

FORMATIVE DEVELOPMENT  
OF A  
PARENT TUTOR PROGRAM

by  
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**(ABSTRACT)**

The procedural problem of this action research study was to develop a parent tutor program to teach parents how to work more effectively with the homework process. The review of literature examined (a) parent involvement, (b) parent education, (c) homework, and (d) curriculum development. A formative evaluation methodology involved four phases: (a) development, (b) implementation, (c) assessment, and (d) revision. The researcher used two curriculum software packages, Peaks CourseBuilding Software and PEAKSolutions LessonBuilding Software tm. developed by PEAKSolutions and Vogler in 1989, to prepare a curriculum resource guide containing leader (counselor) guidelines, syllabus, and nine lesson plans. A foundation was provided by a self-help book on minimizing the homework hassle entitled Parents as Tutors, written by Vogler and Hutchins in 1988. Six elementary counselors formed an advisory panel to provide formative evaluation/validation of the program during the development and revision phases.

The subjects were groups of parents who volunteered to participate in parent tutor groups at three elementary schools in southwest Virginia. Four instruments were designed and used in the formative evaluation process. One was a questionnaire completed by the advisory panel. The others were completed by the participants at the beginning, during, and at the end of the parent education groups.

All parents who completed the parent tutor program indicated they experienced positive involvement in the homework process for themselves as well as benefits for their children. Conclusions related to parent participant goals for and problems with the homework process, reasons for parent group attrition, leader role and parent group strategies, and the importance of evaluative data. Recommendations were provided for parent tutor groups and future research. A counselor oriented parent tutor curriculum resource guide including a syllabus and nine comprehensive lesson plans with fieldtested revisions are included in the dissertation.

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## CHAPTER 1

### STUDY OVERVIEW

#### Introduction

Homework, often viewed with equal disdain by parents and children, has been the cause of many family problems. There are numerous times when a book is forgotten, an assignment not recalled, or there is no evidence at all that a teacher gave any homework when in actuality it was assigned. Parents fuss, children complain, arguments ensue, and the after dinner study hour often is less than conducive to studying. Since such conflict over homework is currently the number one problem for many families (Henderson, 1988b), it seems that training parents for appropriate involvement in the homework process is vitally needed.

What is the role of parents in the homework process? What must occur for children to take charge of their homework responsibilities? How can the role of parents and the responsibilities of children best be facilitated? During the day most of the school's 300 minutes of teaching time is group or "top-down" learning in which the teacher tries to provide most of the information. In the evening at home, the parents have the opportunity to supplement the "top-down" approach by using a "bottom-up" tutoring approach that recognizes the strengths of their child and builds on those strengths (Vogler & Hutchins, 1988). Focusing on the individual's needs rather than on the needs of a large group is a complementary approach parents can provide through parent tutoring.

This study extended the parent tutoring concept into a parent education program that can help parents become beneficial participants in the homework process.

### Background

The conceptual framework of this study was a "systematic and educationally sound approach to understanding and responding to homework problems" (p. 1) as outlined in Parents as Tutors (Vogler & Hutchins, 1988). This self-help book for parents provides an "organized set of parent tutoring tasks" (p. 1). Parents are given guidelines for asking appropriate questions and using silence. They learn to analyze the typical behavior pattern of their child's studying and learn to build on the child's strengths. They learn how to motivate the child, how to help the child through association, and how to help the child break down content into meaningful parts and then combine it again. Parents also learn the processes of goal-setting and reinforcement of learning. Through learning these specific processes and practicing them, parents can help decrease the negative associations with homework and can help their children become independent learners.

Parents as Tutors (Vogler & Hutchins, 1988) is a brief and concise self-help book that contains practical ideas for parents. It was used as a resource for the development of a parent education program to help parents become better facilitators of the homework process. This book provided many practical ideas for developing appropriate strategies for a parent training program. The central idea was that through practice

and use of specific strategies, there would likely be beneficial change for parents and children. It was thought that the homework process could be improved for both parent and child.

One of the roles of elementary counselors is to work with small groups of parents regarding child-rearing concerns, child development, and methods parents may use to help children experience healthy development and success in school (Virginia Department of Education, 1983). Indeed, elementary counselors in Virginia are directed to provide parent education through parenting groups (Virginia Department of Education, 1980). While there are many types of parent training groups including Active Parenting (Popkin, 1983), Systematic Training for Effective Parenting (STEP) (Dinkmeyer & McKay, 1976), and Parent Effectiveness Training (Gordon, 1970), there are no published programs designed solely to help parents become more effective in the homework process. General parenting groups provided by schools, churches, and other groups, have been highly successful in helping parents improve basic parenting skills and attitudes (Summerlin & Ward, 1981). Parent tutor training is a new concept that involves training parents for appropriate involvement in the homework process to help make the process more rewarding and useful.

Elementary counselors are appropriate people to provide parent tutor training because (a) they know how children behave developmentally, (b) they have received specific education to work with parents and to lead groups, and (c) they are also familiar with curriculum development. The Guidance Service of the Virginia Department

of Education (1983) stated that a "systematic approach to program development is critical for providing an effective school guidance program" (p. 9). A carefully constructed program involves counselors in planning, assessing needs, designing the program, and evaluation. Designing the program includes (a) developing program objectives and (b) identifying program functions and strategies to achieve the objectives. The researcher developed the curriculum for a parent tutor training program. An advisory panel of elementary counselors provided formative counsel during the developmental process.

### Assumptions

While homework is often maligned, it is also seen by most educators and parents as a necessary component of a child's education for several reasons including helping the child develop a sense of responsibility, improving achievement, and promoting positive attitudes. One way to increase parent involvement in the educational process is to provide parent tutor training. Counselors are often major facilitators of such groups. All of these points suggest a rationale for several assumptions underlying the development and implementation of a parent tutor program. The following assumptions were supported in the literature and thereby framed the starting point for the study. These assumptions are:

1. Homework is a necessary part of the educational process.
2. Parent involvement in the educational process can make a positive difference in their children's achievement and attitudes.

3. Parent education groups are recognized as a method for increasing parent involvement and improving parenting skills and attitudes.

4. Guidance counselors are often involved in the parent education process.

### Problem Statement

Research has demonstrated that time spent on homework has a significant effect on student achievement (Fehrmann, Keith, & Reimers, 1987; Keith, 1986). Since homework is a generally accepted part of the educational process, it seems reasonable that parents and children should make it as valuable an experience as possible. Unfortunately, this is often not the case. Children may lack motivation, may not know how or where to begin an assignment, and may not know how to break down their work into understandable segments. Even when parents want to help, they may not know how to do so effectively.

Henderson (1987), Epstein (1984a, 1984b, 1986, 1987), and Becker and Epstein (1983) found that parent involvement improves student achievement and attitudes, teacher attitudes, and parent attitudes. While parent involvement in the educational process comes in many forms, one frequent form is homework, especially for elementary children and their parents. In many families the homework process is not a rewarding experience for either the parents or the children. However, many parents might become more satisfactorily involved in the homework

process if they could learn and use better skills to help them in this process.

School counselors are generally very helpful in involving parents in the educational process. Parent education, in many forms, is a method counselors use to involve parents (Muro & Dinkmeyer, 1977). Most elementary counselors lead parent groups, often with the help of published programs like Active Parenting (Popkin, 1983), Systematic Training for Effective Parenting (Dinkmeyer & McKay, 1976), and Parent Effectiveness Training (Gordon, 1970), that provide parents with guidelines to improve their parenting skills. These counselors often modify or design programs to meet the needs of their parents.

In this study the researcher developed, implemented, assessed, and revised a program for training parents how to deal effectively with the homework process. An advisory panel of six elementary counselors provided feedback and suggestions during the development and revision phases. The research contributed to the practice of elementary counseling rather than to the basic educational knowledge base. The procedural problem of this study was to develop a parent tutor program.

### Purposes

The general purpose of this study was to produce a parent tutor curriculum resource guide for counselors, using Parents as Tutors (Vogler & Hutchins, 1988) as the foundation. The ancillary purposes of the study were to:

1. **Synthesize** the extant literature.

2. Document the parent tutor content using an advisory panel of six elementary counselors.

3. Document the parent tutor delivery strategies using the advisory panel of counselors.

4. Determine parent homework practices at the beginning, during, and at the end of the parent tutor training.

5. Classify suggestions for improvement of the curriculum resource guide evolving from formative evaluation techniques applied in the study.

6. Revise the parent tutor curriculum according to the suggestions.

### Research Questions

To fulfill the purposes of this study, several questions were answered. The research questions guided the researcher in the development, implementation, assessment, and revision of the parent tutor program. Research Question 1 was addressed in chapters 2, 3, and 4. The balance of the research questions were addressed by the findings generated in chapter 4. The research questions are:

1. What knowledge base should a counselor designed parent tutor curriculum include?

2. What was an effective combination of counselor expertise and instructional strategies for this parent tutor program?

3. What were the parent practices regarding homework at the beginning, during, and at the end of the parent tutor training?

4. How did this counselor designed parent education program affect parent involvement in the homework process?

5. What curriculum modifications should make the parent tutor program more effective?

### Delimitations

Delimitations for this study included the following:

1. The study involved only parents who expressed interest in helping their children with homework and who agreed to participate in a parent education program at one of three elementary schools.

2. The study used a parent self-help book, Parents as Tutors (Vogler & Hutchins, 1988), as the foundation for the parent tutor curriculum.

3. The parent groups were run as parent education groups in which learning specific skills was the key ingredient rather than having participants get in touch with the feelings and attitudes of themselves and other participants, as in group counseling.

### Limitations

This study had the following limitations:

1. This was a formative study, and the evaluation techniques were not meant to provide statistical data that are generalizable.

2. Three parent groups were used in the implementation phase of the study. However, participant attrition reduced the sample size. Thus, generalization is limited.

3. Since the parent participants were volunteers, attendance was not mandatory at the weekly group sessions.

4. There may have been researcher bias in evaluating the parent tutor program; however, the researcher attempted to minimize potential bias through the use of an advisory panel of six elementary counselors.

5. There may have been problems for the advisory panel, convened to provide formative counsel, to be honest and impartial in critiquing the parent tutor program.

### Definitions

The following terms are defined:

Independent learners: students who have mastered how to manage their own learning process, particularly in relation to doing homework. This means they want to learn and take responsibility for their own learning (Vogler & Hutchins, 1988).

Parent education: Fine (1980) defined parent education as "a systematic and conceptually based program, intended to impart information, awareness, or skills to the participants on aspects of parenting" (pp. 5-6). As used in this study parent education was carried out with several groups of parents led by the researcher.

Parent education is synonymous with parent education group and parent training.

Parent involvement: "Parent involvement in learning activities is a strategy for increasing the educational effectiveness of the time parents and children spend with one another at home" (Becker & Epstein,

1983, p. 85). In this study parent involvement is specific to learning activities.

Parents As Tutors: a self-help book by Vogler and Hutchins (1988) that provides parents with a logical method for helping children with their homework.

Parent tutor curriculum resource guide: The operational definition of this term is (a) a syllabus, (b) a set of weekly lesson plans, and (c) leader guidelines for the parent tutor program, all developed by the researcher with the help of two curriculum software programs.

Parent tutor program: The operational definition of this term is parent education, based on a researcher developed parent tutor curriculum resource guide, that provides guidelines for parents on how to work more effectively with the homework process. In this study parent tutor program is synonymous with parent tutor training.

Parent tutors: parents who use a systematic approach (Vogler & Hutchins, 1988) to help their children with the homework process. The desired goal is development of an independent learner.

### Need for the Study

Elementary guidance counselors deal with the developmental problems of children daily. An advisory panel of counselors indicated that teachers and parents frequently refer children to the counselor for help with homework completion problems. The counselor may work individually with the child, consult with the teacher, prescribe various

solutions including behavior management charts, and/or work with parents. All of these counselor activities involve many hours of counseling, consulting, and planning. To be maximally effective it is important that the child, the teacher, and the parent be involved whenever possible, so that a cohesive plan can be formulated and carried out and so that all possible support for the child is mustered.

The previous scenario is familiar to most counselors. There is, however, a more efficient way of dealing with the homework completion problem. If parents can learn a more effective way of guiding their children in the homework process, there may not be such an urgent need for referring children to the counselor with problems related to homework.

It seems reasonable to assume that parents generally want to help their children with their school work in appropriate ways. The parents may try, but their attempts may be misguided. Out of frustration parents sometimes send their children to private groups that have gone into the business of teaching children effective homework and study habits. This training may or may not help out the situation at home. Parents are really a logical group to oversee the homework process, especially if they can be trained for this job. Being a parent tutor is a skill that can be learned. Once parents can use a parent tutoring approach, they should be able to help their children become independent learners.

There are many self-help books for parents on helping children learn and succeed in school. These books may be very useful, but there

is no clear evidence of their effectiveness. Another problem is that what is read in books often is not put into practice. On the other hand, research indicates that parent training groups help parents develop better skills and attitudes. Thus, it would seem that a parent tutor program for parent education groups would be beneficial.

One of the roles of elementary guidance counselors is to provide parent education groups (Virginia Department of Education, 1983). Therefore, it would seem counselors should be able to act as leaders for parent tutoring groups. Since the elementary counseling role is primarily preventive rather than remedial (Virginia Department of Education, 1980), it involves designing plans for meeting children's developmental needs. In this study the needs referred to are specifically academic. It seems that a very practical way to help children deal appropriately with their homework is to train parents in a parent education group how to help effectively with the homework process at home. It also seems reasonable that helping a group of parents is more practical than helping one parent at a time. Elementary counselors can use their time efficiently and effectively by leading parent education groups on how to become parent tutors and can probably help a number of children in the process. This study contributed to the field of counseling through the creation of a parent tutor curriculum resource guide developed by a former elementary counselor for use by elementary school counselors.

### Organization of the Study

This chapter provided an overview of the study. Chapter 2 contains a review of the literature related to the beneficial effects of homework and parent involvement on student attitudes and achievement. The value of parent education groups and the development of a curriculum are also discussed. The research methodology is discussed in chapter 3. The specific steps for development, implementation, assessment, and revision of the parent tutor program are described. The data are presented and analyzed in chapter 4. Most of the data are based on participant opinion, researcher assessment and observation, and advisory panel consultation. Chapter 4 also includes conclusions emerging from the data analysis and recommendations for the implementation of a parent tutor program. Chapter 5 contains the "Finalized Parent Tutor Curriculum Resource Guide".

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter contains a review of the pertinent literature related to this study. Four major areas that give structure to this review include (a) parent involvement, (b) parent education, (c) homework, and (d) curriculum development.

#### Parent Involvement

In a major synthesis of research published in What Works, the U.S. Dept. of Education (1986) book concluded that "Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is" (p. 7). What Works emphasized the "curriculum of the home," including family conversation, reading with children, and monitoring T.V. time and homework activities. Henderson (1987) compiled an impressive compendium of research and writing which strongly reinforced the conclusion that parent involvement improves student achievement. While the evidence for parent involvement is clear, the how-to's are varied with no single approach seeming to be preferable (Henderson, 1987).

Definitions of parent involvement are varied. Some definitions refer to parent participation in school-related functions and activities on a continuum from passive to active involvement (Cervone & O'Leary,

1982). Other definitions emphasize parental involvement at home through verbal encouragement or becoming more involved with school work. Research indicates such practices have a positive impact on achievement (Epstein, 1984a; Watson, Brown, & Swick, 1983). Moles' (1982) synthesis of research on parent participation in the education of children classified types of parent involvement. One type was parent-school contacts through notes, conferences, home visits, and workshops. The second type found by Moles provided strong support for the kinds of parent involvement to be piloted in this research. It involved home-based learning activities including home instruction, enrichment activities, supervision of homework, and modeling of educational goals by family members.

#### Effects of Parent Involvement: High School & Beyond

Using the High School and Beyond (HS&B) data set, Fehrmann, Keith, and Reimers (1987) examined the direct effect of parental involvement on grades as perceived by 28,000 seniors. While homework, T.V. time, and grades were also major variables of concern in this study, the findings, determined through path analysis and correlational techniques, indicated that parental involvement and time spent on homework have a significant and direct positive effect on student grades. The authors acknowledged a possible limitation between parental involvement perceived by students and actual involvement. They also recognized that parental involvement is a general variable rather than one that focuses exclusively on

academic achievement. However, the conclusion was clear: parent involvement has a positive effect on grades.

In a 1982 follow-up of high school seniors, who had been used in the 1980 High School and Beyond (HS&B) survey as sophomores, high parental involvement was linked with high grades in school (National Center for Educational Statistics [NCES], March 1985). This researcher urges caution in interpreting some of these data as evidence of parental involvement and subsequent grades. Some items were quite general and may not indicate a relationship between parental involvement and grades. For example, selected items included: (a) "parents almost always know child's whereabouts"; (b) "child talks with mother or father almost every day"; (c) "parents attend PTA meetings at least once in awhile"; (d) "mother and father keep close track of how well child does in school" (2 questions); and (e) "child lives in household with both parents" (NCES, March 1985, p. 3).

While some items such as "c" and "d" may establish the link between parent, child, and school, other items ("a", "b", and "e") are more tenuous and do not necessarily relate to school performance. Highest percentages of positive responses to all the above items related parent involvement to self-reported grades of "A's". Students who reported having mostly "D's" were linked to the lowest percentages of positive responses in terms of parent involvement. The bulletin's author pointed out that the data alone did not establish causality (NCES, March 1985).

Some aspects of the HS&B survey seem questionable. While the students might not purposely lie, memory often can be inaccurate. Information was collected from the students without corroboration from parents (e.g., data such as income level, PTA attendance, etc.). Students' knowledge of these factors might be limited. Self-reporting may be a serious drawback of these data. On the positive side, this was a study with a tremendous amount of data that can be used as a basis for stimulating further research.

#### Johns Hopkins University Studies

The following five studies used major research data from the Center for Social Organization of Schools at Johns Hopkins University. These studies examined parental involvement from different points of view. Research data were gathered from teachers, principals, parents, and 3700 students in the first, third, and fifth grades. Data came from 600 elementary schools in sixteen public school districts in Maryland. Data were analyzed concerning (a) teachers' and principals' attitudes toward parental involvement and (b) their attempts to involve parents in educational activities at home.

From the initial sample, 82 teachers with varied points of view regarding parental involvement were selected. The parents of children in these 82 classrooms were surveyed through questionnaires. Data were also collected from 293 third and fifth grade students in Baltimore City who took the California Achievement Test in the fall and spring of the 1980-81 school year. The children were in the classrooms of fourteen

teachers who varied from non-users to frequent users of parental involvement activities. Numerous studies have been generated from these research data. Several are summarized below.

Teacher Involvement of Parents: Epstein Study. The first study of this group examined the effects of teacher practices of parent involvement on the reading and math achievement of 293 third and fifth graders (Epstein, 1984a). The results indicated that students of teachers who were leaders in the use of parent involvement made greater gains in reading achievement than students of teachers who did not. The researchers statistically controlled for the initial scores, the overall quality of the teacher in other teaching skills, homework practices of students, parent education, and responses of parents to teachers' home communication efforts. There were no significant student gains in math as a result of teacher practices of parent involvement.

Results of this study indicated that teacher leadership in parent involvement practices continued to have a positive influence on reading achievement from fall to spring, even after other variables were added to the model. This was not the case with math achievement. Some of the reasons for reading achievement being more influenced by parent involvement than math were as follows: (a) parents tended to be more helpful in reading; (b) teachers requested more help with reading because it was easier to plan and suggest such activities; and (c) teachers did not request as much help with math for a variety of reasons.

One important result of this study was that regardless of family background (e.g., income level, parents' education, etc.), children's reading scores improved from fall to spring in the classrooms of teachers who used parent involvement practices.

While the results of the study were positive and suggested the wisdom of using teacher-led parent involvement activities, at least in reading, one might question how the variables were determined and evaluated. For example, how does one objectively evaluate the overall quality of a teacher? There is also a subjective quality to evaluating teacher leadership in parent involvement. The latter problem is more adequately described than the former.

A second concern is that there was no real attempt to systematically involve parents in math activities with their children outside school. Thus, it was not possible to compare math and reading change scores in the same terms. Third, since these data were collected only from urban school children, the generalizability of these results can be questioned. As Epstein (1984a) stated, additional studies are needed to check the results of this study. Nevertheless, teacher-guided parent involvement activities are likely to have a positive effect on students' reading achievement.

Teacher Involvement of Parents: Becker & Epstein. Using the Johns Hopkins research data, Becker and Epstein (1983) examined parent involvement from a survey of teacher practices. The purpose of this study was to measure how elementary school teachers felt about parent involvement in home learning as a teaching strategy. An ancillary

purpose was to see how popular this strategy was among first, third, and fifth grade teachers. This study used the data from most of the 3700 first, third, and fifth grade teachers in Maryland during the spring of 1980. Results indicated a positive view of 14 different parent-oriented strategies; however, only a few activities were used extensively. These were activities involving reading, talking about school, and playing learning games. First grade teachers used parent involvement activities extensively, and reading with children was the most predominant parent involvement strategy that was encouraged. Active use of parent involvement activities dropped radically after the first grade. Another interesting finding indicated that teachers who actively supported parent involvement activities did not discriminate according to education level of the parents. On the other hand, some teachers who believed parents needed a high level of education to help their children were not actively supportive of a broad group of parent involvement activities.

The findings of this study were drawn from teacher self-report. While there seemed to be a difference in actual teacher use of parent involvement activities versus teacher support of such activities, clear differentiation between the two was not consistently made. Two purposes for these findings were to provide teacher information and to give guidelines for doing a more refined survey with a smaller group of teachers. The findings of this study suggested that parent involvement with reading helps children academically in their reading scores and grades. However, as the study suggested, these responses to parent

involvement activities were teacher opinions. It would probably be wise to use these findings carefully to substantiate what is already known and/or to provide directions for further research.

Parent Involvement: Implications for School Policy. Another study by Epstein (1984b) provided an overview of the Johns Hopkins Study with emphasis on implications for school policy. The independent variable was teacher-led practices of parent involvement, including reading, informal learning activities, discussion, tutoring, and contracts. Reading was the most prevalent activity in use. Data were collected from parents in the 82 case and control classrooms. The teachers of these classes varied in how they emphasized parent involvement. Data were tabulated by percentages to indicate involvement. Results suggested that the more teachers involve parents in regular, frequent ways in the education of their children, the more parents will recognize the merits and efforts of the teachers. The greatest benefit perceived by parents occurred when teachers involved parents in helping their children at home. This article was not done for scholars and researchers; therefore, a full description of the methodology and results was not available. However, broad statements of fact gathered from the survey data were stressed. The description indicated who the survey group included but did not issue any warnings about generalizing to other populations. If other school systems were to decide to establish policies on the basis of this study, they should be aware of similarities and differences between people in their systems and the population in the sample. A further problem was that this study only

elaborated on the importance of parent involvement stressing reading at home.

Parent Reactions. Epstein (1986) examined another facet of parent involvement in terms of parents' reactions to various teacher practices of parent involvement. The study linked specific teacher practices of parent involvement with the parents who experienced them through their children. Parents of 1269 students in the previously mentioned 82 first, third, and fifth grade classrooms in Maryland responded to questionnaires. Parent attitudes were assessed toward schools and teachers, their experiences of involvement with the schools, and their reactions to teachers' involvement practices. An interesting finding was that the response was greater from parents of children whose teachers were more active in parent involvement. These parents also tended to be more positive about school than other parents.

There seem to be several problems with this study. Clear conclusions were not drawn about causal relationships between teacher practices and parent reactions. Use of self-report information from the parents could also be a problem. However, numerous ideas were provided for future research and for practical strategies that can be tested.

Guidelines from Administrators. One other study from the Johns Hopkins Survey (Epstein, 1987) provided guidelines for administrators to follow in supporting and encouraging teacher efforts to use parent involvement techniques. There were some clear, specific suggestions, but they seemed to come directly from conclusions from parent/teacher data--not from data from the principals. This study, in addition to all

the Epstein studies, provided support and background for parental involvement improving children's academic achievement. The first Epstein study (1984a) reviewed here suggested that academic improvement was seen in students whose parents were closely involved in their education. The other studies used self-report from parents, teachers, and administrators, to provide recommendations for policy and suggestions for future research. Overall, the conclusions supported parent involvement activities and indicated that parent involvement positively affects elementary students' achievement. While the parent involvement activities were teacher-led, this researcher believes the Johns Hopkins research supports parent involvement activities that originate in the school.

#### Additional Parent Involvement Research

Walberg, Paschal, and Weinstein (1985), in their meta-analysis of fifteen studies on homework, briefly mentioned parental effects. They indicated that a "curriculum of the home" overlapping the school curriculum seemed to be vital for children's learning. It included such things as family conversations, encouragement of reading, monitoring of T.V. watching, and expressing interest and appreciation for academic growth. They found that homework is important and so is parental involvement and support of academic pursuits.

Research on home-based reinforcement by Witt, Hannafin, and Martens (1983) examined the effects of a home-based academic reinforcement program on the academic performance of three fourth grade

boys. Correlational techniques were used to analyze the interrupted time series and observational data. Parent involvement was used to reinforce academic performance on a single task. Results were sent home daily and parents were to act according to a set of fairly specific instructions. By rewarding academic performance, behavior in that subject changed at school (without direct intervention in terms of behavior). While the results indicated improved academic achievement with specific parental involvement, the sample was very small. However, support is provided for the positive effects of parent involvement.

Olmstead & Rubin (1983) used four evaluation studies from the Parent Education Follow Through Program to link parent behaviors to child achievement. Overall, in the four Johns Hopkins studies cited, parent involvement was found to be important to student achievement. Significant relationships were found between parental measures and child achievement. The four studies used by Olmstead and Rubin (1983) were quite different and had separate definitions of parent involvement. However, the major finding was that parent involvement makes a difference in student achievement.

Parent involvement in this article was more than just a process variable related to child outcome measures such as achievement. Parent involvement was also seen as an outcome measure itself. Assessment of parent behaviors, both as outcome and process measures, was included. The researchers believed that increased parent involvement made a stronger case for inclusion of parents as major participants in the education of their children.

## Summary and Implications

Parent involvement can be summarized with a quote from What Works (U.S. Dept. of Education, 1986). This research finding stated: "Parental involvement helps children learn more effectively. Teachers who are successful at involving parents in their children's homework are successful because they work at it" (p. 19). A further comment about this finding in What Works suggested that parents often want to be involved with their children's learning but don't know how to do so; teachers were encouraged to give such guidance.

While there seems to be no specific preferred way of involving parents, it does seem that when parents are directly involved in the learning process there are positive effects on their children's achievement. The literature seems to refer only to teacher-led practices of parent involvement in children's academic pursuits. This researcher believes that others within the schools, especially elementary guidance counselors, can provide leadership in involving parents in their children's learning. The parent education literature is supportive of counselors involving parents in the schools through the use of parent groups.

