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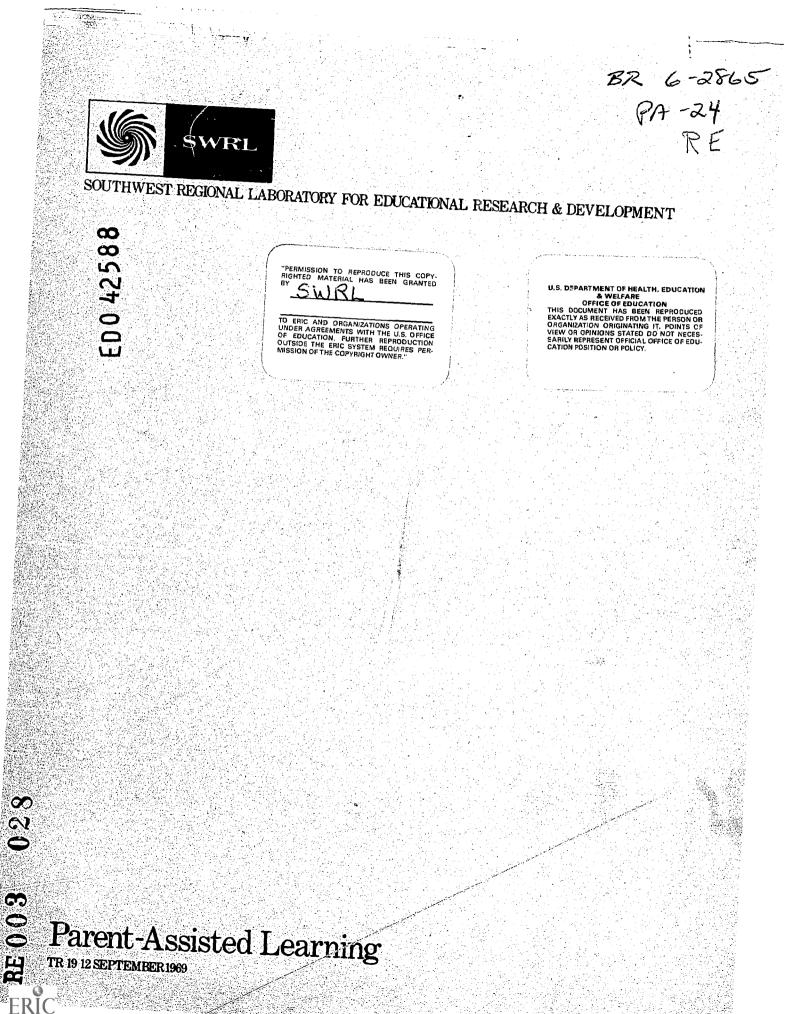
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ABSTRACT

The effects of parent-monitored practice at home on pupil performance in reading were investigated. The study used as instructional vehicles the Parent-Assisted Learning Program (PAL) and the Southwest Regional Laboratory's (SWRL) First-Year Communication Skills Program. PAL was designed to enable school personnel to establish a system whereby parents effectively instruct their primary-grade children in basic skills at home. Programed materials, called Practice Exercises, and carefully prescribed training procedures were developed to be used by parents or other nonprofessionals. The results of a study made in three kindergarten classes indicated that the PAL and Communication Skills Program elicited high levels of parent participation and pupil learning. References are included. (Author/NH)



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PARENT-ASSISTED LEARNING

Fred C. Niedermeyer

Parents are a powerful resource for increasing children's academic achievement. Several recent studies have demonstrated that parents can cooperate with teachers and help their children learn by providing school-related instruction at home (Brzeinski, 1964; Della-Piana, Stahmann, & Allen, 1966; Hayman, Johnson. & Mayers, 1964; Karnes, 1967; MacLaren 1965; Perlish, 1968; Regal & Rizer, 1966; Taunenbaum, 1967; Wade, 1967).

In this study, the effect of parent-monitored practice at home on pupil performance in reading was investigated. The study used as instructional vehicles a Parent-Assisted Learning Program (PAL) and the Southwest Regional Laboratory's. (SWRL). First-Year Communication Skills Program.

Aside from pupil performance, a desired outcome in parent-assisted learning is the continued parent participation beyond a very short time period. While it is one thing to develop effective instructional materials and related training for parents, it may be quite another to keep these parents participating over an extended period of time. Several studies (Della-Piana, et al., 1966; Karnes, 1967; Robinson & Pettit, 1966) have reported parent dropout rates of 35 percent and higher over periods as short as 3 months. Since a continuing high level of parent interest and involvement seems critical for program success, two conditions designed to insure maximum parent participation were manipulated in this study: (1) <u>school-to-home feedback</u> (parents received weekly teacher comments and/or pupil test scores), and (2) <u>parent account-ability</u> (records of completed home instruction were returned to school daily).

While <u>pupil reading performance</u> in the Communication Skills Program constituted the primary dependent variable in the study, two other dependent measures were obtained with respect to school-to-home feedback and parent accountability. The <u>amount of parent participation</u> was measured by parent estimates of the number of completed practice sessions, and <u>pupil attitude</u> was measured by an activity preference form.

DEVELOPMENT OF THE PAL PROGRAM

PAL was designed to enable school personnel to establish a system whereby parents effectively instruct their primary grade children in basic skills at home. PAL was formulated according to the following rationale:

- 1. Instructional outcomes must be specified in terms of pupil behaviors.
- 2. When the tasks to be learned are stimulus-response associations and multiple discriminations (such as those required in learning to read), then non-professionals (e.g., parents) in a tutorial mode can help maintain and strengthen these responses by monitoring practice responses.
- 3. To insure successful instructional interaction between parent and child, parents must be trained to perform important instructional tasks such as confirming correct responses and administering positive reinforcement. This training must include opportunities for practicing such skills.

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4. Instructional materials to be used by parents with their children must be highly structured and tied directly to specified pupil behaviors.

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5. There must be an efficient system of prescribing and packaging instructional materials for use by parents in the home.



The program resulting from this rationale is described briefly in the following sections.

