This updated search of the ERIC system, "Dissertation Abstracts," and journal literature has yielded 48 document abstracts which cover ways in which the school can involve the parents in the education and social development of the child. (SD)
Parent Counseling

Compiled by Ronald R. Kopita

September 1973

This search covers ways in which the school can involve the parents in the educational and social development of the child.

(48 document abstracts retrieved)

$1.00
Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal Articles
Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.
The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were (1) the impact of involvement which migrant parents hold for their less achieving children be positively modified? (2) Will systemically increased images and expectations perceived by migrant children result in enhanced self-concepts of ability? and (3) Will enhanced self-concepts of ability result in significant increases in academic achievement by migrant children. A pre-post design. Data collected through the administration of the reading and arithmetic sub-tests of the "Michigan Achievement Test" and a Spanish translation of the "Michigan General Self-Concept of Ability, Scale" were analyzed by a biailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instrument described, increased significantly.

Author/MB

ED 049 957
Goldberg, Hermon R.
Community Control at the Crossroads.
Pub Date Feb 22, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Board of Education, Community Control, Community Involvement, Compensatory Education, Minority Groups, Parent Participation, Parent Role, School Integration
The issue of community control concerns the future role of parents in a changing school environment. It is vital that parental involvement be channeled toward positive and realistic goals such as defining the needs of children and determining how to meet these needs. Parents must become decisionmakers, school boards should consider holding at least half their meetings in neighborhood schools where parents can see their board members and speak on the issues. Some form of community councils are necessary where educational emphasis is placed on the Crossroads. The author concludes with a discussion of the community control issue and suggests that the concept of family counseling be developed. (Author)
ED 050 185  ED 050 533  ED 051 899
Parents as Partners in Department Programs for EC 032 376  Parents: Active Partners in Education. A Study of Child Care. (Case Study from Volume
Note - 65p. Copyright 1970
EDRS Price MF-$0.65 RC-$2.29  EDRS Price MF-$0.65 HC-$3.29  EDRS Price MF-$0.65 HC-$5.39
Parent Participation Task Force appointed in December 1967 by the administrators of the Office of Education, Public Health Services, and the Social and Rehabilitation Services to study parent participation and suggest policy recommendations. It recommended that the Department of Health, Education, and Welfare sponsor and promote increased participation of parents in all programs that serve children and youth and/or the parents themselves and which receive federal assistance. Such participation includes membership of parents on advisory committees, opportunities for parents to serve as substitute teachers and employees, and a family-centered focus and maximum coordination of services in health, education, and welfare programs designed to help the children. Particular emphasis should be placed on programs for poor families and those of minority group status. It is necessary to develop programs that strengthen the family unit, which is under many diverse stresses and pressures, including the competition of government agencies in providing services which it formerly provided exclusively. Collaboration with the new approaches required to give all families a significant and secure place in the community, evaluation components should be built into programs. (Author JMJ)

ED 050 198  ED 050 823  ED 051 899
Lurie, Ellen  Sayler. Mary Lou  Ryopp, Richard R.
How to Change the Schools: A Parents' Action Handbook on How to Fight the System.  Parents: Active Partners in Education. A Study of Child Care (Case Study from Volume 2 (A): "Good Vibes." Day Care Programs
Available from—Wright Books, Random House, New York, N.Y. ($2.95)
Note—30p.
Document Not Available from EDRS.
Identifiers—New York City.
Contents of this manual center on and develop action checklists for parents concerning the following topics: how to help your child do better in school; how to make sure all children learn to read; start nursery schools; parent survey of reading achievement; how to use state and federal funds to force educational reform in your school; how to cope with an inventory of the staff situation in your school; how to recruit and hire good teachers; how to recruit and hire good superintendents; how to evaluate and upgrade your school's staff, how to get rid of a teacher (principal)-sample list of grievances and demands; how to improve—or change—the report card system; how to improve-or change—workplace policies; how to have a good parent-teacher conference; how to change the cumulative record system; how to build a cooperative school from school; demand new suspension regulations and a bill of Rights for students; how to use a public hearing for your own purpose; how to prepare a public hearing; how to force your local school board to hold public hearings; and, how to organize parents to beat the system. (JMJ)