## Parent Education

Parent education and parent training are basically synonymous words which have been defined in numerous ways including:

1. "The purposive learning activity of parents who are attempting to change their method of interaction with their children for the

purpose of encouraging positive behavior in their children" (Croake & Glover, 1977, p. 151).

2. "The formal attempt to increase parents' awareness and facility with the skills of parenting" (Lamb & Lamb, 1978, p. 14).

3. "Teaching parents how to improve their family life and/or how to work with their children" (Rich, Mattox, & Van Dien, 1979, p. 507).

4. A "positive approach for assisting parents to develop constructive childrearing attitudes, understandings, and behaviors which benefit children" (Virginia Department of Education, 1980, p. 13).

Although the words are different, these definitions have similar meanings. Parent education involves parents in a learning process designed to benefit their children and/or family life.

Croake and Glover (1977) provided a history and evaluation of parent education. They found that more middle to upper class parents participated in parent education than those from lower socioeconomic levels. In addition, parents of younger children were the most frequent participants in parent education. They found that content for the programs varied from selection by parents to selection by parent education experts, but research findings were inconclusive regarding content preference. They also stated that "parent education and group methods in parent education are practically synonymous" (p. 153). All of these findings from previous parent education research have implications for this study.

## General Parent Education Research

Parent education research is found in many fields including medicine, mental health, education, child development, psychology, and counseling. Much of the actual research has been done in university settings and directed toward middle class parents, generally mothers rather than fathers (Croake & Glover, 1977). Most of the recent research data have been collected from parent education groups which were based on behavioral or Adlerian theoretical approaches or on such programmatic approaches as Parent Effectiveness Training (PET).

Dembo, Sweitzer, and Lauritzen (1985) evaluated 48 parent education research studies. The authors classified the groups as behavioral, PET, or Adlerian. The studies included 15 behavioral, 18 PET, 10 Adlerian, and 5 that compared two approaches. They each incorporated (a) an empirical component, (b) parents of "normal" children, (c) an educational component with generalizable training effects, and (d) group participation. Most of the behavioral and PET studies included middle class mothers. Doctoral or master's level students from university settings were generally the leaders. All the studies had methodological problems. Different assessment instruments were used in each study and the results tended to be mixed. A variety of measures indicated positive changes in childrearing attitudes for most parents in the PET and Adlerian groups. However, the authors challenged these findings because of methodological errors. While the overall findings were inconclusive, the authors provided some valuable suggestions for future research. Since this researcher's study was

developmental rather than experimental, many of the "sticky" research questions posed by Dembo et al. (1985) were not addressed. However, they raised some pertinent questions that had implications for this researcher's study:

1. What knowledge do parents have, and what questions do they have about current practices regarding... (parent involvement in homework)?

2. What leader qualities and characteristics seem important for providing effective leadership?

3. What are the effects of different types of group sessions, leader-controlled (discussion and/or behavioral rehearsal) or shared-control (didactic instruction and/or behavioral demonstration)?

4. Can "prepackaged" curricula be responsive to the needs, interests, and attitudes of parent participants?

### Types of Parent Education Groups

Muro and Dinkmeyer (1977) indicated parent education "is concerned with presenting ideas and new methods for relating with children" (p. 353). This was contrasted with group counseling which they described as being concerned with the feelings and attitudes of the members but not with presenting parenting procedures. They suggested that parent "C" groups attempt to integrate the two approaches through a process of "challenge, collaboration, consultation, clarification, caring, communication, and confrontation" (pp. 354-456). They also indicated that the "C" group would be most appropriate for an advanced

group in which all members have previously participated in parent education (Muro & Dinkmeyer, 1977).

Henry (1981) suggested there are five major approaches to parent training. Three of these are predominantly used in parent education. They are behavioral, Adlerian, and interpersonal communications approaches. While behavioral applications of parent groups were most frequently found in the literature, the behavioral studies were generally research-oriented and were carried out in university settings (Henry, 1981).

A parent education approach that has great relevance for school counselors is the Adlerian approach. Dreikurs and Soltz (1964), Dinkmeyer and McKay (1976), and Popkin (1983) developed and defined the Adlerian approach for parent education groups. Through discussion, audiotapes, and/or video vignettes, parents learn such things as reasons for children's misbehavior, how to deal with the misbehavior, and how to encourage children. Positive parenting skills are emphasized. While elementary counselors often use the Adlerian approach with parent education, very little research has been done by counselors themselves. Some has been done in university settings, but the results are mixed. Aggressive marketing has made Systematic Training for Effective Parenting (STEP) (Dinkmeyer and McKay, 1976, 1989) and Active Parenting (Popkin, 1983) easily accessible to elementary counselors, who seem to be using these programs quite frequently.

The interpersonal communications approach described by Henry (1981) has been another popular parent education approach used by

counselors. The program most often associated with this approach is Parent Effectiveness Training (PET) developed by Gordon (1970). The program emphasizes active listening, "I" messages, and a "no-lose" method for conflict resolution to enhance parent-child communication. The group leaders are supposed to be certified PET instructors. While Gordon and Sands (1976) have found promising evidence for their parent education approach, the research evidence is inconclusive. This approach has been used by many counselors in the past; however, the Adlerian programs, STEP and Active Parenting, are probably more popular because they (a) offer video vignettes as discussion starters and (b) do not require certification to be group leaders.

#### Parent Education Research from Counseling

Some research on parent education groups has been reported in The School Counselor, Elementary School Guidance & Counseling, and The Journal of Counseling and Development, the primary journals of interest to school counselors. In general, however, the published articles have focused on the importance, feasibility, and the "how-to's" of parent education groups in the public schools, particularly at the elementary level. Although there are numerous reports of successful programs, there has been comparatively little research on these parent groups. What research there is usually has faulty methodology, inconsistent assessment practices, and inconclusive or mixed findings. Nonetheless, there is considerable support for providing parent education groups in

elementary schools as a means of providing services to interested parents (Christiansen, 1969; Dinkmeyer & McKay, 1974; Luckey, 1967).

Adlerian parent groups seem to be the most common parent education approach reported in elementary schools. Most of the research by school counselors has come from this approach (Fears, 1976; Frazier & Mathes, 1975; Jackson & Brown, 1986; McKay & Hillman, 1979; Meredith & Benninga, 1979; Summerlin & Ward, 1981; Wantz & Recor, 1984; Williams, Omizo, & Abrams, 1984). Some of the research findings suggested parents' attitudes toward their children improved after participating in parent education groups, but no consistent conclusions could be drawn regarding benefits to children of participating parents. In spite of this, all researchers were convinced that parent education was an important aspect of counseling that should be continued. In general, parents believed that parent education was beneficial; however, this finding was subjective opinion rather than supported by objective evidence.

#### General Suggestions for Public School Parent Education Groups

Many ideas and recommendations for administering parent education groups come from a large group of descriptive articles written by practitioners and based on their experiences. Cooney (1981) suggested that no best way has emerged for conducting parent groups. Dinkmeyer and McKay (1974) advocated providing eight to ten sessions of one to two hours length each for ten to twelve parents. They also recommended that group leadership skills include: "structuring, universalizing, linking, feedback, redirecting, questioning, providing encouragement,

brainstorming, obtaining commitments, and summarizing" (pp. 109-113). Lecture, discussion, role play, worksheets, group encouragement, and shared concerns were methods for concept reinforcement recommended by Meredith and Benninga (1979). The most common approach included discussion by parents (Dinkmeyer & McKay, 1974; Gordon, 1975; Hereford, 1963).

Some researchers provided ideas for managing parent education groups. Most of their ideas seemed reasonable but were not supported by research. Baruth and Jones (1975) suggested that the most expedient method for informing parents of a study program is to send home a notice indicating the nature of the group, the meeting time, and the meeting place. Fears (1976) indicated that participation of both parents (when possible) in a study group would be helpful. She also noted that the effectiveness of parent study groups generally depends on the skills of the group leader.

Elementary counselors are usually practitioners with very little time and often inadequate knowledge to carry out research. This is a possible explanation for lack of research to support the recommendations for parent education. Merrill (1985) recommended that counselors should meet the specific parent education needs of their clientele and should contribute to parent education by conducting research and reporting on the programs they provide. Bundy and Poppen (1986), reporting on most of the parent education research from counseling, indicated that positive results were found in each of the eight studies. Their main message was that counselors should do more consultation through parent

education and should conduct it like a good research study, specifying time to be spent, objectives, commitment needed from administration, and assessment procedures to be used.

### Participant Selection Methods and Family Assessment

In the research and descriptive articles reviewed by this researcher, it appeared that all parents who volunteered to be in parent education groups were accepted. Fears (1976) indicated that parent education groups were open to the whole school community. Larson (1972) reported that all parents who responded to the invitation to participate in parent education were included in groups. Dinkmeyer and Muro (1971) recommended that parent groups should be organized with parents of children of similar age or grade level and cautioned that the groups should be composed of "normal" parents dealing with normal developmental problems. Dinkmeyer and McKay (1974) urged that counselors provide the structure for groups to deal with typical parent-child concerns. Serious behavior problems should be dealt with in other ways.

Getz and Gunn (1988) emphasized the importance of seeking family assessment data either prior to or in the early stages of a parent education group. The areas to be checked were family communication patterns, emotional distance of family members, and family role structuring. The methods suggested for assessment were interview, feedback from school personnel, observation, and/or parent self-report data.

The researcher believed that one assessment procedure for determining family adaptability/cohesion, FACES III (Olson, Portner, & Lavee, 1985), was invasive and inappropriate for use in a school setting. Informal interview, observation, and parent self-report data might provide much of the same information. While general direction is provided in the literature for selecting parents and assessing family interaction patterns, specific guidelines are usually not included. Perhaps detailed assessment is most appropriate for parent counseling groups or parent "C" groups (Muro & Dinkmeyer, 1977).

### Summary and Implications

Dinkmeyer (1989) indicated that counselors who work effectively in parent education can help both parents and children. While there is limited formal research on parent education conducted by elementary school counselors, the conclusions seem apparent. Elementary counselors are and should be conducting parent education groups, but they need to evaluate and report on these programs. Adlerian groups are the most common type of group being provided. However, it is also suggested that specific parent needs should determine the type of parent education group offered, whenever possible.

For this study it is important to emphasize that parent education was not primarily group counseling or even a parent "C" group. As clarified in both the definitions' and delimitations' sections, this study involved parent education, which is one aspect of an elementary

counselor's role. Therefore, the researcher fieldtested the program adhering to specific, delimited guidelines for parent education groups.

### Homework

Homework is broadly covered in research and descriptive literature. It is important to note that homework is not the focus of this study. Instead, it is a related issue. This study assumes that some homework will be part of the student's school-related activity. Homework is the tangible manifestation of developing an independent learner. This review of homework literature sets the stage for developing a parent education program that can help parents become more effective participants in the homework process.

### Effects of Homework

Much of the recent research has concluded that homework has a positive effect on achievement. Most of the research used quantity of homework as an independent variable rather than quality because the former was easier to measure. Using the High School and Beyond database, Page and Keith (1981) found that the amount of time students spent on homework strongly influenced their achievement. In other studies, Keith (Keith, 1982; Keith & Page, 1985; Keith, Reimers, Fehrmann, Pottebaum, & Aubey, 1986) also reported the same conclusion while controlling for various background variables. In their review of research on homework, however, England and Flatley (1985) concluded that

very little was known about the effects of homework. Homework continues to be a controversial issue.

There is less research on the effects of homework for younger children. However, homework did seem to have a positive effect for elementary students in the fourth, fifth and sixth grades in most subject areas (Austin, 1979; Keith, 1986; Paschal, Weinstein, & Walberg, 1984; Wolf, 1979).

Paschal and her associates (1984) conducted an extensive computer search of empirical studies related to homework and its effect on the attitudes and academic achievement of elementary and high school students. They found only 15 studies that provided clear statistical results that could be used for meta-analysis. While they suggested that more randomized experiments were needed, they concluded that homework seemed to benefit learning, particularly if it was graded and feedback was provided to students. They also found that the most positive effect on achievement occurred among fourth and fifth graders (Paschal, et al., 1984).

Using the data from the previous study, Walberg, Paschal, and Weinstein (1985) indicated there were greater effects on reading and social studies test scores than on test scores in other subjects. The beneficial effects were equal for children of both lower and middle economic groups and of various achievement levels. Research showed that homework had a substantial positive effect on students' learning. Further, they found that striving for higher standards and doing greater amounts of homework benefitted students' learning.

### Parental Beliefs about Homework

Most of the homework research has focused on its effect on achievement, but there are other effects as well. Friesen (1978) found that parents frequently favored homework because they believed it helped develop responsibility, initiative, and self-discipline. Parents thought homework stimulated interest in topics, prepared the children for future study, and helped them learn to study more independently in the present. The parents also felt that homework provided and/or strengthened a home/school linkage. Keith and Page (1985) concurred in several of these findings and suggested that when students did homework they might develop habits of concentration and effort that could help them in future work and study.

### Parent Involvement with Homework

Homework provides a vehicle for parent involvement in the educational process. Keith (1986), however, warned of the potential for parental overinvolvement in children's homework. Parents sometimes claim as much ownership of a homework task as the child, or even more. Homework can be a cause of much dissention and lead to other problems at home (Keith, 1986). Thus, parent involvement with homework should be appropriate, usually with minimal assistance provided by parents. An exception may occur with younger students, particularly in the area of reading (Epstein, 1984a).

### Summary and Implications

Two aspects of homework and its effects are pertinent to this study. First, while some conclusions are mixed, there is fairly strong evidence that achievement, reflected by both grades and test scores, is improved when homework is done by elementary and high school students, particularly from fourth grade on. The second conclusion is that parents generally favor giving homework to students. These two results have implications for parental concern and interest in how to work effectively with the homework process.

### Curriculum Development

As discussed in the previous sections of this literature review, parent involvement in the learning process positively affects children's achievement. However, the parent involvement has to be appropriate to be effective. One way to ensure effective involvement is to teach parents how to facilitate the homework process better. This researcher undertook the development of a parent tutor curriculum resource guide on how to work more effectively with the homework process. It provided the basis for a parent education program she fieldtested. The curriculum was developed with the help of two computer software packages. This section provides the theoretical support for the system chosen for the curriculum development in this study.

## Introduction

All educational course offerings encounter the same basic curriculum questions: (a) "What content will be taught and learned?" (b) "How will the content be delivered?" (c) "How will the content be evaluated?" (Vogler, 1990, p. 21). Vogler's (1990) "Evolution of an Expert System for Performance Instruction" presents a model for curriculum development. The answers to the previous questions are provided in computer software packages for course planning, delivering, and evaluating. The Curriculum Pedagogy Assessment (CPA) Model (Vogler, 1990) provides the "infrastructure" for three software packages. The CPA Model is developed from eight basic concepts, which in turn are the basis of the programs of the model: CourseBuilding, LessonBuilding, and ExamBuilding.

While the eight concepts are important in planning, delivering, and evaluating educational course offerings, it is not typical for instructors to develop their courses in such a logical way. Vogler's (1990) "Expert System for Performance Instruction" made possible consistent planning, delivery, and evaluating of course objectives.

## Advanced Communication

The first basic concept of Vogler's (1990) work is "advanced communication". This means that the knowledge, skills, and affect necessary to complete a course are communicated in advance through a syllabus. There are several important elements in a syllabus with the most vital being the content goals. Content goal statements each

contain an action verb and a direct object that delineates the important teaching/learning concepts.

### Content Driven

The second basic concept Vogler (1990) incorporated is that "the content within a course drives the model" (p. 23). The content for a course is systematically identified and all decisions regarding planning, delivery, and evaluating need to be made in relation to the content. Thus, planning is primary and delivery and evaluating functions are subordinate.

### Instructor Involvement

"Instructor involvement" (Vogler, 1990) is a third concept in this model. Often a specialist may develop a course that is passed along to others for delivery and evaluation. Course implementation according to the specialist's intent is unlikely. However, a common documentation system helps instructors to adopt and adapt the curriculum developed by others.

### Student Focused

Vogler's fourth concept asserts that the student must be the focus of what is taught and learned. Content drives the curriculum and there must be instructor involvement but individual differences of students "must be taken into account for all aspects of the course" (Vogler, 1990, p. 23).

### Content Goal Analysis

Concept five is content goal analysis (Vogler, 1990). The instructor analyzes each content goal for domain, domain level, frequency, difficulty, purpose, and chronology to determine how, what, why, where, and when content is included in or excluded from the course. Domain relates to clarifying "content intent" as cognitive, psychomotor, or affective. Frequency/difficulty provides the basis for determining how much, what, and what not to teach. Purpose categorizes content as crucial (minimal to none), foundation (85%), remediation, or enrichment. Chronology determines the order in which content goals are addressed (Vogler, 1989b). These sorting procedures provide a basis for revision and articulation of content goals.

### Integration

Vogler (1990) described the sixth concept of the CPA Model as the integration of planning, delivering, and evaluating of content. This integration is often neglected or incomplete in typical course development. A meaningful action verb for a content goal can strengthen the "content communication across the planning, delivering, and evaluating phases of instruction" (p. 24). The integration concept helps the instructor focus on what must be included in or excluded from instruction and prepares the way for assessment based on documented content.

### Uniform Learning Time Investment

Concept seven provides for uniform time investment for content goals (Vogler, 1990). Each content goal translates into a three hour schedule of in and out of class teaching/learning. This concept is important for course implementation and instructor consistency.

### Macro Knowledge Base

The final concept involves generating a "macroknowledge base". A data base is created every time an instructor builds a course, lesson plan, or test. This eliminates the practice of rediscovering content each time a course is taught. "Decisions made in curriculum development" are "stored for future use to improve the course" (Vogler, 1990, p. 24).

### Rationale for Curriculum Pedagogy Assessment (CPA)

There are three compelling reasons for using artificial intelligence software for Vogler's system for performance instruction. First, it uses an expert's knowledge and processes. Second, it is tutorial because the software includes the written information of the expert that is easily accessible. Finally, the heuristic or discovery function allows decisions made by the user to become prompts for further decision-making (Vogler, 1990).

## Curriculum Development for Parents as Tutors

This researcher decided to use Peaks CourseBuilding Software (PEAKSolutions & Vogler, 1989a) and PEAKSolutions LessonBuilding Software tm. (PEAKSolutions & Vogler, 1989b) for developing the curriculum for a parent education program called "Parents as Tutors." Using content from the book by the same name, Parents as Tutors (Vogler & Hutchins, 1988), the software (a) provides the structure for identifying content goals as the basis for the course, (b) allows for the use and adaptation of the course by others, (c) enables consideration of differential characteristics of students, (d) structures goal analysis for determining content rationale and priority for the course, and (e) guarantees uniform time investment for content. Thus, the researcher ensures integration of planning, delivering, and evaluating through a performance-based system.

## Concluding Summary and Implications

This chapter reviewed the pertinent literature in the areas of parent involvement, parent education, homework, and curriculum development. On balance, the most important finding indicated that parent involvement improves student achievement and attitudes as well as parent attitudes. Parent education is important and useful in the elementary setting. Although there were a number of general parent education programs, none related specifically to helping parents develop independent learners.

Outcomes of research indicated that homework improves student achievement and is seen by parents as one way of helping children develop responsibility. However, Henderson (1988b) called homework the number one cause of conflict in the home.

Homework will probably continue to be part of families' lives. Parents are likely to continue their school involvement and parent education groups will be offered by counselors on an on-going basis. Since homework is given, since parents are involved in the process, and since homework impacts the student's performance in school, an important role of an elementary counselor is to assist parents in being able to improve their interaction with children in the homework process. Thus, it seems reasonable to try to combine these elements with the development of an educationally sound program that will help parents work more effectively with the homework process. The ultimate goal of this process is an independent learner. The above rationale provides the basis for this study.

## CHAPTER 3

### METHODOLOGY

This action research study included the development, implementation, assessment, and revision of a program to teach parents how to work effectively with the homework process. The procedural problem of this study was to develop an innovative parent education program that elementary counselors can use in the public school setting. The purpose, characteristics, and steps of action, as described by Isaac and Michael (1981), were followed in conducting this study. The sections included in this chapter are (a) preliminary research procedures, (b) selection of subjects, (c) instrumentation, (d) field procedures, and (e) data collection and analysis.

#### Preliminary Research Procedures

This section discusses the procedures for (a) curriculum development, (b) advisory panel selection and participation, and (c) site selection for fieldtesting the program. The appendices include the procedural components.

#### Curriculum Development

A syllabus and nine lesson plans were developed for a parent education program using Parents as Tutors (Vogler & Hutchins, 1988) as the major resource. The educational program was designed for elementary

counselors to use with parent education groups. The objective of the program was to train parents of elementary students how to work more effectively with their children in the homework process. Included in the syllabus were the content goals, performance objectives, and course information for this program (see chapter 5). The syllabus was developed using Peaks CourseBuilding Software (PEAKSolutions & Vogler, 1989a), adapted from Planning Performance Instruction (Vogler, 1989b). Content goal statements (called "Course Goals" in the syllabus) for each session of the program were based on the nine chapters presented in Parents as Tutors (Vogler and Hutchins, 1988) and the researcher's best judgment. The content goals were the basis for the course syllabus and the performance objectives. The conceptual foundation for the development of a curriculum was discussed in chapter 2.

Nine lesson plans were developed using PEAKSolutions LessonBuilding Software tm. (PEAKSolutions & Vogler, 1989b). These lesson plans were linked to the previously developed performance objectives. Three major teaching modes including lecture, demonstration, and discussion were incorporated into the nine lessons. Strategies and techniques were designed that fit into the three categories and fulfilled the requirements of learning through visual, auditory, and hands-on approaches. Each lesson's strategies came from ideas garnered from books and other counselors as well as from the researcher's repertoire of ideas from working with parent groups. The nine finalized lesson plans (see chapter 5) included teaching/learning strategies and techniques as well as motivational ideas.

### Advisory Panel Selection and Participation

Six practicing elementary counselors were selected by the researcher to form an advisory panel. The panel was composed of elementary counselors currently working in school systems in Virginia including Giles County, Montgomery County, and Roanoke City. It included counselors serving rural, inner city, and suburban populations.

The panel involvement occurred in two sessions during the curriculum development phase. Each session lasted about two hours. At the first meeting each counselor was given (a) a copy of Parents as Tutors (Vogler & Hutchins, 1988); (b) a course syllabus with course description, content goals, and performance objectives; (c) a complete set of lesson plans; and (d) a set of general instructions for program use by counselors (see chapter 5 for the finalized "Guidelines for Counselors"). The researcher presented an overview of the parent education program including (a) rationale, (b) curriculum development process, (c) counselor guidelines for use of the program, and (d) potential evaluation format. The group was asked to share comments and questions with the researcher. After this discussion, the researcher explained the specific purposes of the advisory panel. Their expertise was sought to (a) validate content goals of the parent tutor program, (b) review the nine lesson plans, (c) examine strategies chosen for use with each session, and (d) critique counselor guidelines and general evaluation plan. A questionnaire (see Appendix A) to guide their input was provided. Panel members were asked to complete the

questionnaire prior to the next meeting and to indicate other questions and concerns they had as they studied the materials.

At the second meeting of the panel during the curriculum development phase, the counselors were asked to share verbally their responses to the questionnaire and to ask questions about the materials they had studied during the previous two weeks. One person was asked to record the panel responses and an audio recording was made of the session. In addition to responding to the questions, the panel was given the opportunity to make general comments and suggestions.

The data from the panel questionnaire and verbal suggestions were placed in categories by the researcher. A decision regarding the suggestions was made in terms of "change", "no change", or "hold" (suspend judgment). The researcher evaluated suggestions for revisions of the course syllabus, lesson plans, counselor guidelines, and general evaluation plan based on input from the second meeting of the panel.

The same panel members used during the development phase were also asked to assist once more during the final stages of the revision phase. More will be said about the panel involvement during the revision phase in the "data collection and analysis" section of this chapter.

### Site Selection for Field Testing

Site selection was made by the researcher using recommendations from the panel of elementary counselors and the researcher's dissertation advisor. The researcher decided to offer three different parent groups on three different evenings of the week for nine weeks.

Three schools with somewhat different populations were selected. One elementary school (grades K-5) with almost 700 students was in a community with a large university. The second school with approximately 600 kindergarten through second graders was in a smaller community about ten miles from the first site. The third school was located in a rural area in the same county. It had almost 300 students in grades K-5. The three schools with diverse populations offered a large group of parents from which to solicit parent volunteers for the groups.

Prior to approaching the selected schools, the researcher sent two letters to the local superintendent of schools requesting permission to fieldtest the parent tutor program (see Appendix B). After receiving approval to proceed, the researcher contacted each principal and counselor in the chosen schools to explain the program and to obtain their permission to proceed.

#### Summary of Preliminary Research Procedures

The researcher developed the parenting course syllabus and lesson plans including teaching/learning strategies and motivational ideas. A panel of practicing counselors was then convened to respond to specific questions regarding the curriculum development, application, and evaluation of the proposed parent education program. The input from practitioners was sought to make the parent training practical and directly responsive to the needs of parents. The final steps before proceeding with the study involved selecting three schools to serve as

the fieldtesting sites and requesting permission to proceed at these schools.

### Selection of Subjects

Information concerning the parent education group was sent home to each parent in the selected schools. Specific information regarding the leaders, overall plan, meeting dates and time, required materials, and returnable interest forms were included (see Appendix C). The interest form asked for parent name, address, phone number, and children's names and ages. It also asked if the parents would be interested in future groups if they could not participate at the present time. This latter information was sought for future use by the onsite counselors. As the interest forms were returned, additional feedback about the families was sought from the school counselor to help the researcher ascertain the appropriateness of the volunteers. No confidential information was requested because it was not deemed necessary by the researcher. Since this was an action study, only parent volunteers were included. No other subjects were sought through counselor or researcher action. All parents who expressed interest were accepted in the groups since the onsite counselors did not have any reservations about any of the parent volunteers. When there were questions about parent interest from the forms, the onsite counselor called the parent for clarification.

### Instrumentation

Several researcher-designed instruments were used in the course of this study. One of the instruments was a questionnaire for the advisory panel (see Appendix A) which was used after the development of the curriculum. The questionnaire provided both quantitative and qualitative data.

The parent participants were asked to provide several types of information and evaluation. They completed an information form at the first group session (see Appendix D). This instrument provided demographic data, reasons for participating in the group, and current parent practices and feelings related to the homework process. The parents also completed weekly evaluations for all except the last session. These forms (see Appendix E) provided (a) feedback from the assignment for the previous week and (b) feedback from the prior week's session regarding identification of objectives, presentation of information, leader organization, and helpfulness of discussions. Parents were also asked to suggest modifications and to provide additional comments, if desired.

