivalent scores in reading on all three evaluation instruments. The data include the means and percentage of correct responses made on each measure.

The data in Table 1 reveal that pupils with higher grade equivalent scores perform better than pupils with lower grade equivalent scores on all tests. However, only at the extremes were the differences substantial. The correct responses for pupils at the sixth-grade reading level ranged between 42% and 59%, whereas for pupils reading at the eleventh-grade level they ranged between 70% and 83%. The average performance on all tests ranged from 60% through 75% indicating that the subjects as a group were able to learn a major portion of the informational and procedural objectives presented in the Parent Guide. There was little variance among the scores on the separate measures, implying that the behaviors that were performed on each of the tests were of comparable difficulty for the students. For example, scores indicating knowledge of basic information about the PAL Program as measured by the Parent Test are shown to vary similarly with performance of correct behaviors during a Practice Session, as measured by the Practice Exercise Evaluation.

An item analysis of each of the three tests was conducted to determine which specific behaviors were most difficult to learn (Tables 2, 3, and 4). These data were used as the basis for subsequent revisions to the Parent Guide.

Table 2 illustrates performance on the Parent Test, which measured knowledge of basic information about the PAL Program. The results show that the majority of the test components were learned by over half of the subjects. Test performance was poor on only three of the test items.

Table 3 shows the results of the Evaluation of Word Elements and Program Words. Twenty-seven of the 30 test components were answered correctly by the majority of the subjects. The two most difficult items to sound out were the beginning sounds "h" and "r". As might be expected, reading the word proved considerably easier to master than sounding out the beginning and ending word elements.

The performance of the students while conducting a simulated Practice Session is given in Table 4. This includes both the evaluation of the Practice Exercise Session and Game Playing. The results, presented item by item, indicate that a wide variation in the number of correct responses occurred in the Practice Exercise Evaluation. The items answered correctly ranged from 22% to 99%.

Most of the behaviors the students were expected to exhibit during the Game Evaluation were identical to those included in the Practice

Table 1

Assessment of PAL Parent Guide Learning
by Three Evaluation Instruments

| Mean and Percentage of Correct Responses | | | | | | | | | |
|------------------------------------------|----|-------------------------|--------|----------------------------------------------|--------|----------------------------------------------------------|--------|---------------------------------|--------|
| Reading Level | N | Parent Test (max=12) | | Word Elements & Program Words (max=30) | | Practice Exercise Evaluation ^a (max=53) | | Game ^a Evaluation | |
| | | \bar{X} | % | \bar{X} | % | \bar{X} | % | Max | % |
| 6 | 4 | 5.6 | (46.9) | 17.5 | (58.3) | 31.5 | (59.4) | 47 | (42.4) |
| 7 | 3 | 8.8 | (73.6) | 27.3 | (91.1) | 39.3 | (74.2) | 38 | (70.2) |
| 8 | 3 | 7.0 | (58.3) | 14.3 | (47.8) | 43.7 | (82.4) | 45 | (51.0) |
| 9 | 4 | 9.8 | (81.2) | 27.5 | (91.7) | 42.8 | (80.7) | 57 | (66.7) |
| 11 | 4 | 9.6 | (79.6) | 25.0 | (83.3) | 43.3 | (81.6) | 62 | (70.0) |
| Total | 18 | 8.2 | (68.1) | 22.5 | (75.0) | 39.9 | (75.4) | 249 | (60.0) |

Note: "Max" represents the total number of opportunities to respond within each group, and "%" represents the average of the percentage of correct responses made by each individual within each group.

^aPractice Exercise and Game Evaluations is normally considered to be one evaluation instrument, but is treated separately here for the purpose of data analysis.

Table 2

Item Analysis of the Parent Test
(18 subjects)