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INSTRUCTIONAL MATERIALS FOR PARENT USE

Programmed materials, called Practice Exercises, were developed to be used by parents or other nonprofessionals. Each exercise provided practice on one of the four objectives of the reading program--words, beginning sounds, ending sounds, and blends. (See Figure 1 for a sample page of a Practice Exercise on blends.) A Practice Exercise contains 20 items that require the pupil to select or construct a response to a printed stimulus. Verbal directions are given by the parent who reads a script printed on the exercise itself. For each of the 10 program units during the year, there are 8 Practice Exercises. These materials were demonstrated to be effective through a program in which trained fifth- and sixth-grade students served as classroom tutors (see Niedarmeyer and Ellis, 1969).

In addition to the Practice Exercises, inexpensive storybooks were sent home frequently (about two per week). These were designed to be enjoyed by the pupil as well as to provide additional practice in reading program words. Whereas Practice Exercises were specifically prescribed for parent-child use, storybooks were used at the option of the parent.

INITIATING PARENT PARTICIPATION

To participate in the PAL program (i.e., have Practice Exercises sent home by the kindergarten teacher), parents were required to attend a 90-minute training session at the school. About a week before the scheduled training session, a letter of invitation from the principal was sent to the parents of 89 kindergarten children in three classrooms at the experimental school.

Three devices were employed to insure high attendance at the training session. First, a parent could attend either a late afternoon session or an evening session. Second, free babysitting and movies were provided at the school during each session. Third, parents were asked to return a form to the principal signifying whether they would attend one of the training sessions. (The term "orientation session," rather than training session, was used with parents.)

A turnout of 91 parents, including 20 fathers, resulted. These parents represented 74 of the 89 kindergarten pupils (83%).

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For a more complete description of the program see Niedermeyer (1969).

PRACTICE EXERCISE 42 UNIT 6 BLENDS	a
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Figure 1 Page from a Practice Exercise

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PARENT TRAINING

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The objectives of the parent training stated how the parent was expected to behave when conducting a Fractice Exercise session with his child at home. Most of the prescribed parent behaviors are shown in Figure 2, one of the handouts given parents at the Orientation Session. Other training objectives dealt with contingency management procedures to be employed by parents.

The training sessions were conducted by the school principal, the three kindergarten teachers, and the experimenter. At a training session, parents participated in structured role playing where they practiced the procedures prescribed in the handouts.

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PROGRAM OPERATING PROCEDURES

PAL was designed to provide classroom related practice at home for all students. It was also designed to provide remedial practice for those who needed it. These goals were accomplished by integrating the home instruction program with each 3-week teaching unit conducted by the teachers in the three classrooms. The following is a description of the 3-week home instruction cycle used during four classroom teaching units (12 school-weeks). These procedures applied to all PAL pupils regardless of the parent's assignment to school-to-home feedback and/or parent accountability treatment groups.

<u>First week</u>: A set of four Practice Exercises was sent home via the child to all participating parents. The exercises each week were selected to coincide with the on-going classroom instruction.

<u>Second week</u>: Four more Practice Exercises were sent home on Monday. On Friday, as a normal part of the program, the teachers administered a selected response criterion test designed to indicate learner attainment on each of the four objectives for the 3-week teaching unit.

<u>Third week</u>: The classroom teachers began the next 3-week teaching unit. Additional Practice Exercises on the last unit and/or review exercises from earlier units were sent home on Monday.

EXPERIMENTAL PROCEDURES

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The experimental phase of the investigation took place during the second semester of the 1968-1969 school year. The first set of four Practice Exercises was sent home, following parent training, early in February. During the next 12 school weeks, while the teachers covered four of the 3-week units in the reading program, PAL parents received a total of 48 Practice Exercises. Thus, any child whose parents monitored the 40 required responses on each Practice Exercise made 1,920 (40 x 48)

GUIDELINES FOR CONDUCTING PRACTICE SESSIONS

Bergerts, Schredeling, the state and the state have been well 1. WHAT DO I DO BEFORE STARTING THE PRACTICE SESSION WITH MY CHILD?

- Be objective and natural. Behave as if it were someone else's child. Smile: Avoid sarcasm or criticism at all costs. REPUBLIC DEPARTMENT
- Select one of the four weekly Practice Exercises and place it directly in front of your child. Allow him to hold it and turn the pages at your direction.

Be positive. Say something like,

ふきゃいし ふかりごう - 学ぶ ふいたたけ たわり 使力 白って ひゃうみん "You've been doing very well in your reading, Johnny. Today we're going to practice some new sounds."

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2. DURING THE PRACTICE SESSION, WHAT DO I DO WHEN MY CHILD GIVES A RIGHT ANSWER?

★ Let him know he is right. Use clear phrases like, ond guttarpath vd batou "That's right." "That's right." "Very good." "O.K." narogizza "Very good." "O.K." Suthonof morecels and later day and set

Do this right away and do it every time. rolling developer emont-us-roudes us transmission of the set of the sector set of the sector set. · Raming anormatic work from Store Jungar

3. WHEN DO I PRAISE MY CHILD?

• At least once after every three or four <u>correct</u> answers, do more than simply let your child know he is right. Praise him and tell him he is doing very well. Say it in different ways and show him you are pleased. For example,

nod as "Gee, you're doing a good job tonight!" Toursel "Very, VERY good Tommy! That was a hard one." na s Catalaites that gathaned duew-E date bot any time to cust and bu draw on the state to 4. WHAT DO I DO WHEN MY CHILD GIVES A WRONG ANSWER OR CANNOT ANSWER AT ALL?

anticones powert increasing an anticipation according to all assessments Tell him the correct answer, then have him do it right before going on. 120 Say something like, and such thes save that the save a set the set of the save state the set of the

"Look at the word, Jimmy. It is with. What is the word?"

For a "Point to . . ." question, say,

"That word is fell. This word is will. Now, Sally, you point to the word <u>will</u>."

• Dos<u>not</u>spend time giving hints or prompts. Also, do <u>not</u> say things as ravilike, "No, that's wrong," or in any other way make him feel unhappy about not knowing the answer. Figure 2

5. HOW FREQUENT AND HOW LONG SHOULD THE PRACTICE SESSIONS BE?

• Schedule a regular 15-minute session four times a week.