The final evaluation (see Appendix F), which was completed by participants at the last session, included all the key concepts (content goals) covered during the entire parent education program. Parents were asked the extent to which they used each of the goals/practices, how well each practice worked, what problems they encountered, and any other comments they had regarding each goal/practice. In this same evaluation the parents were asked to provide overall feedback on the content and

presentation of the sessions. They were also asked to respond to open-ended questions regarding their general opinion about the parent education program, the effects it had on their homework situation, modifications they would recommend for the program, and their assessment of the book used during the program.

Parent responses for all evaluations were enumerated and coded qualitatively and quantitatively. The findings, as well as the tables from which the findings were drawn, were submitted to the panel during the revision phase. Suggestions from the cooperating counselors at each school, the panel, the participating parents, and the researcher were used to make the final program revisions and recommendations.

#### Field Procedures

The researcher led three parent groups, one at each selected school site. The elementary counselor at each school was asked to co-lead the group. The counselor's participation was viewed as co-leadership after both the researcher and counselor agreed to this arrangement. However, the main responsibility for directing the parent group activities rested with the researcher. The cooperating counselor was asked to participate, offer suggestions, and provide feedback at each session.

At the first meeting of each of the parent groups, the researcher presented an overview of the parent education program. The researcher described the evaluation techniques to be used in the sessions and requested permission to use parent responses anonymously in her

dissertation. Parents were encouraged to ask questions and express any concerns they had.

Content (course) goals and performance objectives (subgoals) were explained at each session. The researcher adhered to the content goal time-allotments since those had been carefully worked out to allow adequate time for covering each major topic (goal). The specific subgoals for each week were closely followed because the program evaluation related directly to those components. However, minor changes were made in the specific strategies and techniques for a given lesson plan based on evaluation from a previous session or on the best judgment of the researcher and/or the cooperating counselor. It was important that the strategies met the specific needs of the parents involved in each group. Sometimes meeting specific group needs required slight modifications of the same content depending on which group was in session. During the field testing the researcher developed modifications counselors could make based on the specific needs of different parent groups. Any modifications in the sessions were noted so the changes could be evaluated at the completion of the parent education program.

### Data Collection and Analysis

The four phases of this study were (a) development, (b) implementation, (c) assessment, and (d) revision. Formative evaluation, which "occurs as an integral part of the instructional development process" (Vasek, 1983/1984, p. 84), was used in all stages

of this study. The four phases were broken down into tasks that described the developmental process as well as the data collection and analysis procedures.

### Development

Since the parent tutor program was designed by the researcher, she informally assessed whether the strategies and techniques planned for implementation met the criteria of the content goals and performance objectives. This informal evaluation allowed the researcher to make changes in the lesson plans before actually implementing the parent tutor program. The evaluation plans were matched to the content goals and subgoals to make sure the specific evaluation forms provided appropriate information. An advisory panel of counselors was convened to assess whether the content goals, performance objectives, lesson plans, activities, and general evaluation format were compatible and reasonable for carrying out the expressed expectations of the parent tutor program.

### Implementation

The implementation phase involved the field testing of the parent tutor program by the researcher. At the beginning of the parent tutor program, parent participants provided initial data regarding their background (demographic data), their reasons for participating in the group, their current homework practices, and their feelings about the homework process. As the parents participated in the parent tutor

program, they completed weekly evaluations and a final assessment form which will both be discussed in the next section of this chapter.

The cooperating counselors, who were also members of the advisory panel, were asked to provide weekly feedback in a taped interview with the researcher immediately after each session. A set of questions provided a general format for the feedback (see Appendix G). The researcher used the tapes and her personal observations, regarding the sessions in general and the lesson plan strategies in particular, to write a journal entry for each group meeting. These journal entries provided specific lesson plan changes based on the fieldtesting experience (see the "revision" section of this chapter) as well as some anecdotal experiences and general observations.

### Assessment

The assessment phase of this study involved the collection of evaluative data from the parent participants during the field testing of the parent tutor program and the analysis of the evaluations by the researcher. The parents completed weekly evaluations and a final evaluation. As they attended the sessions, they evaluated the weekly objectives/practices in terms of actual practice and usefulness. They also evaluated the presentation and content of the sessions. In the final evaluation they were asked to respond to specific and general aspects of the parent tutor program. This parent assessment included growth in awareness and practical application as well as suggestions for modifying the parent tutor curriculum and its implementation. The

weekly and final evaluations, as well as the researcher's journal entries, provided feedback regarding the parent tutor program's strengths and weaknesses. The evaluative information also indicated the effects of parent involvement in the homework process. The assessment results provided revision suggestions for the parent tutor program.

### Revision

The revision phase involved several stages. The first was the weekly revision of the parent tutor lesson plans based on the weekly field testing with the three parent education groups. Feedback from the participants and the cooperating counselors, in addition to the researcher/leader's experience and best judgment regarding the groups' needs and/or specific instructional strategies, was the basis for lesson plan changes. The researcher's weekly journal entries provided the majority of the lesson plan changes.

The second stage of the revision phase involved coding the participants' weekly and final evaluation suggestions regarding modifications for the program. After categorizing these revisions, the researcher made a decision to "change", make "no change", or to "hold" (suspend judgment) regarding the suggested revisions.

After the researcher made the revision judgments, she distributed (a) the tables with the results, (b) the revision recommendations, and (c) a summary of the findings to the former cooperating counselors in the fieldtesting sites. The three counselors were convened as a group and were asked to provide feedback on the revision recommendations and

findings. They were also asked to draw conclusions and make recommendations from the findings. This session was taped and notes were made by the researcher.

The researcher sent the same materials (described above) to the remaining panel members. The researcher then reconvened the advisory panel of six counselors. The researcher did several things at this session including: (a) presented a brief summary of the implementation of the parent tutor program and the revisions made in the lesson plans, (b) discussed the revised counselor "guidelines", (c) described the results of the participant evaluations, (d) explained the revision categories, (e) asked the panel to respond to the researcher's judgment regarding revision of those categories with concurrence or disagreement as well as to make other comments, (f) described the findings of the study, (g) shared the researcher's and the cooperating counselors' conclusions and recommendations, and (h) asked the panel to provide insights, based on the material they had studied and the researcher's comments, on what they would do similarly and/or differently if they were running a parent tutor group.

The researcher evaluated the panel input and decided what implications their ideas had for her conclusions and recommendations. The researcher's notes and the audio tape of the panel members' comments provided input for the researcher's discussion of the findings. The panel's ideas were incorporated in the conclusions and recommendations when deemed appropriate by the researcher.

### Summary

This chapter described this study as action research which involved the development, implementation, assessment, and revision of a parent tutor program. Methodology included the preliminary research procedures, selection of subjects, instrumentation, field procedures, and data collection and analysis. An advisory panel of counselors was convened during the development and revision phases of this study to provide evaluative feedback. Formative evaluation procedures were used in this study.

## CHAPTER 4

### RESULTS, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The procedural problem of this study was to develop a parent tutor program. The methodology used to accomplish this was formative evaluation. Five research questions were addressed in this study:

1. What knowledge base should a counselor designed parent tutor curriculum include?
2. What was an effective combination of counselor expertise and instructional strategies for this parent tutor curriculum?
3. What were the parent practices regarding homework at the beginning, during, and at the end of the parent tutor program?
4. How did this counselor designed parent education program affect parent involvement in the homework process?
5. What curriculum modifications should make the parent tutor program more effective?

This chapter discusses the results of the research. The topics include (a) development, (b) implementation, (c) assessment, (d) revision, (e) summary of findings, and (f) conclusions and recommendations. The findings are related to the research questions in the "summary of findings".

## Development

This section discusses the development stage of the research which involved curriculum development, advisory panel input, and initial curriculum revision.

### Curriculum Development

Research Question 1 (above) is addressed in this section and several sections of chapters 2 and 3. A description of the conceptual framework used for curriculum development is found in chapter 2 under the topic "curriculum development". The same topic heading in chapter 3 describes the specific methodology used by this researcher in developing a parent education curriculum resource guide for elementary counselors. The resource for the content of this curriculum was the parent self-help book, Parents as Tutors (Vogler & Hutchins, 1988).

The first step in the curriculum development involved writing content goal statements for the material covered in Parents as Tutors (Vogler & Hutchins, 1988). Each chapter represented a specific segment of content suggesting the development of a content goal for each. A total of nine content goals, one for each chapter, was written by the researcher. An analysis of the chapters and respective goals prompted making the course a nine week program to adequately cover the goals.

Using Peaks CourseBuilding Software (PEAKSolutions & Vogler, 1989a), the researcher put the nine content goals into the program and classified them in the following ways:

1. Domain/level of domain--cognitive, affective, or psychomotor with three levels of each going from simple to complex.
2. Frequency of use/difficulty of content--what content and how much of it to include.
3. Purpose of content--foundation (approximately 85%), remediation, enrichment, or crucial (rarely used).
4. Chronology--the sequence in which to address the content goals.

These classification decisions were based on concept analysis and researcher knowledge. The answers to the content goal classification became the basis of the curriculum from which the performance objectives, syllabus, and lesson plans were developed using Peaks CourseBuilding Software (PEAKSolutions & Vogler, 1989a) and PEAKSolutions LessonBuilding Software tm. (PEAKSolutions & Vogler, 1989b). Table 1 lists the nine content goals and the classifications according to domain/level, frequency/difficulty, purpose, and chronology. Appendix H provides a course summary indicating the percentage breakdown for the content goal classifications. This summary was generated by Peaks CourseBuilding Software (PEAKSolutions & Vogler, 1989a).

PEAKSolutions LessonBuilding Software tm. (PEAKSolutions & Vogler, 1989b) is based on the book Delivering Performance Instruction (Vogler, 1989a), which brings together five main concepts to assist instructors in building lessons. The main concepts that are the basis of the software are theories of learning, principles of learning,

Table 1. Classification of Content Goals for Parent Tutor Curriculum

| Content Goals                          | Domain/Level             | Frequency/Difficulty | Purpose    | Chronology |
|--|--------------------------|----------------------|------------|------------|
| complement school environment          | cognitive/ understanding | high/low             | foundation | 1          |
| perform active listening and response  | psychomotor/ practice    | high/low             | foundation | 2          |
| personalize parent tutoring            | cognitive/ understanding | high/high            | foundation | 3          |
| promote child/student motivation       | affective/ distinguish   | high/high            | foundation | 4          |
| apply association learning theory      | cognitive/ application   | high/high            | foundation | 5          |
| apply task development learning theory | cognitive/ application   | high/high            | foundation | 6          |
| apply goal seeking learning theory     | cognitive/ understanding | high/low             | foundation | 7          |
| reinforce child/student learning       | cognitive/ understanding | high/low             | foundation | 8          |
| promote independent learner status     | affective/ integrate     | low/high             | enrichment | 9          |

instructional practices, delivery methods, and student assignments. Using this software, nine lesson plans were developed by the researcher as the second stage of curriculum development. Keying into the previously developed content goals, content goal classification, and performance objectives, the software provided prompts for incorporating teaching strategies in a logical sequence while using sound learning principles. Time limits were offered as guidelines, but the researcher/developer's judgment could override the software's recommended time.

Each lesson, based on one content goal, was processed according to several main categories including: (a) instructional topic, (b) prerequisites, (c) interest approach, (d) performance objective, (e) preassessment, (f) exemption test, (g) learning experiences, (h) assignments, (i) post-test, (j) references and resources, and (k) notes. Most of the categories were completed by the researcher to provide implementation ideas and strategies.

The most extensively developed categories included the interest approach and the learning experiences. The interest approach included motivational ideas for beginning each lesson with a group of parents. The learning experiences were divided into subgoals (usually three) that each represented approximately thirty minutes of instruction. Categories for each subgoal included: (a) subgoal topic, (b) domain, (c) level of domain, (d) theory of learning, (e) method of delivery, and (f) instructor practices. Prompts for each category helped the researcher/developer tie theory, principles, and practices together.

The researcher was then free to develop and expand the strategies using her counseling knowledge and ideas from other sources.

Using PEAKSolutions LessonBuilding Software tm. (PEAKSolutions & Vogler, 1989b) in combination with practical counseling strategies developed through years of practice as well as gathered from other counselors and books, the researcher developed a parent tutor curriculum resource guide that was ready for evaluation/validation by an advisory panel of counselors. The development of the lesson plans was the first step toward answering Research Question 2, "What was an effective combination of counselor expertise and instructional strategies for a parent tutor curriculum?" The answer to Research Question 5 regarding curriculum modifications also helped provide the necessary information for completing the response to Research Question 2.

#### Advisory Panel Input

The advisory panel consisted of six elementary counselors representing rural, inner city, and suburban student populations. Three of these counselors worked at the three fieldtesting sites and had a vested interest in making the proposed parent education curriculum as effective as possible. Each of the six counselors studied the curriculum materials over a two week period. The materials included: (a) a copy of Parents as Tutors (Vogler & Hutchins, 1988); (b) a course syllabus with course description, content goals, and performance objectives; (c) a complete set of lesson plans; and (d) a set of general guidelines for program use by counselors. They responded to a

questionnaire regarding specific aspects of the materials they had reviewed. The questionnaire (see Appendix A) sought acceptance, rejection, and/or suggestions for such areas as the content goals, performance objectives, lesson plans, activities, guidelines to counselors, number of sessions, and evaluation format. The panel members' revision suggestions are discussed in the next section.

### Initial Curriculum Revision

A summary of revision categories based on panel recommendations and the researcher's expertise is found in Table 2. The revision categories came directly from the twelve questions completed by the panel. The types of revision were labeled as "change", "no change", and "hold" (suspend judgment). The decision to make changes regarding the categories of "other resources" and "guidelines to counselors" was based on panel suggestions with which the researcher concurred. Under "other resources" the panel suggested providing a list of supplemental reading and A-V materials for the counselors and a bibliography of related self-help books for parents. The suggestions for the "guidelines" included minor word changes in addition to providing the supplemental resource lists and bibliography. The changes should promote better understanding of the material by counselors in the future.

The researcher and panel concurred on several items where "no change" seemed necessary. The counselors on the panel suggested one change with which the researcher did not concur: to distribute the full syllabus only to interested parent group participants. The researcher

Table 2. Revision Decisions Based on Panel Recommendations and Researcher Concurrence

| Revision Category                 | Revision Type |                |                   |
|-----------------------------------|---------------|----------------|-------------------|
|                                   | Change        | No Change      | Hold <sup>c</sup> |
| Content goals                     |               | X              |                   |
| Performance objectives            |               |                | X                 |
| Syllabus distribution             |               | X <sup>a</sup> |                   |
| Lesson plans                      |               | X <sup>b</sup> |                   |
| Age appropriateness of activities |               |                | X                 |
| Grouping of parents               |               |                | X                 |
| Group processing                  |               | X              |                   |
| Use of outside resources          |               |                | X                 |
| Other resources                   | X             |                |                   |
| Guidelines to counselors          | X             |                |                   |
| Number of sessions                |               |                | X                 |
| Parent participation              |               |                | X                 |
| Parent evaluation                 |               | X              |                   |

<sup>a</sup>Panel suggested change, but leader did not concur.

<sup>b</sup>Fieldtesting was recommended before making changes.

<sup>c</sup>Hold means to suspend judgment.

chose to override this suggestion and distribute the syllabus to all parent participants as had been previously planned. She believed the parents should be given complete information about the program. Thus, "syllabus distribution" was categorized as "no change".

Due to panel ambivalence and inability to determine the "best" action before the parent groups were actually started and before some of the components in the lessons plans were tried in the parent groups, several items (e.g., "age appropriateness", "grouping of parents", etc.) were placed under "hold". Judgment regarding these items was suspended; they were fieldtested as planned. Recommendations regarding these areas were made after the completion of the parent groups.

### Implementation

The second stage of research was implementation or field testing. The field test was conducted in three elementary schools in the Montgomery County School System in Virginia from April through May, 1990. One night a week for a two month period was assigned to each school for their parent tutoring group. Approximately 40 parents from the three schools expressed interest in participating; however, a total of 25 parents (24 mothers and 1 father) actually participated in the initial parent education groups.

Table 3 uses data from the initial parent information form (see Appendix D) to describe parent participants in terms of gender, age, family status as dual or single parent homes, employment status, level of education, and income level. This participant information was

Table 3. Demographic Data for Initial and Frequent Participants

| Demographic Data      | Initial Participants <sup>a</sup> | Frequent Participants <sup>b</sup> | Frequent Participants <sup>b</sup> by School |          |          |
|-----------------------|-----------------------------------|------------------------------------|--|----------|----------|
|                       |                                   |                                    | School 1                                     | School 2 | School 3 |
| Number of parents     | 25                                | 16                                 | 9  | 4        | 3        |
| Gender                |                                   |                                    |  |          |          |
| Female                | 24                                | 16                                 | 9  | 4        | 3        |
| Male                  | 1                                 | 0                                  | 0  | 0        | 0        |
| Age                   |                                   |                                    |  |          |          |
| Average age           | 35.7                              | 36.2                               | 36.7   | 33.3     | 38.7     |
| Range of ages         | 28-45                             | 28-43                              | 29-43  | 28-35    | 36-43    |
| Family status         |                                   |                                    |  |          |          |
| Dual parent homes     | 21                                | 13                                 | 8  | 3        | 3        |
| Single parent homes   | 4                                 | 3                                  | 1  | 1        | 0        |
| Employment            |                                   |                                    |  |          |          |
| Employed outside home | 19                                | 12                                 | 6  | 4        | 2        |
| Homemaker             | 6                                 | 4                                  | 3  | 0        | 1        |
| Level of education    |                                   |                                    |  |          |          |
| Doctorate             | 1                                 | 1                                  | 1  |          |          |
| M.A.                  | 3                                 | 1                                  | 1  |          |          |
| B.A.                  | 5                                 | 4                                  | 3  |          | 1        |
| A.A.                  | 6                                 | 4                                  | 1  | 3        |          |
| H.S. +                | 4                                 | 3                                  | 2  | 1        |          |
| H.S.                  | 6                                 | 3                                  | 1  |          | 2        |
| Income level          |                                   |                                    |  |          |          |
| Less than \$15,000    | 3                                 | 1                                  | 1  |          |          |
| \$15,000-\$50,000     | 16                                | 11                                 | 5  | 4        | 2        |
| Over \$50,000         | 6                                 | 4                                  | 3  |          | 1        |

<sup>a</sup>Attended at least one time.

<sup>b</sup>Attended four or more times. These persons are included with the initial participants also.

categorized for (a) the 25 parents who attended at least one session, (b) the remaining 16 parents who attended four or more sessions, and (c) further broken down into those who attended four or more sessions at each of the three schools. Providing the data for the 16 mothers who attended four or more sessions was deemed important by the researcher because those persons exhibited a sincere commitment to their parent tutoring group. Twelve mothers attended more than four times and completed the program. Four other mothers attended at least four times but were not able to complete the program; however, there seemed to be logical explanations for their absences including illness and previous commitments. Nine of the initial 25 parents dropped out prior to the fourth session.

### Demographic Data

School 1, located in a university community, had the greatest number of mothers beginning and completing the parent tutor program. Nine mothers attended four or more times. Three mothers from this group called themselves homemakers and were not employed outside the home while only one mother from the other two groups was a homemaker. The education level for School 1 seemed to be somewhat higher than for the other two schools. The higher education level probably was a reasonable expectation for a school located in a university community. In addition, the income level of the participating families at this school was somewhat higher than at the other schools. School 2 was located in a small community about 10 miles from the first town while School 3 was

located in a rural area 5 miles from the second school. Sizes of these schools were discussed in chapter 2.

The overall data for the 16 mothers who attended their groups at least four times indicated the average age of the participants was 36.2 years. The range of ages was 28-43 years. Thirteen mothers represented dual parent homes while 3 mothers were single parents. Twelve mothers were employed outside the home part-time or fulltime; 4 others were homemakers. Three mothers were high school graduates while 10 had at least an associate degree. One home had an income of less than \$15,000 per year, eleven homes had incomes between \$15,000 and \$50,000, and 4 had incomes over \$50,000. Figures for all categories can be found in Table 3.

### Children of Participating Parents

A breakdown by gender and grade for the children represented by all 25 parents who began the groups and the 16 mothers who continued to attend at least four sessions is shown in Table 4. There is also a breakdown of children by groups from (a) preschool to second grade, (b) third to fifth grade, and (c) sixth to twelfth grade. Most of the mothers had more than one child but were mainly interested in helping their kindergartners through fifth graders develop into independent learners. Although School 2 had only kindergartners through second graders, two of the four parents in that group were interested in helping their fourth and fifth grade children. Of the 31 children represented by the 16 mothers who attended at least four sessions, 28 of

Table 4. Children of Participating Parents by Gender and Grade

| Grade                  | Initial Participants <sup>a</sup> |           | Frequent Participants <sup>b</sup> |           |
|------------------------|-----------------------------------|-----------|------------------------------------|-----------|
|                        | Boys                              | Girls     | Boys                               | Girls     |
| Preschool              | 3                                 | 1         | 2                                  | 1         |
| K                      | 1                                 | 5         | 0                                  | 5         |
| 1                      | 3                                 | 5         | 3                                  | 3         |
| 2                      | 3                                 | 3         | 2                                  | 1         |
| 3                      | 1                                 | 3         | 1                                  | 1         |
| 4                      | 3                                 | 3         | 3                                  | 1         |
| 5                      | 5                                 | 2         | 3                                  | 2         |
| 6 - 8                  | 1                                 | 1         | 1                                  | 1         |
| 9 - 12                 | 1                                 |           | 1                                  |           |
| <b>TOTAL BY GENDER</b> | <b>21</b>                         | <b>23</b> | <b>16</b>                          | <b>15</b> |

| Breakdown by group              | Both genders |           |
|---------------------------------|--------------|-----------|
| Preschool - Grade 2             | 24           | 17        |
| Grade 3 - Grade 5               | 17           | 11        |
| Grade 6 - Grade 12              | 3            | 3         |
| <b>TOTAL NUMBER OF CHILDREN</b> | <b>44</b>    | <b>31</b> |

<sup>a</sup>Attended at least one time.

<sup>b</sup>Attended four or more times. These persons are included with the initial participants also.

those were preschoolers to fifth graders with whom the mothers used all or most of the skills learned and practiced during the parent tutor program.

### Reasons for Participating

Table 5 indicates the reasons parents gave for participating in the parent tutor program. The four reasons provided by the researcher as a checklist were augmented with additional reasons given by the parents. Parents were able to list as many reasons as desired. Thirteen of the 16 mothers attending at least four sessions indicated that their children were doing well academically, but they were interested in helping their children become independent learners. All but 1 of those 13 mothers gave one or more additional reasons for participating in a parent tutoring group. Of the 9 parents who dropped out before the fourth session, 8 of those said their children were doing well academically. Four of the 8 listed additional reasons for attending. Only one mother who dropped out indicated that her child had problems and was not doing well. Overall, the reasons for participating, provided by the parents, suggested that the children were doing well academically; however, the mothers wanted to help their children become independent learners.

### Parental Feelings about the Homework Process

A summary of parental feelings about the homework process can be found in Table 6. This summary was condensed from the parent responses

Table 5. Reasons Parents Chose to Participate in a Parent Tutor Group

| Demographic Data   | Initial Participants <sup>a</sup> | Frequent Participants <sup>b</sup> |
|--|-----------------------------------|------------------------------------|
| Child(ren) doing well academically but parents desirous of creating independent learner(s) | 21                                | 13                                 |
| Difficulty with child(ren) completing homework   | 14                                | 10                                 |
| Teacher suggested this group   | 1                                 | 1                                  |
| My child and I argue about homework  | 10                                | 7                                  |

Other reasons

- Child needs to feel more responsible for his own work and assignments.
- Would like child to be able to say "It's time to do my homework. I have math and spelling," etc. Then go and complete it.
- Parent recalls problems with homework as a child and wants to avoid similar problems now. Wants to help each child as needed and to understand individual differences.
- Wants to establish good study habits.
- Parent has difficulty with child retaining/applying knowledge, understanding assignments, etc.
- Parent wants to be able to help her children with their homework.<sup>c</sup>
- Child not interested in homework; makes excuses. Parent would like to learn ways to encourage and motivate him.
- Parent hopes to be able to help her son build more self-confidence.
- Parent needs all the suggestions she can get to help child get the homework done and get something out of it--to really learn from what he has done.
- Parent not sure her methods are effective.
- Parent can't motivate child to do her homework.<sup>c</sup>
- Parent wants to be sure children have effective study skills rather than just relying on native intelligence.<sup>c</sup>

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<sup>a</sup>Includes all parents who attended at least one session.

<sup>b</sup>Includes only parents who attended four or more times. They are included in the initial group also.

<sup>c</sup>Parent providing this reason attended fewer than four times.

Table 6. Summary of Parents' Feelings about the Homework Process

| Feeling                 | Times Indicated |
|-------------------------|-----------------|
| Frustrated <sup>a</sup> | 9               |
| Concerned <sup>a</sup>  | 5               |
| Tedious                 | 1               |
| Unhappy                 | 1               |
| Dissatisfied            | 1               |
| Positive <sup>a</sup>   | 1               |

<sup>a</sup>One parent in this category dropped out prior to attending four sessions.

regarding feelings collected at the first session of the parent groups (see Appendix D). Only one parent indicated she felt "positive" about the homework process; she dropped out of the program after the first session. Seventeen other responses were negative in nature (mainly "frustrated" and "concerned"). Only two of those parents dropped out of the parent tutoring groups prior to attending four sessions.

### Initial Parent Homework Practices

Table 7, the final table containing information collected at the first session of the parent tutoring groups, describes the parent practices related to homework that were currently used and/or with which the parents were currently having difficulty. Of the seven practices listed, two of those were not recommended during the parent training process. Those areas included number 4, staying with the child until the homework is finished, and number 7, suggesting answers for the homework. Those two practices were provided by the researcher to solicit information for negative as well as positive parent practices regarding homework. An eighth category labeled "other" provided an opportunity for the parents to describe other activities they engaged in during the homework process.

The practices were described for both the 25 parents who initially attended the groups and the 16 mothers who continued to attend four or more sessions to provide comparisons and contrasts. The areas seeming to create the greatest difficulty for the 16 frequent participants were: (a) providing motivation (number 3); (b) helping the child set goals

Table 7. Parent Practices Related to the Homework Process Regarding Use and/or Difficulty Encountered Prior to the Parent Tutor Groups

| Practice  | Initial Participants <sup>e</sup><br>Use Have Difficulty | Frequent Participants <sup>b</sup><br>Use Have Difficulty |
|---|--|---|
| 1. Establish routine/organization (provide space, time, eliminate distractions)     | 20   | 13  |
| 2. Ask questions (listen to child's concerns)                                       | 24   | 15  |
| 3. Provide motivation (get child interested, provide structure, give encouragement) | 23   | 15  |
| 4. Sit down with child and stay until the homework is finished <sup>c</sup>         | 12   | 9   |
| 5. Help child set goals for study (what and why)                                    | 11   | 6   |
| 6. Help child develop a plan for doing the homework assignment (how to do it)       | 13   | 8   |
| 7. Provide content-related help (suggest answers for homework) <sup>c</sup>         | 15   | 10  |
| 8. Other (please specify):  |  |   |
| Mother nags & reminds frequently  | 1  | 1   |
| Child forgets to bring homework assignments home                                    | 2  | 2   |
| Child procrastinates on long-term assignments                                       | 1  | 1   |

<sup>a</sup>Includes all parents who attended at least one session.