| Item | Item Content | Correct Item Response | N | % |
|------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------|
| 1 | What is the PAL Program designed to do? | Help parent assist the child in learning to read | 16 | 88.9 |
| 2 | Who should use the PAL materials? | a. The parent and child b. If parent is unable to do so, then another adult in the home may do so | 12 5 | 66.7 27.8 |
| 3 | How much time <u>each week</u> does the program take? | 1 hour (4 days) | 15 | 83.3 |
| 4 | How much time <u>each day</u> do you spend with your child? | 15 minutes | 17 | 94.4 |
| 5 | How and when do you receive the program materials? | a. You receive them from the child's teacher b. On a Monday | 13 12 | 72.2 66.7 |
| 6 | When do you start the program (including what day)? | a. As soon as you receive the materials b. On a Monday | 12 14 | 66.7 77.3 |
| 7 | What are the two types of materials that you use with your child? | a. Practice Exercises b. Learning Games | 16 14 | 88.9 77.8 |
| 8 | Which days do you spend on the Practice Exercises? | Mondays, Tuesdays, and Wednesdays | 12 | 66.7 |
| 9 | Which day do you spend on the Learning Game? | Thursdays | 14 | 77.8 |
| 10 | How many Practice Exercises and Games do you receive each week? | Four | 11 | 61.1 |
| 11 | When do you use the follow-up activity? | When the child does as well or better the second time through the Practice Exercise | 6 2 | 33.3 11.1 (partially correct) (completely correct) |
| 12 | Name some follow-up activities? | (Any 3 of the follow-up activities listed in the Parent Guide) | 0 1 8 | 0.0 5.6 44.4 (named just 1) (named just 2) (named 3) |

Note: N=number of correct responses; %= percentage of correct responses.

Table 3
Item Analysis of Word Elements and Program Words
(18 subjects)

| Item | Item Content | <u>Beginning Sounds</u> | | <u>Ending Sounds</u> | | <u>Program Words</u> | |
|------|--------------|-------------------------|------|----------------------|------|----------------------|------|
| | | N | % | N | % | N | % |
| 1 | m - an | 12 | 66.7 | 14 | 77.8 | 16 | 88.9 |
| 2 | s - at | 13 | 72.2 | 14 | 77.8 | 16 | 88.9 |
| 3 | n - et | 12 | 66.7 | 14 | 77.8 | 16 | 88.9 |
| 4 | sh - ut | 13 | 72.2 | 14 | 77.8 | 16 | 88.9 |
| 5 | b - ad | 12 | 72.2 | 14 | 77.8 | 16 | 88.9 |
| 6 | h - ill | 9 | 50.0 | 14 | 77.8 | 16 | 88.9 |
| 7 | f - ell | 10 | 55.6 | 12 | 66.7 | 15 | 83.3 |
| 8 | th - an | 9 | 50.0 | 13 | 72.2 | 16 | 88.9 |
| 9 | w - eed | 13 | 72.2 | 14 | 77.8 | 16 | 88.9 |
| 10 | r - un | 7 | 38.9 | 13 | 77.2 | 16 | 88.9 |

Note: N = number of correct responses; % = percentage of correct responses.

Table 4
Item Analysis of the Practice Exercise and Game Evaluations
(18 subjects)

| Item | Item Content | Practice Exercise Evaluation ^a | | | Game Evaluation ^b | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|------|------------------------------|------|
| | | max | N | % | max | % |
| 1 | Was the Practice Exercise placed directly in front so that you could hold it and turn the pages? | 18 | 9 | 50.0 | - | - |
| 2 | Was the parent pleasant and relaxed? <u>Did the parent</u> | 18 | 16 | 88.9 | 18 | 94.4 |
| 3 | Open with a positive remark? | 18 | 10 | 55.6 | 18 | 44.4 |
| 4 | Read the directions correctly? | 216 | 201 | 93.1 | - | - |
| 5 | Confirm the correct responses when the child gave the right answer? Also praise after 3-4 correct answers? <u>When the child gave the wrong answer or no answer at all, did the parent</u> | 144 | 142 | 98.6 | 41 | 81.9 |
| 6 | Tell you what the word was that you pointed to? | 18 | 12 | 66.7 | - | - |
| 7 | Ask you to look at the word? | 54 | 12 | 22.2 | 34 | 11.1 |
| 8 | Point to and/or tell you the right answer? | 72 | 66 | 91.7 | 34 | 91.7 |
| 9 | Have you point to or say the right answer? | 72 | 45 | 62.5 | 34 | 47.2 |
| 10 | Confirm the correct responses? <u>Did the parent</u> | 72 | 44 | 61.1 | 34 | 50.0 |
| 11 | Record the answer correctly? | 216 | 155 | 71.8 | - | - |
| 12 | Correctly total the number of correct or incorrect items? | 18 | 4 | 22.2 | - | - |
| 13 | Say something like "You got 8 right this time, if you get 8 or more items right on Trial 2 we will have a follow-up activity"? | 18 | 5 | 27.8 | - | - |
| 14 | Explain the rules to the child correctly? | - | - | - | 18 | 55.6 |
| 15 | Follow the game procedures correctly? | - | - | - | 18 | 72.2 |

^aN = number of correct responses; % = percentage of correct responses.