• Use only one Practice Exercise at each session.

Require two, and only two, trials through a Practice Exercise.

Do not exceed a total of 15 minutes for the two trials. (Follow-up Activities may, of course, go beyond this limit.)

• Have only <u>four</u> sessions a week.

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practice responses that he would not have made otherwise. Following completion of Unit 8 in early May, the data were collected.

SUBJECTS

The SWRL First-Year Communication Skills Program was tried out at eight schools in a district adjacent to Los Angeles during 1968-69. In December, the district supervisor in charge of the tryout was asked to find a suitable school for the PAL experiment. Four schools were eliminated immediately because they were already using a student tutorial program involving the same materials (Practice Exercises) to be used by parents. Another school was eliminated because the teachers, on their own initiative, had already been sending Practice Exercises home to parents. (No procedural information, however, had been given to these parents.)

The principal of one of the remaining three schools agreed to cooperate in the experiment. The other two schools served as comparison populations. All three schools were located within 2 miles of each other and served lower middle class white families. There were three kindergarten classes at each of the three schools.

COMPARISON GROUPS

Two comparison groups were available from the two other schools initially considered for the PAL program. Both schools contained three classes using the same SWRL reading program.

Comparison Group I. In one of the three kindergarten classes at each of these two schools, a Parent Survey Form had been sent home in early January as part of SWRL's evaluation procedures for the First-Year Communication Skills Program. One of the items on the questionnaire asked parents to state whether they would attend a training session if their school were to have a parent-assisted learning program. Questionnaires were returned by parents of 54 of the 62 children from these two classes. Parents of 8 of these 54 children indicated they would not attend such a meeting. The remaining 46 pupils served as Comparison Group I. Prior to the start of PAL in February an Initial Achievement Test over the first four units of instruction was given to these pupils and those in the PAL school. The scores on this test then served as a concomitant variable when comparing the reading posttest performance of Comparison Group I with that of the PAL pupils. Analysis of covariance was used since random assignment to parent and non-parent conditions was impossible.

<u>Comparison Group II</u>. In each of the six classes at the two comparison schools, initial achievement test scores were available for 8 randomly selected pupils. These 48 pupils (8 pupils x 6 classes) served



as Comparison Group II with the initial achievement test scores again serving as a concomitant variable when comparing this group with the PAL group.

While Comparison Group I was designed to provide a fairer comparison by eliminating those parents who probably would not have participated in a PAL program, Comparison Group II was designed to sample a wider range of comparable classrooms (6 vs. 2).

DESCRIPTION OF FEEDBACK AND ACCOUNTABILITY TREATMENTS

The following paragraphs describe the school-to-home feedback and parent accountability treatments designed to insure a constant, high level of participation from PAL parents.

<u>School-to-Home Feedback</u>. Parents under school-to-home feedback conditions received weekly information on the effect the work at home was having on their child's performance at school. This feedback consisted of test information and/or comments from the teacher. Feedback was designed to be a systematic reinforcer for the participating parent.

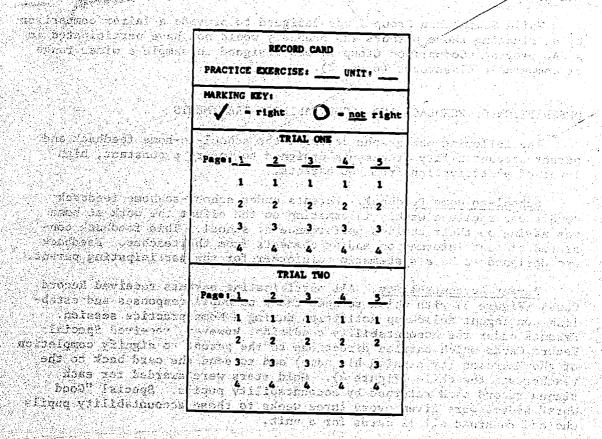
Parent Accountability. All participating parents received Record Cards (Figure 3) with which to keep track of pupil responses and establish contingent follow-up activities during a home practice session. Parents under the accountability condition, however, received Special Record Cards which carried directions to the parent to signify completion of the Exercise (by signing his name) and to send the card back to the teacher via the child (Figure 4). Gold stars were awarded for each signed record card returned by accountability pupils. Special "Good Work" badges were given every three weeks to those accountability pupils who had returned all 12 cards for a unit.

DESIGN FOR TESTING EFFECTS OF FEEDBACK AND ACCOUNTABILITY

To test the effects of parent accountability and school-to-home feedback on kindergarten reading performance, maintaining parent participation, and pupil attitude, a posttest-only experimental design (Campbell & Stanley, 1963) was employed with treatment groups controlling for each other. Feedback and accountability were crossed to form four treatments: Feedback Only (FO), Accountability Only (AO), Feedback and Accountability (F&A), and Neither Feedback Nor Accountability (NFNA). A blocking factor, initial student achievement level [high (HA) and low (LA) as measured by a test on pre-Christmas reading instruction] was added to form a $2 \times 2 \times 2$ (treatment x treatment x blocks) factorial design with eight cells. Each parent-child pair comprised one unit for data analysis of the dependent measures.

<u>Treatment assignment</u>. After parent training, 72 subjects were divided at the median score on the initial achievement test (59%),

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RECORD CARD hora Coneu Isan PRACTICE EXERCISE: UNITO Diar Parent. MARKING KEY: - not right - right O When your child has completed the Practice Exercise indicated on the front of this card, TRIAL ONE please sign below and have 10.000 140 your child return the card to Page : 1 2 3 5 school. Thank you. 0.502 315 ः ¶ः 1 1 a sin 1 - 2 a 2 2 2 2 2 is sind. 3 2 2 4 4 4 4 4 4 4 4 4 -54 TRIAL TWO il and analy (Parent Signature or Initials) Page : 1 2 1. 71.00 (Spaces 1 (Date Exercise Completed) 1 1. 2 ann weith a t 2 2 2 3 3 3 3 - 1 several, size i sezoni i altanena seano 35 3.1 1 and the second second and the strategy of the

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thus forming the HA and LA groups. To control for classroom differences, the blocking was performed within classes. Thus, when assigning to treatment groups within each of the two achievement levels in each of the three classrooms, approximately one-fourth of the pupils were randomly assigned to each of the four treatment conditions.