ED 055 894  ED 055 894
Ellem, Linda  Ellem, Linda
A Study of Child Care (Case Study from Volume 2 (A): "Good Vibes." Day Care Programs
Note—71p.
EDRS Price MF-$0.65 HC-$5.39  EDRS Price MF-$0.65 HC-$3.29
The British Ashbury Children's Center described in this booklet has the following aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents. (2) It's curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups, with the program including vocal, worker, and parent-community workers, and a resident permit. Center meetings provide a forum for discussion of plans for the day, care center and specific community needs. Information on the center's history, funding, program staff organization and training, and use of resources is included. An outline of the Parents' Participation Share Plan and other material (NH)

ED 050 823
Parents: Active Partners in Education. A Study of Action/Publication.
American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C.
Pub Date 70
Note—33p.
Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00, NEA Stock Number 281-08890)
EDRS Price MF-$0.65 HC Not Available from EDRS.
This pamphlet describes a program to promote home-school relations and reflects the belief that parental involvement is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents. Suggestions are given to help teachers to develop relationships which are appropriate for parental help in class (nursery school through grade 6). A final chapter sums up problems which may be encountered, enumerating teacher attitudes and behaviors in a parent participation program. (NH)
The study also indicated no significant difference between the mean gain of subjects tutored by the parents who had been offered options and those who had not. However, the difference of mean scores was significant at the .01 level for sounding. The tutors of first graders were generally more effective which, in turn, will have positive career development and social involvement. These results provide evidence that the program is an important tool for improving children's reading skills.

Other information provided in this document includes the following:

1. A summary of the project's objectives, including the provision of supplementary bi-weekly tutoring from teachers with no parental involvement.
2. The program also focuses on parent-teacher cooperation, specifically openness or hostility; cooperation, specifically openness or hostility; cooperation, specifically openness or hostility; cooperation, specifically openness or hostility.
3. The local PTA's will learn about the objectives to be accomplished. The PTA's will be involved in the federally initiated Right-to-Read effort. It is felt that the parents are responsible to show that the skills taught in Parent Participation are being used by the children at home, and to call for involvement of PTA and education agency teams in the development phase of the project.

The Reading Improvement Services Everywhere (RISE) program was launched by the National PTA so that PTA's throughout the nation could participate in the federally initiated Right-to-Read effort. It is felt that the parents are responsible to show that the skills taught in Parent Participation are being used by the children at home, and to call for involvement of PTA and education agency teams in the development phase of the project. The local PTA's will learn what the children are doing in the reading improvement program, support the schools by disseminating information, and help all parents to understand the objectives to be accomplished. All volunteers who offer help in the schools, the library, and in promoting the program. (AW)
The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Sindley and were successful in managing behavior of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)
THE EFFECTS OF A PARENT EDUCATION PROGRAM ON READING READINESS AND ACHIEVEMENT OF DISADVANTAGED FIRST GRADE NEGRO CHILDREN

Frank W. FRESHOUR, Ed.D.
The University of Florida, 1970

Co-Chairmen: Maurice R. Ahrens and Ruthellen Crews

The purpose of the study was to determine whether a parent education program stressing parent-child interaction could improve the reading readiness and achievement of disadvantaged first grade Negro children. The sample was drawn from two schools which were classified as disadvantaged by the SFA; it consisted of a total of twenty-eight children. The experimental and control groups were matched by sex, teacher, and readiness scores on the Metropolitan Readiness Test which was administered in September by the classroom teacher. It served as the pretest. The same form was administered at the end of March and served as the posttest. The Metropolitan Achievement Test Primary I (Reading) was also administered in March.

