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ABSTRACT

This abstract bibliography cites recent ERIC documents and journal articles focusing on various aspects of family/school relationships. Entries have been grouped into five sections: Family/School/Community Relationships; Parents and Teachers; School/Home Learning; Parents/School Supporting Services and General. Entries include resumes from "Resources in Education" (RIE), June, 1977 through August, 1978, and citations from "Current Index to Journals in Education" (CIJE), January, 1976 through August, 1978. Order information is provided at the end of the publication. Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). Journal articles are available only in the journals cited, not through the ERIC system. (Author/RH)

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FAMILY/SCHOOL RELATIONSHIPS: AN ERIC ABSTRACT BIBLIOGRAPHY

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INTRODUCTION

This abstract bibliography cites recent ERIC documents and journal articles focusing on various aspects of family/school relationships. Entries have been grouped into five sections: Family/School/Community Relationships; Parents and Teachers; School/Home Learning; Parents/School Supporting Services and General. Entries include resumes from Resources in Education (RIE), June, 1977 through August, 1978, and citations from Current Index to Journals in Education (CIJE), January, 1976 through August, 1978.

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FAMILY/SCHOOL/COMMUNITY

EJ 166 695

Community Participation: A Two-Way Street

Clark, Todd

Social Education, 41, 6, 557-8 Oct 77

Recommends parent participation in all aspects of the educational system. A better system of communication between students, teachers, parents, and administrators could increase community involvement.

EJ 166 785

Community Education. Survival Talk for Educators

Kaplan, Leonard, Ed.

Journal of Teacher Education, 28, 4, 56-7 Jul-Aug 77

The school, the home, and the community have joint responsibility for the education of the child.

EJ 165 160

Power to the Parents? The Story of Education Vouchers

Cohen, David K.; Farrar, Eleanor

Public Interest, 48, 72-97 Sum 77

Educational vouchers opened the door for power shifts. That they did not affect the ways in which work, authority, and child rearing are apportioned in society is one conclusion of this discussion of vouchers. The Alum Rock school district voucher plan is analyzed as an example of an implemented voucher plan.

ED 143 124

School, Community, University Consortium: A Model of Involvement.

Dobson, Russell L.; Dobson, Judith E.

77 12p. \

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

The Family Involvement Communication System (FICS) is intended to enhance the coordination of educational services for children as well as to encourage cooperation among schools, parents, and universities. FICS is designed to achieve these goals through focusing on the family as a cohesive unit, providing renewal strategies for school personnel and family members, implementing an open communication system, emphasizing a human and interactive approach, and encouraging parents, children, and other community members to participate in the total educational activity.

The three basic components of the program are the parent advisory council, the outreach and contact program (including parent study groups, home visitation, and health services), and the university-based support system (including practicum and internship experience).

ED 146 124

Community Involvement for Classroom Teachers.

Hager, Donna L.; And Others

77 63p.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

Available from: Community Collaborators, P. O. Box 5429, Charlottesville, Virginia 22903 (\$2.95)

This publication discusses selected elements of community involvement programs and processes that directly relate to the classroom teacher. The areas covered give the teacher a theoretical base to support the concept of community involvement as well as practical ways to implement basic elements of community involvement to enhance the learning processes of students. These areas are a rationale for teachers' involvement with the community and use of volunteers in the classroom techniques and strategies of home visitation. Sample instruments and materials are also included to aid the teacher in initiating, implementing, and evaluating community involvement as it directly relates to the classroom.

ED 148 002

Contract Public Schools: Alternatives for Compensatory Education.

Bushell, Don, Jr.; And Others

77 146p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

It is proposed that contract public schools (alternative elementary schools) be established within local school districts to develop more effective compensatory education programs. Each contract school will be governed by its own council of directors, which will be elected by the parents of enrolled children. The council's authority to establish school policy will be based on a formal three-party agreement among the council, the local board of education, and the state office of education. The council will manage the budget of the school, which will consist of the same amount per child as is provided for the education of comparable children in the other schools of the district. The technique of school-based budgeting will be followed. Decisions on how to spend funds will be made by the council within the provisions of the three-party agreement. Enrollment will be voluntary and open to all. Some legal obstacles, particularly in the areas of the anti-subdelegation doctrine and certain aspects of collective bargaining agreements, will need to be overcome. Seven action steps for removing these legal barriers and encouraging the implementation of effective contract schools are presented.

ED 151 662

The Implementation, Evaluation and Refinement of the Home-School-Community Relations Interaction Model. Technical Report No. 414.

Karges, Marjorie L.

77 370p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

One of the objectives of this study was to implement the school-community relations model of interaction to determine whether the specified patterns and processes were viable. Implementation began with a needs assessment, followed by an operational process involving four approaches: (1) a schoolwide focus on reporting pupil progress; (2) a graduate course on school-community relations; (3) individuals working on activities related to school-community relations deficiencies; and (4) the project coordinator implementing activities directed at needed school-community relations. Evaluation data indicated that it is possible for a school to implement the school-community relations. Informal observation revealed that the presence of the project coordinator raised the awareness of the staff members in implementing new ideas and convinced other members of the staff to become involved in school-community relations.

ED 152 907

Supports and Constraints to Home-School-Community Relations in an Urban, Inner-City IGE School. Technical Report No. 448, Part 1 and Part 2.

Bartels, Lois I.

78 483p.

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage

Individually Guided Education (IGE) is an alternative form of schooling used in a large number of elementary schools. This study of home-school-community relations in an urban, inner city IGE school starts with a summary of the literature on home-school-community relations and an overview of readings related to urban education. In addition, a conceptual framework for describing and interpreting data to meet the objectives of this study is provided. The field methodology utilized in this case study, including research objectives and data collection procedures, is described in detail. The community and organizational environments of the selected urban, inner city IGE school are examined. The instructional and home-school-community relations programs at the school are discussed. Activities and practices related to the home-school-community relations processes of communication, involvement, participation, analysis and resolution are then described. At each of these three stages, relevant descriptive data and findings related to the home-school-community relations objectives of the study are given. A summary of identified supports and constraints to home-school-community relations in an urban, inner city IGE school is provided, together with implications for practitioners and suggestions for future research.