DEPENDENT MEASURES

<u>Pupil reading performance</u>. A 50-item constructed response posttest was generated by randomly sampling words, beginning sounds, ending sounds, and blends from the program content. The test was administered individually at the experimental school and at the comparison schools by a team of three SWRL staff members who had no knowledge of treatment group assignments at the experimental school. Testing took place within 2 weeks after each teacher had completed instruction on Unit 8.

Amount of parent participation. About one week after the reading posttest was given, a Parent Questionnaire was sent home (via the pupils) to each PAL parent. (See Appendix A for responses to the items in the Questionnaire.) While the questionnaire contained many items related to revision of the basic parent participation program, one of the items was designed to be relevant to the experimental variables--feedback and accountability. In this item, parents were asked to estimate how many of the 48 Practice Exercises had actually been completed.

Pupil attitude. To determine whether the various treatment conditions resulted in differences in pupil attitudes toward home instruction, an Activity Preference Form (APF) was developed. The APF consisted of five pictures paired in all possible ways to make a total of 10 pairs. One of the pictures showed a child working a Practice Exercise at home with his parent. This and the other pictures are contained in Appendix Β. For each of the 10 picture-pairs comprising the APF, the student, after having the two pictures described to him, was required to mark the bubble by the picture he "would like to be in the most." The APF was administered to parent participation children by a SWRL staff member to groups of four boys or four girls selected in a random order from the master class lists. It was scored by counting the number of times (0, 1, 2, 3, or 4) each student selected the parent-Practice Exercise picture when it was paired with each of the remaining four pictures.

RESULTS

Pupil reading performance

Table I contains the mean reading scores on both tests of all 68 PAL pupils, Comparison Group I, Comparison Group II, and 14 nonparticipating pupils in the PAL school. It can be seen that the posttest average for the PAL pupils was 83%, whereas the posttest averages for Comparison Groups I and II were 55% and 50%, respectively. The results of the analysis of covariance, as presented in Table II, indicated a significant treatment effect (F=39.61, p <.01).

It is also useful to compare these groups in terms of an 80% criterion level as shown in Table III from a criterion-referenced viewpoint. It can be seen that 66% of the PAL pupils scored at or above this criterion on the reading posttest. In Comparison Groups I and II only 15% and 19%, respectively, scored at or above the 80% criterion on the posttest.

The mean scores of all school-to-home feedback and parent accountability treatment groups with the PAL program are shown in Table IV. Pupils in all treatment groups displayed high levels of mastery on the posttest. The combined average for all groups on the posttest was 83%.

From Table IV, it can also be seen that posttest averages increased when accountability and feedback conditions were present. HA and LA groups not under accountability and feedback conditions (NANF) averaged 89% and 72%, respectively, while HA and LA groups under both accountability and feedback conditions (A&F) averaged 96% and 75%, respectively. These differences, however, are small. As shown in Table V, the analysis of variance found no significant main effects or interactions for feedback and accountability treatments in the reading performance data. Only the blocking factor, initial reading achievement level, had a significant F value.

Amount of parent participation

To learn how much parent participation took place in the homes, parents were asked to estimate how many of the 48 Practice Exercises received over the 12-week period had actually been completed. The means of these estimates for each parent treatment group, as shown in Table VI, ranged from a low of 41.29 (86% of the total of 48 Practice Exercises) to a high of 48.00 (100%). The total average estimate of completed Practice Exercises for all parents was a surprisingly high 44.52 (92%). Since even control group parents (NFNA) approached maximum participation, the analysis of variance for these data, as shown in Table VII, failed to find significant differences among the means.



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TABLE II

020.001.002 Analysis of Covariance of Reading Posttest Scores for eres de

PAL Pupils, Comparison Group I, and

Comparison Group II, Using Initial Reading

Test Scores as the Concomitant Variable

· · · ·					
	Source of Variation	SS (adj.)	df	MS	F
	Between groups	5,197.76	2.	2,598.88	39.61*
1	Within groups	9,448.43	144	65.61	
••••	Total	14,646.19	146		* p<.01
			Name to the second s		p<.01



TABLE III

Number of Pupils in PAL, Comparison Group I, and Comparison Group II Scoring Above and Below 80% Criterion on Initial Test and Posttest

INITIAL TEST

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		PAL	Comparison Group I	<u>Comparison Group II</u>
Pupils > 80%		14 (21%)	3 (8%)	6 (15%)
Pupils <	<- 80% -	54_ (79%)	36(927)	
	1999 - 1999 -	2)/	1.0 (. (. bx) 22	nci istan
	15.42	18.627.1	POSTTEST	agaarg- wastorood
1997 1997 1997 1997 1997		PAL	Comparison Group I	Comparison Group II
Pupils >	80%	45 (66%)	6 (15%)	8 (19%)
Pupils <	80%	23 (34%)	33 (85%)	33 (81%)
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TABLE IV CONTRACTOR CONTRACTOR

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Mean Scores on the 30-Item Initial Reading Test and the

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freatment Group	<u>n</u>	<u>30-Item Initi</u> Mean	al Test S.D.	50-Item Posttest Mean S.D.			
35.9			+		S.D.		
RA HA	8	22.07 (76%)	4.17	48.12 (96%)	1.88		
6A LA	8	12.63 (42%)	2.11	37.25 (75%)	9,6ő		
AH 0	9	22.65 (75%)	3.21	47.78 (95%)	2.33		
6 1	9	13.00 (43%)	4.36	35.11 (70%)	11.16		
O HA	9	22.33 (74%)	3.25	46.44 (93%)	3.97		
0., , la	7	12.43 (41%)	3.46	35.43 (71%)	8.83		
FNA HA	9	22.89 (76%)	3.95	44.44 (89%)	4.72		
FNA <u>la</u>	9	12.44 (41%)	3.97	36.11 (72%)	9.68		
LL GROUPS	68	17.79 (59%)	6.15	41.47 (83%)	8.87		