^bThe number of opportunities for each individual to respond varied on the Game Evaluation.
max - represents the total number of opportunities presented to the group as a whole for each item.

% - represents the average of the percentage of correct responses made by each individual in the group by item.

Exercise Evaluation. Generally speaking, the results were similar with slightly lower performance occurring on the Game Evaluation.

Discussion and Summary

The results of this tryout indicate that the prototype Parent Guide was successful in instructing pupils to use the PAL Program. The reading levels of the participants varied from the sixth to eleventh grade, although the variance in their performance was minimal. More important, however, the item analysis of the three evaluation measures revealed specific areas of poor performance. Based on these results the following decisions were made:

1. As indicated by the Parent Test, the majority of the questions dealing with basic PAL Program information were answered completely or at least partially correct by most of the subjects. Information from two of the items where the correct pupil responses were less than 50% were presented in visual as well as written form in the revised Guide.
2. The majority of the test components were correctly sounded out and read as indicated by the evaluation data. Therefore, no revisions were felt necessary in this area.
3. Results of the Practice Exercise and Game Evaluations indicated that some of the General Instructional Procedures were much more difficult to learn than others. Revisions were made in the General Instructional Procedures so that they are now presented visually as well as in written form. The Procedures were placed in the Guide so that they can be easily removed and used as a wall chart, serving as a constant reminder to parents to use the correct procedures.

Conclusions

The procedures described in this paper were successful in producing a low cost Guide for training parents in the use of a home-based instructional program. Presently data are being gathered on the effectiveness of the revised version of the Parent Guide. An additional developmental effort is being made to prepare training materials which will allow non-English speaking parents to use the PAL Program.

Appendix A

I. Information Objectives

Parents will learn the following facts:

1. The PAL program is designed to help the parent assist his child in learning to read.
2. The PAL materials should be used by parent and child. An older brother, sister or another adult living in the home may use the materials if the parent is unable to do so.
3. The program requires 15 minutes of time each day, four days a week (approximately 1 hour).
4. PAL materials are to be sent home by the teacher with the child on a Monday.
5. The program starts on the first Monday after the materials are sent home.
6. There are two types of PAL instructional materials, Practice Exercises and Learning Games.
7. Monday, Tuesday, and Wednesday are spent on the Practice Exercise. Thursday is spent on the Learning Game. The parent receives 3 Practice Exercises and 1 Learning Game each week.
8. A follow-up activity should be used when the child does as well or better the second time through the Practice Exercise.
9. The type of follow-up activities chosen should be based on the child's preference.

II. Procedural Objectives

Parents will be able to:

1. Be pleasant and natural before the practice session. Place the Practice Exercise directly in front of the child. Have him sit on the parent's right and allow him to hold it and turn the pages.
2. During the practice session:
 - a. When the child gives a right answer, let him know he is right by saying "Good" or "That's right." Also, praise him after 3 or 4 correct answers.

- b. When the child gives a wrong answer or no answer at all, ask him to look at the word. Tell him the right answer. Have him say the right answer before going on.
3. Record a correct response made by the child, by circling the plus (+) sign next to the appropriate item under Trial 1 or 2 (depending on whether it is the 1st or 2nd time through the Practice Exercise).

Record an incorrect response made by the child by circling the minus (-) sign next to the appropriate item under Trial 1 or 2.

4. After going through a Practice Exercise tell the child that if he does as well or better the second time he will receive a follow-up activity.
5. Pronounce these 11 beginning sounds correctly: m, s, n, sh, b, h, l, f, th, w, and r.
6. Pronounce these 11 ending sounds correctly: at, it, eed, ut, ell, ad, et, eet, at, ill, an.
7. Sound out all program words consisting of the beginning and ending sounds in 5 and 6.
8. Play these three learning games: Tic-Tac-Toe, Remember, and Fish, following the same procedures as during a practice session.

Appendix B

WORD ELEMENTS AND PROGRAM WORDS
REVIEW OF BEGINNING AND ENDING SOUNDS

Directions: Sound out and say each of these words:

man
sat
net
shut
bad
hill
fell
than
weed
run

PARENT TEST

Directions: Please answer the questions below using the information from the Parent Guide.