<sup>b</sup>Includes only parents who attended four or more times. They are included in the initial group also.

<sup>c</sup>This practice is viewed negatively by the researcher.

(number 5); and (c) helping the child develop a plan (number 6). The latter is somewhat similar to establishing routine and organizing (number 1). Organizing was not seen as a serious problem area by the parents; however, the researcher found later that organization was most frequently worked on with the greatest success by the majority of the mothers. Another practice, staying with the child until homework was completed (number 4), was viewed as a problem area by 6 mothers. Providing content-related help (number 7) was a problem for 3 parents. These last two practices were viewed by the researcher as negative practices needing remediation.

#### Weekly Participant Attendance

Attendance was discussed generally in terms of the number of participants who initially attended the groups and those who continued to attend four or more times. Table 8 shows the attendance by week at each school and the total weekly attendance for all schools. While attendance decreased significantly after the fourth week, different people were absent, thus keeping the on-going participants at 12. School 1 had the largest initial attendance and maintained its attendance somewhat better than the other two schools. A cooperating counselor was also present at each session in addition to the researcher/leader, but they were not counted in the attendance figures.

Table 8. Weekly Participant Attendance at Each School

| School                | Week |    |    |    |   |   |    |                |
|-----------------------|------|----|----|----|---|---|----|----------------|
|                       | 1    | 2  | 3  | 4  | 5 | 6 | 7  | 8              |
| School 1 <sup>a</sup> | 11   | 8  | 7  | 8  | 4 | 4 | 8  | 5 <sup>b</sup> |
| School 2              | 6    | 4  | 4  | 4  | 1 | 2 | 2  | 2              |
| School 3              | 7    | 2  | 4  | 2  | 3 | 2 | 2  | 2              |
| Total for all schools | 24   | 14 | 15 | 14 | 8 | 8 | 12 | 9              |

<sup>a</sup>This school had a total of 12 mothers, but one did not begin until Week 3.

<sup>b</sup>Eight mothers completed the "Final Evaluation".

### Revision of Number of Sessions

The field testing of the parent tutor program was scheduled for nine weeks, one week for each lesson plan developed by the researcher. During the fifth week of the implementation phase, it became evident that attendance was dropping drastically (see Table 8) and that a modification should be made in the number of sessions offered. The researcher decided that sessions seven and eight could be combined without loss of content or detriment to the participants. The mothers could still practice the desired skills prior to the final session. Providing this rationale to her dissertation advisor, the researcher received his permission to decrease the number of group sessions from nine to eight. All mothers were notified of this plan. Over the final four weeks 12 mothers continued to be regular participants even though some were absent occasionally, with the exception of Week 7.

### Final Evaluation Participants

Of the 16 mothers who attended four or more sessions, 4 of those were not able to attend after the fifth session for reasons deemed by the researcher to be extenuating circumstances. Those 4 were not asked to complete the final evaluation of the parent tutor program. Nine mothers attended the eighth (final) session. The 3 mothers who were absent had indicated they could not attend but were willing to complete a final evaluation. Two of the three cooperating counselors were mothers who had been practicing the weekly skills presented in the parent tutoring groups. Although they did not provide the initial

information or complete the weekly evaluations, they asked if they could participate in the final evaluation since they had been working on the homework practices with their children. This brought the number of those completing final evaluations to 14, 12 parents and 2 counselor/parents.

### Reasons for Dropping Out of the Parent Tutor Groups

The researcher contacted each of the 13 parent participants who attended at least one or more sessions before dropping out. Four of the 13 attended four or five times but did not complete the parent tutor program or the final evaluation form. The reasons given by the 13 for dropping out are listed below:

1. Five indicated they had no real need for participating. Their children were already independent learners.
2. Six had scheduling conflicts and/or were just too busy to attend the current group.
3. Two quit because they had to work on the evening their group met.

Contrary to the reasons given, the researcher believed that 5 of the 13 parents who dropped out were never totally committed to their parent tutor group and to the process of helping their children become independent learners. Regardless of the parents' reasons for dropping out, the researcher thought that the main reasons for them not completing the parent education groups included: (a) parents had no

real need, (b) parents were overcommitted or too busy, and (c) parents lacked commitment.

### Assessment

From session two through the final session, participants were asked to evaluate the previous session they attended in terms of the objectives/practices they worked on and whether those practices were helpful (see Appendix E). Three objectives/practices were presented at each session and guidelines were given for working on each during the succeeding week. Table 9 provides a numerical description of the parent responses and indicates the number of parents who attended a succeeding session where they evaluated what they had practiced.

Weekly evaluation attendance can be compared with the attendance figures for the week of presentation and the following week when evaluation occurred for most participants (see Table 8). In some cases a few mothers missed the next session but did the evaluation two or three weeks later (e.g., Week 1). Sometimes mothers were absent for a presentation session, so they did not provide an evaluation of it. Finally, attrition occasionally accounted for the lower evaluation attendance (e.g., Week 1 and Week 5).

### Weekly Participant Evaluation

Objectives/Practices. Regarding the parent objectives/practices, the parents indicated with very few exceptions that they practiced at least one if not all of the skills and that they found those skills

Table 9. Weekly Participant Evaluation of Application of Parent Tutoring Objectives/Practices

| Objective/Practice                           | Practiced <sup>a</sup> |    | Found helpful <sup>b</sup> |    | Evaluation Attendance |
|--|------------------------|----|----------------------------|----|-----------------------|
|  | Yes                    | No | Yes                        | No |                       |
| <b>Week 1</b>                                |                        |    |                            |    |                       |
| Promote organization                         | 18                     | 1  | 18                         | 0  | 19                    |
| Supplement school instruction                | 17                     | 2  | 15                         | 0  |                       |
| Enrich/remediate/practice student learning   | 18                     | 0  | 17                         | 0  |                       |
| <b>Week 2</b>                                |                        |    |                            |    |                       |
| Encourage communication                      | 11                     | 0  | 10                         | 0  | 12                    |
| Use active listening                         | 10                     | 0  | 9                          | 0  |                       |
| Ask open and closed questions                | 11                     | 0  | 9                          | 0  |                       |
| <b>Week 3<sup>c</sup></b>                    |                        |    |                            |    |                       |
| Determine TFA patterns                       | 9                      | 1  | 5                          | 1  | 10                    |
| Build on child's strengths                   | 5                      | 4  | 4                          | 0  |                       |
| Use ideal TFA patterns                       | 6                      | 2  | 4                          | 0  |                       |
| <b>Week 4<sup>c</sup></b>                    |                        |    |                            |    |                       |
| Use encouragement to motivate                | 12                     | 0  | 12                         | 0  | 12                    |
| Use structure to motivate                    | 10                     | 1  | 9                          | 1  |                       |
| Use interest to motivate                     | 11                     | 0  | 11                         | 0  |                       |
| <b>Week 5<sup>c</sup></b>                    |                        |    |                            |    |                       |
| Clarify assignment                           | 4                      | 0  | 3                          | 0  | 5                     |
| Identify knowledge                           | 4                      | 0  | 2                          | 0  |                       |
| Use associations                             | 5                      | 0  | 3                          | 0  |                       |
| <b>Week 6<sup>c</sup></b>                    |                        |    |                            |    |                       |
| Break down content                           | 6                      | 1  | 6                          | 0  | 8                     |
| Master parts                                 | 4                      | 2  | 3                          | 0  |                       |
| Combine parts                                | 3                      | 2  | 2                          | 0  |                       |
| <b>Week 7<sup>c</sup></b>                    |                        |    |                            |    |                       |
| Promote goal setting                         | 12                     | 0  | 9                          | 0  | 12                    |
| Promote commitment to goals                  | 9                      | 2  | 5                          | 0  |                       |
| Provide stimulus/reinforcement               | 10                     | 2  | 5                          | 0  |                       |
| <b>Week 8</b>                                |                        |    |                            |    |                       |
| See "Final Evaluation" (Tables 11, 12, & 13) |                        |    |                            |    | 14                    |

<sup>a</sup>Did the parent practice this objective?

<sup>b</sup>Did the parent find this objective/practice helpful?

<sup>c</sup>Previous objectives were also practiced.

helpful. From Week 3 to the end, some of the parents indicated that they were also practicing skills/objectives presented in earlier sessions. Week 3 seemed to include the most difficult content and consequently, perhaps, the least practice overall of the objectives following the presentation session. The concepts from Session 3 seemed to be better understood and used over time. Verbal comments as well as a few written ones during succeeding sessions indicated that parents were analyzing their own and their children's thinking, feeling, acting (TFA) patterns in homework and other situations to help them better understand and interact with their children.

Week 5 and Week 6 had low participant attendance, but the researcher made a real effort to review the missed content in ways, hopefully, that were helpful to all. Actually, only 3 parents who were at Session 6 had also been at Session 5, so the review provided necessary information prior to proceeding with the objectives in Session 6. Since 3 parents dropped out after Session 5, only 5 out of the 8 participants evaluated that session.

The participants at Session 6 indicated that they mainly practiced breaking down content into meaningful components with their children. Not as many worked on the other two objectives/practices for that week. Some parents indicated that the objectives/practices for Week 6 were useful, but that they did not have an opportunity to use them during that one-week period.

All 12 of the parents who participated in the final evaluation of the parent tutor program were able to attend the seventh group session.

All indicated they practiced one or more of the skills for Week 7. None said the skills were not helpful; however, as with previous weeks' objectives, not everyone responded to whether the skills were useful or not. In some cases they indicated that they were still practicing previous skills and found those helpful.

Summarizing Table 9, the researcher found that most parents regularly practiced the objectives/skills presented in sessions one through seven. In some cases the participants did not respond to whether an objective was helpful or not. In general, however, the parents found the practices helpful. Attendance decreased weekly to the lowest numbers during Week 5 and Week 6 and increased somewhat for the last two sessions.

Content and Presentation. The first through seventh sessions were also evaluated at the succeeding session in terms of content and presentation. Table 10 provides the categories of evaluation and the responses for the seven weeks. It also includes a recapitulation of the attendance for evaluation. Although the first section (objectives/practices) of the evaluation changed weekly, the evaluation for content and presentation did not. In Appendix E the seven different evaluations for the objectives/practices are included first followed by one copy of the weekly evaluation for content and presentation, which was the same each week.

Five response levels were provided for the weekly evaluation of content and presentation: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Since the participants

Table 10. Participant Evaluation of Previous Week's Content and Presentation<sup>a</sup>.

| Category   | Week 1 <sup>b</sup> |                | Week 2 <sup>b</sup> |    | Week 3         |                | Week 4 |    | Week 5 |   | Week 6 |    | Week 7 |    |
|--|---------------------|----------------|---------------------|----|----------------|----------------|--------|----|--------|---|--------|----|--------|----|
|  | SA                  | A              | SA                  | A  | SA             | A              | SA     | A  | SA     | A | SA     | A  | SA     | A  |
| a. Objectives of the session were clearly identified                                       | 8                   | 9 <sup>c</sup> | 3                   | 8  | 4              | 5 <sup>c</sup> | 4      | 8  | 2      | 3 | 5      | 3  | 7      | 5  |
| b. The information presented is useful in working more effectively in the homework process | 7                   | 11             | 2                   | 9  | 2              | 7 <sup>c</sup> | 5      | 7  | 2      | 3 | 6      | 2  | 7      | 5  |
| c. The leader was well-organized   | 9                   | 8              | 5                   | 6  | 4 <sup>b</sup> | 5              | 8      | 4  | 2      | 3 | 8      | 0  | 9      | 3  |
| d. Discussions were relevant and helpful   | 8                   | 10             | 4                   | 7  | 2              | 7 <sup>c</sup> | 4      | 8  | 1      | 4 | 5      | 3  | 6      | 6  |
| e. Objectives of the session were met  | 8                   | 9 <sup>c</sup> | 2                   | 9  | 2              | 7 <sup>c</sup> | 4      | 8  | 2      | 3 | 5      | 3  | 6      | 6  |
| Attendance for evaluation  | 19                  | 12             | 10                  | 12 | 5              | 8              | 12     | 12 | 5      | 8 | 12     | 12 | 12     | 12 |

<sup>a</sup>Responses were strongly agree (SA) and agree (A) unless noted with <sup>c</sup>.

<sup>b</sup>One person did not complete this part of the evaluation.

<sup>c</sup>One neutral response in addition to the other responses.

evaluated almost exclusively in terms of strongly agree and agree, only those levels are listed in Table 10. The six neutral responses are noted.

Overall, the evaluations were quite positive. Week 6 and Week 7 were viewed most positively by the majority of the participants. The area of greatest strength seemed to be category "c" regarding leader organization. Categories "a" and "b" involving clarity of objectives and usefulness of information were also areas having the most positive responses for those two weeks.

The last two questions of the weekly evaluations asked the parent participants to suggest changes that might improve the curriculum and to provide other comments. Very few suggestions and comments were made. The weekly suggestions are included with those from the final evaluation in a table found in the "revision" section of this chapter.

#### Final Evaluation by Participants

The final evaluation was done during the eighth session. There was no further evaluation of the previous weekly objectives/skills. Rather, the overall goal/practice of each session was evaluated by the participants. A copy of the "Final Evaluation of Parents as Tutors' Workshop" can be found in Appendix F.

Goals/Practices. A summary of the responses to Question III regarding the eight parent goals/practices taught during the parent tutor program can be found in Table 11. This table includes (a) the extent of use each practice received, (b) a summary of the successes and

Table 11. Summary of Participant Comments on the Eight Parent Tutoring Goals/Practices<sup>a</sup>.

| Goal/Practice                   | Use of Practices <sup>b</sup> |                |      | Problems | Researcher Observations <sup>c</sup>   |   |
|---------------------------------|-------------------------------|----------------|------|----------|--|---|
|                                 | NA                            | Some           | Ext. |          |  |   |
| Complementing the school        | 0                             | 0              | 5    | 9        | Difficulty with parental consistency regarding routine experienced.  | Benefits far outweighed problems. Having routine & structure was very important.                                |
| Active listening and responding | 0                             | 0              | 6    | 8        | Some difficulty with parent being quiet encountered.   | Encouragement & good listening had many benefits for parent & child.  |
| Personalizing parent tutoring   | 0                             | 2              | 9    | 3        | This practice took time and effort.  | Parents generally felt very positive about this activity. The skill improved over time, if practiced.           |
| Promoting motivation            | 2                             | 0              | 6    | 6        | There were a few problems with using structure & encouraging small steps.  | This practice was generally found to be helpful & important.  |
| Creating and using associations | 1                             | 0              | 10   | 3        | It took time and effort for the parents to use association practices.  | Parents seemed to find the specific ideas very helpful; they tried many of them.                                |
| Tasking out content             | 2                             | 2 <sup>d</sup> | 8    | 2        | Only one parent felt it was difficult to stick with a schedule.  | Parents felt very good about this practice.   |
| Applying goal seeking           | 1                             | 0              | 10   | 3        | Commitment and motivation were occasional problems.  | This practice was very helpful for planning homework and evaluating success. Successes far outweighed problems. |
| Reinforcing learning            | 2                             | 0              | 7    | 5        | There were slight concerns with making child dependent on parent reinforcement and with phasing out reinforcers. | This practice was useful in terms of reinforcing learning and improving self-esteem.                            |

<sup>a</sup>Summary of Question III in the "Final Evaluation" (see Appendix II).

<sup>b</sup>Categories include not applicable (NA), none, some, and extensive (Ext.). NA indicates parent was not present and did not use the material.

<sup>c</sup>Observations were based on parent comments.

<sup>d</sup>In this case "none" means there was no opportunity to try this practice.

problems the parents experienced, and (c) the researcher's observations about the successes and problems. Providing a final evaluation for all the goals/practices gave parents an opportunity to assess their progress over more than a one week period (except for the practices from Session 7). The descriptions under "successes" and "problems" were the researcher's best attempt to summarize all the responses for those categories. "Use of practice" contained a tabulation of the extent to which the participants used each practice. In almost all cases parents used the practices either extensively or "some". The not applicable ("NA") category allowed those who had not been present for a session and who had not used that material to so indicate. The category of no use ("none") was selected four times, but in two of those cases the parents had not had an opportunity to try that practice.

Based on the parents' comments regarding the "successes" and "problems", the "researcher's observations" indicated that all of the parent goals/practices, presented during the parent tutoring program and subsequently worked on by the parents, were helpful. This conclusion supports and reinforces the results from the weekly evaluations of objectives/practices (see Table 9).

Overall Feedback. Question IV of the "Final Evaluation", "overall feedback on the sessions", covered the leader's role, participant involvement, role play, audio/video segments, and variety in sessions. The evaluation of those categories can be found in Table 12. There were five rating levels from excellent to poor. All categories of feedback except role play received excellent or good ratings. "Leader role in

Table 12. Summary of Overall Feedback from the Parent Tutor Groups

| Feedback                               | Response <sup>a</sup> |      |      |      |      |
|--|-----------------------|------|------|------|------|
|  | Exc.                  | Good | Avg. | Fair | Poor |
| Leader role in presenting topics       | 12                    | 2    |      |      |      |
| Participant involvement and discussion | 7                     | 7    |      |      |      |
| Role play                              | 4                     | 7    | 3    |      |      |
| Audio and video segments               | 7                     | 7    |      |      |      |
| Variety in sessions                    | 5                     | 9    |      |      |      |

<sup>a</sup>Response levels included excellent, good, average, fair, and poor.

presenting topics" received the most positive evaluation of all the categories with excellent ratings from 12 of the 14 parents. Only "role play" received three "average" responses. From other written and verbal comments during the parent tutoring groups, the researcher found that participants either thought role play was quite helpful or felt somewhat uncomfortable with it. Role play requires participants to take on a "role"; not all people are at ease in that type of experience. On the other hand, most participants seemed to enjoy participating in discussion as indicated by seven "excellent" and seven "good" responses.

Comments and Modifications. Participant responses to questions V, VI, VII, & VIII of the "Final Evaluation" described what they liked most and least about the program, what program modifications they would suggest, and what their assessment of the Parents as Tutors (Vogler & Hutchins, 1988) book was. As evidenced previously in the weekly comments, the participants suggested very few modifications for the program in the "Final Evaluation". The above questions are addressed in the "revision" section of this chapter.

Attendance. The responses to Question II in the "Final Evaluation" regarding participant attendance were verified by the researcher's weekly attendance records. That information was supplied in Table 8.

Effects of Parent Involvement. Question I of the "Final Evaluation" asked, "How has this workshop made a difference in your (the parent's relationship) with your child in the homework situation?" A summary list of the responses can be found in Table 13, "Effects of

Table 13. Effects of Parent Involvement in the Homework Process after the Parent Tutor Program

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The parent:

- is less coercive
- communicates more effectively
- is "letting go" (2)
- is not organizing, but rather allows child to organize
- is more patient and tolerant (2)
- recognizes child's individual style of learning
- allows child to take responsibility
- has learned specific techniques that facilitate child's special needs
- recognizes child has different personality and ways of doing things than parent (2)
- is using positive reinforcement
- is recognizing when to "back off"
- lets child do more on his/her own
- is better prepared for next child entering the homework situation
- is providing better motivation and reinforcement
- understands areas where parent and child need to grow so child can become an independent learner
- has decreased commitments so parent can be more available to support child in learning the homework process

The child:

- shows more interest in work
  - does homework more effectively
  - recognizes parent interest and willingness to help
  - organizes self and is proud of personal progress
  - does homework on own and asks for help when needed
  - has better control of homework
  - is doing much better in school
-

parent involvement in the homework process after the parent tutoring program." This table lists the participant responses for themselves and their children. In essence, the parents were communicating better, "letting go" more, being more patient and tolerant, recognizing individual differences rather than trying to mold the child to the parents' image of the "good student", allowing the child more freedom, and providing better motivation and reinforcement. The parents suggested that their children were showing more interest in their school work, doing homework more effectively, taking more responsibility for organizing and doing homework and asking for help when needed, and doing better in school. All the responses were positive and seemed to indicate the children were moving toward becoming independent learners and the parents were allowing them more freedom to become independent learners.

### Revision

There were three categories in the final revision process. The first was weekly lesson plan revision. The second involved parent feedback on the weekly and final evaluation forms regarding modifications for the parent tutor program. The researcher classified the parent feedback and made revision recommendations based on the feedback. The final category of revision was advisory panel feedback and evaluation/validation of the previous revision recommendations.

### Lesson Plan Revision

The weekly lesson plans were modified by the researcher on a regular basis. Some revisions were made between sessions of the same lesson. Others were made prior to or following a week of testing, after consultation with the cooperating counselor. Still others were made during a session, if a particular activity was not going to work out. All revisions that were tried or suggested as changes were listed in the researcher's journal entries for the appropriate week. The recommendations in the journal were the basis of most of the changes in the weekly lesson plans.

### Revision Suggestions from Parent Evaluations

The parent suggestions for modification of the parent tutor program can be found in Table 14. A few suggestions were made during the first few weeks. The rest were provided in Question VII of the "Final Evaluation" (see Appendix F). All the suggestions have been listed with the number of parents making that recommendation. The researcher reviewed the revision ideas and categorized them according to "change", "no change", or "hold" (suspend). Some of the researcher's recommendations also took into account the "additional comments" made in the weekly evaluations and the responses to Questions V and VI (what the participants liked "most" and "least" about the program) in the "Final Evaluation".

Revision Recommendations. While only one parent recommended each of the changes for Session 1, the researcher agreed that these should be

Table 14. Revision Suggestions From Parents' Weekly and Final Evaluations with Revision Recommendations by Researcher

| Revision Category                          | Number of Suggestions <sup>a</sup> | Revision Recommendation <sup>b</sup> |           |      |
|--|------------------------------------|--------------------------------------|-----------|------|
|  |                                    | Change                               | No Change | Hold |
| <u>Session 1</u>                           |                                    |                                      |           |      |
| Provide overview of future sessions        | 1                                  | X                                    |           |      |
| Use icebreaker for introductions           | 1                                  | X                                    |           |      |
| Clarify objectives                         | 1                                  | X                                    |           |      |
| <u>Sessions 2 and 3</u>                    |                                    |                                      |           |      |
| More discussion                            | 2                                  |                                      | X         |      |
| Use many examples of TFA patterns          | 1                                  |                                      |           | X    |
| <u>Final Evaluation</u>                    |                                    |                                      |           |      |
| Have more participants                     | 2                                  |                                      |           | X    |
| Group parents according to children's ages | 2                                  |                                      |           | X    |
| Use more role plays                        | 1                                  |                                      |           | X    |
| Shorten length of sessions                 | 2                                  |                                      |           | X    |
| Provide more videos                        | 1                                  |                                      | X         |      |
| Have fewer sessions <sup>c</sup>           | 8                                  | X                                    |           |      |

<sup>a</sup>Made by parents.

<sup>b</sup>Made by researcher.

<sup>c</sup>Area of greatest concern.

changed, at least in terms of instructions given to the counselors/leaders.

In the weekly and final evaluations, discussion and group interaction were seen as major strengths and benefits of the parent tutor program, so the suggestion by two participants during Sessions 2 and 3 for "more discussion" were of only slight concern to the researcher. She decided to recommend "no change".

The suggestion to provide more "examples of TFA patterns" was viewed as a one-time request that was probably rectified in the following session during the review of previously presented material. The researcher decided to "hold" or suspend judgment on the request but to clarify specific TFA activities in the lesson plan for that week.

The "overall" revision section included modifications suggested mainly in the "Final Evaluation". The researcher decided to "hold" judgment on the four categories described below. She also decided to make clarifying comments regarding the categories in the "Guidelines for Counselors".

1. Since the leader has little control over how many participants decide to join and ultimately stay with a parent education group, it is difficult to say that there will be "more participants".

2. The decision to "group parents according to their children's ages" for exercises and discussion also depends on the number of parent participants.

3. Using "more role plays" is a decision that would be influenced by the willingness of the current parent group to participate in them.

4. "Shortening the length of sessions" does not seem feasible to the researcher based on the experiences with her three groups; however, she is willing to "hold" or suspend judgment on this category.

One "overall" category was "more videos". Only one person suggested having more videos. Since the researcher felt there were quite a few video segments and these were well received, she decided to recommend "no change". Further instructions to group leaders are provided in the "Guidelines for Counselors".

The last category for discussion is "have fewer sessions". This was by far the most frequent modification suggested. Eight participants suggested this change. Some of the participants suggested ways of accomplishing this by (a) offering longer sessions over fewer weeks; (b) offering one session a month for four months; or (c) making the parent tutor program a four, five, or six week program. The majority of the comments in Question VI of the "Final Evaluation" (what the parents liked "least") also involved concern about the number of sessions. The researcher concurred with the recommendation to have fewer sessions.

#### Advisory Panel Feedback

The feedback from the advisory panel took place in two parts. First, the cooperating counselors (who were also advisory panel members) from the three fieldtesting sites were given a copy of the researcher's summary of findings and the tables from which the findings were drawn. The three counselors met with the researcher and discussed conclusions

and recommendations that could reasonably be made from their experiences with the groups and the summary of findings.

The second phase of the advisory panel feedback involved having all six panel members meet to discuss the findings, revision recommendations, conclusions, and program recommendations. The six counselors discussed the revisions as classified by the researcher and validated each of the recommendations. They particularly emphasized the importance of having fewer sessions.

One final question was posed to the advisory panel, "What would you do similarly or differently if you were running a parent tutor group?" The panel members' responses (a) provided some ideas for the researcher's recommendations for the parent tutor program and also (b) validated the major revision decision to "have fewer sessions".

### Summary of Findings

A number of findings resulted from the formative evaluation research. They are listed below:

1. The nine content goals for the parent tutor program were classified according to domain, level of domain, frequency of use, difficulty of content, purpose, and chronology. The content goals were approved by an advisory panel of counselors.

2. Based on advisory panel recommendation and researcher concurrence, the initial parent tutor program revision categories labeled "other resources" and "guidelines to counselors" were slightly modified. The researcher did not agree with the panel recommendation to

distribute the syllabus only to parents who requested one. Most revision categories were not changed or judgment was held (suspended) pending field testing of the parent tutor program.

3. For the 16 frequent parent participants who attended four or more sessions, the following profile emerged: (a) 100% were female ranging in age from 28-43 with a mean age of 36.2 years; (b) 81% represented dual parent homes; (c) 75% worked outside the home; (d) 81% had at least some education beyond the high school level with a range from high school graduate to PhD; (e) income level included 6% with under \$15,000 yearly, 69% between \$15,000 and \$50,000, and 25% with over \$50,000 per year. The figures for the 25 initial participants (which included the 16 frequent participants) attending at least one session varied by no more than a 6% difference for any of the above categories.