50-Item Reading Posttest for PAL

TABLE V

18

Analysis of Variance of Reading Posttest Scores for

PAL Treatment Variables

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Source of Variation	n (64-42)	SS	df	MS	F
(school-to-home feedback)		1.81	11	1.81	
(parent accountability)	ne san	4.26	1	. 4.26	
initial achievement leve	2 1	37.15. The section areas in a subscription of the section	and an and an array	n an	67.523.52
blocking factor)	ŢĿ,	229.94 0.17	1 (), () 1	229.94	35.9
38.125 (1993) 97.86	2% 4	1.4. (5.8%)	28.23	0.17	<1
26.1 (X49) 80.14	14.8	0.10 2.20	1 68 55 1	0.10	<1 AN 0
	ð8., øf		66 . 43	2.20	
AI (adjusted for unequal	3.6	2.50		2,50	~1 人升 0
AI (aujusteu 101 unedust		384.09	60 63.63	6.40	*p <.0
	1. S. A.				Phil Albert
8 .2 (10.1) (0.1)			\$ 1 \$		250/00/0.1

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TABLE VI

Mean Estimates of Number of Completed Practice

Exercises (out of 48) by Parents in PAL

Treatment Groups

Т	reatment Group	<u>n</u>	diakishi kasharan Mean	S.D.
F&A	HA	,	48.00 (100%)	0.00
F&A	LA	7	47.00 (97%)	1.73
AO	HA	.9	45.22 (94%)	7.24
AO /	, LA	9	43.00 (89%)	12.43
70	HA	7	44.57 (92%)	5.16
70	j LA	7	41.57 (86%)	8.58
IFNA	HA	7	41.29 (86%)	11.25
IFNA	LA	9	44.67 (93%)	6.17
'OTAL	1 9	64	44.52 (92%)	
		V4	44.52 (92%)	7.61
	- M., AB			

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Analysis of Variance of Parents' Estimates of the

Number	of	Comp	leted	Practice	Exercise	s for

PAL Treatment Variables

nen har en de ser op en denne dy 't denne de service de transformet de service de service de service de servic	Course and a prior particular and the course of the cou		
Source of variation	SS df	MS	F
F	6.07 1	6.07	<1
	15.481	15.48	2.16*
1	1.01	1.01	< 1
FA	5.43 1	5.43	< 1
FI	3.33 1	3.33	< 1
AI	1.62	1.62	< 1
FAI	7.23 1	7.23	•1
S/FAI (adjusted for unequal means)	402.01 56	7.18	
			* n. s.

A post hoc analysis of parent estimates of participation revealed an effect for the parent accountability treatment. After a criterion of completion for assigned Practice Exercises was established at 90%, parent estimates above and below this criterion for accountability and non-accountability parents formed a 2 x 2 contingency table as shown in Table VIII. It can be seen that, whereas 32 out of 34 (94%) of the accountability parents participated above the 90% criterion, only 21 out of 30 (70%) of the non-accountability parents participated above this level. A chi square test of independence was applied to these data. The resulting X^2 was 6.50 (df=1), and was significant at the .02 level This difference in the amount of participation between of confidence. accountability parents may have been enough to account for the slight trend in pupil posttest scores favoring accountability treatments (see Table IV). CTTTT COMMAN

It is possible, of course, that parents grossly overestimated their participation. Two factors, however, indicate that this did not happen. First, the high scores on the reading posttest suggest that the parent estimates are volid. Second, the 34 parents under accountability conditions (A&F and AC) returned signed Record Cards to school for each completed Practice Exercise. Accountability parents estimated an average of 45.8 (95%) completed Practice Exercises. It was found that this estimate was almost identical to the average number actually turned in by these same parents (45.40, 95%).

PUPIL ATTITUDE

The means for the different parent treatment groups on the Activity Preference Form (APF), as shown in Table IX, were very similar. Pupils selected the parent-Practice Exercise sketch 56% of the time. As can be seen in Table X, there were no significant main effects or interactions resulting from feedback and accountability treatments.

When the total number of preferences for each of the five activities was examined, it was interesting to note that, as shown in Table XI, the parent-Practice Exercise sketch was ranked first and a parent-storybook sketch was ranked second. In other words, pupils ranked reading with the parent above watching television and engaging in school instructional activities.

Table XII presents a breakout, by sex, of pupil preferences to all 10 contrasts in the APF. There is an interesting interaction between reading activities with the parent and instructional activities with the teacher. When watching television was contrasted with instruction at school (APF pages 1 and 5), watching television was strongly preferred. When watching television was contrasted with reading at home, however (pages 6 and 7), reading at home was always preferred. On the other hand, when reading storybooks with the teacher was contrasted with either of the home-reading sketches (pages 2 and 9), reading with the teacher was preferred by boys (girls were evenly divided).

te de la capital de la parte parte de la capital de la capital de la desta de la capital de la capital de la c landalan bay yu malala mu dalam ni mu da kilibin lana dalahin kuna kana kana kana kana dalama kana dalama kana unity de Reconstant à l'en el leur communité de la constance de leur communitation des 微线 走过""这些理论的人,你不管你们"她们的话说,让"阿斯曼的处理地提供我们也能是不能吧。""你们的现在分词,是你她能够 an dan berten and the second of the second langen har saarten jaar die aleen die sterke staar weten het gehaar in die die staar weten ale han 11 Alan yek da sa si 100 belo da kis bese stabiling yekara ay sabili da tang "随便",这些我们的最后,就是这个就是我们要让你能够好,你们的这些,这些我们的"这些"的"是我们的"。 in Anno 1917. Anno 1977 ann an Anno 1977 ann an Anno 1977 anns an Anno 1977 anns anns a' Anno 1977 anns anns a States of subscript of the last control and the control of the control of the subscript of the subscript of the ing far a star and a second a second second second second second second second and second second second second landa) inchedita conta contacto antata distitutiva for terra contacta di di que da di di decenta di decenta con

TABLE VIII

Contingency Table Showing Relation Between Parent n sebartan adhi arrefe aging san tersiki jigi jepanang nati ang jeharan digun seki tersiti Accountability Treatment and Amount of Parent enner after and general particles entretting with the manual (CS the last) and. Participation Falling Above and Below a ester and there are a construction of the second al better glim and better 90% Criterion addated adde glassing, say statisticas 经特别公司法 医异常 新闻无可能的 网络北口山 新闻西接鱼 网络

				- 사람의에서, 대통합하여,
	an a		Nonaccountability	
	Number of Parents above 90% Participa-	1999 (1997) 1997 - Ma 32 Angeland	lanatis per - (1213) marc pada dalah 21 146 march	5 C
	tion Level		a shiki ta marka shiki ka sa	and the second
к. -	below 90% Participa- tion Level			
	Total			

 $X^2 = 6.50, df = 1, p = .02$ S. BARANAR.