ED 148 503

1976-1977 Final Report and Evaluation, Title IV Projects, Independent School District #12 (Blaine, Minnesota).

Bercier, Byron

77 16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Objectives of the Title IV Indian Education Program were designed to meet the educational needs of the Native American students within the public school as defined by Federal program regulations. During the 1976-77 school year, the Parent Committee hired a Home/School Coordinator, the only staff position in the program. The Coordinator was to identify Native American students within the school district and to provide such services as personal, academic, and crisis counseling, family referrals, long-term personal problem solving, and making student contacts. Program activities were directed around socially and culturally oriented activities from which students would benefit. To evaluate the program, a questionnaire was given to teachers, students, parents, and administrative personnel. The school administration and teachers were very supportive toward the Native American students and problems they faced in school and the community by working closely with the Home/School Coordinator when difficulties arose. This in itself showed progress and an important function of Title IV in the school system. It was determined that the program had successfully completed its third year of operation. This report summarizes the activities and involvement of the Coordinator, and the program activities for the students and for the Parent Committee members; gives brief examples of the types of service provided by the Coordinator; and gives a tally count of the responses to 10 statements covering the program's general objectives along with the questionnaire.

ED 150 253

An Overview of Current Practices in School-Community Relations with Special Focus on the South.

Schneider, Morris L.

77 41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper provides a brief overview of present practices in school-community relations particularly in the South Eastern United States. The belief that the educational establishment had the answers to individual needs has changed into parents demanding input into the educational programs involving their own children. However, the changes thus far are not systematic, but operate within the framework of a status-quo orientation. A review of the social and political forces that generated changes in school-community relations in the South indicates that with respect to the status of student achievement, staffing policies, curriculum development and other parts

of the educational process, southern educators in larger districts are generally attuned to the need for developing and implementing viable school-community relations programs. New Methods of distributing educational funds must be devised, however, to stop the fight for survival between competing groups representing the poor and racial/ethnic minorities. One recommendation suggests that for school-community relations programs to be effective in districts of any size, administrators, teachers, classified personnel, students, parents and all-people in the community have to need and want to be co-partners in the development, execution and evaluation of educational programs. A systems model for parental and community involvement including these areas is briefly discussed.

ED 150 674

Parent Evaluation of Schools. The Best of ERIC Number 35.

78 5p.

Available from: ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Annotations from 11 documents and journals in the ERIC system deal with ways for parents to evaluate schools and how parental evaluation can be utilized to improve school quality and parent-school relations.

ED 151 935

Policy Implications for School Districts Affording Public School Options: A Case Study of Results of School Choice in One Community.

Uchitelle, Susan

78 38p.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This paper examines the policy implications of school choice opportunities in the public sector, based on a study of the school choice behavior of a group of public school parents residing in areas where they were permitted to choose which of two dissimilar schools their child would attend. Data were gathered through interviews with 48 mothers who were either new to the community or whose eldest child had just entered school. Parents' involvement in the choice of their child's school and the criteria they used were examined, and the results of these choice opportunities were analyzed. Findings of the study indicated that for school choice opportunity to work equitably and effectively, parents must be fully informed of their options, and the schools must be willing to develop solutions to the problems resulting from school choice without subverting the right of parental choice and the sovereignty of parental decision-making.

ED 143 751

Evaluation of the Community-Based Program as a Model for Early Childhood Education Programs and Social Action Programs Involving Children, Parents, and Community Members.

Koyen, Gary V.

76 235p.; Order No.. 76-25, 875

Available from: University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, MI 48106

Document not available from EDRS.

The Community-Based Program (CBP) Model was developed to achieve several major goals: (1) to provide learning experiences to children that are functional for them at the time, (2) to emphasize family and community participation and development, (3) to emphasize broad service delivery to the family (as opposed to educational service to one child) and (4) to economize in program delivery and to reach isolated populations at a reasonable cost. The CBP model is both an attempt to improve the cost-benefit (efficiency) of program delivery and to define a new direction for early intervention programs. The principal conclusion drawn from the study is that the Community-Based Program Model is a feasible model that achieved most of its purposes in the initial implementation. Particularly, the model demonstrated cost advantages, increased opportunity to involve family and community resources, broader service delivery, and parity with standard programs on children's verbal learning.

ED 145 305

Public Involvement. An Educational Partnership Among Parents, Students, Professionals, and Citizens of New York State School Districts.

Nyquist, Ewald B.

New York State Education Dept., Albany

77 13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

In this paper, boards of education are urged to evaluate their policies and their performance in relation to parent and citizen involvement and to consider seriously how programs at districtwide and school levels can be improved. The emphasis in such programs should be on developing open two-way communications and full participation aims at maximizing the capabilities of the schools to know and act upon the wants and needs of their students and communities. Suggestions for Boards of Education include: (1) aid and support to parents and community volunteers who wish to share in the educational process; (2) steps to work effectively with any community group that indicates a willingness to support programs designed to improve education; (3) need to establish new groups or assign other responsibilities for existing groups to aid in developing policies, programs, plans, and budgets responsive to student and community needs; (4) acknowledgement of the contributions that students themselves can make to teaching, planning, and policy-making; and (5) establishment of an advisory council at each school level with defined decision-making authority in such selected areas as curriculum, budgeting, resource allocation, reporting and evaluation.

ED 139 537

A Family Affair: Education, Families and the Helping Professionals in Partnership.

Rich, Dorothy; Jones, Cynthia

77 112p.

Available from: Home and School Institute, Trinity College, Washington, DC 20017 (Paper, \$8.00, plus \$1.00 mailing fee)

Document not available from EDRS.

Emphasizing the importance of the family in education, this book presents a sampling of strategies for fostering a strong parent-teacher-community partnership. The first chapter discusses the need for parent and community involvement; lists strategies to help administrators, teachers, and parent and community leaders in working with one another; briefly describes the Home Educational Learning Programs; and outlines a yearly plan for parent involvement. Chapter 2 discusses the importance of the family in a child's education and offers ideas and suggestions for parents. Included are guidelines for family involvement, a list of ten "success builders," and teaching tips and home learning systems for parents. Suggestions are aimed primarily at parents with children aged 2 to 10. Chapter 3 discusses research studies from 1964 to 1975 that investigated the role of the family in promoting children's learning, and provides summaries of major preschool and in-school programs which emphasize parent involvement.