1. What is the PAL Program designed to do? _____

2. Who should use the PAL materials? _____

3. How much time each week does the program take? _____
4. How much time each day do you spend with your child? _____
5. How and when do you receive the PAL materials? _____

6. When do you start the program? (including what day) _____

7. What are the two types of materials that you use with your child?
 1. _____
 2. _____
8. Which days do you spend on the Practice Exercises? _____
9. Which day do you spend on the Learning Game? _____
10. How many Practice Exercises and Games do you receive each week? _____
11. When do you use the Follow up activity? _____
12. Name some Follow up activities.

School: _____

Pupil: _____

Grade: _____

Date: _____

EVALUATION OF WORD ELEMENTS AND PROGRAM WORDS

Directions: "While using the Practice Exercises and Games, you should be able to sound out correctly the beginning and ending sounds of the program words. Here is a list of some of the words you will need to know (HAND THE PARENT THE WORD ELEMENTS SHEET). Please sound out and say each of these words."

- | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|
| 1. | m | an | + - | 8. | th | an | + - |
| | + - | + - | | | + - | + - | |
| 2. | s | at | + - | 9. | w | eed | + - |
| | + - | + - | | | + - | + - | |
| 3. | n | et | + - | 10. | r | un | + - |
| | + - | + - | | | + - | + - | |
| 4. | sh | ut | + - | | | | |
| | + - | + - | | | | | |
| 5. | b | ad | + - | | | | |
| | + - | + - | | | | | |
| 6. | h | ill | + - | | | | |
| | + - | + - | | | | | |
| 7. | f | ell | + - | | | | |
| | + - | + - | | | | | |

EVALUATION OF PAL IN-HOUSE
TRAINING SESSION

Observer: _____
Subject: _____
Ed. Level: _____

PRACTICE EXERCISE EVALUATION

A. "Now that you have read the Parent Guide we would like you to see how well you are able to work through a Practice Exercise. Be sure to follow as closely as possible the procedures in the Parent Guide. During this Practice Session you will be the parent and I will play the role of the child. Sometimes I will give correct answers, other times incorrect answers or no answer. In all cases follow the procedures you were given in the Parent Guide".

B. "Assume that you are about to conduct a PAL session and you are on Unit 2 of the PAL Program." (HAND THE PARENT THE PRACTICE EXERCISE.) "Conduct a practice session as you would with a child being sure to follow the correct procedures for beginning and ending the practice session."

1. Was the Practice Exercise placed directly in front of you so that you could hold it and turn the pages?
Yes _____ No _____ Comment _____
2. Was the parent pleasant and relaxed.
Yes _____ No _____ Comment _____
3. Did the parent open with a positive remark?
Yes _____ No _____ Comment _____

| PAGE 1 ITEM # | DID THE PARENT READ THE DIRECTIONS CORRECTLY? | YOUR RESPONSE | DID THE PARENT CORRECTLY? | DID THE PARENT CIRCLE THE SIGN UNDER TRIAL 1 OF THE CORRESPONDING ITEM? |
|-----------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Point to the word <u>on</u> . | Yes ___ No ___ Comment _____ | Point to the word <u>on</u> . | Confirm the response correctly? Yes ___ No ___ | + Yes ___ No ___ |
| 2. Put your finger under the word <u>is</u> . | Yes ___ No ___ Comment _____ | Put your finger under the word <u>it</u> . Put your finger under the word <u>is</u> . | Tell you what the word was that you pointed? Yes ___ No ___ Point to and tell you what the correct answer was? Yes ___ No ___ Have you point to the correct answers? Yes ___ No ___ Confirm the correct response? Yes ___ No ___ | - Yes ___ No ___ |
| 3. Read this word. | Yes ___ No ___ Comment _____ | Say "in." | Confirm the correct response? Yes ___ No ___ | + Yes ___ No ___ |
| 4. Point to the word <u>sees</u> . | Yes ___ No ___ Comment _____ | Point to <u>sees</u> . | Confirm the correct response? Yes ___ No ___ | + Yes ___ No ___ |
| 5. What is the name of this letter? | Yes ___ No ___ Comment _____ | Say "o." | Confirm the correct response? Yes ___ No ___ | + Yes ___ No ___ |