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TABLE IX

Mean Scores on Activity Preference Form by Pupils in

PAL Treatment Groups

T	reatmei	nt Group	<u>n</u>	و محمد باسر الداري (مدر ماری) مرابع المار محمد ماری الماری	Mean	S.D.
F&A	анд Настания Станала (стана) —		8		2.63	
F&A		LA	6		2.50	1.22
10		HA	9		2.00	0.68
40		LA	8		1,87	1.16
FO		HA	9		1.78	1.32
FQ		LA	8		2.75	1.36
NFNA		HA	8		2.25	1.49
NFNA		LA	8		2.20	1.39
A11 G	roups		64	::::::::::::::::::::::::::::::::::::::	2.23 (56%) - m	

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TABLE X

Analysis of Variance (Method of Unweighted Means) of

Activity Preference Forms Scores for Parent

PAL Treatment Variables

سياسيه ومستنب ومحدر والمراجعة والمراجع المحمود شاعيني والمداري المهجو للقطعين والاراري الم	
يدمنه ومرد والمروحة ويستجر الدامل والمراجعة والمعاد والموقوة سينتج والمدوم والمرفع المحج والمراجع	

Source of	Variation	SS	df	MS	F
(school-to-home f	eedback)	.20	1.	.20	<1
(parent, accountab	ility)	.00	1	.00	<1
(initial, pre-para ment level)	ent achieve-	.07	1	.07	<1
A SELL		.19	1	.19	<1
Ľ		.12	1	.12	<1
ž (23.1		.19	1	.19	<1
AI	32.33	.12	1	.12	<1
/FAI (adjusted for	unequal <u>n</u>)	12.23	56	.22	A11 F
an a	an a	lingen – Annes and an anna an anna		an an an the second	values: n.s.



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ย์ราชย์		TABLE XI	an di setta di sera di setta di setta Setta di setta
	Ranking of the F	ive Activity-Sketches in the Activ	ity
81	Preference For	n According to the Number of First	
	Choic	es Received by Each Sketch	
		bishdariy iodarMetscorf.	
	Activity-Sketch	11. 12. 12. 12. 12. 12. 12. 12. 12. 13. 14. 14. 14. 14. 14. 14. 14. 14. 14. 14	rcent of st Choices
1. Pa	rent-Practice Exerc	lse	56%
2. Pa	rent-storybook	142	55%
3. Wa	tching television	137	53%
4.) Te	acher-storybook	132 divid 3-1.91 of Notestari of data	51%
5. Te	acher-number flashca		36%
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TABLE XII

Pupil Preferences on Each of the 10 Possible Contrasts of

the Five Activity Sketches in the Activity Preference Form

age in Activity	Activity Pictures for	Preferences							
Preference Form	Pupil Preference Choice	Boys	Girls	Both					
1.	Watching Television	28	19	47					
	Teacher-Number Flashcard	9	9	18					
2.	Teacher-Storybook	23	14	37					
	Parent-Practice Exercise	14	14	28					
3.	Teacher-Number Flashcard	12	9	21					
and a many second s	Parent-Storybook	25	19	44					
4. 200 2200	Teacher-Number Flashcard	15	15	30					
	Teacher-Storybook	22	13	35					
5.	Watching Television	28	14	42					
	Teacher-Storybook	9	14	23					
6.	Parent-Practice Exercise	22	20	42					
and an	Watching Television	15	8	23 <u>23</u>					
7.	Parent-Storybook	24	16	40					
	Watching Television	13	- 12	25					
8.	Parent-Storybook	18	12	30					
	Parent-Practice Exercise	19	16	35					
9.	Teacher-Storybook	23	14	37					
	Parent-Storybook	14	14	28					
10.	Teacher-Number Flashcard	10	15	25					
	Parent-Practice Exercise	27	13	40					

DISCUSSION

Secondod So Am The study indicates that a carefully developed program of schoolrelated home instruction can elicit high levels of parent participation and pupil learning. That substantial learning can result from parent participation is consistent with several other studies in which the home instructional program is tied to clearly specified, measurable objectives (Brzeinski, 1964; McManus, 1964; Perlish, 1968; Wade, 1967).

an black ability which is not the most that the second set Children in the PAL program, regardless of feedback and accountability treatment, averaged 83% on the reading achievement posttest covering the 12 weeks of classroom instruction and parent participation. These same children had averaged only 59% on the initial reading achievement test covering classroom instruction that took place prior to the start of parent participation. Two comparison groups from other schools using the same classroom reading program averaged between 50 and 60% on both achievement tests.

me he dont he show he show he do BORNELISSA STRANG Non-participants at the PAL school. In the PAL classes the parents of 14 children did not attend the Orientation Session. These children and their parents, then, did not receive Practice Exercises each week from the teachers. It is interesting to note that the initial achievement level of these 14 pupils (54%) was similar to that of the 68 PAL pupils (59%). Thus, children whose parents did not volunteer to participate were not necessarily the low achievers, as might be expected. But the posttest average of these 14 pupils, who received the same classroom instruction as the PAL pupils, was only 60%.