ED 147 270

Controversy in the Community: Sex Education and the Law

Bernstein, Judith W.

77 26p. Master's Thesis, Beaver College

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

This document briefly traces the history of sex education in the United States and the problems and disagreements that it has created. The recourse of parents objecting to sex education in the schools has generally been at the community level, taking form of electing to the school board those candidates who reflect their views. In some cases, objecting parents have resorted to bringing formal charges against the schools in court. Several cases of this sort are cited in this paper, indicating that for the most part these cases are unsuccessful. Some alternatives to accepting public school sex education courses are discussed.

ED 146 747

Home-School-Community Relations: The State of the Art. University of Wisconsin Research and Development Center for Cognitive Learning.

Theoretical Paper No. 61.

Kim, Jin E.; And Others

76 85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

"The State of the Art" is a bibliographical essay current to 1975 consisting of 300 items relating to home-school-community relations. This literature was examined in order to (1) provide a conceptual framework for home-school-community relations, (2) develop a classification scheme for existing theory and practice, and (3) suggest further research in home-school-community relations. The literature of home-school-community relations suggest three distinct conceptual classifications: (1) home-school-community relations as an administrative function, (2) home-school-community relations as public participation, and (3) home-school-community relations as a political process. Each of these typologies is described in terms of objectives, programs and activities, underlying theoretical foundations, and the results of related research. The literature review concludes with a set of implications for model building, research, the improvement of home-school-community relations programs and practices, and the development of teacher/administrator training programs in home-school-community relations.

ED 145 359

School and Community: Partners in Problem Solving.

Carter, Margaret; And Others

76 112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Center for New Schools (CNS) worked with the Illinois Office of Education to develop this guide for informing educational professionals and citizens interested in educational improvement concerning ways to carry out local problem solving in their schools. The guide focuses especially on parent involvement in the process of problem solving. Several examples are described, primarily from urban settings, but the dynamics and principles are applicable in other settings.

PARENTS AND TEACHERS

EJ 169 781

Parents and Educators: Natural Allies

Cronin, Joseph M.

Phi Delta Kappan, 59, 4, 242-3 Dec 77 -

Rebuts the contentions of Roper in the preceding article in this volume, and outlines new developments in the contemporary alliance of parents and educators.

EJ 123 058

Building Blocks of Parent Decision Making.

Schram, Barbara A.

Day Care and Early Education, 2, 5, 8-11 Jun 75

Discusses the importance of parental participation and decision-making in preschool program operations. The role of parents in defining the underlying social and political functions of the school's program is discussed, with emphasis on the ways in which parents can become involved in the decision-making process.

EJ 173 516

The Future of Schools and Families: Three Scenarios and a Recommendation.

Debenham, Jerry; Parsons, Michael J.

Phi Delta Kappan, 59, 7, 443-6 Mar 78

The preferred scenario would lead to a "professionalization" of the family in which, at least for early childhood, the functions of the family and the school would merge.

EJ 178 113

Fathers' Night in the Kindergarten

Main, Margaret Huntley

Day Care and Early Education, 5, 3, 18-20 Spr 78

Presents highlights from fathers' discussions about their views of parenting.

EJ 173 464

Teachers, Parents, and Reading Instruction: A Learning Alliance.

Kavale, Kenneth

Reading Horizons, 18, 2, 99-104 Win 78

Explores some ways in which teachers can direct the efforts of parents so that children gain the best possible advantage in learning to read.

EJ 169 780

Parents as the Natural Enemy of the School System

Roper, Dwight

Phi Delta Kappan, 59, 4, 239-42 Dec 77

Schoolpeople have instigated compulsory attendance laws, consolidated schools, and the superintendency to defend themselves against parents. In the nineteenth century school people castigated the poor for indifference; in this century they blame well-to-do parents for permissiveness and for having high expectations for their children.

EJ 169 102

You Are Your Schools Top PR Agent

Wherry, John H.

Instructor, 87, 2, 148-58 Sep 77

The key to building good school public relations is good communication, i.e., the quality of the personal contacts between teachers, who are employees, and the parents of students, who are employers. Here are suggestions for helping teachers get their message across to parents and for evaluating their progress or PR rating.

EJ 167 094

Conflicting Points of View

Times Educational Supplement (London), 3240, 17 Jul 8 77

Do head teachers have too much power to suspend pupils? Are the rights of pupils and parents being adequately safeguarded? A teacher reports on a dramatic case conference.

EJ 154 322

When Parents and Young Children Go To School

Braun, Samuel J.

Health Education, 7, 3, 6-9 May-Jun 76

By helping out in the classroom, parents can see a teacher work with children, developing their curiosity, elaborating on their interests, disciplining when necessary and, in a sense, the teacher serves as a model for the parents.

EJ 175 015

How to Put Parents on Your Classroom Team.

Granowsky, Alvin; And Others

Instructor, 87, 4, 54-62 Nov 77

Teachers, principals, and other educational leaders in the United States were asked what is being done, what works, and what can be used to build a successful parent-teacher team. Here are the results--hundreds of workable ideas organized into a four-part process that combines the best from schools across America.

EJ 176 604

An Exploratory Study of Teacher Attitude and Behavior Toward Parent Education and Involvement.

Tudor, Kay Pasley

Educational Research Quarterly, 2, 3, 22-8 F 77

The expressed attitudes and reported behaviors of 130 teachers toward parent education and parent involvement in early childhood education programs are investigated. The data suggest that teachers in publicly funded programs hold more positive attitudes toward parent education and encourage more parent involvement than do teachers in privately funded programs.

EJ 172 927

Mainstreaming Parents of the Handicapped.

Karnes, Merle B.