The parent education program consisted of a series of fifteen meetings which began in October and ended in March. These sessions were held one night a week at each school for approximately half an hour with the exception of vacations. The main intent of the program was to improve readiness. Emphasis was focused on language development, visual perception, and auditory discrimination. The sessions also dealt with self-concept, individual differences, the classroom goals and activities of the teachers, and the value of a variety of experiences. The basic format of the lessons was a review of the parent-child activities of the past week, a new topic, and assigned parent-child activities for the coming week. Parents were asked to spend a minimum of ten minutes a day with their children. They were also asked to take notes at the meetings and keep a record of their activities with their children during the week.

Statistical treatment involved Lindquist Type I and Type III Analysis of Variance, a t test, and Kuder-Richardson Formula 21 for reliabilities.

On the achievement test there was no significant difference in Word Knowledge, in Word Discrimination, and in Reading, and it was necessary to retain the null hypothesis. The experimental group did not score significantly higher in readiness over the control group.

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Results indicated that teaching was not equally effective in all sub-areas of the Vineland Social Maturity Scale. Areas which improved were Self-Help General, Self-Help Dressing, Socialization, and Occupations. No change was shown in Self-Help Eating, Locomotion, Communication, or Self-Direction.

Results indicated that teaching was effective in improving the level of social behavior as measured by the Vineland Social Maturity Scale. Hypothesis I was supported.

Results also indicated that teaching was not equally effective in all sub-areas of the Vineland Social Maturity Scale. Areas which improved were Self-Help General, Self-Help Dressing, Socialization, and Occupations. No change was shown in Self-Help Eating, Locomotion, Communication, or Self-Direction.

Results indicated that parent education offered in the manner and for the duration described was not effective in improving the level of social behavior of the children. There was no interaction effect between child-teaching and parent education on the level of social behavior. Therefore, Hypotheses II and III were rejected.

Changes on the children's IQ scores were consistent with changes on the Social Quotient. IQ scores of children in the teaching groups were raised, while IQ scores of the children whose parents received parent education did not improve.

Results suggest that limited educational intervention directed toward children awaiting full-time services can be useful. Results of the parent education program should serve to caution those who plan such programs. Although it is recognized that positive parental change may have occurred which may not have been measured, this cannot be assumed.

In summary, there is great need for further research in both the child-teaching and parent-education areas in order to identify the variables which can be manipulated for the greater effectiveness of intervention programs.
THE EFFECT OF GROUP COUNSELING AND PARENT-TEACHER CONSULTATIONS ON THE CLASSROOM BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN

Artis J. PALMO, Ed.D.
West Virginia University, 1971

Various group counseling procedures have been employed to deal with elementary school children with adjustment problems. In most cases, group counseling procedures assume that the counselor is the chief influencing agent. Many experts, however, claim that significant others employed in conjunction with group counseling may be more effective in changing behavior than the counselor alone.

Operating from the premise that significant others, in this case teachers and parents, can be potent influencing factors in the lives of elementary school children, the investigator organized treatment procedures to test this premise. The purpose of the study was to determine the effect of three behavior reorientation strategies on the improvement of elementary school children with adjustment problems. Strategies employed by the investigator to determine the effect of significant others were: (1) Group counseling with parent and teacher consultations; (2) group counseling without parent and teacher consultations; and (3) parent and teacher consultations without group counseling. Besides the three treatment procedures, a control group was used for comparison.

All first, second, third, and fourth grade children exhibiting classroom adjustment problems as perceived by the teacher from 8 classrooms in two schools in the Morgantown, West Virginia area provided the population from which the sample for the study was drawn. The 8 classrooms were randomly assigned to one of four treatment procedures, two classrooms to each procedure—the Group Counseling, Parent-Teacher Consultation Procedure; the Group Counseling Procedure; the Parent-Teacher Consultation Procedure; and the Control Group.

Each teacher in the 8 classrooms completed the Behavior Checklist on three 10 students in the classroom exhibiting classroom adjustment problems. From the group of 10 children in each classroom, 7 were randomly chosen to participate in the treatment procedure designated for that classroom, giving a total sample of 56 children. Prior to the initial treatment period of 6 weeks, the 56 children were rated by classroom observers using the Coping Analysis Schedule for Educational Settings (CASES). The ratings provided a score of the total appropriate behavior exhibited by each child.