1 March 1

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ingen de Bernham tradit an ander CONTRACTOR OF Significant differences between school-to-home feedback and parent accountability treatment groups were not found with respect to any of the three dependent measures. The high level of parent participation in all treatment groups precluded the identification of differences. Since the participation level of control parents not under feedback and accountability conditions was above 90% (Table VI), judgment concerning the effectiveness of these two treatment variables must be withheld.

·特别的公司的政策及进行已经承受。

The low level of parent participation evident in previous studies (Della-Piana, 1966; Hayman, et al., 1964; Karnes, 1967; Robinson & Pettit, 1966) simply did not occur in the present study. Treatment variables designed to maintain a high level of parent participation, were not needed. Had control groups (neither feedback nor accountability) exhibited low levels of participation and learning, then more definitive judgments could have been made concerning the effectiveness of schoolto-home feedback and parent accountability in increasing pupil learning through maintaining a constant, high level of parent participation. As it was, high levels of learning and participation were obtained from all. treatment groups in the parent program. Astanaesa alusittib yitsve ate <u>Parent accountability</u>. As indicated previously, a post hoc analysis revealed an effect for the parent accountability treatment on the amount of parent participation. Parents under accountability conditions surpassed the 90% criterion of participation in significantly larger numbers than parents not under parent accountability conditions. Thus, it would seem that parent accountability may be a treatment variable worth testing in other parent-assisted learning situations. Perhaps over an entire school year the parent participation and pupil learning trends favoring the accountability condition in this study would have continued. At other grade levels, in other subject areas, with other socioeconomic and/or ethnic populations, and over longer periods of time, parent accountability may prove to be a valuable treatment condition for insuring high parent participation and pupil learning.

School-to-home feedback. Contrary to the parent accountability treatment, no post hoc effects, or even slight trends, were evident in the data for school-to-home feedback. Even in the open-ended items on the Parent Questionnaire (Appendix B), not one feedback parent mentioned receiving pupil performance data and/or comments from school each week. One possible explanation for the apparent ineffectiveness of this treatment is that parents received performance feedback of a much more immediate and powerful nature every day during the sessions with the children. By using the Record Cards to record correct and incorrect responses during a practice session, the parent could easily see at what level the pupil was performing and whether he was making improvement. On the Parent Questionnaire, 62 out of 64 parents (97%) indicated that they used the Record Card at every session. Analysis of the Record Cards turned in by accountability parents (half of whom were also under feedback conditions) showed that the children improved during a session or else performed above the 80% criterion level more than 97% of the time. Thus, parents were almost always seeing their children improve or perform well, and this may have been incentive enough to insure a high level of participation. The weekly feedback from the teacher perhaps was unnecessary. 30 B.2.6. 見たらうほうけい

SPECIFIC PROGRAM FEATURES

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Since the PAL program was effective even without the presence of feedback and accountability treatments, what features of the basic program may account for the high levels of learning and participation? The following paragraphs describe various aspects of the program and its implementation which seem relevant to the question.

Objectives-based instruction. The reading program was developed to promote very specific reading skills: reading sight words, reading beginning and ending sounds, and blending sounds in order to sound out new words. Parents were made cognizant of these objectives both during the training session and through the training materials they received. Thus, parents may have been prevented from attempting to elicit irrelevant or overly difficult responses. <u>Programmed Materials</u>. The Practice Exercises used by parents with their children provided direct practice on the objectives of the reading program. These exercises were highly programmed in that the visual stimuli, the sequence of stimuli, the verbal directions, and the number of practice responses were predetermined and structured for the parent.

Specific Parent Training. The 90-minute training session attended by parents was directed totally at what parents should do when working at home with their children. They were told how to use the Practice Exercises and respond appropriately to the children. They were also given strict guidelines as to the length and frequency of home practice sessions. Parents also practiced instructional procedures in a structured role-playing situation in which they received immediate feedback as to the adequacy of their behaviors.

<u>Contingency Management Procedures</u>. During training, parents were told how to establish and manage positive consequences contingent upon criterion performance by their children during home practice sessions. They were given several examples of appropriate consequences ("Followup Activities"). Record Cards were provided to enable them to record correct and incorrect responses during a session and thus obtain a concrete basis for managing the positive consequences.

<u>Classroom Program Generating Positive Parent Attitude</u>. When parents were asked to participate in the reading program in January, their children had already been receiving teacher instruction since October. They had heard their children read from storybooks brought home from school each week, and their attitude toward the kindergarten reading program was favorable. A district-wide parent survey in early January had shown that 94% of the parents felt it was appropriate to teach reading at the kindergarten level. During this same survey, 81% of the parents stated that they would participate in a home program even if it required attendance at a meeting in the school. Had there not been cues to the parents beforehand that the school program was fairly successful, it is debatable whether the initial turn-out of parents and the subsequent level of participation would have been as high.

It was also determined that parent attitude during the PAL program remained highly positive. One of the items in the Parent Questionnaire (Item 9, Appendix B), sent to all participating parents after 12 weeks of home instruction, asked parents to indicate the extent to which they felt they could maintain participation over an entire school year. From the 64 parents returning the questionnaire, the following distribution was obtained: 37 parents (67%) stated they definitely could maintain participation over an entire school year, 19 (30%) indicated they probably could, and only 2 (3%) felt they could not. Thus, 97% of the parents indicated a definite or probable willingness to participate in the program over an entire school year. In summary, the PAL contains certain features which may account for its success: objectives-based instruction, programmed materials, short but specific parent training, contingency management procedures, and a classroom program that generated positive parent attitudes. When school-related parent instructional programs include these features, treatment variables designed to maintain high levels of parent participation and pupil learning may not be necessary. This study was limited, however, to 12 weeks of kindergarten reading instruction in a white, lower-middle class area. Longer parent participation programs in other subject areas at other grade levels with different populations may find treatment variables such as parent accountability both necessary and effective.