Teacher, 95, 2, 90-1 Oct 77

Mainstreaming handicapped children is becoming standard educational practice. However, involving parents of handicapped and non-handicapped children in a mainstreaming program requires special efforts on the part of the teacher. Suggests some guidelines for building attitudes of parents and for learning about other parent-involvement programs and includes seven skills needed for teachers to work effectively with parents.

EJ 175 637

A Second Open Letter to Teachers

Woodring, Paul

Phi Delta Kappan, 59, 8, 515-7 Apr 78

If it can be made clear to the parents that the child must do the learning, their demands on the school may be modified, and perhaps they will accept greater responsibility for their own part in the child's education.

ED 143 104

Parental Involvement in the Schools: Towards What End?

Filipczak, James; And Others

77 22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This paper reviews the literature on parental involvement and covers four basic activity areas intended to foster parent participation in the schools: (1) volunteerism; (2) parent school communication; (3) parent education or training; and (4) policy-making. The authors summarize and analyze the objectives and methodologies of the research in each category, critically evaluating the findings and discussing the implications for educators. They conclude that considerably more attention needs to be paid to stating clear objectives and to precise measurement and evaluation of parent programs. Without careful development, evaluation, and dissemination of sound parental participation programs, there will be a proliferation of programs with vague objectives and untested assumptions that will not succeed and will only lead to greater disenchantment of school personnel and parents with each other.

ED 151 125

Mexican American Achievement Performance: Linking the Effects of School and Family Expectations to Benefit the Bi-lingual Child.

Felice, Lawrence G.

78 27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Attempts to explain poor academic performance of Mexican American bilingual students have relied primarily on two causative models: home and school. Both models were evaluated with data from a matched sample of public school bilingual Mexican American children from grades 1-8, in a medium sized South-Central Texas community. The control group students, identified as low achievers, were participants in a compensatory educational program which consisted of a modified behavioral modification schedule and strategy designed to stimulate academic achievement through: the usual token economy reward structure; the use of bilingual tutors and various cultural activities designed to strengthen the self-concept of the Mexican American child; an effort to enlist the family's interest and cooperation in the educational process. These students were matched by age, grade, sex and social class with other Mexican American students not identified as poor achievers. Students in both groups were surveyed and tested in the fall and spring with the Metropolitan Achievement Test, the Piers-Harris Self-concept Scale, and measures of internal/external social power. Teacher's evaluative ratings were obtained and parents were interviewed in both time periods. After one year, experimental subjects had significantly higher reading and math scores and improved self-concepts. Regression analysis indicated higher achievement scores were due to self-concept gains, a result of the interaction of positive family and school expectations.

ED 151 627

Immature Character Development: School Identification/Remediation of Character Disorders in Children.

Partridge, C. R.

77 9p. Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This paper discusses the need for early identification of children's character disorders, because by the time a character disorder becomes a serious problem in the home, school or community, the child is approaching adolescence and it is too late to treat it effectively. Thus the need for early identification in the school. Ten identifying behavioral characteristics are listed and are contrasted with other imbalances of functioning. Such a diagnostic effort is necessary, for a child with immature character development needs a very different remediation thrust from a child who is truly anxious or has a primary learning disability. Intervention using contingency management in the classroom and home is clearly the remediation process that is most successful. Close coordination and communication between school and home is essential in serious cases, with older children and where parent(s) seem well integrated. If the parent(s) cannot operate a basic contingency management program, counseling assistance is indicated to augment parental capability. The author takes the theoretical posture that character disorders emanate from too much comfort and confidence in early life rather than from too much anxiety and insecurity as has been traditionally held.

ED 151 661

The Influence of Increased Parental Involvement in the Educational Process of Their Children. Technical Report No. 418.

Mize, Gregory K.

77 253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

The major purpose of this study was to assess the effect of increased parental involvement in an intervention program. The program was structured to follow a prescribed mode of parent-child activities and parent-teacher communications and activities all having reference to the child's educational experiences, particularly those involving reading. Evaluations were made in terms of behavioral and attitudinal changes observed among participating parents and teachers, as well as by a number of child indices. These included: (1) level of self-esteem; (2) motivation to learn; (3) academic attitudes; and (4) reading achievement. Results suggest that the relationships between family and school environments warrant further emphasis by educators.

ED 152 400

Study of Parent Involvement in Early Childhood Education Programs.
Report No. 7844.

Bass, Aaron

77 81p.; For related documents, see ED 152 398-399 and ED 152 402.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

This report presents a broad preliminary examination of parent involvement in eight early childhood education programs in the School District of Philadelphia: Child Care, Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Data were collected from September 1976 through May 1977, using a reporting form developed for the evaluation. Questionnaires were completed by people in different job classifications (teachers, social workers, parent advisory committee chairpersons, etc.). Data collected include rate of questionnaire return, function of the main parent group, extent of parent participation in meetings, parent volunteer time, and types of volunteer roles. Results showed a tendency for program-specific organizations to view their major function as participating in and/or planning educational activities, while programs without specific parent organizations tended to view their major function as fund raising. The appendices, which comprise more than half of the document, contain The Quarterly Parent Involvement Questionnaire, and data for each of the eight programs reviewed.

ED 147 288

A Study of Parent Attitudes on the Parent-Teacher Conference.

Hertel, Suzanne M.

77 67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

This document studies parent attitudes toward parent-teacher communication in the setting of the parent-teacher conference. Respondents were asked to share in-depth their thoughts about parent-teacher communication in six topic areas: (1) the circumstances, (2) the importance, (3) the expectations, (4) the comfort level, (5) the characteristics, and (6) the description of what parents consider to be a meaningful parent-teacher conference. The questionnaire was distributed to 39 sets of parents of elementary school age children; the sample group would be characterized as upper middle class, professional or managerial, largely suburban families. Data obtained from the study verified the existence of seven theoretical conference types (social, progress, program, problem, helping, upset-parent, and sharing). Findings also indicate that parents (1) expect to confer with the teacher throughout the school year, (2) view the conference as

important, (3) approach the conference with their own expectations, (4) are both comfortable and somewhat uncomfortable in the conference situation, (5) know what constitutes a meaningful conference, and (6) have constructive suggestions for making the conference more meaningful. Implications of the data elicited from the questionnaire lie mainly in the need for teachers, parents, administrators, supervisors, and educators to increase their knowledge about and skill in the parent-teacher conference as a means for facilitating communication between these two groups, with the objective of improving the child's educational experience.