After the initial pre-rating sessions, the procedures used in each treatment were the following: (1) The children in the Group Counseling, Parent-Teacher Consultation Procedure met with a counselor in a group for 12 sessions over a 6 week period; the teachers also consulted with a counselor, twice a week during the same period and the parents a total of three times over the 6 week period; (2) the children in the Group Counseling Procedure met with a counselor in a group for 12 sessions over a 6 week period, with the parents and teachers not being consulted by a counselor; (3) the children in the Parent-Teacher Consultation Procedure did not meet with the counselor, but the parents were consulted three times over the 6 week period and the teachers twice a week over the same period; and (4) the children in the Control Group met with a counselor in a group for 12 sessions to read in the library or play games but not to be counseled; with the parents and teachers not being consulted by a counselor.

Post-ratings at the end of the 6 week period consisted of the classroom teachers rating each student's total adjustment on the Behavior Checklist and the classroom observers rating total appropriate behavior on the CASES.

Pre- and post-ratings of scores on the Behavior Checklist and the CASES were analyzed by analysis of covariance using the pre-test scores as the covariate. Variables analyzed for differences in pre- and post-ratings were schools, treatment procedures, and the interaction of school with treatment procedures. Following the analysis of covariance, t tests were computed for variables found significant. The .05 level of significance was employed in all analyses.

The results of the analyses indicated that the Parent-Teacher Consultation Procedure was the most effective in reducing the adjustment problems of elementary school children as perceived by the classroom teachers and observers. The results also indicated that the Group Counseling, Parent-Teacher Consultation Procedure was not significantly different from the Group Counseling Procedure as perceived by the teachers; however, both procedures were significantly different from the control. In addition, the Group Counseling, Parent-Teacher Consultation Procedure was signifi-

EFFECTS OF PRESCHOOL ENROLLMENT AND PARENT PARTICIPATION ON ACADEMIC GROWTH

Wanda Harris BAKER, Ph.D.
University of Southern California, 1971

Chairman: Professor McIntyre

Education, in the process of redefining the parameters of the learning environment, is presently involved with remedying the problems of the socially disadvantaged. The socially disadvantaged child is one who is handicapped in the process of entering and participating in an urban, technological, and democratic society.

The disadvantaged child enters school with an educational deficit which continuously hampers not only his school progress, but his actualized potential. In order to halt the widening schism in our society between the advantaged and the disadvantaged, we must provide equal opportunity for educational advancement by countering deficits early. Countering
deficits and concentrating on approaches that will allow competencies of the disadvantaged to be actualized is essential.

There is increasing evidence that the quality of environmental stimulation in the earliest months and years has a major influence on ultimate intellectual functioning. Adequate assessment of academic growth as a result of any intervening compensatory program is necessary.

This study assessed the effectiveness of planned preschool experiences by examining achievement of preschool disadvantaged children enrolled and not enrolled in preschool classes. It included measured changes in academic growth of preschool children enrolled in twelve Los Angeles City Unified School District prekindergarten classes, and prekindergarten children on waiting lists in five schools. Measurement in areas regarded as necessary for school success was obtained by pre- and posttest administrations of the Bettye M. Caldwell Preschool Inventory. The effect of preschool enrollment and amount of parent participation on subtest and total test Inventory scores was measured.

It was expected that the children who were enrolled in preschool classes would show greater gains in achievement than those not enrolled. It was also expected that the experimental classes encountering more parent participation would show greater gains than those classes reporting less. These expectations were realized. Children enrolled in preschool showed a significantly greater gain in the total Inventory used and in all subtests over those children not enrolled. Classes reporting more parent participation time showed a significantly higher gain than those classes reporting less time.

The findings support the need for continued preschool intervention and substantiate the influence of parent participation in the learning environment. Results showed that the amount of parental involvement is related to learner change at a high degree. The implications of early intervention in the form of preschool enrollment are that these programs, if well conceived and executed, can make relatively lasting changes. Concentrating on conditions that will counteract educational deficits and aid the disadvantaged child to obtain the necessary skills for self actualization is essential.