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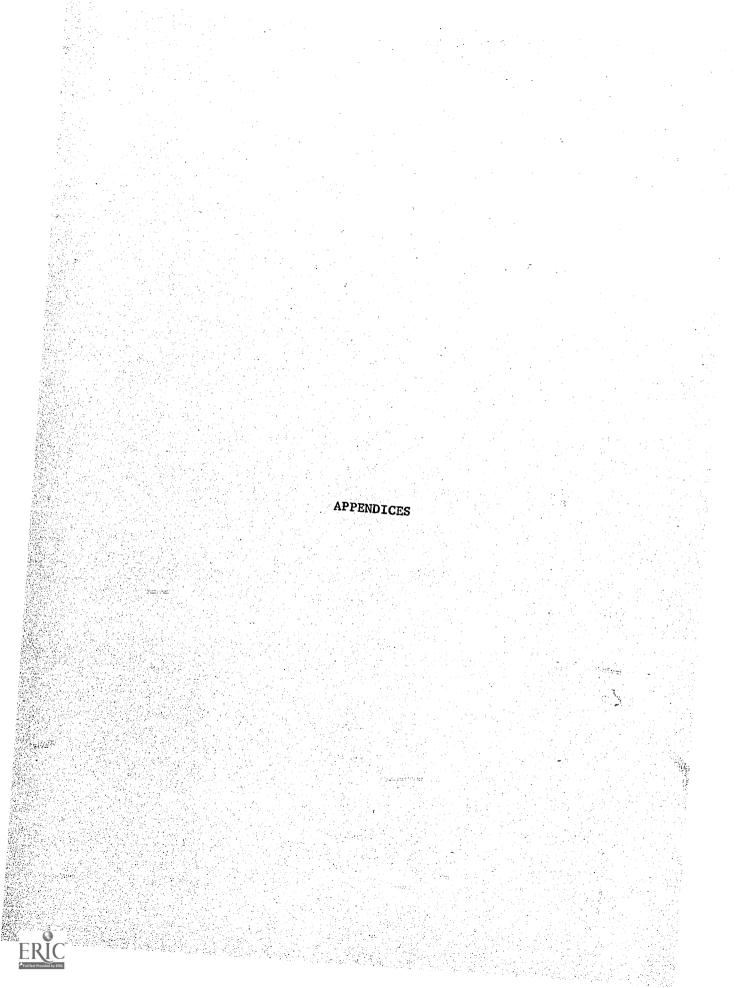


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APPENDIX A

RESPONSES TO PARENT QUESTIONNAIRE

RESPONSES FROM 64 OF THE 72 PARENTS IN THE PARTICIPATION PROGRAM LTER MARTINE BULLERSE BARMANE laste del pro albreco

Parent Participation Program

May 8, 1969

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PARENT QUESTIONNAIRE

The Parent Participation Program has been in operation since February. It is very important that we now gather information that will help us to improve the program for future use. Would you please complete this brief questionnaire and have your child return it to the kindergarten brief questionnaile and meter thank you. teacher as soon as possible. Thank you.

- 1. When have most of the Practice Exercise sessions taken place? have
- 15 (20%) morning a.

Bar S

22 (29%) Ъ. afternoon

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39 <u>(51%)</u> c. evening

4.201 k t. t.

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and Serie view

- To what extent has it been difficult to schedule time during the 2. day or evening for your child to complete a Practice Exercise?
- 4 <u>(7%)</u> a. quite difficult
- 20 (33%) Ъ. all of sales moderately difficult
- 36 <u>(60%)</u> с. not difficult
- Line and A La South and the second of the

and the second second

3. Please indicate what proportion of the Practice Exercase sessions are conducted by each of the persons listed below:

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	53	1		1.12		100			1.1			100				6.74	29	ି ଶ	11	1	$\lambda_{\rm CM}$	-2	8	mo	st			6		OT	ıe			2.3	one	3.6.7		÷
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4. Over the past 12 school weeks (through May 2) you have received 48 Practice Exercises (four each week). Please estimate, by drawing a circle on the scale below, how many of these 48 Practice Exercises have actually been completed with your child.

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5.	started co	to earlier in the yea oming home in Februar i to an older person	r (that is, before v) how frequently d	Practice Exercises	
16	<u>(25%)</u> a.	more frequently		1:::::::::::::::::::::::::::::::::::::	ł
36	<u>(56%)</u> b.	about the same		193935 G (1957 S	e ne
12	<u>(19%)</u> c.	less frequently		tuevs is <u>Citie</u>	c
		u urit s'abedia ut t	Indifien name te sa	d thethe tete as	
		our Orientation Sessi	on at the school la	st January was:	
42	<u>(67%)</u> a.	very helpful	aluariis	eilun .a <u>(ISI</u> 4	
19	<u>(31%)</u> b.	helpful	olüolilik yisis	1950m .6 <u>(1917)</u> G	\$
1	<u>.(2%)</u> c.	not very helpful	1.5121	5 Jon .: (. <u>198</u>) 8	£
Q	d.	not at all helpful			
	BROINSAN :	the Precise Evercies	in noliroqorq ishu	winding myssif	£
7.	How freque sessions?	ently do you use the j	Record Cards during	Practice Exercise	
62	<u>(97%)</u> a.	everytime 280m <u>2</u>		상품 공격에 여긴 것이는 것을 잘 맞춰졌다.	
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U		not at all			

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8. How frequently do you establish a Follow-up Activity which is dependent upon good or improved performance during Trial 2 of a Practice Exercise session.

a treba di sura da finale

- 19 (30%) a. every time
- 13 (20%) b. most of the time
- 22 (34%) c. some of the time
- 10 (16%) d. never

Please list any Follow-up Activities which you found effective:

- 9. You have been participating in this program for over 12 weeks now. Please indicate the extent to which you think you could maintain participation over an entire school year (30-36 weeks):
- 43 (67%) a. definitely could maintain participation all year
- 19 (30%) b. probably could maintain participation all year
- 1 (1.5%) c. probably could not maintain participation all year
- 1 (1.5%) d. definitely could not maintain participation all year
- 10. What is your overall reaction to the Parent Participation Program?
 - 50 (80%) a. very positive
 - 11 (17%) b. somewhat positive
 - 2 <u>(3%)</u> c. neutral
 - 0 _____ d. somewhat negative
 - 0 _____e. very negative



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12. We would very much like to have your further comments, criticisms, and suggestions regarding the Parent Participation Program.

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