4. Each of the frequent participants had an average of two children with (a) 55% of the children in preschool through grade 2, (b) 35% in grades 3 through 5, and (c) 10% in grades 6 through 12. The children were almost equally divided between boys and girls. The children's breakdown by age and gender for the 25 initial participants varied from the frequent participants by only 3-4%.

5. The reasons given by the 16 frequent participants for participating in a parent tutor group were: (a) 81% indicated their children were doing well academically, but the parents hoped to help them become independent learners; (b) 63% had difficulty with their children completing their homework; (c) 44% argued with their children about homework; (d) 6% were encouraged to attend by a teacher; and

(e) 63% indicated additional miscellaneous reasons. One hundred percent of the parents had at least one or more reasons for attending the parent tutor groups.

6. Ninety-four percent of the parental feelings about the homework process, expressed at the beginning of the parent tutor program, were negative.

7. One hundred percent of the 16 frequent participants had difficulty with or were concerned about one or more of the parent practices related to the homework process. The practices used most often by parents were (a) establishing routine/organization (81%), (b) asking questions and listening (94%), and (c) providing motivation (94%). The practices causing parents the most difficulty were (a) providing motivation (50%), (b) helping child set goals (50%), and (c) helping child develop a homework plan (44%).

8. Weekly parent group attendance decreased through the sixth week to the lowest total attendance and increased slightly the last two weeks. School 1 began with and maintained the largest group of participants with 42% attending the final session (67% completed the "Final Evaluation"). Thirty-three percent of the initial participants completed the program at School 2 and 29% completed it at School 3.

9. While 64% of the initial participants attended four or more sessions, only 48% of all participants completed the parent tutor program and the "Final Evaluation". Of the 52% (13 participants) who dropped out prior to the sixth session, most did so because they were

too busy or had no need for the program. The researcher believed 5 of the 13 (38%) were not committed to the program.

10. One hundred percent of the parent participants who attended the sessions worked on one or more objectives/practices after each session and found one or more objectives/practices were helpful.

11. Almost all parent participants attending the sessions positively evaluated the weekly content and presentation.

12. Eleven of the 14 parents who completed the "Final Evaluation" worked extensively or somewhat on at least seven of the eight parent tutoring goals/practices (88%) during the eight week program. The three parents who did not work on seven of the eight goals were absent two or more times.

13. Four out of five categories in "overall feedback" in the "Final Evaluation" received excellent or good ratings. The outstanding areas were (a) "leader role" evaluated as "excellent" by 86% of the parents and (b) "participant discussion" and "audio/video segments" which each received 50% "excellent" ratings and 50% "good" ratings.

14. All parents who completed the "Final Evaluation" for the parent tutor program experienced positive effects for themselves and their children.

15. The single most important parent tutor program revision suggestion from parent participants, researcher, and advisory panel recommended that the number of parent tutor sessions be reduced from nine to seven or fewer.

## Answers to Research Questions Summarized

Five research questions were posed in this study. The response to each is summarized below.

Research Question 1. What knowledge base should a counselor designed parent tutor curriculum include? A self-help book, two curriculum software packages, a literature review, and an elementary counselor's (researcher) expertise provided the foundation for this parent tutor curriculum. Thus, content, pedagogy, and experience components, described in chapters one through four, provided the knowledge bases for the curriculum.

Research Question 2. What was an effective combination of counselor expertise and instructional strategies for this parent tutor curriculum? Early revision decisions recommended by an advisory panel of counselors and counselor/researcher knowledge, judgment, and adaptability regarding instructional strategies and group leadership methods, provided an effective combination of expertise and strategies.

Research Question 3. What were the parent practices regarding homework at the beginning, during, and at the end of the parent tutor program? Through formative evaluative procedures the researcher found that prior to the parent tutor program all participants were using some parent practices related to homework but were also having difficulty with or concerns about one or more of the parent practices. During the program and at the end of it, participants reported that they regularly worked with their children on the majority of the parent practices

related to the homework process, taught during the parent tutor program, and found the objectives/practices helpful.

Research Question 4. How did this counselor designed parent education program affect parent involvement in the homework process? All parent participants who completed the final evaluation indicated that they experienced positive involvement in the homework process for themselves as well as benefits for their children.

Research Question 5. What curriculum modifications should make the parent tutor program more effective? The field testing indicated that the curriculum was basically sound as it was. However, the researcher/leader made minor modifications to the weekly parent tutor lesson plans. Other minor changes that should improve the program were also made as a result of the formative evaluation process with the parents and validation by the advisory panel. The major program change to decrease the number of parent group sessions (as recommended by panel members, parents, and researcher) should make the parent tutor program more effective.

### Conclusions and Recommendations

The procedural problem of this study was to develop a parent tutor program. Using a formative evaluation process the researcher gathered and analyzed data that resulted in a number of findings. In the following discussion the researcher has combined the findings into several statements from which conclusions have been drawn and recommendations have been made. While acknowledging that the sample

size of this study was small and that the results may not be generalizable to all parent group populations nor to all developmental curriculum processes, the researcher has developed conclusions and recommendations for providing parent tutor programs. She has also made some suggestions for future studies of this nature.

Each statement below includes one or more findings with a brief discussion. Each comprehensive finding is followed by one or more conclusions and recommendations.

### Finding and Discussion

Several conclusions are drawn below based on the aggregate profile of parent participants, the ages of the children represented, the reasons given for parent group attendance, the parental feelings about the homework process, and the uses and difficulties of some parent practices related to the homework process (see findings 3, 4, 5, 6, and 7). Most participating parents had preschoolers to fifth graders. Parents were mainly concerned about reducing the homework hassle while creating independent learners. While most parents experienced negative feelings about and difficulties with the homework process, most of their children did not have serious academic problems. The finding regarding negative feelings about the homework process supports Henderson's (1988b) comments about conflict over homework being a major problem for many families.

### Conclusions.

1. Parents participating in the parent tutor group value education and want to be prepared to help their children at an early age with the homework process.

2. Participating parents want their children to be independent learners and don't want hassle with the homework process.

3. Based on the expressed parent practices and difficulties with the homework process, the parent tutor program goals are appropriate and on-target.

### Recommendations.

1. Advertising for parent tutor groups should emphasize the positive aspects of helping children become independent learners while reducing the homework hassle. However, parents should be informed that positive homework skills take time to learn and practice. Parents can also be informed that parents' negative feelings about the homework process can be eliminated when children become independent learners.

2. Since the parent tutor curriculum resource guide provides a program that incorporates foundation, remediation, and enrichment activities regarding practices parents deem most important and/or most difficult related to the homework process, the basic goals of the curriculum should be maintained as written.

3. Future research should include working with groups of parents whose children have academic problems.

## Finding and Discussion

Findings 8, 9, and 15 are related to parent group participation, attrition, and number of sessions. Most parents dropped out because they were overcommitted (too busy), had no need for the program, or lacked commitment to the program. The school with the largest initial attendance ended with the largest attendance. The most important revision suggestion from parents, panel members, and the researcher was to decrease the number of parent tutor sessions.

### Conclusions.

1. Substantial participant attrition followed the first parent group. In essence, parents decided whether their needs and the parent tutor program's goals matched each other.

2. Since attendance was relatively high through the fourth week, there might be greater commitment to a shorter parent tutor program.

3. Due to hectic parent schedules, spring might not be the best time to offer this program.

4. When greater numbers of parents begin and stay with a parent tutor program, they may subtly reinforce and support each other in ways that keep attendance figures up.

### Recommendations.

1. The researcher recommends offering a six week parent tutor program during the fall semester, preferably from early October to mid-November (before Thanksgiving activities begin). The specific method for combining lessons is provided in the "Guidelines for Counselors".

2. While it is impossible to guarantee an optimum number of participants (8-12) for a parent tutor group, the researcher suggests that group leaders try to offer a parent group at a convenient time for the majority of interested parents. This condition may entail seeking advance information from parents before offering a parent tutor group.

3. The first session could be advertised as an orientation session in which parents decide whether their needs and the program's goals coincide with each other.

4. Offering child care during the parent tutor sessions may improve parent group participation.

5. Providing parents with the names and phone numbers of others in the group and encouraging phone calls and conversations by participants between parent group sessions may provide additional support and may help maintain parent group attendance better.

6. Future research should be done in the areas of (a) maintaining parent group attendance, (b) providing an optimum number of parent group sessions, (c) providing child care during parent groups, and (d) providing parent education and group intervention for children in the same time frame. This latter suggestion has also been made by Meredith and Benninga (1979).

#### Finding and Discussion

Parents who regularly participated in a parent tutor group were practicing the skills they learned, and those skills made a difference in how the children and parents handled the homework process (see findings 10, 12, and 14). The findings were supported by the review of

literature which indicated that parent involvement has positive effects on parents' and children's attitudes. The literature also indicated positive effects on children's achievement. However, this study did not focus on achievement.

These findings emphasize the value of appropriate parent involvement in the homework process. However, there is always potential for parental overinvolvement. The parent tutor program encourages parents to "let go" and provides guidelines for parents to teach their children to accept more responsibility for the homework process.

Conclusion. Commitment to a parent tutor program makes a positive difference in the homework process.

Recommendations.

1. Information should be provided to counselors/leaders and potential parent participants that previous participants have experienced positive effects for themselves and their children. One way to share this information is through the "Guidelines for Counselors", which recommend that group leaders provide this information to potential participants.

2. Leaders should emphasize to parents the value of their doing homework in the parent tutor program which provides a model of desired behavior to their children. This suggestion for leaders is provided in the "Guidelines for Counselors".

3. Leaders need to be aware that parents attending parent tutor groups may be overinvolved in the homework process. These parents may need reassurance, support, and permission to "let go". The leaders

should urge parents to practice the skills that help them teach their children to accept responsibility for their own work.

4. Providing a parent tutor group concurrently with a group for children of the involved parents, using similar topics for each, could offer interesting directions for future research regarding parent tutor groups, children's groups, and the children's achievement.

### Finding and Discussion

Findings 11 and 13 indicate that evaluation of the method of presentation and of content of the sessions was positive. Leader role, participant discussion, and audio/video segments received the most positive evaluations. Dembo, Sweitzer, and Lauritzen (1985) discussed a number of studies that support these findings. They also suggested that further research should be done in the areas of leader role and leadership style.

### Conclusions.

1. The leader makes a difference. Some characteristics of a good leader, as defined by the cooperating counselors in this study, are (a) being "up", (b) believing in what you are doing, (c) being a good salesperson, (d) being able to teach skills, (e) being a parent yourself (helps counselor relate better to the situation), (f) using tact and diplomacy, (g) relating parents' experiences to each other, (h) being able to identify needs of the group members and extract important concepts from them, (i) having and/or developing some knowledge and feeling for the people in the group and their children, and (j) making the parents feel like they are really part of the group process.

2. Discussion and group interaction are very important parts of a parent tutor group.

3. Audio and video segments are good teaching vehicles in a parent tutor group.

4. Modeling role play situations is a helpful way to teach parents desired skills and also to teach a process that can be used in the group.

#### Recommendations.

1. The leader of a parent tutor group should have good counseling skills that relate primarily to enabling parents to share ideas. Using these skills entails drawing some people out while keeping others from monopolizing the group discussion. At the same time the discussion should be focused and meaningful.

2. Variety in the sessions is important, but the most valuable way parents learn and grow is through group discussion. Thus, group discussion and interaction should be one of the primary strategies used in a parent tutor group.

3. Since counseling skills are so important and since group discussion is one of the best ways parents learn, elementary counselors are ideal persons to provide parent tutor groups in the schools. Their training prepares them for this responsibility.

4. Having co-leaders or working with a parent who is trained to help with initial role play situations would be beneficial for modeling role playing skills.

5. Future studies that focus on leader role and leadership style are recommended. Another area for research is how leader characteristics affect parent group outcomes.

#### Finding and Discussion

Data collected from the initial information form and the weekly and final evaluations (findings 3 through 14) provided useful parent information and formative evaluative data that helped the researcher/leader meet the needs of the parent participants.

Conclusion. Collecting at least some information and evaluative data is helpful during a parent tutor program.

#### Recommendations.

1. The group leader should collect some baseline data from parent participants regarding the current homework practices and/or difficulties at the beginning of a parent tutor group. A format is provided in the "Guidelines for Counselors".

2. Weekly evaluation can be informal in nature, probably gathered through parental sharing at the beginning of each parent tutor session.

3. At the end of the parent tutor program, parents should provide written comments on how the parent tutor program made a difference in the parental relationship with the child in the homework situation. This final response provides a summary of parent and child growth during the parent tutor group and helps parents view the future in a positive way.

### Serendipitous Conclusion and Recommendation

The researcher and the cooperating counselors discovered that the individual parent tutor lesson plans seem to have the potential for providing material for one session workshops on such topics as organization, motivation, association learning techniques, task development techniques, and goal seeking behaviors for parent and child.

### Summary

Chapter 4 included the results of research from this study, a summary of the findings, and a discussion of the findings with researcher conclusions and recommendations. Chapter 5 contains the finalized parent tutor curriculum resource guide.

## CHAPTER 5

### FINALIZED PARENT TUTOR CURRICULUM RESOURCE GUIDE

#### Guidelines for Counselors Using Parents as Tutors

##### Overview

This parent education program is meant to be used by counselors in much the same way as other parenting programs. This program uses the book, Parents as Tutors written by Vogler and Hutchins in 1988, as the text for parents. The syllabus and lesson plans were prepared with the help of two software packages, Peaks CourseBuilding Software and PEAKSolutions LessonBuilding Software tm., developed by PEAKSolutions and Vogler in 1989. The software has sound curriculum procedures and covers the five things teachers often fail to do: (a) fail to gain interest; (b) fail to pretest; (c) fail to ask enough questions and enough high level questions; (d) fail to give good quality instruction and good quality assignments; (e) fail to explicitly indicate what the objective of the lesson is.

The curriculum resource guide includes a syllabus, nine lesson plans, and guidelines for counselors. In addition, a copy of Parents as Tutors (Vogler & Hutchins, 1988) is needed. The instructions for each lesson plan are quite complete. Structure is needed for the group sessions. Discussion and sharing of ideas is important, but so is the presentation of didactic ideas.

Groups can be run with small or large numbers; however, 8-12 parents is best. Depending on the size of the parent group, the leader may want to group parents for some activities by the ages of their children. Brainstorming activities may be less effective with very small groups. Examples used in the sessions should be made applicable to the particular group with which the leader is working.

### General Recommendations

A number of recommendations grew out of the field testing of this program and may be useful to counselors as they prepare to lead a Parents as Tutors group.

1. Advertising for parent tutor groups should emphasize the positive aspects of helping children become independent learners while reducing the homework hassle. However, parents should be informed that positive homework skills take time to learn and practice. Parents can also be informed that parents' negative feelings about the homework process can be eliminated when children become independent learners.

2. This program is set up in a nine week format. This format makes it usable for a community college or adult education course. For public schools a six week format seems preferable. A six week parent tutor program during the fall semester, preferably from early October to mid-November (before Thanksgiving activities begin) is recommended. The specific method for combining lessons follows:

Week 1: Session 1

Week 2: Session 2 and the first part of Session 3

Week 3: Session 3 (second part) and Session 4

Week 4: Session 5 and Session 6

Week 5: Session 7 and Session 8

Week 6: Session 9

Additional instructions for combining sessions are provided in the individual lesson plans.

3. While it is impossible to guarantee an optimum number of participants (8-12) for a parent tutor group, the curriculum developer suggests that group leaders try to offer a parent group at a convenient time for the majority of interested parents. This suggestion may entail seeking advance information from parents before offering a parent tutor group.

4. If the leader so desires, the first session can be advertised as an orientation session in which parents decide whether their needs and the program's goals coincide with each other.

5. Offering child care during the parent tutor sessions may improve parent group participation.

6. Parental overinvolvement in the homework process can be a serious problem. Often the parents who choose to participate in this type of parent education group are highly concerned and may be overinvolved. These parents need reassurance, support, and permission to "let go". They also need to practice the skills that help them teach their children to accept responsibility for their own work.

7. Providing parents with the names and phone numbers of others in the group and encouraging phone calls and conversations by

participants between parent group sessions may provide additional support and may help maintain parent group attendance better.

8. Information should be provided to potential parent participants that previous participants have experienced positive effects for themselves and their children in the homework process.

9. Leaders should emphasize to parents the value of their doing homework in the parent tutor program which provides a model of desired behavior to their children.

10. Providing a parent tutor group concurrently with a group for children of the involved parents, using similar topics for each, is a different but possible approach for the Parents as Tutors program.

11. The leader of a parent tutor group should have good counseling skills that relate primarily to enabling parents to share ideas. Using these skills entails drawing some people out while keeping others from monopolizing the group discussion. At the same time the discussion should be focused and meaningful.

12. Variety in the sessions is important, but the most valuable way parents learn and grow is through group discussion. Thus, group discussion and interaction should be one of the primary strategies used in a parent tutor group.

13. Since counseling skills are so important and since group discussion is one of the best ways parents learn, elementary counselors are ideal persons to provide parent tutor groups in the schools. Their training prepares them for this responsibility.

14. Having co-leaders or working with a parent who is trained to help with initial role play situations would be beneficial for modeling role playing skills.

15. The group leader should collect some baseline data from parent participants regarding the current homework practices and/or difficulties at the beginning of a parent tutor group. (See Addendum C for a recommended format. Two of the practices, numbers 4 and 7, are negative and suggest the need for remediation.)

16. Weekly evaluation can be informal in nature, probably gathered through parental sharing at the beginning of each parent tutor session.

17. At the end of the parent tutor program, parents should provide written comments on how the parent tutor program made a difference in the parental relationship with the child in the homework situation. This final response provides a summary of parent and child growth during the parent tutor group and helps parents view the future in a positive way.

18. The individual lesson plans for Parents as Tutors have the potential for being used as one session workshops on such topics as organization, motivation, association learning techniques, task development techniques, and goal seeking behaviors for parent and child.

### Suggestions for Group Meetings

1. At each session of the parent group, the leader should provide advance organization for the group with an agenda that lists the content

goals and objectives (subgoals) for that session. The performance objective describes what should be accomplished by the parents and can be read by the leader after announcing the content goal.

2. The sessions are planned to last approximately two hours with a 10 minute break. Sessions should not go past the announced finish time.

3. Parents may buy (or borrow) a book at the first session. They should each be given a syllabus with the content goals and performance objectives.

4. Parents can read Parents as Tutors chapter by chapter in preparation for each session or they can read the whole book at one time. Skills will be worked on week by week and will build cumulatively. The key ingredient is parental practice of the skills (approximately 50-60 minutes total per week).

5. Important guidelines for counselors to relate to parents regarding assignments for the sessions are: (a) parental practice of the skills is vital to developing an independent learner; (b) parents should work with the child 5 out of 7 days per week for 5-10 minutes per day but no more than 10 minutes (if a day is missed, they should just start again the next day); (c) only one parent should work with the child at a time, not two (the parents may alternate days, if desired).

6. The leader needs to assess how much review is appropriate at each session. The leader may need to be very concrete for some groups.

7. The leader may provide a supplemental reading list to parents, if desired (see Addendum B).

8. Activities with asterisks (\*) in the lesson plans are the most important ones to complete. However, leaders may select other activities or prepare their own.

9. Addendum A provides a brief resource list for counselors.

10. Addendum D provides a sample letter to parents that can be used to inform parents about a Parents as Tutors group. The letter contains specific information about the leader(s), the overall plan for the parent education group, the meeting dates and time, required materials, and returnable interest forms. The leader should make any necessary changes (e.g., the number of weeks the program will last, etc.).

Addendum A: Resource List for Counselors\*

Kits and Books

Dinkmeyer, D., & McKay, G. D. (1989). STEP: Systematic training for effective parenting (rev. ed.). Circle Pines, MN: American Guidance Service.

Muro, J. J., & Dinkmeyer, D. C. (1977). Counseling in the elementary and middle schools: A pragmatic approach. Dubuque, IA: Wm. C. Brown.

Popkin, M. (1983). Active parenting. Atlanta, GA: Active Parenting.

Vogler, D. E., & Hutchins, D. E. (1988). Parents as Tutors. Alexandria, VA: National Community Education Association.

Audiovisual Resources

Self-esteem in school age children. (Available from Self-Esteem Project, 3 Wallace Annex, VA Tech, Blacksburg, VA 24061-0431)

Where there's a will there's an A. (Available from Chesterbrook Educational Publishers, Inc., Paoli Corporate Center, 16 Industrial Blvd., Paoli PA 19301)

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\*The supplemental reading list for parents has additional resources for counselor use.

Addendum B: Supplemental Reading List for Parents

- Brooks, J. B. (1987). The process of parenting (2nd ed.). Palo Alto, CA: Mayfield Publishing.
- Canter, L., & Canter, M. (1989). Assertive discipline for parents (rev. ed.). Santa Monica, CA: Harper & Row.
- Dreikurs, R., & Soltz, V. (1964). Children: The challenge. New York: Hawthorn.
- Gordon, T. (1975). Parent effectiveness training. New York: New American Library.
- Greene, L. J. (1987). Smarter kids. New York: Ballentine Books.
- Kersey, K. C. (1983). Sensitive parenting. Washington, DC: Acropolis Books.
- Popkin, M. (1987). Active parenting: Teaching cooperation, courage, and responsibility. San Francisco: Harper & Row.
- Rich, D. (1988). Megaskills: How families can help children succeed in school and beyond. Boston: Houghton Mifflin.
- Rimm, S. B. (1990). How to parent so children will learn. Watertown, WI: Apple Publishing.
- Stainback, W., & Stainback, S. (1988). How to help your child succeed in school. New York: Meadowbrook.

Addendum C: Checklist of Parent Practices Related to Homework

Please read the items below and check whether you DO or DO NOT regularly engage in the activity.

| ACTIVITY (What I usually do now)   | Usually<br>DO | Usually<br>DO NOT |
|--|---------------|-------------------|
| 1. Establish routine/organization (provide space, time, eliminate distractions).....                 |               |                   |
| 2. Ask questions (listen accurately to the child's concerns).....                                    |               |                   |
| 3. Provide Motivation (Get the child interested, provide structure, & give encouragement).....       |               |                   |
| 4. Sit down with the child and stay until homework is finished.....                                  |               |                   |
| 5. Help the child set goals for study (what and why).....  |               |                   |
| 6. Help the child develop a plan for doing the homework assignment (How to do it).....               |               |                   |
| 7. Provide content-related help (Suggest answers for homework)....                                   |               |                   |
| 8. Other: Please specify other kinds of activities you engage in to help with your child's homework: |               |                   |

Addendum D: Sample Letter to Parents

Dear Parents,

Do you experience difficulty with your child at homework time? Is homework a hassle? Who is developing homework skills--parent or child? If some of these questions remind you of your family's experience with homework, you may be interested in participating in a parent education group that will help parents develop skill in working more effectively with the homework process. The group will begin on (day), (date), and continue for (six, nine, etc.) weeks. Parents will work on such things as using active listening, asking appropriate questions, and developing motivation. Parents will develop the framework for helping their children become independent learners. There are no instant answers for the homework hassle; however, parents can develop new patterns for dealing with the homework situation.

This group is especially designed for parents of elementary age children. Even parents with kindergarten through second graders can begin helping their children establish good study habits now, whether or not the children have homework yet. A short booklet, Parents as Tutors, will provide direction for the group. The only charge will be (amount) for the book. Discussion will be the main format of the group led by (name), the counselor in this school.

The group will begin meeting \_\_\_\_\_ and continue for  
(six, nine, etc.) weeks through \_\_\_\_\_ from 7:00-9:00 P.M. in  
the school (location). If you are interested in participating in this  
group, please fill out the information below and return to your child's  
teacher by \_\_\_\_\_. If you have any questions, please call

-----  
I would like to participate in the parent group to help parents work more effectively with the homework process. I understand it begins on (date) from 7:00-9:00 P.M. and will meet a total of (number) weeks.

Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Children's names and ages \_\_\_\_\_

I am not able to participate at this time but would be interested in this type of group in the future. Yes \_\_\_\_\_ No \_\_\_\_\_

## Syllabus for Parents as Tutors

### COURSE DESCRIPTION

This parent tutoring program provides teaching/learning practices with emphasis on helping parents develop practical skills for working with children more appropriately and effectively in the homework process.

### COURSE FOCUS

This parent education group places emphasis on practical ways for parents to help their children learn how to handle the homework process and become independent learners.

### TEXT AND REFERENCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.  
Other materials will be provided by the group leader.

### COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A).

1. complement school environment
2. perform active listening and response
3. personalize parent tutoring
4. promote child/student motivation
5. apply association learning
6. apply "tasking-out" content
7. apply goal seeking learning
8. reinforce child/student learning
9. promote independent learner status

### STUDENT CONTRIBUTIONS

Each parent will 1) attend the group sessions, 2) provide informal feedback on the sessions, 3) practice the parent tutor skills at home, and 4) provide feedback on the parent tutor sessions at home. Parents should plan to spend 5 - 10 minutes per day (no more than 10) using the skills with the child that were practiced during the parent group. As suggested in the text, a parent should be available to support the child in the homework process approximately 30 - 60 minutes per day. Only one parent should work with the child at any given time, but the parents may alternate carrying out this responsibility.

## COURSE EVALUATION

Each parent will complete an evaluation of the parent tutor program at the conclusion of the final session.

## COURSE SCHEDULE

The parent group meets two hours per week for 9 weeks. The instruction will generally follow the sequence of goals listed above. Canceled sessions will be rescheduled.

## Addendum A: Performance Objectives

1. Working directly with the child, the parent will complement school environment. Performance will be satisfactory if good study space is provided, a homework routine is established, and teacher instruction is supplemented through enrichment, remediation, and/or practice.
2. Provided with simulated content, the parent will perform active listening and response. Performance will be satisfactory if encouraging parent/child dialogue, using active listening, and asking questions is practiced in workshop exercises and used several times at home during the week. The practice should be consistent with the guidelines in Parents as Tutors.
3. Using Chapter 3 in the book, Parents as Tutors, the parent will personalize parent tutoring. Performance will be satisfactory if parent/child TFA patterns are assessed, if the parent builds on and supplements the child's TFA strengths, and if ideal parent tutor TFA patterns are used.
4. The parent will promote child/student motivation. Performance will be satisfactory if the parent provides motivation through encouragement, structure, and interest practices several times during the week, and if the practices are consistent with the guidelines in Parents as Tutors and the suggestions developed in class.
5. Working directly with the child, the parent will apply association learning. Performance will be satisfactory if the parent clarifies learner homework, identifies learner knowledge, and creates associations using the guidelines in Parents as Tutors.
6. Working directly with the child, the parent will apply "tasking-out" content. Performance will be satisfactory if content is broken down, smaller segments are taught, and academic components are combined using the guidelines in Parents as Tutors.
7. Working directly with the child, the parent will apply goal seeking learning. Performance will be satisfactory if the parent helps the child establish realistic goals and make a commitment to them using guidelines provided in Parents as Tutors.
8. Working directly with the child, the parent will reinforce child/student learning. Performance will be satisfactory if learning is reinforced and the reinforcement is consistent with the guidelines in Parents as Tutors and suggestions developed in the parent group.