The investigation of factors involved in the educational process is a step toward relevancy, reality, and creative growth.

Order No. 72-537, 98 pages.

A LABORATORY-BASED TRAINING PROGRAM FOR THE PARENTS OF AUTISTIC CHILDREN: THE THERAPIST AS A BEHAVIORAL CONSULTANT

Stuart Shaw Myers, Ph.D.
Washington University, 1971

Chairman: Robert L. Hamblin

The primary objective of the dissertation is to investigate the feasibility of establishing a wholly laboratory based training program for the parents of autistic children. (Previous training programs have combined laboratory and home training.)

Such a laboratory training program involving two families was established at the Social Exchange Laboratory. The program consisted of: (1) read selected behavioral literature; (2) observe behavior modification being performed with their child; (3) receive observational training through a Signal Light Training System; (4) serve as therapists for their autistic child; (5) prepare "behavioral prescriptions" designed to modify selected behaviors in the autistic child; and (6) independently conduct ABAB design home experiments with their child to test the "behavioral prescriptions." However, while conducting the home experiments, parents received consultation at the laboratory from the researcher. Also, periodic reliability checks were made to assure a parent was in fact obtaining the results as reported.

It is demonstrated throughout the dissertation that the parents could be trained in the laboratory to be effective laboratory therapists and behavioral observers. In addition it is shown that they could be trained to write competent behavioral prescriptions for desired changes in their autistic children, and that the parents themselves could design and run the ABAB evaluation experiments. A total of thirteen home experiments were conducted by the parents, seven involving John Johnson and six with Stanley Green.

The important finding of the dissertation is that it is feasible to train non-professionals, specifically previously untrained parents, to design and conduct effective therapeutic experiments with their autistic children, and that such training can be effectively carried out in a laboratory or clinic setting.

Order No. 71-27340, 176 pages.

LIFE DEVELOPMENT AND EVALUATION OF A PROGRAM FOR PARENT TRAINING IN FAMILY RELATIONSHIP AND MANAGEMENT SKILLS

Charles Jerry Downing, Ed.D.
Indiana University, 1971

Chairman: Dr. John Needham

The purpose of this study was to develop a parent training program in family relationship and management skills. The program was designed in such a way that it could be utilized by school counselors for providing educational assistance to parents of their assigned clients. The study also involved the evaluation of immediate self reported attitude changes resulting from participation in the training program.

The training program was presented in a series of six evening class meetings lasting two and one half hours each. Meetings were scheduled on a weekly basis. The presentation procedures included: lectures, case discussion, small group problem solving, role plays, and psychodrama. The training program content was eclectic in nature. Content was drawn primarily from Adlerian, Rogerian and behavioral approaches to human development. Efforts were made to determine the most appropriate sequence for presenting concepts and skills. A presentation system was devised and evaluated in the course of the study.

The training program was studied and revised before trial programs were conducted. Indiana University faculty and doctoral students contributed to the reading and analysis of the proposed training program. Parent groups were organized and the program was presented to them.

Three groups of parents were offered the training program. With one group of parents, sufficient volunteers were available to allow for a randomly assigned division of the volunteer group into an immediate treatment and a delayed treatment control group.

Parents participating in the training program completed pretest and posttest measurement instruments. The Parent Attitude Research Inventory and two concept scales of the Semantic Differential were utilized.

The evaluation of the training program focused on parent self report of attitudes. The specific parental attitudes studied were: parent controlling techniques, parent awareness of emotional needs of their children, parent-child communication, parent expression of trust and respect for their children, and parent confidence in their child rearing practices.

Based on the results of the posttest significant attitude changes resulted from participation in the training program. The parental attitudes which were changed were: attitudes toward controlling techniques, parent awareness of emotional needs of their children, parent expression of trust and respect for their children, and parent confidence in their child rearing practices.

As a result of this study a parent training program was developed and evaluated. The conclusion was drawn from the evaluation results that participation in the training program significantly changed certain parent attitudes. The reported attitude changes were in the directions predicted in the hypotheses.