ED 152-464

Bilingual Mini Schools Tutoring Project. A Bilingual Program (Urban, Rural, Racial Disadvantaged Program Funds.) Final Evaluation 1976-77 Program Year. Sixth in a Series of Reports on this Program.

McConnell, Beverly

77 25p.; For related document, see ED 135 508; Best copy available.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Project objectives included: the children would increase their grade equivalent (GE) score in reading and math by one or more months GE for each 20 days of attendance; children dominant in Spanish would have higher mean score in Spanish than norm group children of comparable age after 100 or more days of attendance; the children's bilingual capability would increase by advancing one or more steps on the project bilingual classification scale after 100 or more days of attendance; children who had attended the program for 100 or more days since February 1975 would show superiority over those of comparable age in the norm group; parents and advisory board members would be active in program management decisions; family members would participate in their children's educational program by acting as teacher or assistant, assisting with cultural heritage activities, or providing support services. During the year, 203 children were served; of these, 199 were Mexican Americans. The reading and math subtests of the Wide Range Achievement Test, the Peabody Picture Vocabulary Test Form B, and the BMHS Test of Cultural Concepts were used to measure student achievement. The project met or exceeded all its objectives except one. Although the children did not gain a greater proficiency in Spanish, they did maintain their Spanish while making gains in their English proficiency. This report discusses the measurement used and the basis for indicating that the objective was exceeded, met, or not met.

ED 146 533

Home Letters as a Technique in Behavior Management.

Jason, Leonard A.; And Others

77 9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This paper describes a first grader, manifesting high rates of problem behaviors in school, who was involved in two separate behavior management programs. Discussion of general behavior modification principles did not reduce problem behavior, but problem behaviors decreased considerably after daily letters from the teacher were sent to the child's mother (the mother made a family trip contingent upon receiving "good" conduct letters). Following the family trip, ~~letters continued to be sent home,~~ and the child's school misbehavior rates declined even further. This suggests that teacher and mother praise, and the good behavior note, successfully maintained the child's appropriate classroom behaviors. The author cautions that, given the case-study nature of this experiment, the findings need to be interpreted with caution. Replication with a larger sample would provide requisite data for determining the generalizability of findings.

HOME/SCHOOL LEARNING

EJ 173 366

Parents are Teachers: A Beginning Reading Program.

Vukelich, Carol

Reading Teacher, 31, 5, 524-7 Feb 78

Describes a program designed to help parents aid their children in the development of reading readiness skills.

EJ 175 510

Adapting the School Library to Early Childhood Education Program.

James, Jeannie

Reading Improvement, 14, 4, 248-55 Win 77

Shows how a learning lending library can be established to coordinate early childhood education at home and in nursery schools.

EJ 177 562

Survival Reading for Parents and Kids: A Parent Education Program.

Cassidy, Jack; Vukelich, Carol

Reading Teacher, 31, 6, 638-41 Mar 78

Describes a parent workshop designed to teach parents how to teach survival reading skills by using menus, signs, and cereal boxes.

EJ 178 153

Toy Lending Library: Linking Home and School.

Duff, R. Eleanore; And Others

Young Children, 33, 4, 16-22 May 78

Describes the development of a preschool toy-lending library which makes materials available for center children's home use on weekends. Planning, physical organization, procedures, policy and recordkeeping aspects are described in detail, and the significance of the library in terms of parent-child, parent-teacher and teacher-child interaction is discussed.

ED 141 361

Desirable Teaching Behaviors--Tasks and Task Planning.

Jordan, Mary

77 24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This handbook is written for parents who want to reinforce a child's classroom learning by continuing the teaching process at home. Ten desirable teaching behaviors are described. Parents are encouraged to consider themselves as part of a team with their child's teacher.

ED 141 360

Parent-Generated Home-School Activities.

Vacanti, Loretta

77 53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

This teaching module is developed for use in inservice training for parent educators who serve as home visitors. It may be used by teachers, parent volunteers, paraprofessionals, or other adults who want to develop home learning activities that meet the individual needs of children.

This module shows a home visitor how to solicit ideas for home-school activities from the parents they visit. A model is provided for creating home-school activities. The needs of children and their families are discussed and the importance of listening to and interpreting concerns, complaints, and questions is emphasized. The concept of strengthening the home-school partnership is stressed. Examples of and ideas for home activities are illustrated.

ED 148 546

El Arte de Aprender: Una Aventura Cooperativa. Un guia de recursos para tragajar con ninos juvenes. (Learning: A Cooperative Adventure. A Resource Guide for Working with Young Children.)

77 26p.; In Spanish; for related document (English version), see ED119 868

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Due to the large numbers of children from Spanish-speaking homes, many districts send both English and Spanish written communication to parents and community members. Therefore this booklet, a Spanish translation of "Learning: A Cooperative Adventure" (ED 119 868), was prepared to provide parents and preschool and kindergarten staff members with suggestions for parent-child and teacher-child activities which would enhance the child's development. The booklet describes a home and school curriculum for young children. The curriculum is divided into three main areas to prepare children for every day living and later school learning: The Child, The Child and the Immediate Environment, and The Child and Special Skills. Lists of goals, five home activities, and five related school activities are given in each area. Also presented are a few suggestions for teachers on facilitating parent cooperation at school and during home visits. A list of 38 books, magazines, and records which offer ideas for learning activities is provided.

ED 149 280

Teaching Children to Read: A Parent's Guide.

77 26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

This report is an educational guide for parents of young children with reading problems. It explains the prereading skills, such as sitting quietly, paying attention, and listening, that must be mastered before a child can learn to read and then describes nine approaches used by public schools for teaching reading. The report offers practical ways in which a parent can be involved in the child's reading development and stresses the importance of home atmosphere and parental example. Two types of games that relate specifically to reading are suggested: those used primarily to interest a child in reading and those that teach specific reading skills. Examples of each type and suggested applications are provided. Appendixes include books for additional study on this topic, an annotated list of children's books designed to improve reading skills, and a list of games that help children learn and enjoy reading. A source book for designing games at home is described in detail.