9. The parent will promote independent learner status. Performance will be satisfactory if learner independence and the tutor process is assessed using guidelines established in the parent group.

## Weekly Lesson Plans

### Session 1

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:  
complement school environment

INSTRUCTIONAL TOPIC  
complementing school environment

PREREQUISITE(S)  
There are no prerequisites.

INTEREST APPROACH (time: 40 minutes)

It is very important to set the tone of this parent education group at the first session. The interest approach will take longer at this session to allow for introductions (possibly using an icebreaking activity) and a description of the overall program in addition to the objectives for this lesson.

1. The leader(s) will introduce herself/himself. The leader will then ask the parents to introduce themselves, tell their children's names and ages, and describe briefly what has brought them to this session: their needs, their frustrations, their successes, etc. The parent comments should pique interest and participation. Some questions the leader can ask to encourage sharing are: How do the homework arrangements and routines you currently use work in your family? What frustrations do you experience? What good things have occurred? How often do these problems/good happenings occur? Do other parents in the group have these same kinds of experiences? Do you want to establish or get rid of these types of experiences? (The counselor is developing baseline information and also helping parents see similarities and differences in their experiences.)

2. The leader should keep the introductions going and yet be sensitive to the group's need to share experiences with each other. Following introductions the leader should hand out the syllabus and books, describe the "Parents as Tutors" program, and indicate the remaining agenda for the session. (Several points the leader can make about the program are:

a. This program places emphasis on parent growth and support. It takes time and practice to help children learn the skills to become independent learners.

b. Research has indicated that parent involvement in children's education improves student achievement and attitudes. In addition, homework is the number one cause of conflict in the home (Henderson, 1988).

c. The syllabus components can be read with the participants. The leader may want to elaborate on course goals and parent contributions. There are nine course goals for this program. The goals are further elaborated in the performance objectives which indicate what the parents should be able to do as a result of attending each session and practicing the skills that were presented.

d. The goal for this session is "complement school environment". The agenda (see Notes) can be shared. Each subgoal is one of the session objectives.

#### PERFORMANCE OBJECTIVE

Working directly with the child, the parent will complement school environment. Performance will be satisfactory if good study space is provided, a homework routine is established, and teacher instruction is supplemented through enrichment, remediation, and/or practice.

#### PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

The interest approach provides a starting point. No pretest will be given unless the leader decides to do so. If desired, additional questions related to current homework practices regarding study space, routine (e.g., time, process, etc.), and enrichment/remediation skills can be asked. E.g., the leader may ask such questions as: 1) What happens in your house when your child brings in her homework? What routines do you currently have in place? How do these things work? What physical arrangements do you have established?

EXEMPTION TEST

No exemption test is offered.

#### LEARNING EXPERIENCES

SUBGOAL TOPIC: promote student space and routine.

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 25 minutes)

INSTRUCTOR PRACTICES

(It is recommended that activities with asterisks should be done first. The other activities can be done at the leader's discretion.)

\*1. The leader will provide an opportunity for the group to discuss the importance for the child to have a study space and routine. Alternative points of view will be explored.

\*2. The leader will give the parents an opportunity to make comments, ask questions, or share concerns related to establishing space and routine.

3. The leader will help the group create a list of alternative routines, including different study times and study spaces that might fit different families' needs and lifestyles. The ideas can be recorded on the flipchart.

4. The leader will role play with a parent volunteer (or the other counselor) how a parent might begin to help the child establish space and routine. (The group should be warned that the current process won't change instantly.)

ASSIGNMENTS (time: 0 minutes)

See last subgoal for assignment.

SUBGOAL TOPIC: supplement teacher instruction

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Problem Solving

METHOD OF DELIVERY: Discussion (time: 15 minutes)

INSTRUCTOR PRACTICES

\*1. After explaining that "supplementing teacher instruction" means "adding to" it, the leader will promote parent discussion of ways to supplement the teacher's instruction. The leader will ask if there are ways that the parents currently do this. The leader may want to ask some of the following questions: Are there other ideas they would like to try? What are parents' concerns or thoughts about supplementing teacher instruction? What questions do they have about supplementing teacher instruction?

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: enrich/remediate/practice student learning.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 15 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will ask the group to discuss what it means to provide enrichment, remediation, and practice skills to help children learn. The leader can indicate that enrich means to "stretch", remediate means to "strengthen", and practice means to "use". Parent discussion will be encouraged.

\*2. Parents will be asked to brainstorm ideas for enrichment, remediation, and practice skills that parents can use with children to help them in the learning process. These ideas can be recorded on a

flipchart. If the group needs help with brainstorming ideas, some are suggested below.

Enrichment: family trips (museums, planning, map-reading); family games (telling time, counting money, giving directions, math games, reading signs, reading license plates); reading and discussion; T.V. news; newspapers; cooking; drama; telling stories; projects; maps; globes; etc. Many of these ideas can be modified to provide remediation or practice activities.

#### ASSIGNMENTS (time: 60 minutes)

\*1. The parent will attempt skill performance by helping the child decide on study space and routine using the ideas suggested in the parent group session. Parents should be encouraged to spend 5-10 minutes daily (no more than 10) working with the child on figuring out space, routine, and possible rewards for doing homework more effectively. The leader should remind parents about being available for 30-60 minutes daily.

\*2. Read chapters 1 and 2 in the text.

3. During the week parents should notice opportunities that arise for supplementing the teacher's instruction and share these at the next group session.

4. During the week parents should identify ideas for enrichment, remediation, and practice that may help their children. They can share these ideas at the next session. During the week parents will brainstorm ideas for enrichment, remediation, and practice skills related to teaching/learning. The parents will share new ideas at the next session.

#### POST-TEST (time: 5 minutes)

No test will be given. Optional: the leader may choose to have the group evaluate this session.

#### REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association. Overhead projector and a transparency with definitions of enrichment, remediation, and practice (optional). Flip chart (optional).

#### NOTES

1. This organizational session will include some "housekeeping" chores, an explanation of the group process, and a description of this group in particular. Additional information about these items will be covered in the "Guidelines for Counselors".

2. This session, like all sessions, should include a 10 minute break at a convenient time after the first hour. Money for the books can be collected during the break. If desired, refreshments can be provided and/or parents can be encouraged to sign up to help with this. If parent information is needed, forms can be filled out during the break (see "Guidelines for Counselor").

3. This group session will mainly be motivational and will be an opportunity to gather information about parent practices, needs, and concerns related to the homework process. Parents will have an opportunity to see how the group process works and to test their "level of comfort" in sharing ideas. The leader may need to share "answer" or encourage the group to do so. The leader will need to balance concentrating on the objectives with allowing the group to share suggestions.

4. Asterisks (\*) in front of activities indicate those that should be done first during the session. However, group leaders can select other activities that are listed or create their own.

5. Suggested agenda for Session 1 (should be listed on flipchart):

- Introductory activity (Leader: this is the "interest approach)
- Overview of "Parents as Tutors"
- Session goal: complement school environment
- Objectives
  1. promote student space and routine
  2. supplement teacher instruction
  3. enrich, remediate, and practice student learning
- Assignment
- Session summary
- Session evaluation (optional)

A 10 minute break will be taken after the first hour.

## Session 2

### Parent Education Group: Parents as Tutors

#### LESSON PLAN FOR CONTENT GOAL: perform active listening and response

#### INSTRUCTIONAL TOPIC

performing active listening and response

#### PREREQUISITE(S)

There are no prerequisites

#### INTEREST APPROACH (time: 15 minutes)

\*1. The leader will present two vignettes of typical students. The group will then be encouraged to discuss differences, similarities, and implications for the homework process.

Vignette 1: Tim is a bright student who does his homework in the middle of the family room floor. He can watch T.V., carry on a conversation, talk on the phone, and complete his homework all at the same time. He is interesting, outgoing, gets mostly "A's", and is an independent learner.

Vignette 2: Jill is an independent learner who spends 2-3 hours per day studying in her room. She isolates herself from family interaction and requires silence in order to concentrate while doing homework. She gets mostly "A's" also. (Possible questions for leader use: What implications do these two vignettes for developing independent learners? What ideas do last week's objectives provide for dealing with different types of students?)

\*2. Review of previous session: Ten minutes is an appropriate amount of time (at least eventually) to directly work with your child on the homework process. Steps include:

a. At the beginning of the homework time, spend approximately 2 minutes asking the child, "What do you have to do?" Remind the child to feel free to ask questions rather than getting stuck while doing homework.

b. Provide about 5 minutes while the child is doing homework to answer questions. If the child has no questions, the parent may want to ask a couple of questions related to what the child said he had to do.

c. At the end of the homework time the parent may spend about 3 minutes reviewing the finished work and may ask, "What do you know now about what you have just done?"

3. Other leader review (optional): What ideas did you come up with this week for supplementing teacher instruction in terms of enrichment, remediation, and practicing skills?

\*4. Since the course goals build on each other, the leader may ask the group to share what happened related to last week's assignment and how it worked. The leader should also share this session's content goal, the performance objectives, and the agenda (see Notes).

#### PERFORMANCE OBJECTIVE

Provided with simulated content, the parent will perform active listening and response. Performance will be satisfactory if encouraging parent/child dialogue, using active listening, and asking questions are practiced in workshop exercises and used several times at home during the week. The practice should be consistent with the guidelines in Parents as Tutors.

#### PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level.

EXEMPTION TEST

No exemption test is offered.

#### LEARNING EXPERIENCES

SUBGOAL TOPIC: encourage parent-child talk.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will select a parent or ask the co-leader to participate in two role plays (which demonstrate positive and negative ways of communicating with the child about homework). The leader should play the parent role; the other person should play the child's role.

Role play 1: (In this role play all question should be followed by silence allowing the child to respond. The parent and child need to pick a time for this discussion when both can concentrate and be responsive. The time negotiation can be part of the role play. During the brief interaction the parent may also help the child sketch out the homework agenda. This role play should demonstrate a positive way of listening and questioning the child. Sample ideas for the "parent" follow. Use appropriate choices or make up your own.)

Parent: Tell me about your day at school. I'd like to hear about your day. What were two good things that happened at school today? What are two

new things you learned today ? What made today special for you? If the child responds with negative comments, the parent can ask the child to tell one thing that was special (good) and one that was difficult (upsetting, bad). E.g., what was best about today? What was worst?

Role play 2: (This role play should demonstrate a poor way to listen and respond. The "parent" should bombard the child with questions, interrupt, etc.)

Parent: What do you have for homework today? Do you have math? You need to start right away. Do you have spelling? You know that is your worst subject. How about English? Why don't you sit right down and start? Etc.

Following the role plays parents can discuss what worked, what did not work, and why. They can also discuss implications for positive way to talk with their children about homework and school. (This idea is similar to #2 below.)

2. The leader will ask the parents to suggest guidelines for talking in encouraging ways to their child. What are the pitfalls to avoid? What are some things that have worked well? Ideas may be listed on the flipchart.

3. The leader will have parent pairs role play a parent and child. The parent is to encourage the child to tell him/her about something special. Discussion should last about a minute. The parents will switch roles. After another minute they will give each other feedback (discuss what occurred, what was easy, what was difficult, etc.). This exercise can be done with the whole group or in breakdown groups.

4. The leader should allow time for questions and concerns to be shared regarding the topic.

ASSIGNMENTS (time: 0 minutes)

See last subgoal for assignment.

SUBGOAL TOPIC: use active listening.

DOMAIN: Psychomotor LEVEL: Practice

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Proficiency Exercise (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. Leader presentation (didactic segment): There is a link between what is said and how it is said. What is said may contribute less than 10% of the message. About 40% of the message is contributed through vocal characteristics such as pitch, volume, speed, etc. About 50% of the message is contributed through body language such as gestures, expression, posture, etc.

Thus, the parent tutor must engage in active listening and accurate responding to both verbal and nonverbal content. Accurate response calls for listening carefully, not interrupting, using silence as a means for both the parent and child to process messages, making clarifying statements, and asking appropriate questions (see next subgoal).

\*2. Ask parents to share some typical situations related to the homework process in which they have inaccurately or accurately interpreted the messages from their children. Some of these situations can be roleplayed, if desired. The leader can ask what implications these situations offer for accurate interpretation of messages and parental response.

3. The leader can model use of silence through role play, if desired. The leader will then ask the parents to share some reasons for using silence after asking the child a question. General discussion about the "pro's and con's" of silence should follow.

4. The leader will assign 3 parents to a team. Each parent will be given the role of parent, child, or observer. The assignment for the parent is to ask the child questions and wait at least 3-5 seconds after the child's response before asking another question. The parent should do this for about one minute. The observer should briefly give feedback on the amount of silence she notes and the results of the silence. Then the group should switch roles until each has served in each role. As a large group everyone can process the experience of using silence and whether it helped provide more accurate questions and response.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: ask open and closed questions.

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Proficiency Exercise (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will involve the group in a discussion and demonstration of open and closed questions. The leader can have information from pp. 6 & 7 of the text on a transparency or ask parents to refer to the text. Several volunteers (or the co-leader) will be asked to demonstrate use of these types of questions while the leader charts the question beginnings (e.g., do, is, how, what, etc.). The group will be given the opportunity to discuss the value and purpose of each (what kinds of answers are given for each type of question).

2. The leader will have the parents divide into groups of three to practice asking open and closed questions. One person will act as observer and then give feedback. The roles will be switched until each person asks questions, responds, and observes. Full group discussion will follow the breakdown groups.

ASSIGNMENTS (time: 60 minutes)

\*1. The parent should spend approximately 10 minutes daily with the child encouraging the child to talk, practicing active listening, asking appropriate questions. This can be done simultaneously with helping the child organize and prepare for doing homework. Parents can share their experiences at the next session.

\*2. Read chapter(s) 3 (and 4) in the text.

POST-TEST (time: 5 minutes)

No test will be given. The leader may ask the parents to complete an evaluation of this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Flipchart.

Overhead projector and transparency of types of questions from pp. 6 & 7 (optional).

NOTES

1. This lesson involves lots of practice of skills related to active listening and responding. Accurate feedback given in a positive way is important. A sense of trust must be present in the group. The leader will be modeling the desired group behaviors and giving positive reinforcement.

2. If the leader is using a 6 session format, subgoals 1, 2, and 3 may be combined and presented in approximately one hour, allowing about 30 minutes to introduce concepts from Session 3 (TFA). TFA concepts fit nicely with subgoal #2 (active listening) of this lesson. The messages parents and children give and receive have a lot to do with their TFA (thinking, feeling, acting) patterns in a given homework situation (or in any situation).

3. The suggested time limits for each subgoal should be increased if a 9 session format is used.

4. Suggested agenda for Session 2 (This may be changed if Session 2 and part of Session 3 are combined.):

--Introductory and review activities

--Session goal: perform active listening and response

--Objectives:

1. encourage parent/child talk
2. use active listening
3. ask open and closed questions

--Assignment

--Session evaluation (optional)

A 10 minute break will be taken after the first hour.

### Session 3

#### Parent Education Group: Parents as Tutors

#### LESSON PLAN FOR CONTENT GOAL: personalize parent tutoring

#### INSTRUCTIONAL TOPIC

personalizing parent tutoring

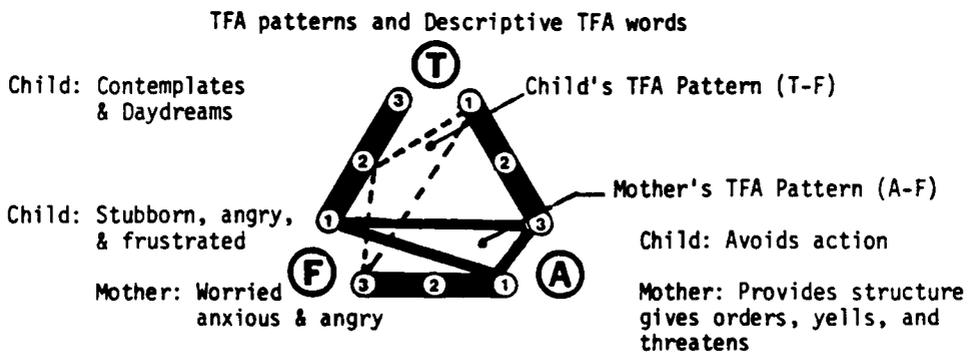
#### PREREQUISITE(S)

There are no prerequisites.

#### INTEREST APPROACH (time: 20 minutes)

1. To provide a brief review of the previous session, the leader may ask, "What do you need to know and be able to do to perform active listening and response? What kinds of things did you do this past week with your child that provide examples of good listening and response?"

\*2. The leader will present a brief explanation about behavior. E.g., "Behavior includes how one thinks, feels and acts. Everyone uses these three aspects of behavior in unique ways depending on the current situation. To demonstrate this, I am going to map a mother and child's behavior patterns in a tense homework situation. The TFA (thinking, feeling, acting) triangle allows us to map the patterns." (Patterns for example are shown below.)



"The child thinks a lot about the homework and has strong feelings but takes almost no action toward accomplishing the work. The mother has strong feelings and actions. She is angry; she yells

(action)." Descriptive words and phrases explain the thoughts, feelings, and actions of the mother and child. The group can help come up with these descriptors, if desired. The leader can ask the group to discuss what they see in the two patterns. How do they perceive the mother and child getting along? What does the group think should be done to remedy problems in the homework process? These questions lead directly to the three objectives for the evening which will provide answers for this situation and the group's own homework situations. (This is a good time to describe the goal and objectives for the session. See Notes for agenda.)

#### PERFORMANCE OBJECTIVE

Using Chapter 3 in the book Parents as Tutors, the parent will personalize parent tutoring. Performance will be satisfactory if parent/child TFA patterns are assessed, if the parent builds on and supplements the child's TFA strengths, and if ideal parent-tutor TFA patterns are used.

#### PREASSESSMENT

##### STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level. However, a brief review (found in the "interest approach") will give all participants the same basic starting point.

##### EXEMPTION TEST

No exemption test is offered.

#### LEARNING EXPERIENCES

SUBGOAL TOPIC: determine parent and child TFA patterns in the homework situation

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Demonstration (time: 40 minutes)

##### INSTRUCTOR PRACTICES

(The "interest approach" provides a good introduction to determining parent/child TFA patterns in the homework situation.)

\*1. After handing out copies of the TFA triangle (Attachment #1), the leader will ask parents to describe their behavior and their child's behavior in the homework situation. The leader will ask appropriate stimulus questions in terms of thinking, feeling, and acting (see text) to help parents chart the child's and their own patterns. Several examples can be placed on a flipchart. (It is suggested that parents map the parent and child patterns for the

homework situation but not the "general" patterns that the book describes because confusion may arise.)

\*2. The parents will write brief descriptions of their own thoughts, feelings, and actions in the homework situation (as in the example in the "interest approach"). They will do the same for their child. They will then diagram the parent and child TFA patterns on the triangle. The leader will verbally guide the group through this process. Time will be allowed for questions and sharing. Parents may share their parent/child TFA patterns (as many as time permits). The leader can place these on a flipchart. All examples can be used in the next subgoal (building on and supplementing TFA strengths).

ASSIGNMENTS (time: 10 minutes)

See last subgoal.

SUBGOAL TOPIC: build on and supplement the child's TFA strengths

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 25 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will emphasize that no pattern is better than any other. However, it is helpful to recognize the individual differences in TFA patterns for parent and child and use that understanding to help the parent work more effectively with the child. E.g., if the parent is highly thinking and the child highly feeling, the parent may work more effectively by starting with the child's feelings and moving him gradually to appropriate thinking.

\*2. Supplementing the strength (e.g., feeling) occurs by moving from the area(s) of strength in the TFA pattern to the other areas (e.g., thinking and acting). Using the example in the "interest approach", the leader can help the group look at the child's strengths and determine how the parent can intervene and supplement the child's strengths. In the example the child's TFA strengths are thinking and feeling. The parent can intervene in either of those areas. E.g., the parent can acknowledge the child's negative feelings and ask how he would like to feel instead. Then the parent can move to thoughts by asking questions about what the child needs to do to feel better and what he needs to know to do those things. (Examples of questions to start asking, depending on the child's TFA strengths, are provided in Attachment #2 and on p. 19 of the text. Attachment #2 can be used as a handout, if desired.) Finally,

the leader can suggest questions (or have the group do so) that encourage building a plan of action.

\*3. After using the "interest approach" example, the leader can take the previous parent examples and have the group brainstorm possibilities for building on and supplementing the child's TFA strengths. The leader can use as many examples as time permits. (Spending less time on each example in order to look at more is preferable to spending a lot of time on one or two.)

4. Alternate plan for this subgoal: Using an overhead projector and a transparency of page 19 in the text, the leader will teach the group how to build on the child's TFA strengths. Parents will be asked to share their children's patterns and brainstorm ways to build on their strengths. These ideas can be listed on the flipchart.

5. Parents will be given an opportunity to ask questions and share ideas.

ASSIGNMENTS (time: 10 minutes)

See last subgoal.

SUBGOAL TOPIC: use ideal parent-tutor TFA pattern

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Proficiency Exercise (time: 25 minutes)

INSTRUCTOR PRACTICES

\*1. Play a 15 minute segment of the audiotape, "How to Listen so Kids Will Talk and How to Talk so Kids Will Listen". The leader may choose an appropriate segment or use the recommended segment which provides a description of four ways to empathize with your child.

2. The leader will divide the group into teams of three (or use any configuration desired) to role play vignettes provided by the leader or examples provided by the participants. Role plays should demonstrate how ideal parent-tutor TFA patterns build on and supplement child TFA strengths. Discussion by the whole group can follow.

3. The leader will determine informally the group's understanding of TFA and its applicability to the homework situation and to other life situations. The group should be given time in future sessions to discuss these concepts.

ASSIGNMENTS (time: 60 minutes)

\*1. Parents will be asked to observe their own behavior in the homework process during the week. At least twice they should ask the child questions that

build on the child's perceived TFA strength. The parent should evaluate the results of this practice.  
\*2. Read chapter 4 in the text.

POST-TEST (time: 0 minutes)

No test will be given. The leader may ask the group to evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors.  
Alexandria, VA: National Community Education Association.  
Vignettes for role play situations (optional).  
Flipchart.  
Overhead projector and transparencies (optional).  
Audiotape: "How to Listen so Kids Will Talk and How to Talk so Kids Will Listen".

NOTES

1. This lesson is particularly useful to understanding and using other concepts in the parent-tutoring process. The parents should demonstrate understanding through their TFA assessments and discussion during the group session.

2. If the leader is using a 6 session format, the "interest approach" and subgoal 1 can be combined and used in Session 2 as an introduction to TFA. At the next session the leader can use the examples shared previously to help parents learn how to build on and supplement child TFA strengths. The audiotope (subgoal 3) can be played at any session. The asterisked (\*) activities are most important for accomplishing this lesson's content goal.

3. Suggested agenda for Session 3 (if offering this lesson as one full session):

--Review and introductory activities

--Session goal: personalize parent tutoring

--Objectives:

1. determine parent/child TFA patterns in the homework situation

2. build on and supplement the child's TFA strengths

3. use ideal parent-tutor TFA patterns

--Assignment

--Session summary

--Session evaluation (optional)

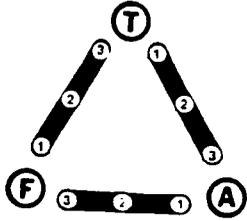
A 10 minute break will be taken after the first hour.

Session 3 - Attachment 1

Person: \_\_\_\_\_

Situation: \_\_\_\_\_

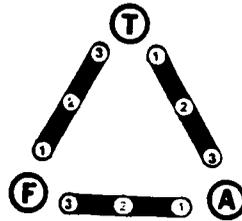
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Person: \_\_\_\_\_

Situation: \_\_\_\_\_

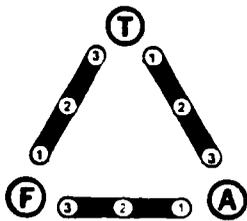
\_\_\_\_\_



Person: \_\_\_\_\_

Situation: \_\_\_\_\_

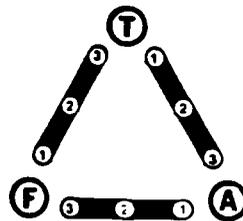
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Person: \_\_\_\_\_

Situation: \_\_\_\_\_

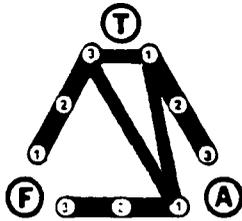
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Session 3 - Attachment 2

INTERPRETING AND BUILDING ON TFA PATTERNS OF BEHAVIOR IN THE HOMEWORK SITUATION\*

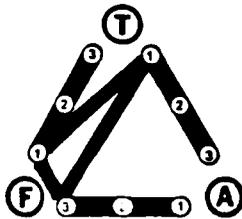
Sample TFA Patterns



A person who thinks a lot and takes action, but often does not consider the feelings of others.

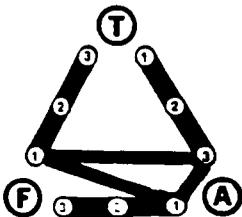
Possible ways to intervene through T, F, or A (Thinking, Feeling, or Acting).

- ⓧ 1. Ask questions about what needs to be done.
- 2. What do you need to know to do the task?
- 3. What kinds of things do you need for the task?
- 4. Is it important to complete this work?



A person who thinks a lot about the situation, feels very strongly, but is slow to take action.

- ⓧ 1. Acknowledge the feelings.
- 2. Ask about the feelings:
  - a. What are your feelings?
  - b. How would you like to feel?
- 3. Let the person have time out to collect herself before making a plan and taking action.



A person who acts quickly without thinking and has strong feelings.

- ⓧ 1. Based on what you said, what is your plan of action?
- 2. What is your goal?
- 3. How can you reach your goal?
- 4. Let's list the steps for your plan.
- 5. At what point shall we check with each other?

-----  
 \* Intervention with the parent starts where the TFA pattern is the most dominant (either T, F, or A) and progresses sequentially to the least dominant (or latent) area.

## Session 4

### Parent Education Group: Parents as Tutors

#### LESSON PLAN FOR CONTENT GOAL: promote child/student motivation

INSTRUCTIONAL TOPIC  
promoting child/student motivation

PREREQUISITE(S)  
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)  
(Depending on how many sessions are being held, the leader may want to incorporate some review of the previous session, use half of this session to provide content from Session 3, or devote this entire lesson to Session 4 concepts.)

The leader will ask the parents to think of a time when they were in school that they really became excited about learning something. Where were they? What happened to create that excitement? Was it something the teacher or someone else did? Have the group share some of these experiences. A discussion of motivation may follow. The leader may want to discuss the meaning of motivation (see the first paragraph on p. 22 in the text). The leader can then share the agenda for the session including reading the performance objective.