Limitations of population and sampling control restrict the generalization of this study. The need for more detailed research in terms of actual behavior change on the part of parents and children subsequent to the training program as indicated by this study.

Order No. 72-1541, 127 pages.
A STUDY OF HEAD START PARENT PARTICIPATION ACTIVITIES IN THE UNITED STATES IN CITIES WITH POPULATION BETWEEN 100,000 AND 200,000

L. Wayne Brown, Ph.D.
Michigan State University, 1971

Introduction

Head Start parent involvement policy stipulates parent programs must provide four major types of parent activities to strengthen the ability of parents to give more positive support to the growth and development of their children.

Purpose

The purpose of this study was to determine if Directors in Head Start programs are complying with the Head Start parent participation policy, and if the preparation and prior experience of the Director, the person to whom he is responsible, the number of years teachers have taught in Head Start classrooms and the location of the classrooms influence compliance with the Head Start parent participation policy of non-preferential emphasis on the four types of parent participation activities.

Design

Ten selected Educational Authorities were polled by questionnaire to ascertain if they supported the Head Start parent program policy. Nine responded.

Directors of Head Start programs in the eighty-seven United States cities with population between 100,000 and 200,000 were selected to participate.

Data were collected by a specially constructed questionnaire consisting of two parts designed to gather information about current parent participation activities and five selected demographic characteristics of each Head Start program. These characteristics became the basis for six hypotheses tested in this study. Seventy-one per cent of the questionnaires were returned.

The Friedman Two-Way Analysis of Variance by Ranks Test was applied to all data, with level of significance at .05.

Conclusions

1. As a group nine, Educational Authorities confirm the need for Head Start parent programs to provide the four types of parent activities as stated in Head Start, A Manual of Policies and Instructions. This policy indicates the need for non-preferential emphasis on the four types of parent participation activities.

2. All seventy-one per cent of the Directors responding provided some degree of parent involvement in all four types of parent activities, but with consistently preferential emphasis.

3. Directors with preparation and prior experience in elementary education emphasize the Classroom Involvement type of activity as characterized by the descriptive statements on the original questionnaire:

- Parents assisting in the classroom as volunteers on a scheduled basis
- Parents being invited to planned classroom activities
- Parents accompanying class on field trips
- Parents being provided baby sitting services while visiting in classroom
- Parents assisting in serving food and eating meals with class

4. Directors with preparation and prior experience other than elementary education emphasize the Administrative type of activity as characterized by the descriptive statements on the original questionnaire:

- Parents being systematically asked to give ideas for program improvement
- Parents actively securing voluntary services for program
- Parents helping recruit and screen employees
- Parents visiting other programs to gain ideas for local improvement
- Parents assisting in the evaluation of the total program

5. Staff-Parent-Child Relationship is the type of parent activity consistently given the least emphasis. This type of activity is characterized by the descriptive statements on the original questionnaire:

- Parents being allowed to check out toys/games for home use with child
- Parents receiving reinforcement materials to be completed with child at home

Parents learning how to read and tell stories in child for fun

Parents receiving suggestions of specific TV programs to view with child

Parents being encouraged to attend with child certain community events

6. In this study, only the Directors' background appears to influence whether activities concerned with the administration of the program or activities concerned with the instructional aspect of the program are given priority of emphasis.

Order No. 71-31,165, 156 pages.

PARTICIPATION OF MEXICAN-AMERICAN PARENTS IN SCHOOL ACTIVITIES AT KINDERGARTEN LEVEL IN POVERTY AREAS OF LOS ANGELES

Genevieve Coon Harmon, Ed.D.
University of Southern California, 1971

Chairman: Professor Carpenter

The purpose of this study was threefold: (1) to examine the school participation of Mexican-American parents of kindergarten children selected from poverty areas of Los Angeles, where one group of children did and the other did not attend preschool, (2) to learn whether the two parent groups were comparable according to selected demographic variables, and (3) to determine whether a relationship existed between two parent groups and behaviors which influenced parent involvement in school activities.