ED 149 919

Recetas para divertirse: actividades que se pueden realizar en el hogar con los niños. (Recipes for Fun: Activities Which Can Be Done at Home with the Children.)

Cole, Ann; And Others

77 51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

PAR (Parents as Resources) consists of two professors and a social worker who are dedicated to helping parents work creatively and confidently with their children during the preschool and primary years. PAR has developed concrete instructional activities and workshops to stimulate the exchange of positive and pleasing experiences between parents and their children. Prepared by PAR, this booklet contains various easy instructional activities which parents can conduct at home with their children. Written in Spanish, the booklet includes simulation and learning games; music, rhymes and riddles; exploration games; instructions for making puppets, glue, finger paints, clay, toys, play jewelry, flowers from egg cartons, mobiles, drums and flutes, and other items; useful ideas on what not to throw away; and ideas for having your own festivals. Based on materials which can be found around the home, the activities emphasize mathematics, reading, and the development of communication skills and motor coordination.

ED 145 963

A Descriptive Study of the Status and Change in Attitudes and Child Development Knowledge of the Preschool Parents Involved in a School/Home Program.

Petersen, Evelyn Ann

77 87p.; ~~Filmed from best available copy~~

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This descriptive study assessed the attitudes and behaviors of parents of preschool children who have been involved in a parent program sponsored by a public school toward the school and toward their own children. The key variables of the study were the number of parent group sessions attended by the subjects and the scores on the questionnaire developed to collect data on the subjects' attitudes toward the school, opinions about the program, and knowledge of developmentally appropriate interactions and activities for their children. Subjects were 30 parents of preschool children who had been involved in the Home Activities for Parents of Preschool Youngsters (HAPPY) for 6 months at the time data collection was begun. Results are presented graphically and discussed. Several pages of appendices include: HAPPY program newsletters; summary of the first HAPPY hour session; cover letter and questionnaire; and master data sheet from the study.

ED 145 924

Learning Experiences at Home: Reinforcement for the Intermediate Grades.

Tregaskis, George K.; And Others

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

77 111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

This guide was designed for use in teaching parents of elementary school children how to provide learning experiences for their children at home. The learning activities suggested are inexpensive and simple and are intended to enhance the child's development in the areas of reading, writing, and computing. The guide contains chapters on: (1) encouraging children to read the newspaper, (2) helping children develop writing skills, (3) helping children write reports, (4) helping children write research papers, (5) helping children remember simple number facts, (6) helping children measure with a ruler, (7) helping children develop environmental awareness, (8) helping children develop physically and (9) helping parents gain an awareness of how family life education is taught in public schools. Included are approximately 50 take-home activity sheets which the instructor can remove, duplicate and distribute to parents.

ED 134 316

National Home Start Evaluation. The Homesbook: What Home-Based Programs Can Do with Children and Families.

Grogan, Marian; And Others

Abt Associates, Inc., Cambridge, Mass.; High/Scope Educational Research

Foundation, Ypsilanti, Mich.

22 Mar 76 329p.; For other reports in this study, see ED 069 439-41
ED 077 583, ED 085 398, ED 091 074, ED 091 081, ED 092 225-229, ED 107
379-380 and ED 134 314-322

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

This volume, part of the evaluation of the Home Start Program is an informal compilation of the ideas, experiences and insights gained by members of Home Start staffs during three years of family-oriented education and services. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. This book is aimed primarily at administrators, sponsors, and directors of Head Start and similar programs who are considering expanding their services to include home visiting. Included in the report are: (1) an overview of the goals, structure and organization of the National Home Start Program; (2) a section on "getting underway" (staff, recruiting families, assessing needs, etc.); (3) a description of the basic components of the program (education, nutrition and health); (4) a section on working with families, which includes descriptions of social and psychological services for parents and children; and (5) a discussion of management and planning issues for home-based programs. Appendices include a directory of Home Start demonstration programs and training centers, Home Start guidelines, and an index of exhibit sources. A number of forms and charts used in Home Start programs are included in the document.

PARENTS/SCHOOL SUPPORTING SERVICES

EJ 169 305

Counseling Focus: Are Parents Necessary?

Hayes, Edward J.; And Others

Elementary School Guidance and Counseling, 12, 1, 8-13 Oct 77

Examines whether counselors were more effective as behavioral change agents when working directly in groups with minority students, or when working indirectly through parents of these minority students. Results tend to support the position that counseling conducted indirectly through parents is more effective.

EJ 177 370

Interpreting Test Results with the Parents of Problem Children.

Wandler, Joseph

School Guidance Worker, 33, 4, 35-8 Mar 78

This model analyzes the role of the school psychologist. This role has become a consultation model. Parents share ideas and knowledge, about the child, with the school psychologist and parent contacts.

EJ 177 361

Parent Groups, Preventive Mental Health in the Schools.

Beck, Frances W.; Bornman, Kemper L.

Journal of the International Association of Pupil Personnel Workers,

22, 2, 75-7 Mar 78

This paper describes an approach utilized by Margaret Dumas Mental Health Center to produce an effective preventive mental health program with the school incorporating the concept of clear communication and consultation between the school and mental health personnel.

ED 152 401

Report on Early Childhood Programs Social Services 1976-1977. Report No. 7841.

Silbermann, David

77 49p. For related documents, see ED 152 398 -- ED 152 402

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

This report describes the nature and extent of formal social service support provided to families with children enrolled in one of the following School District of Philadelphia early childhood programs: Child Care, Follow Through, Get Set Day Care, and Prekindergarten Head Start. This report covers the period September 1, 1976 through June 30, 1977. In the body of the paper, comprehensive summary data for all programs is presented. In the appendices, each program is discussed individually and specific data relating to each program site is presented. Data include the nature of contacts between parents and social service workers (e.g. home visits, phone contacts), percentage of families identified as needing help, and the percentage of these families provided with help. Data indicate that the patterns of social service worker-parent contacts show considerable variation across programs in both pattern and extent of contacts.