| PAGE 2 ITEM # | DID THE PARENT READ THE DIRECTIONS CORRECTLY? | YOUR RESPONSE | DID THE PARENT PRAISE YOU? (on this or the previous item.) | DID THE PARENT CIRCLE THE _____ SIGN UNDER TRIAL 1 OF THE CORRESPONDING ITEM? |
|----------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. Put your finger under the word <u>sits</u> . | Yes _____ No _____ Comment _____ | Put your finger under <u>sits</u> . | Praise you? (on this or the previous item.) Yes _____ No _____ | + Yes _____ No _____ |
| 2. Point to the word <u>in</u> . | Yes _____ No _____ Comment _____ | Don't do anything. Point to the word <u>in</u> . | Ask you to look at the word again? Yes _____ No _____ Tell you the right answer? Yes _____ No _____ Have you say the right answer? Yes _____ No _____ Confirm the correct response? Yes _____ No _____ | - Yes _____ No _____ |
| 3. Point to the letter <u>h</u> . | Yes _____ No _____ Comment _____ | Point to <u>h</u> . | Confirm the correct response? Yes _____ No _____ | + Yes _____ No _____ |
| 4. Read this word. | Yes _____ No _____ Comment _____ | Say <u>meet</u> . | Ask you to look at the word again? Yes _____ No _____ Tell you the right answer? Yes _____ No _____ Have you say the right answer? Yes _____ No _____ Confirm the correct response? Yes _____ No _____ | - Yes _____ No _____ |

| PAGE 2 ITEM # | DID THE PARENT READ THE DIRECTIONS CORRECTLY? | YOUR RESPONSE | DID THE PARENT | DID THE PARENT CIRCLE THE ___ SIGN UNDER TRIAL 1 OF THE CORRESPONDING ITEM? |
|--------------------------|--------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 5. What is this word? | Yes ___ No ___ Comment _____ | Say <u>Sam</u> . | Ask you to look at the word again? Yes ___ No ___ Tell the right answer? Yes ___ No ___ Have you say the right answer? Yes ___ No ___ Confirm the correct response? Yes ___ No ___ | - Yes ___ No ___ |
| | | Say <u>is</u> . | | |

NOW SKIP TO PAGE 4, ITEM 4, AND CONTINUE THE LESSON

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| PAGE 4 ITEM # | DID THE PARENT READ THE DIRECTIONS CORRECTLY? | YOUR RESPONSE | DID THE PARENT | DID THE PARENT CIRCLE THE ___ SIGN UNDER TRIAL 1 OF THE CORRESPONDING ITEM? |
|--------------------------|--------------------------------------------------|-------------------|----------------------------------------------------|-----------------------------------------------------------------------------------|
| 4. What is this word? | Yes ___ No ___ Comment _____ | Say <u>on</u> . | Confirm the correct response? Yes ___ No ___ | + Yes ___ No ___ |
| 5. Say this word. | Yes ___ No ___ Comment _____ | Say <u>sits</u> . | Confirm the correct response? Yes ___ No ___ | + Yes ___ No ___ |

4. Did the parent correctly total the number of correct and incorrect items (8 correct, 4 incorrect)?

Yes ___ No ___ Comment _____

5. Did the parent say something like, "you got 8 right this time, if you get 8 or more items right on Trial 2 we will have a follow-up activity"?

Yes ___ No ___ Comment _____

GAME EVALUATION

"Now let's play the 'Remember' Game. As I did during the Practice Exercise, I will sometime give the right answer and other times the wrong answer or no answer at all. Once again follow the procedures you were instructed to use in the Parent Guide."

A.

- 1. Was the parent pleasant and relaxed?
Yes _____ No _____ Comment _____
- 2. Did the parent open with a positive remark?
Yes _____ No _____ Comment _____
- 3. Did the parent explain the rules to the child correctly?
Yes _____ No _____ Comment _____

B.

"Let's begin and talk to me as you would to a child during the game." (HAND THE PARENT THE REMEMBER GAME SHEET)

OBSERVER DIRECTIONS FOR PLAYING THE ROLE OF THE CHILD.

THROUGHOUT THE GAME USE ALL THREE TYPES OF RESPONSES, (I.E., ANSWER CORRECTLY, INCORRECTLY, AND NOT AT ALL). KEEP A TALLY OF THE NUMBER OF TIMES THE PARENTS RESPONDED.

- 4. When you gave the right answer did the parent:
Yes _____ Tally _____ No _____
Confirm the correct response?
- 5. When you gave the wrong answer or no answer at all did the parent:
a) Ask you to look at the word? Yes _____ No _____
b) Tell you the right answer? Yes _____ No _____
c) Have you give the right answer? Yes _____ No _____
d) Confirm your correct response? Yes _____ No _____
- 6. Did the parent follow the game procedures correctly? Yes _____ No _____
Comment _____



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