Procedure. Nine elementary schools from poverty areas of Mexican-American communities in Los Angeles were selected. Principals chose the kindergarten classes and invited parents to participate in the study. Sixty parents were interviewed in Spanish, based on a three-part questionnaire containing questions on parental school involvement, personal information, and occurrences which affected their participation.

Selected Findings. Parents in the preschool attendance group were represented more often in the following categories than were nonpreschool parents: (1) as regular classroom helpers, (2) as active members in parent groups, and (3) as volunteer workers.

Parents in the preschool and nonpreschool attendance groups were comparable in these respects: (1) Almost half the parents in both groups were born in Mexico. (2) Both parents were present in most homes of both groups. (3) Median weekly incomes of the preschool and nonpreschool groups were $117.50 and $101.50, respectively. (4) The majority of wage earners in both groups were regularly employed. (5) Factory worker was the most common employment category for both groups. (6) Use of a mixture of Spanish and English in the home, or Spanish alone, was indicated by all but five preschool and by all but six nonpreschool attendance families. (7) Both parent groups were most frequently represented in the tenth-twelfth grade, school attendance category. (8) College graduation was the expectation level of parents for children in both groups. (9) Circumstances restricting school participation were categorized as personal, school, and family.

The favorable behaviors influencing school participation were: (1) actions of school personnel, (2) actions of other adults, and (3) independent actions of parents. The preschool group indicated teacher contact as the most frequent favorable behavior, while favorable responses from the non-preschool group were slight.

Selected Conclusions. (1) Differences in demographic variables between the two parent groups could not account for differences in school participation. (2) Economic conditions found in depressed areas impose restrictions which are inimical to parent participation outside the home. (3) Teacher behaviors influenced the kind of parental involvement in school activities, and (4) Without continued contact and encouragement from the school, parents with a minimum of formal education participate little in school activities.

Recommendations. (1) Principals and teachers should plan regular visits and conduct home instruction for parents who cannot come to school to help their children. (2) Elementary school and adult education personnel should develop a parent-training program designed to prepare parent volunteer workers. (3) Educators and community leaders should encourage local colleges and universities to establish classes in the sociology of education for teachers whose preparation did not include such a course. (4) A longitudinal study should be conducted to determine whether parent participation from preschool through sixth grade increases academic achievement, and (5) A replication study should be undertaken using a larger sample when the 1970 census figures are available.

Order No. 71-21,461, 166 pages.
INCENTIVES FOR SUCCESS: PARENT PARAPROFESSIONALS AND THE SCHOOLS
Ramona Catherine MAPLES, Ed.D.
University of California, Berkeley, 1970

There has been a rapid increase in the utilization of paraprofessionals in schools since the mid-1960's. This study was an attempt to assess some of the unanticipated outcomes of parent paraprofessionals employed by a school district. The relationship between parent involvement as paraprofessionals and the school success of their children was examined. In addition, some consequences of employment as paraprofessionals upon the life style of lower socioeconomic parents were explored.

The subjects for the study were selected from paraprofessionals whose employment began in 1966 and who were still with the school district at the close of the 1969-70 school year. The study was limited to parents with children who were in the primary grades at the time of employment. Data analyzed on student subjects were obtained from cumulative records of the district, which include standardized test results and teacher evaluations on achievement, attitudes, and behavior. Information on parent paraprofessionals was gathered through interviews, questionnaires, informants, and classified personnel files. Evaluations of the ESEA Title I projects yielded background information on the utilization of paraprofessionals in the compensatory education programs.

The outcomes of children of paraprofessionals were compared to the district-wide school population and to other target area children. It was found that the subjects in the study, while achieving below the district-wide school population, consistently scored higher on standardized reading achievement tests than did other target area children. Further, children of paraprofessionals maintained a stable pattern of positive behavior and attitudes during the four-year period.

Parent paraprofessionals were found to exhibit a stable residential pattern when compared with parents who met the criteria for employment in 1966 but who were not hired. A change in life style was demonstrated in that during their four years of employment, parent paraprofessionals raised their educational level through pursuing academic courses at local colleges and universities. In addition, they participated in inservice education programs offered by the school district.
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