ED 146 244

Expanding the Role of the School Psychologist.

Rafferty, John P.

77 12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This report attempts to show that the role of administering and interpreting psycho-educational instruments should not be the major function of the modern school psychologist. This is not to say that the need does not exist, at times, for psycho-educational evaluation; however excessive emphasis on this particular role results in limited effectiveness for the school psychologist as measured in terms of client growth. Additional responsibilities for the school psychologist could include: offering evening courses for parents in effective child rearing practices; leading sensitivity training seminars for teachers and school administrators; training para-professionals to work with teachers and students; providing group counseling for potential dropouts; designing a curriculum in the area of life adjustment skills or offering courses in the development of self-understanding for students. Requests for effective professional psychological services from teachers, parents, school administrators and students seem to become more urgent every year. It is the opinion of the writer that functioning school psychologists must expand and intensify their roles, as well as critically evaluate the services they are providing, if they are to effectively alleviate suffering and help to develop caring and competent citizens.

ED 145 643

The School Psychologist as a Facilitator of Parent Involvement in Decisions Concerning Their Children. An Overview.

Lapides, Joseph

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Aug 77 17p.; Paper presented at the American Psychological Association (San Francisco, California, August, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Factors influencing decision making are reviewed, and strategies which a school psychologist can use to increase parent involvement in decisions about their handicapped children are delineated. It is explained that four types of interventions are effective in promoting parental involvement: decision counseling, the balance sheet schema to help parents survey alternatives, outcome psychodrama (in which parents explore potential consequences), and emotional inoculation for post-decisional setbacks (making parents aware of an impending crisis or negative outcome in advance).

GENERAL

EJ 166 818

School Health Records and the New Accessibility Law
Oda, Dorothy S.; Quick, Mary Jane
Journal of School Health, 47, 4, 212-16 Apr 77

New legislation gives parents the right to examine the school health records of their children. A new standard form for problem health questions relieves the school authorities of possible conflict with parents by careful wording of the problem under formal listings of subjective observation, objective observation, assessment of problem, and plan for handling the problem.

EJ 169 711

"Ingraham v. Wright": The Continuing Debate Over Corporal Punishment.
Mahon, J. Patrick
Journal of Law and Education, 6, 4, 473-9 Oct 77

Reviews and discusses the implications of the Supreme Court's decision in Ingraham v. Wright, in which the Court ruled that paddling students is not "cruel and unusual" punishment, and that prior due process is not required when school officials paddle students.

EJ 170 845

Racial Patterns and School District Policy
Jones, Ruth S.
Urban Education, 12, 3, 297-312 Oct 77

This article examines the relationship between the racial composition of school district populations and specific school policies. The units of analysis are the 25 public school districts located in suburban St. Louis County, Missouri.

EJ 163 158

The Early Childhood Project of the Education Commission of the States.
LaCrosse, E. Robert
Theory Into Practice, 16, 1, 47-8 Feb 77

Using public school facilities for the care and education of children under the age of five involves major rethinking of the concepts of education in general, the relationship of school and family, educational coordination, and the concept of compulsory education.

EJ 171 674

Between Parent and School

Kappelman, Murray M.; Ackerman, Paul

Exceptional Parent, 7, 4, 15-7 Aug77

An excerpt is reprinted from "Between Parent and School" by M. Kappelman and P. Ackerman in which the authors discuss the impact parents of exceptional children can have upon the school system.

EJ 172 728

Who's To Blame? The Politics of Educational Malpractice.

Hentoff, Nat

Learning, 6, 2, 40-9 Oct 77

Strong parental action can be a force to make teachers and administrators accountable for lack of academic achievement in children.

EJ 173 684

Dealing with Public Schools.

Kratoville, Betty Lou

Academic Therapy, 13, 2, 225-32 Nov 77

Intended for parents of children with learning disabilities, the article presents suggestions for obtaining appropriate educational programs, remediation, identification and/or treatment for their children within a public school setting.

EJ 173 620

You Think Politics and Religion Are Touchy Topics? Just Mention Mandatory Homework.

Thompson, Margery

American School Board Journal, 165, 3, 37-9 Mar 78

Controversy broke out when a Montgomery County, Maryland, school board member attempted to make homework compulsory. Successful board policies on homework are briefly discussed.

EJ 175 098

Schools Get Tough on TV Addicts

Larrick, Nancy

New York Times, sec 12, 8, Nov 13 77

Anxiety about the effects of television takeover at home is now on the increase, and schools have begun to move directly on the problem. Discusses teacher reaction to the problem and how parents can create a positive change.

EJ 175 096
Parents' Press Legal Rights
Harrison, Charles H.
New York Times, sec 12, 4, Nov 13 77

Under the Family Educational Rights and Privacy Act of 1974 (known as the Buckley Amendment) parents have the right not only to examine their child's school files but also to challenge any records they consider inaccurate or unfair. Discusses Supreme Court action leading to the Buckley Amendment and parent rights organizations.

EJ 176 791
Parents' Attitudes to the Closure of Small Rural Primary Schools.
Archbold, A.; Nisbet J.
Scottish Educational Studies, 9, 2, 122-7 Nov 77

Attitudes of 134 parents of children from 10 rural schools threatened with closure, and 56 parents of children from seven schools recently closed, were assessed by interview. Most parents opposed closure, and most gave educational reasons for their attitudes.

EJ 178 099
Update: What Schools Are Doing About Child Abuse and Neglect.
Broadhurst, Diane D.
Children Today, 7, 1, 22-4,36 Jan/Feb 78

Discusses four measures adopted by schools to assist in identifying and preventing child abuse and neglect.

EJ 177 194
Proposed Changes in the Privacy Act.
Goldwater, Barry, Jr.
Journal of the National Association of College Admissions Counselors, 22, 3, 9-11 Apr 78

Presents recommendations to increase local and individual institutional responsibility and control, increase contact between individuals and institutions, put individuals on notice about information practices of educational institutions, introduce clear and firm degrees of accountability regarding handling of personal information, and give substance to confidentiality and privacy of personal information.

EJ 177 711
Title I Parent Advisory Councils: Two What Extent Must They Be Involved?
Beezer, Bruce G.
Journal of Law and Education, 7, 2, 151-63 Apr 78

EJ 143 383

Family Involvement in Career Education in Early Childhood
Navin, Sally L.; Sears, Susan J.
Educational Comment, 53-62 76

This article reviews current practices, both nationwide and in Ohio, regarding family involvement in early childhood career education. Also discussed are the parents' planning and advisory role and participant role; several recommendations are offered.

EJ165 026

The School Nurse as a Health Counselor
Litwack, Janice; Litwack, Lawrence
Journal of School Health, 46, 10, 590-2 Dec 76

A school nurse must often meet varied demands of students, school personnel, and parents; if she has a clear perception of her role and its limits and takes every opportunity for developing her own potential, she is in a unique position to assume a role of major importance in the pupil personnel team within the school.

EJ 165 010

Should James Go to School? Mothers' Responses to Symptoms
Slome, Cecil; And Others
Journal of School Health, 47, 2, 106-10 Feb 77

This article presents a further analysis of data obtained from a study of first- and third-grade school children in Delaware and assesses the association of mothers' working status and their decision to keep the child at home from school.

ED 145 374

Theme: Parents and Reading.
Jund, Suzanne, Ed.
Wisconsin State Reading Association, West Allis
Oct 77 42p.; Best copy available
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

This journal issue concentrates on the theme "Parents and Reading." It presents articles on sharing books with young children, using public relations in a reading program, guiding preschool learning, assessing language readiness, working with reading problems, and teaching reading readiness in Wisconsin kindergartens. Resources and a review of professional materials are also provided.

ED 143 086

Legal Rights of Parents.

Sealey, Ronald W.

77 6p.; Chapter 9 of EA 009 780; For related documents, see EA 009 780-797

Not available separately; See EA 009 780
Document not available from EDRS.

The focus of this presentation is on instances wherein parents have asserted legal rights independently of their minor children. Such rights are primarily a function of legislative and administrative prescriptions and constitutional construction and balancing. The parameters of a state's control of public education have been partially defined by both state and federal courts. The criteria that enables parents to permeate the parameters of state control include school practices that conflict with moral, philosophical, or religious beliefs of parents; present a real and direct threat to the health, safety, or welfare of students; introduce an unwarranted and arbitrary denial of a student's opportunity to acquire useful knowledge; impinge on the intimacies of familial privacy, including lifestyle; result in parents and child suffering irreparable harm; result in a blatant offense to deeply cherished constitutional values; and publications that incite hatred for a particular group, especially racial or religious groups, or a publication deemed obscene. Public school officials do, however, enjoy a strong presumption that their public acts are reasonable and that they have necessary expertise.

ED 143 453

Problems of Intellectually Advanced Children in the Public Schools:
Clinical Confirmation of Parents' Perceptions.

Jackson, Nancy Ewald; And Others

77 22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

This paper reports on data collected during the 7-month pilot operation of a diagnostic and counseling service for intellectually advanced children and their families established in conjunction with a longitudinal study of such children. A summary of data on the first 24 cases handled by the service (involving children aged 3 to 11 years) indicated that parents of intellectually advanced children are legitimately concerned about the lack of appropriate educational options for their children. In most cases, intelligence and achievement test data confirmed parent perceptions of their children as intellectually advanced. Stanford-Binet IQ's showed a mean score of 138, with individual scores ranging from 108 to above the scale limits. Achievement test scores (Peabody Individual Achievement Test) showed a mean overall advance of 3.5 years beyond actual grade level. Parents of the preschool children anticipated problems of boredom

and maladjustment, while the most common concern reported by parents of the older children was that the child was frustrated by lack of challenge in school work. Follow-up of these cases had indicated that the service's reports to parents had been useful in facilitating changes in the children's school programs. The provision of more readily available counseling services to parents of intellectually advanced children is recommended.

ED 151 713

Family and School Interactions and Main Effects on Affective Outcomes.

Report No. 235.

Epstein, Joyce L.; McPartland, James M.

77 63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

This paper presents results from a study of the effects on student development of open and traditional family and school environments. The theory is entertained that a match (or congruence) of family and school styles improves some student outcomes, while a mismatch (or incongruence) of environments results in improvement of different student outcomes. Using survey data from 4,079 white students in grades 6, 7, 9 and 12 in 16 secondary schools in Maryland, tests for interaction effects fail to reach accepted levels of significance consistently across grades for any outcome or within grades for multiple outcomes by any family environmental dimension. Instead of interpretable family-school interactions, there are important main effects. Particular family and school conditions have consistently significant, positive consequences throughout adolescence for the seven student outcomes. At all grade levels greater participation in family decisions is associated with more positive personality development and school coping skills; greater participation in classroom decisions are related to more positive school coping skills; and higher family socioeconomic status is important for higher aspirations. The study demonstrates the benefits of using specific family and school environmental measures to supplement standard social class variables for better understanding of educational processes.

ED 148 101

Partnership with Parents.

Baker-Pfeiffer, Dea; And Others.

77 81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Intended for teachers and educational administrators in Illinois, the instructional program presents an overview of parent rights related to decisions in educational programming for handicapped students. Considered are eight major areas of parent/student rights--areas in which misunderstandings and problems are most likely to occur. Each topic is covered in a distinct module, consisting of general introduction to the topic, a presentation of applicable rules and regulations, a discussion of possible sources of parent misunderstandings, and a set of hypothetical problems on which knowledge of the topic can be tested. Sections of the document

cover the following topics: working with parents, due process, evaluation/assessment, multidisciplinary staff conference, individual educational plans, placement, student records, support services, and suspension/expulsion. Appended is a glossary defining eight terms included in Article I of the Rules and Regulations to Govern the Administration and Operation of Special Education, such as standard education, special education, exceptional children, and least restrictive alternative.

Postscript

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*ERIC/ECE is responsible for research documents on the social, psychological, physical, educational, and cultural development of children from the prenatal period through pre-adolescence (age 12). Theoretical and practical issues related to staff development, administration, curriculum, and parent/community factors affecting programs for children of this age group are also within the scope of the clearinghouse.