PERFORMANCE OBJECTIVE  
The parent will promote child/student motivation. Performance will be satisfactory if the parent provides motivation through encouragement, structure, and interest practices several times during the week and if the practices are consistent with the guidelines in Parents as Tutors and the suggestions developed in class.

#### PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)  
No starting point pre-test.

EXEMPTION TEST  
No exemption test is offered.

#### LEARNING EXPERIENCES

SUBGOAL TOPIC: apply encouragement to motivation  
DOMAIN: Affective LEVEL: Distinguish  
THEORY OF LEARNING: Stimulus-Response-Reinforcement

METHOD OF DELIVERY: Discussion (time: 50 minutes)  
INSTRUCTOR PRACTICES

\*1. The leader will ask the parents to think about how they normally request that chores be done by their children. What is the typical response? What method and words work best to get the jobs done? What approaches stimulate future cooperation?

\*2. The leader will further stimulate discussion of encouragement as a motivational technique by asking the parents to share the things they do and say that are most effective in motivating their children. These may be listed on the flipchart. (If the leader needs "starter" ideas, some are provided in the text and some can be found in the Notes (see #3.)

\*3. The group will watch a video on self-esteem prepared by the Family and Child Development Dept. at VA TECH (or the leader may substitute other appropriate audiovisual material related to self-esteem).

ASSIGNMENTS (time: 0 minutes)  
See last subgoal.

SUBGOAL TOPIC: apply structure to motivation

DOMAIN: Affective LEVEL: Awareness

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. After explaining how structure affects motivation (see text, p. 23), the leader will help the group brainstorm ways in which parents can provide structure practices to motivate their children. These may be listed on the flipchart. "Starter" ideas can be found in the text and in the Notes (see #3).

2. Some role play situations can be enacted to demonstrate how structure practices can provide motivation. (The counselor can come up with suggestions from the parent examples.)

ASSIGNMENTS (time: 0 minutes)  
See last subgoal.

SUBGOAL TOPIC: apply interest to motivation

DOMAIN: Affective LEVEL: Distinguish

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. Referring to the initial activity of the evening when each person thought of a time when they were really excited (motivated) about learning, the leader will help the group explore how interest affects motivation by asking them to decide on the interest

approach their teacher may have been taking. (There may also be structure or encouragement practices.)

2. Dividing the group into teams of three (optional), the leader will ask the group(s) to come up with some interest approaches to motivation. The group(s) will be asked to share these with everyone. The ideas may be put on a flipchart and the leader can offer to provide copies of these at the next session (optional). "Starter" ideas for interest practices are provided in the text and in the Notes (see #3).

#### ASSIGNMENTS (time: 60 minutes)

\*1. For 5-10 minutes per day several times during the week, the parents will use encouragement, structure, and interest practices to provide motivation. E.g., the parent may try things such as accepting the child's ideas, asking thought questions, challenging the child to set goals, or relating new ideas to things that are already known. Parents should review and evaluate their use of these practices after trying them to determine what works best with their child.

\*2. Read chapter(s) 5 (and 6) for next time.

#### POST-TEST (time: 5 minutes)

No test on this material. The leader may ask the parents to evaluate this session, if desired.

#### REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors.

Alexandria, VA: National Community Education Association.

Flipchart.

Overhead projector and transparencies.

VCR and video on self-esteem: "Self-Esteem in School Age Children". (Available from Self-Esteem Project, 3 Wallace Annex, Virginia Tech, Blacksburg, VA 24061-0431.)

#### NOTES

1. Depending on how many sessions are offered, the content in this session can be divided into the 3 subgoals or can be combined into one objective: "apply encouragement, structure, and interest practices to motivation". The content can be presented in approximately one hour and the remaining content from Session 3 (which can be split up between Sessions 2 and 4) can be provided in the other hour.

2. The video should be used if it is available. Other audiovisual material related to self-esteem and/or motivation may be substituted.

3. Miscellaneous content ideas that may be inserted in Session 4 (if desired) are:

--Some cues for motivation problems

1. Parent has trouble getting child to do homework.
2. Homework is a persistent problem.
3. Child is interested in everything but homework.
4. Child is bored before homework is finished.
5. Child is easily distracted from homework.

--Ideas for motivating children through:

1. Encouragement practices--sincere acknowledgement, compliments, find out about child's feelings, attention/praise, family celebrations, learning with the child, brag within child's hearing, build on child's strengths, intrinsic rewards, affection, accept child and her attempts.
2. Structure practices--change the name to something appealing, break down task into smaller parts, spend 5-10 minutes discussing plans and their importance, make charts, plan rewards, make agenda, ask questions, set goals, check up on homework, set time limits, have a routine.
3. Interest practices--relate the homework to real life, use humor, make the work come alive through enthusiasm, arouse curiosity, provide personal interest, share your interests, let child teach the parent or other children, provide hands-on experiences, make up games, visit places being studied.

4. Suggested agenda for Session 4 (if offering this lesson as one full session):

--Introductory activities (and review, optional)

--Session goal: promote child motivation

--Objectives:

1. apply encouragement to motivation
  2. apply structure to motivation
  3. apply interest to motivation
- (Option: all 3 can be combined)

--Assignment

--Session summary

--Session evaluation (optional)

A 10 minute break will be taken after the first hour.

## Session 5

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:  
apply association learning

INSTRUCTIONAL TOPIC  
applying association learning

PREREQUISITE(S)  
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)  
(This session can stand alone or be combined with Session 6. If the two lessons are done together, each should be allotted one hour.)

1. The leader may provide a brief review of motivation, if desired. Parents may want to share some of the motivation practices they tried and what practices worked best with their child. The group can categorize the ideas into encouragement, structure, and interest practices.

\*2. Following the review, the leader will ask the group a series of questions to which they should supply the answers. Sample questions are: How many colors are in the rainbow? (7) Can you name them in order? (Hint: Roy G. Biv) How many Great Lakes are there? (5) Can you name them? (Hint: Homes) Can you name the planets in order? How? (MVEMJSUNP)

People often remember information like this by using association which occurs by relating new information to already known information through (a) likenesses, (b) differences, and (c) spatial relationships. The examples given use the first letter of each thing to be remembered to produce an acronym (e.g., HOMES).

\*3. The leader can give the group an opportunity to name other memory devices and put the suggestions on a flipchart. Ideas can be added during the session.

4. Alternative introduction for this session: The leader will begin the session by placing several acronyms on the flip chart. She will ask the group if anyone can identify and explain these. The group will be asked to share other acronyms. The leader will ask what the purpose is for using these. Relate this to the lesson for this session.

\*5. The leader can share the agenda and the performance objective(s) for the session. (Sessions 5 and 6 can be combined, if desired.)

#### PERFORMANCE OBJECTIVE

Working directly with the child, the parent will apply association learning. Performance will be satisfactory if the parent clarifies learner homework, identifies learner knowledge, and creates associations using the guidelines in Parents as Tutors.

#### PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level.

EXEMPTION TEST

No exemption test is offered.

#### LEARNING EXPERIENCES

SUBGOAL TOPIC: clarify the assignment

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Discussion (time: 10 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will guide the group in a discussion of ways to clarify a child's homework assignment. The leader will ask them to identify positive and negative ways to get the same information. These ideas will probably relate to topics discussed in previous sessions (e.g., using active listening and responding). Role play may be used to demonstrate some of the techniques.

2. The leader will ask the group to share personal examples that illustrate techniques for clarifying their child's homework assignment. Ask what has worked and what might be improved.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: identify learner knowledge

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Demonstration (time: 10 minutes)

INSTRUCTOR PRACTICES

1. The leader will ask the group to develop a list of questions for identifying what knowledge the child already has about the assignment. The group can refer to p. 28 for sample questions related to different

subject areas. The leader can provide a sample assignment (e.g., a social studies' lesson on U.S. explorers). The group can brainstorm questions to ask. The ideas can be put on the flipchart.

2. The leader may ask the group to further consider how to ask the questions, how to provide reinforcement, how to motivate, etc.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: create associations

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Discussion (time: 30 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will briefly describe association learning and explain how associations are formed through similarities, differences, and spatial relationships (see p, 26, first paragraph. The leader can ask the group to discuss how parents and children can come up with associations. The group can brainstorm different types of associations (pp. 29-32 offer many suggestions including mnemonic devices, acronyms, tables, figures, contrasts, similarities, etc.). They can also brainstorm specific examples. The ideas can be written on the flipchart.

2. Working with the whole group or dividing the group into teams of three (preferably grouping parent by ages of children), the leader will assign subject areas with specific tasks (like math--division) to each group and ask them to develop associations by identifying similarities, differences, and/or spatial relationships (contiguities). (The group can come up with their own assignments, if desired.) The groups can share the ideas. The information can be placed on a flipchart and the leader can indicate willingness to distribute copies the following week (optional).

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: use associations

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Proficiency Exercise (time: 40 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will introduce and do a simulation with the group of a couple of association games that parents can do with their children. "Mind mapping" is a super review technique. A large circle is drawn and a concept is written in the center. The learner

freely associates facts and ideas that relate to the central concept (likenesses, differences, and spatial relationships). The information is put in circles that come off rays from the big circle. This is called stringing and chunking of information (see attachment for an example). This concept can also be used to help children with writing paragraphs.

"Instant replay" recreates a situation or process that can be seen and replayed in the mind's eye in the exact order, time, or place as it first was observed. E.g., "recreate the photosynthesis process in your mind's eye. Now draw that process on paper in the order in which you saw it." The end result is a figure or diagram that sets up a spatial relationship. It is a good technique to use with a scientific process or anything that has specific, orderly steps involved (see attachment for an example).

\*2. The leader may briefly discuss the types of knowledge that test questions get. True/false (likenesses, differences) and completion questions usually provide "facts". Matching and short answer questions provide "understanding". "Application", often provided through essay and multiple choice questions, is rare with association learning.

3. Building on the previous discussion the leader can promote a frank discussion by the parents of possibilities and roadblocks in using association. Parents should help each other process these ideas. The leader can also ask the group to think of ways to help the child come up with associations.

#### ASSIGNMENTS (time: 60 minutes)

\*1. Spending 5-10 minutes a day, the parent will combine the tasks for applying association learning. Parents should choose a target subject with the child and then clarify the assignment, identify the child's knowledge, and help create associations where needed. An informal evaluation of how the process worked with the child may follow the practice.

\*2. Read chapter 6 in the text.

#### POST-TEST (time: 5 minutes)

No test for this session. However, the leader may ask the parents to evaluate this session, if desired.

#### REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association. Flipchart.

Overhead and transparencies that include examples of acronyms  
(optional).  
List of acronyms.

#### NOTES

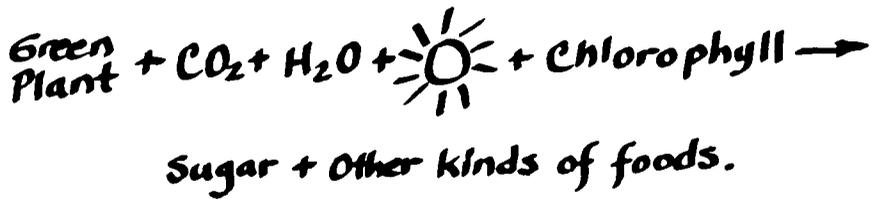
1. This session may not be as lengthy as some of the previous ones. The leader may want to review concepts from the previous sessions and ask participants how they can use all the major concepts to date with their children without actually increasing the amount of practice time spent (10 minutes) daily. All the concepts allow for cumulative learning. The leader can also ask if there are special concerns which the rest of the group may be able to respond to.
2. As noted earlier, Sessions 5 and 6 can be combined. Some of the objectives will need to be skipped, combined with others, or shortened.
3. Suggested agenda for Session 5 (if offering this lesson as one full session):
  - Review and introductory activities
  - Session goal: apply association learning
  - Objectives:
    1. clarify the assignment
    2. identify learner knowledge
    3. create associations
    4. use associations
  - Assignment
  - Session summary
  - Session evaluation (optional)A 10 minute break will be taken after the first hour.
4. Miscellaneous content that may be inserted in Session 5.
  - Cues for when and where to use association:
    1. Child has spelling problems.
    2. Child reads but doesn't comprehend.
    3. Child can't recall facts.
    4. Memorization is a traumatic experience.
    5. Nights before tests are really long.

Mind Mapping Example



Instant Replay Example:

PHOTOSYNTHESIS



## Session 6

### Parent Education Group: Parents as Tutors

#### LESSON PLAN FOR CONTENT GOAL: apply "tasking-out" content

#### INSTRUCTIONAL TOPIC

applying "tasking-out" content

#### PREREQUISITE(S)

There are no prerequisites.

#### INTEREST APPROACH (time: 15 minutes)

\*1. The leader can ask how the group used association learning during the past week. After some sharing, the leader can ask the group to describe how each of the content goal areas they have been working on are building on each other.

\*2. The leader should share the agenda for the evening (see suggested agenda in the Notes). It includes the content goal and the objectives (subgoals) for the evening. The performance objective can also be read.

\*3. Before beginning the learning experiences, the leader can ask the parents to indicate some of the major projects their children have had to do. These can be listed on a flipchart (for use later in the session).

4. Alternate suggestion for the interest approach:  
The leader will tell the group they are going to write a paper. The first thing needed is a topic. The group will be asked for suggestions. (The leader should be prepared with a topic if the group has none.) Next the group will be asked to brainstorm three or four major ideas that could be elaborated on later. Finally the group of parents will be divided into four small groups and asked to come up with 3 or 4 points that will explain the main idea that was assigned to their group. The groups will be allowed two minutes to work since the idea is to emphasize the ease and rapidity with which an assignment can be broken down and combined again. When the groups are called together again, they will be asked to share three ideas that explain their main idea. When each group has shared and the ideas have been inserted in brief form under the main ideas on the flipchart, the group will be told that they have just participated in an assignment where a task was broken into smaller parts, the smaller jobs were done, and then the parts were combined into a whole.

The group will be told that having just participated in "tasking out" content, they will learn how this process can be helpful to their children and how to apply it easily.

#### PERFORMANCE OBJECTIVE

Working directly with the child, the parent will apply "tasking-out" content. Performance will be satisfactory if content is broken down, smaller segments are taught, and academic components are combined using the guidelines in Parents as Tutors.

#### PREASSESSMENT

##### STARTING POINT PRE-TEST (time: 0 minutes)

There is no starting point pre-test; however, the review in the interest approach will provide a common starting point for parents.

##### EXEMPTION TEST

No exemption test is offered.

#### LEARNING EXPERIENCES

##### SUBGOAL TOPIC: breakdown content

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 30 minutes)

##### INSTRUCTOR PRACTICES

\*1. The leader will refer to examples of assignments (major projects) their children have been given. These all had more than one task for the children to accomplish. What type of response did the children have? Were they confused? Did they know exactly how to proceed? Did the parents have to help? What were the results?

\*2. After the group shares their experiences, the leader will offer ideas on how to help children break down content. Referring to the text the leader can remind the group that it is not necessary to break down a task if the child can accomplish it without doing so.

The leader should indicate that task statements are most effective when they are very simple. Thus, using a present tense action verb and a direct object clarifies concisely and simply what needs to be done (see text, pp. 35-36). The most important questions to ask when developing task statements for a bigger task of project are:

1. What does the child need to know to (specify the content)?

2. What does the child need to be able to do to (specify the content)?

The leader can indicate that specific topics like single digit addition, double digit addition, spelling words, studying for a social studies test, etc., as well as major projects may need to have the task broken into simple parts.

Taking one of the major project examples, the leader will ask the group to brainstorm ways the project could be broken down into simpler tasks for the children. The leader can remind the group that while specific tasks may not seem to be related to the age group their child is in, most of the ideas can be generalized for children in the elementary grades.

When breaking down content into simpler tasks, the parents should be sure to ask the two important questions above. Other questions that can be asked are:

1. What does the child already know to begin the process?

2. What kinds of things are unknown?  
(The previous 2 questions are classified as association learning. "Tasking out" content involves making associations because the parts have a relationship to the whole.)

Once parents have brainstormed the tasks for a project, they can put the tasks in a meaningful order. The leader should list the ideas on a flipchart. The leader can refer to #4 in the Notes for an example of "tasking out" a project.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote mastery of component parts.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will refer to the project and its tasks. The leader can ask the group to describe how the child would demonstrate mastery of each part. In many cases there will be a tangible result. In some cases the child may need to use a check-off system (chart), be quizzed, use association, etc. E.g., if the child has to learn 10 spelling words, the parent could ask the child to spell them. With double digit division, the parent could ask the child to demonstrate how one problem is done.

\*2. The leader will have the parents brainstorm ways a child can demonstrate mastery of parts (individual tasks). These can be listed on a flipchart.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote combining component parts

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 40 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will remind the group that there are three parts to tasking out content: breaking down content into its component parts, promoting mastery of the parts, and combining the parts again. There are two ways to combine parts--from general to specific and specific to general (see text, pp. 37-38). The parents may discuss ideas for doing this.

\*2. The leader will show selected portions of a videotape for parents of elementary children, "Where There's A Will There's An A". The tape provides ideas for parents to work more effectively in the homework process with their children. The video is available commercially (see references). A good segment to show starts with the section on writing and continues through science, approximately 20 minutes. The leader can substitute another video or activity for this one.

\*3. The leader will allow some time for processing the videotape. The leader will ask what ideas were suggested for breaking down content effectively.

4. Optional: Dividing the parents into groups of three (according to ages of their children), the parents will be given or come up with sample assignments their children might bring home. The parents will be asked to brainstorm ways they could help the child break down content into component parts, master those parts, and recombine them. The parents will return to the group and share their ideas. These can be put on the flipchart. Copies can be made and distributed at the next session, if desired.

ASSIGNMENTS (time: 60 minutes)

\*1. Having completed this session, the parents will be asked to spend 5-10 minutes (no more than 10) talking with their child about homework. The emphasis this week should be on "tasking-out" content, using the three parts of that process. The cumulative learnings from the previous sessions can be combined in this process. Parents should informally evaluate their progress on "tasking-out."

\*2. Read chapter(s) 7 (and 8) for the next time.

POST-TEST (time: 5 minutes)

No test for this session. However, the leader may have the parents evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D.E., & Hutchins, D.E. (1988). Parents as tutors.

Alexandria, VA: National Community Education Association.

Overhead projector.

Flip chart.

VCR and videotape, "Where There's a Will There's an A". Available from Chesterbrook Educational Publishers, Inc., Paoli Corporate Center, 16 Industrial Blvd., Paoli, PA 19301. (\$69.95 plus shipping)

NOTES

1. It is hoped that with this session as with all the sessions the application of the concepts presented is combined with all others and used appropriately. In other words it may not always be appropriate to task-out content. Association, asking questions, or using encouragement may be sufficient. The leader should encourage the parent to talk with their child daily about homework concerns, but they should use their own good judgment on the most appropriate approach.

2. While a videotape is recommended, it can be omitted if not available or a substitution can be made.

3. Suggested agenda for Session 6 (will need to be modified if Sessions 5 and 6 are combined):

--Review and introductory activities

--Session goal: apply "tasking out" content

--Objectives:

1. breakdown content

2. promote mastery of component parts

3. promote combining component parts

--Assignment

--Session summary

--Session evaluation (optional)

A 10 minute break will be taken after the first hour.

4. Miscellaneous content ideas that may be used with Session 6:

--Cues for times when "tasking out" may be needed:

1. Child appears overwhelmed or frustrated.

2. Child doesn't know where to start.

3. Child doesn't know what's important.

4. Child doesn't see the big picture.

5. Child doesn't break large tasks into parts.

--Example of "tasking out" a major project in social studies: report on a president.

1. select president
2. gather information
3. decide on resources
4. read information
5. take notes
6. organize information
7. put information in order
8. make an outline
9. fill in details
10. write report
11. edit report
12. write final draft

## Session 7

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:

apply goal seeking learning

INSTRUCTIONAL TOPIC

applying goal seeking learning

PREREQUISITE(S)

There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)

\*1. The leader will ask, "What have you been doing with your children related to the homework process during the last few weeks?" This question should lead to a brief review of some of the homework practices including active listening, association learning, and "tasking out" content. The leader or a member of the group may be able to comment on the cumulative nature of the learnings that have been practiced. The leader may mention that chapters 5 - 8 discuss ways that we help our children learn.

\*2. The leader will then ask the parents to share goals they have set during their lives. These can be listed on the flipchart. The leader can help them explore the difference between long and short term goals.

PERFORMANCE OBJECTIVE

Working directly with the child, the parent will apply goal seeking learning. Performance will be satisfactory if the parent helps the child establish realistic goals and make a commitment to them using guidelines provided in Parents as Tutors.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point pre-test. The review in the interest approach provides a common starting point.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: promote goal-setting

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Demonstration (time: 30 minutes)

## INSTRUCTOR PRACTICES

### \*1. Didactic segment:

The leader will indicate that the concept of goal seeking is to help the child set goals, adjust the goals for realism, and help the child make a commitment to the goal. A goal is made up of a present tense action verb (specifies action) and a direct object (specifies what is to be done). It is stated like a task statement (see chapter 6). (The leader may want to let the group discuss goal and task statements here or sometime during the session.)

\*2. The leader will ask the group to brainstorm some goals that are appropriate for their children. These can be any type of goal and can be long term (LT) or short term (ST). The leader can list these on a flipchart using a present tense verb and a direct object and can label them LT or ST.

\*3. Using some of the examples, several role plays can be done with the group. The leader can act out the part of a parent and a parent can play the part of the child. The role plays should demonstrate "setting a goal". The leader can ask the group to comment on positive aspects of the goal-setting role plays.

Note: The role plays will be most effective if they are spontaneous and are specific to the needs and ideas of the particular group.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote realistic goal-setting

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 20 minutes)

## INSTRUCTOR PRACTICES

\*1. The leader will ask the group to brainstorm guidelines for setting realistic goals (long or short term). Some ideas for the leader to contribute if the group does not are: goals should be age appropriate, skill-level appropriate, attainable, challenging but possible, understandable, and broken down into smaller tasks if needed.

\*2. The leader can continue the discussion of realistic goals by having the group refer to p. 40 in the text. In order to make goals more realistic, some standards for performance can help. Using the guidelines on p. 40 (listed on transparency, if desired), the leader will ask the group to generate realistic goals that might include one or more of the categories. Parents may discuss what criteria are appropriate for particular situations.

3. Optional: The leader may choose to give the parents a list of developmental skills for elementary children. The leader can briefly go over these while sharing with the group that this list may serve as a guideline for what their child may be able to do realistically. The group should be cautioned that all children are different and may be at different stages than listed.

ASSIGNMENTS (time: 0 minutes)  
See last subgoal.

SUBGOAL TOPIC: seek child's commitment to goal

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Demonstration (time: 30 minutes)

INSTRUCTOR PRACTICES

\*1. Didactic segment by the leader:

Some cues for determining if goal seeking is needed include:

1. Child does not care about school work.
2. Child hates to start homework assignments.
3. Child eagerly begins homework but loses interest quickly.
4. Child jumps from one homework activity to another.
5. Child fails to complete homework assignments.

6. Child seems unchallenged by homework.

The leader can indicate that goal seeking doesn't just happen. It has to be done consciously. Three main reasons provide the basis for goal seeking learning:

1. To help avoid just "getting by".
2. To provide challenging yet possible tasks.
3. To help the child "buy in" or take ownership of the goal/learning. Ownership produces results which lead to the child taking responsibility for goal setting.

Goals should be used judiciously and parents should be sure the goals are realistic.

\*2. The leader will ask the group to brainstorm some roadblocks to goal seeking. Some roadblocks may include: symptoms of just "getting by" like barely doing the assignment, not caring about accuracy, lacking enthusiasm, being easily distracted, rushing through the assignment, just going through the motions of studying, etc.

\*3. The leader can refer the group to the three steps for establishing commitment on p. 41. The group can read and discuss them. They can provide positive and

negative situations in which they have tried or could try the three steps. The leader may use some examples from the group to develop role play situations, related to establishing commitment, that volunteers can act out for the group.

4. Optional: The group can watch an appropriate segment from the videotape "Where There's a Will There's an A" on goal-setting and goal-commitment (approximately 2 minutes at the end of the tape). The group can then discuss their ideas about the video and bring up their concerns. (Another appropriate video can be substituted, if desired.)

#### ASSIGNMENTS (time: 60 minutes)

\*1. The parent will spend 5-10 minutes (no more than 10) per day listening and responding to the child. As the child shares the day's assignments, the parent will help the child set one or two goals for completing the assignments. The parent will seek commitment for goal completion. The parent and child will agree on an appropriate reward for completion. Parents can share their experiences at the next session.

\*2. Read chapter 8 (or 9) for next time.

#### POST-TEST (time: 5 minutes)

No test for this content goal. However, the leader may ask parents evaluate this session.

#### REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors.

Alexandria, VA: National Community Education Association.

VCR and videotape, "Where There's a Will There's an A." (Ordering information is listed in Session 6 references.)

Role play situations (optional).

Overhead projector and transparency of standards for realistic goals (optional).

Copies of developmental traits of children (optional).

#### NOTES

1. In this session as in all others, the counselor's ability to discern specific needs of the group is important. Care should be taken to respond to specific needs, but not to let any one concern overwhelm the group's functioning. It is also important to cover the content goals adequately so the group can practice goal-setting behavior at home.

2. While a segment of videotape is recommended, the program can be done without it. Another video on setting goals can also be substituted.

3. Time allotments and activities for each subgoal can be shortened or lengthened depending on whether this session is done alone or combined.

4. Suggested agenda for Session 7 (will need to be modified if Sessions 7 and 8 are combined):

- Review and introductory activities

- Session goal: apply goal seeking learning

- Objectives:

1. promote goal-setting

2. promote realistic goal-setting

3. seek child's commitment to goal

- Assignment

- Session summary

- Session evaluation (optional)

A 10 minute break will be taken after the first hour.

## Session 8

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:  
reinforce child/student learning

INSTRUCTIONAL TOPIC  
reinforcing child/student learning

PREREQUISITE(S)  
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)  
1. If this session is offered alone, the leader may want to review briefly by asking the parents how they applied goal seeking learning during the past week.

\*2. The leader will ask for a volunteer from the group to play the part of a fourth grade child. The "child" should share a homework situation that is causing him/her trouble. The leader will play the "parent" role by asking appropriate questions and giving reinforcement for the solutions that are found. The group will then be asked to share what kinds of things they observed the "parent" doing. The parents will be reinforced by the leader for their observations. This activity should lead nicely to the first "learning experience".

PERFORMANCE OBJECTIVE  
Working directly with the child, the parent will reinforce child/student learning. Performance will be satisfactory if learning is reinforced and the reinforcement is consistent with the guidelines in Parents as Tutors and suggestions developed in the parent group.

### PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)  
No starting point pre-test.

EXEMPTION TEST  
No exemption test is offered.

### LEARNING EXPERIENCES

SUBGOAL TOPIC: understand stimulation and reinforcers  
DOMAIN: Cognitive LEVEL: Understanding  
THEORY OF LEARNING: Stimulus-Response-Reinforcement  
METHOD OF DELIVERY: Discussion (time: 30 minutes)

## INSTRUCTOR PRACTICES

\*1. The leader can put a few explanatory words (see Notes, #3) on a flipchart. Using this visual description, the leader will describe briefly the use of S-R-R to promote learning. This approach to S-R-R is an adaptation of experimental ("rat") psychology. Punishment is not included in this approach. The summary on page 47 of the text, along with the notes on the flipchart, provides the main ideas the leader should communicate. The leader can refer to the role play in the interest approach to give examples of stimulus, response, and reinforcement. The group may want to share other ideas.

\*2. The leader will create affective awareness by helping the group develop a list of reinforcers. The easiest ones will be positive reinforcers. Neutral reinforcers should be listed and parents should discuss appropriate use of these. Negative reinforcers of a nonthreatening variety can also be explored. Possible overlap of the three types of reinforcers should be examined. All reinforcement ideas should be listed by type on the flip chart.

Reinforcers should be agreed on by parent and child. (They should have an agreed upon pool of reinforcers.) If both view the reinforcer differently, reinforcement will not occur. Some ways to develop a pool of reinforcers include: (a) having the parent provide a list of terms and ideas that the child can rate positively (+), negatively (-), and neutrally (0); (b) having the child rate a list of reinforcers from best to worst by numbering them from 1-20 (20 being least liked by the child); and (c) having the child list reinforcers in three columns that are labeled best, "so-so", and worst.

Didactic segment: Negative reinforcement and punishment are not the same. Punishment is usually derived on the spot without apriori information. It exists in an environment of "no" discussion. Negative reinforcement should be used only in situations where parents feel there is really a need or there are safety issues. Negative reinforcement in the homework situation can have unreliable and uncertain results that may cause more harm than good to the parent/child relationship. It should be use sparingly.

3. The leader will ask the group to share opening words for questions and directive statements that can be used by parents to stimulate the child's response. These ideas can be listed on the flipchart.

4. The group can break down into small groups of three to practice using stimulus questions and

statements and reinforcers. Role play suggestions can be given to the group or they can be encouraged to make up their own. One person can be the parent, another the child, and the last can be the observer. They can switch roles until each has taken each part.

5. The whole group will reconvene and share observations from their role play situations.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: interpret and acknowledge child's responses

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Stimulus-Response-Reinforcement

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will ask a question a typical parent might ask at the end of a school day, "What happened at school today?" The parents will be asked to share responses they would be likely to hear at home. These responses will be listed in brief form on the flip chart. Parents will then be asked to brainstorm different responses/reinforcement they could make depending on how they interpreted the child's response. Parents should be encouraged to discuss such things as:

a) reasons responses/reinforcement may vary for different people;

b) whether there are right or wrong reinforcers;

c) how they can determine the most appropriate reinforcement for themselves;

d) how they can learn to use this reinforcement with greater ease.

(Interpretation of responses is done by both parent and child. Thus, reinforcement must be viewed the same by parent and child. When a child's response is observed, it should be acknowledged (see p. 45) by the parent. Acknowledging the child's behavior allows the parent to see if both the parent and child agree on the message.)

2. Other questions that parents typically ask along with the children's responses can be discussed. The group can be asked to share some positive stimulus questions that may help explore the current homework situation and to provide reinforcers that can be used depending on the child's response. These can be listed on the flip chart. Volunteers will be asked to demonstrate a possible scenario. (If there are no volunteers, the leader can do the role play with a volunteer playing the part of the child.)

ASSIGNMENTS (time: 0 minutes)  
See last subgoal.

SUBGOAL TOPIC: phase out reinforcement

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Stimulus-Response-Reinforcement

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will ask the group to review what they have learned about S-R-R. When and how will they use it? How can S-R-R be combined with other strategies learned in the course? After sharing these ideas the group will share what they consider may be basic principles for knowing when to phase out reinforcement. The leader can put these ideas on the flip chart. (This subgoal is a difficult one. It is not easy to know when to phase out a reinforcer.)

ASSIGNMENTS (time: 60 minutes)

\*1. The parent will spend 5-10 minutes (no more than 10) a day using S-R-R techniques in working with the child. If possible the parent will combine these techniques with other techniques learned in the course. The parent may or may not find an appropriate reinforcer to phase out. The parents should be encouraged to have patience in the process of reaching this stage.

\*2. Read chapter 9 for next time.

POST-TEST (time: 5 minutes)

No formal post-test will be given. The leader may ask the parents evaluate this session, if desired.

REFERENCES AND RESOURCES

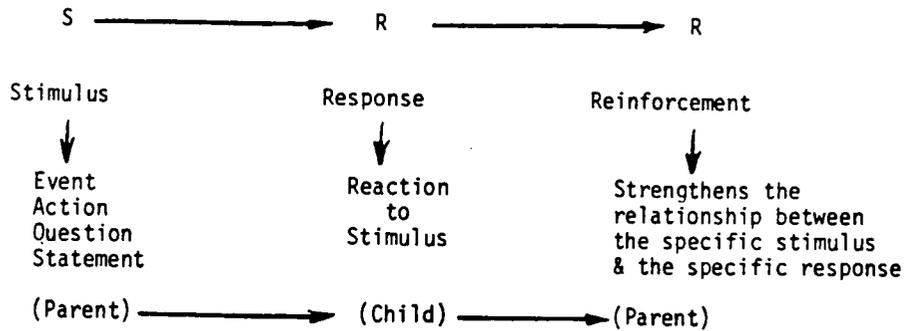
Vogler, D.E., & Hutchins, D.E. (1988). Parents as tutors.  
Alexandria, VA: National Community Education Association.  
Role play activities (optional).  
Flip chart.

NOTES

1. As in all the PAT activities, practice is the key to learning appropriate use of the strategies. Practice should be limited to no more than 10 minutes per day with the child. Only one parent should use these strategies each day with the child. Parents can take turns on different days.

2. The activities can be expanded or decreased depending on whether this session is offered alone or in combination with Session 7. If the leader has an appropriate video, it could be used.

3. S-R-R Visual Explanation



4. Miscellaneous content ideas that can be used with Session 7:  
--Cues that suggest when and where reinforcement may be needed:

1. Child has trouble knowing what's acceptable or unacceptable.
2. Parent and child don't know or agree on what's pleasing and not pleasing.
3. Child sporadically does things you like.
4. Child does things you'd like never to occur again.
5. Child is not self-motivated.

5. Suggested agenda for Session 8 (will need to be modified if Sessions 7 and 8 are combined):

--Review and introductory activities

--Session goal: reinforce child/student learning

--Objectives:

1. understand stimulation and reinforcers
2. interpret and acknowledge child's responses
3. phase out reinforcement

--Assignment

--Session summary

--Session evaluation (optional)

A 10 minute break will be taken after the first hour.

## Session 9

### Parents Education Group: Parents as Tutors

#### LESSON PLAN FOR CONTENT GOAL: promote independent learner status

INSTRUCTIONAL TOPIC  
promoting independent learner status

PREREQUISITE(S)  
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)

The leader will ask the parents to share success stories related to the homework situation in their families. The others will be asked to make observations tying the successes to the goals they have been working on in this workshop.

PERFORMANCE OBJECTIVE  
The parent will promote independent learner status. Performance will be satisfactory if learner independence and the tutor process is assessed using guidelines established in the parent group.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)  
No starting point pre-test.

EXEMPTION TEST  
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: examine different learning styles  
DOMAIN: Cognitive LEVEL: Understanding  
THEORY OF LEARNING: Association  
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)  
INSTRUCTOR PRACTICES

- \*1. The leader will make a brief presentation on right brain/left brain dominance. Content is available in many books. The manual to "Where There's a Will There's an A" has helpful ideas.
- \*2. The leader will show a brief video segment from "Where There's a Will There's an A" on right brain/left brain dominance and different learning styles. Another video or other material can be substituted.

ASSIGNMENTS (time: 0 minutes)  
See last subgoal.

SUBGOAL TOPIC: develop an independent learner and celebrate success

DOMAIN: Affective LEVEL: Integrate

THEORY OF LEARNING: Problem Solving

METHOD OF DELIVERY: Discussion (time: 60 minutes)

INSTRUCTOR PRACTICES

\*1. The leader will provide a summary activity. First, each participant should write down what they consider are the characteristics of an independent learner. Second, each person should share their ideas with the group. The leader should put all of the ideas on the flipchart (except duplicate ideas). When the ideas are listed, each person can be given a different colored marker (or 6 self-sticking dots). Each person can then go to the flipchart and vote for their six choices for characteristics of independent learners. After the voting is finished, the choices can be ranked from 1 - ?.

The leader will put the top vote-getting idea on the chart and ask two questions:

1. What do you need to know to develop this characteristic in your child?

2. What do you suggest you do to develop this characteristic in you child?

The responses from the group should be listed on the flipchart.

The leader can put the second ranked characteristic on the flipchart and have the group answer the same two questions. This same procedure can be repeated for as many characteristics as the leader desires. However, 2 or 3 should be sufficient. What will emerge is a review of all the practices the participants have been working on during the parent tutor program. This technique works as a review and an affirmation of the progress parents have made. It also allows them to see that the process is ongoing and that as they continue to practice their parent tutor skills, their children will become independent learners.

ASSIGNMENTS (time: 0 minutes)

The parents should continue to use the parent tutor skills to help the child become an independent learner.

POST-TEST (time: 15 minutes)

The parents will be asked to evaluate in writing the parent group and their progress as parent tutors.

## REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors.  
Alexandria, VA: National Community Education Association.

## NOTES

1. There is no new content in this session. It will be an opportunity for review, questions, and celebration of positive steps. It will also be a chance to remind parents that the parent tutoring process is on-going and requires continued practice for short periods of time daily or as often as possible.
2. Miscellaneous content--Cues of independence:
  1. Child shows initiative in beginning homework.
  2. Child thinks, feels, and acts with confidence.
  3. Child initiates requests for assistance.
  4. Child articulates plans of action.
  5. Child accepts consequences of decision.

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**APPENDIX A**

**PANEL QUESTIONNAIRE**

### Panel Questionnaire

Please review Parents as Tutors (the headings), the syllabus, the lesson plans, and the guidelines. This does not have to be done in a detailed way. Each lesson plan follows the same format and can be reviewed quickly. I would like your feedback on the questions below based on your review of the materials. (Nothing is unchangeable at this point.) Many thanks for your help!

#### Questions for Panel Consideration

1. Do the content goals cover the chapter topics in Parents as Tutors (Vogler & Hutchins, 1988)? Yes\_\_\_ No\_\_\_
2. Is more detail needed in the performance objectives?  
Yes\_\_\_ No\_\_\_ Are they acceptable? Yes\_\_\_ No\_\_\_  
Do they need to be modified? Yes\_\_\_ No\_\_\_ How? \_\_\_
3. Should parents be given (a) a full syllabus or (b) just the first section without the performance objectives? a\_\_\_ b\_\_\_
4. Is more detail needed in the lesson plans? Yes\_\_\_ No\_\_\_  
Could you as counselors on the panel take the lesson plans and implement a parent group? Yes\_\_\_ No\_\_\_
5. Are the activities appropriate for parents of children in grades K-5? (Are they generic?) Yes\_\_\_ No\_\_\_
6. Should parents be grouped for activities according to the ages of their children? Yes\_\_\_ No\_\_\_
7. Is it appropriate for all parents to process the activities together? Yes\_\_\_ No\_\_\_
8. To what extent should we use outside resources in the sessions--speakers, videos, etc.?  
Are other resources needed? Yes\_\_\_ No\_\_\_ What do you suggest?
9. Is more detail needed in the "Guidelines to Counselors?"  
Yes\_\_\_ No\_\_\_ If so, what would you add?

10. Are nine sessions appropriate? Yes\_\_\_ No\_\_\_  
Could any sessions be combined? Yes\_\_\_ No\_\_\_ If so, which?

Other suggestions regarding the number of sessions.

11. What is your sense about parents participating and staying interested in the parent group?
12. When do you suggest evaluations be done--(a) at the end of the session or (b) at the beginning of the next session (to include evaluation of the previous week's practice)? a\_\_\_ b\_\_\_  
Please provide specific suggestions, if you have some.

Other suggestions.

**THANKS!**

**APPENDIX B**

**LETTERS TO SUPERINTENDENT**

# VIRGINIA TECH

Division of Administrative  
and Educational Services

March 6, 1990

Dr. Harold W. Dodge, Superintendent  
Montgomery County Schools  
P.O. Box 29  
Christiansburg, VA 24073

Dear Dr. Dodge:

For my doctoral level research in counselor education, I have been developing a program for a counselor-led parent education group. The purpose of the program is to help parents work more effectively with the homework process. The curriculum I have developed is based on a National Community Education Association book called Parents as Tutors (Vogler & Hutchins, 1988).

I request permission to fieldtest this program with two parent groups at two Montgomery County elementary schools this spring. I propose to co-lead the program with the elementary counselors at Gilbert Linkous (Brenda Smith) and Christiansburg Primary (Patti Talbot). I have worked with both these persons in our masters' level counseling program at Virginia Tech.

The parent education groups would involve nine two hour sessions for parent volunteers who would like to learn more effective strategies for working with their children in the homework process. The parents would work on skills including complementing the school, displaying active listening, asking appropriate questions, developing motivation, and using appropriate learning theories. The ultimate goal of the program is the development of independent learners.

The evaluation process for the groups would involve the use of several researcher-developed questionnaires asking for feedback on (a) the parent education curriculum and (b) the participants' growth in awareness and use of skills. The participants would be asked to give their written permission to use their responses anonymously in my dissertation.

My credentials include having been an elementary counselor and most recently having supervised elementary counselor trainees in their practicum situations. I supervised four of the Montgomery County elementary counselors in their practica. As a counselor, I conducted

several parent education groups using Systematic Training for Effective Parenting (STEP) (Dinkmeyer & McKay, 1976).

With your approval to proceed with this program, I would suggest that I discuss my plans with the individual school counselors and administrators and prepare an invitation for group participation that would be sent home with the children to all parents in the two schools. It might also be advantageous to invite the parents from Christiansburg Elementary to participate in the Christiansburg program. From experience I do not expect the response will be overwhelming. However, I would like to have approximately ten parents participate in each group. Hopefully, these groups could be started in early April.

My dissertation chair is Dr. Daniel E. Vogler and my committee co-chair is Dr. Martin Gerstein. Both of these persons and I would be happy to respond to questions. Each of us can be reached at 231-5106. Many thanks for your consideration of this proposal.

Sincerely,

Marilyn K. Hutchins

Daniel E. Vogler

# VIRGINIA TECH

Division of Administrative  
and Educational Services

March 31, 1990

Mr. Steve Staples  
Assistant Superintendent  
Montgomery County Schools  
P.O. Box 29  
Christiansburg, VA 24073

Dear Steve:

I am writing to confirm our phone conversation last week in which you indicated that I could set up a parent education group at Riner Elementary School in addition to the ones at Gilbert Linkous and Christiansburg Primary. Many thanks for your support on behalf of the Montgomery County Schools.

Sincerely,

Marilyn K. Hutchins

cc: Ms. Jennifer K. Stuart

**APPENDIX C**

**LETTER TO PARENTS**

March 22, 1990

Dear Parents,

Do you experience difficulty with your child at homework time? Is homework a hassle? Who is developing homework skills--parent or child? If some of these questions remind you of your family's experience with homework, you may be interested in participating in a parent education group that will help parents develop skill in working more effectively with the homework process. The group will begin on \_\_\_\_\_, April \_\_\_\_\_, and continue for nine weeks. Parents will work on such things as using active listening, asking appropriate questions, and developing motivation. Parents will develop the framework for helping their children become independent learners. There are no instant answers for the homework hassle; however, parents can develop new patterns for dealing with the homework situation.

This group is especially designed for parents of elementary age children. Even parents with kindergarten through second graders can begin helping their children establish good study habits now, whether or not the children have homework yet. A short booklet, Parents as Tutors, will provide direction for the group. The only charge will be \$6.00 for the book. Discussion will be the main format of the group led by Marilyn Hutchins, a former elementary counselor with 10 years of experience and a current doctoral candidate at VA Tech in counselor education, and by \_\_\_\_\_, the counselor in this school.

The group will begin meeting \_\_\_\_\_ and continue for nine weeks through \_\_\_\_\_ from 7:00-9:00 P.M. in the school \_\_\_\_\_. If you are interested in participating in this group, please fill out the information below and return to your child's teacher by \_\_\_\_\_. If you have any questions, please call \_\_\_\_\_.

-----

I would like to participate in the parent group to help parents work more effectively with the homework process. I understand it begins on \_\_\_\_\_ from 7:00-9:00 P.M. and will meet a total of nine weeks.

Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Children's names and ages \_\_\_\_\_

I am not able to participate at this time but would be interested in this type of group in the future. Yes \_\_\_\_\_ No \_\_\_\_\_

**APPENDIX D**

**PARENT INFORMATION FORM**

This information is requested to provide a description of this parent group. All information will be kept confidential. Parent and school names will not be used.

Male\_\_\_ Female \_\_\_

Parent/Guardian Ages: Mother\_\_\_ Father\_\_\_

Family Status: Single parent home\_\_\_ Dual parent home\_\_\_

Which parent/guardian does the child live with? Mother\_\_\_ Father\_\_\_ Other\_\_\_

Parental employment (Please give occupational title):

Mother\_\_\_\_\_ Father\_\_\_\_\_

Level of Education Completed: (Grade School, H.S., H.S.+, A.A., B.A., M.A., Doctorate):

Mother\_\_\_\_\_ Father\_\_\_\_\_

Combined family income (please check one)

Less than \$15,000\_\_\_, between \$15,000 and \$50,000\_\_\_, over \$50,000\_\_\_

Academic performance of child(ren). List grade average (A, B-, C+, D, etc.):

Child's first name and Grade average:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Please check your reasons for choosing to participate in this group. Check all that apply and add others of your own:

\_\_\_ Child(ren) doing well academically, but I would like to help my child(ren) become a more independent learner.

\_\_\_ Difficulty with one or more children in completing homework.

\_\_\_ The teacher suggested we try this.

\_\_\_ My child and I argue about homework.

\_\_\_ Others (please write reasons)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you.

CURRENT PARENT PRACTICE RELATED TO HOMEWORK

Using the following categories, ① please check what you currently do and ② circle the most frequent item.

③ Indicate the number of days per week you spend in the activity (on average). ④ Write the total minutes spent in this activity per week. ⑤ Check items you have difficulty with now, and ⑥ circle the item that is the most difficult.

| ACTIVITY (What do you do now?)   | ① Check if you do this item<br>② Circle the most frequent item | ③ Number of days per week | ④ Minutes spent per week | ⑤ Check if you have difficulty with this item<br>⑥ Circle the most difficult item |
|--|--|---------------------------|--------------------------|---|
| 1. Establish routine/organization (provide space, time, eliminate distractions)    |  |                           |                          |   |
| 2. Ask questions (listen to child's concerns)                                      |  |                           |                          |   |
| 3. Provide Motivation (Get child interested provide structure, give encouragement) |  |                           |                          |   |
| 4. Sit down with child and stay until the homework is finished.                    |  |                           |                          |   |
| 5. Help child set goals for study (what and why)                                   |  |                           |                          |   |
| 6. Help child develop a plan for doing the homework assignment (how to do it)      |  |                           |                          |   |
| 7. Provide content-related help (suggest answers for homework)                     |  |                           |                          |   |
| 8. Other (please specify):   |  |                           |                          |   |

Describe your feelings about the homework process (e.g., positive, frustrated, pleased, concerned, dissatisfied).

If you have other comments, please write them on the back of this sheet.

Thank you

**APPENDIX E**

**WEEKLY FEEDBACK FORMS**

EVALUATION OF FIRST WEEK

Please respond to this evaluation in terms of LAST WEEK'S group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

- The overall goal last week was **COMPLEMENTING THE SCHOOL ENVIRONMENT**. The three major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have worked a little in two or three areas. Feel free to add comments under each area.

| OBJECTIVES FOR PARENTS   | Did you practice this skill? |    | If yes, indicate:            |                                | I found the practice helpful |    |
|--|------------------------------|----|------------------------------|--------------------------------|------------------------------|----|
|  | Yes                          | No | Average No. of Days per week | Average No. of Minutes per day | Yes                          | No |
| <p>a. Promoting study space and a routine for the child (helping the child get organized)</p> <p>Comments:</p>   |                              |    |                              |                                |                              |    |
| <p>b. Supplementing school instruction (recognizing the child's strengths and building on them)</p> <p>Comments:</p>                                     |                              |    |                              |                                |                              |    |
| <p>c. Enrich/mediate/practice student learning (recognizing child's strengths and weaknesses in learning and helping appropriately)</p> <p>Comments:</p> |                              |    |                              |                                |                              |    |

EVALUATION OF SECOND WEEK

Please respond to this evaluation in terms of LAST WEEK'S group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

1. The overall goal last week was PERFORMING ACTIVE LISTENING AND RESPONSE. The three major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have worked a little in two or three areas. Feel free to add comments under each area.

| OBJECTIVES FOR PARENTS  | Did you practice this skill? |    | If yes, indicate:<br>Average No. of Days per week |  | Average No. of Minutes per day |    | I found the practice helpful |    |
|---|------------------------------|----|---|--|--------------------------------|----|------------------------------|----|
|   | Yes                          | No |   |  | Yes                            | No | Yes                          | No |
| a. Encouraging parent-child talk (interacting positively with your child at an appropriate time and place)<br>Comments: |                              |    |   |  |                                |    |                              |    |
| b. Using active listening skills (not interrupting, using silence, recognizing "mixed" messages)<br>Comments:           |                              |    |   |  |                                |    |                              |    |
| c. Asking open and closed questions (using questions appropriately to clarify responses)<br>Comments:                   |                              |    |   |  |                                |    |                              |    |

Evaluation of Third Week

Please respond to this evaluation in terms of LAST WEEK'S group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

- The overall goal last week was personalizing parent tutoring. The three major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have combined previous objectives with the current ones.

| OBJECTIVES FOR PARENTS  | Did you practice this skill? |    | If yes, indicate:<br>Average No. of Days per week |                                | I found the practice helpful |    |
|---|------------------------------|----|---|--------------------------------|------------------------------|----|
|   | Yes                          | No | Average No. of Days per week                      | Average No. of Minutes per day | Yes                          | No |
| <p>a. Determining parent and child TFA* patterns in specific homework situations. (You may have assessed the behavior during any homework session.)</p> <p>Comments or Description:</p>                                   |                              |    |   |                                |                              |    |
| <p>b. Building on the child's specific behavior strengths (Thoughts, Feelings, or Actions). This includes recognizing the child's greatest T, F, or A strengths in a given situation.</p> <p>Comments or Description:</p> |                              |    |   |                                |                              |    |
| <p>c. Using ideal parent-tutor TFA pattern. (Using appropriate methods related to the child's TFA pattern to help in the homework process).</p> <p>Comments or Description:</p>   |                              |    |   |                                |                              |    |

\* TFA (Thinking, Feeling, Acting)

Evaluation of Fourth Week

Please respond to this evaluation in terms of LAST WEEK'S group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

1. The overall goal last week was PROMOTING CHILD MOTIVATION. The three major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have combined objectives from previous weeks with the current ones.

| OBJECTIVES FOR PARENTS  | Did you practice this skill?<br>Yes      No | If yes, indicate:<br>Average No. of Days per week | Average No. of Minutes per day | I found the practice helpful<br>Yes      No |
|---|---|---|--------------------------------|---|
| a. Using encouragement practices to motivate (complimenting, listening, celebrating, & building on strengths)<br><br>Comments:                            |   |   |                                |   |
| b. Using structure practices to motivate (Providing a routine, setting goals, breaking down tasks, & questioning)<br><br>Comments:                        |   |   |                                |   |
| c. Using interest approaches to motivate (Arousing interest, doing hands-on activities, being enthusiastic, relating to real life, etc.)<br><br>Comments: |   |   |                                |   |
| d. Other objectives you practiced<br>Please describe:   |   |   |                                |   |

Evaluation of Fifth Week

Please respond to this evaluation in terms of LAST WEEK'S group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

- The overall goal last week was APPLYING ASSOCIATION LEARNING. The three major objectives are listed below.

Please check the categories that apply to you. You may have targeted one main area to work on or you may have combined objectives from previous weeks with the current ones.

| OBJECTIVES FOR PARENTS   | Did you practice this skill? |    | If yes, indicate:            |                                | I found the practice helpful |    |
|--|------------------------------|----|------------------------------|--------------------------------|------------------------------|----|
|  | Yes                          | No | Average No. of Days per week | Average No. of Minutes per day | Yes                          | No |
| a. Clarifying the assignment (What is it, What skills are needed?, Providing specificity)<br>Comments:   |                              |    |                              |                                |                              |    |
| b. Identifying knowledge (What is already known? What needs to be learned?)<br>Comments:   |                              |    |                              |                                |                              |    |
| c. Creating & using associations (using Likenesses, Differences, & Spatial relationships through acronyms, memory devices, charts, diagrams, & games)<br>Comments: |                              |    |                              |                                |                              |    |
| d. Other objectives from previous sessions you practiced: Please describe:   |                              |    |                              |                                |                              |    |

Evaluation of Sixth Week

Please respond to this evaluation in terms of LAST WEEK's group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

- The overall goal last week was TASKING OUT CONTENT. The three major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have combined objectives from previous weeks with the current ones.

| OBJECTIVES FOR PARENTS   | Did you practice this skill? |    | If yes, indicate:            |                                | I found the practice helpful |    |
|--|------------------------------|----|------------------------------|--------------------------------|------------------------------|----|
|  | Yes                          | No | Average No. of Days per week | Average No. of Minutes per day | Yes                          | No |
| a. Breaking down content (Helping the child develop small goal statements for projects or larger assignments)<br>Comments:   |                              |    |                              |                                |                              |    |
| b. Mastering the parts (Guiding the child through the process of learning/accomplishing the small parts/goals)<br>Comments:  |                              |    |                              |                                |                              |    |
| c. Combining the parts (Accomplishing all the parts in order so the child has a finished project or assignment)<br>Comments: |                              |    |                              |                                |                              |    |
| d. Other objectives from previous sessions you practiced: Please describe:   |                              |    |                              |                                |                              |    |

Evaluation of 7th Week - Combined Sessions (7 & 8)

Please respond to this evaluation in terms of LAST WEEK's group session and your practice during the week. (This information will be used without reference to your name or the name of the school.) Thank you.

1. The overall goals last week were APPLYING GOAL-SEEKING and REINFORCING THE CHILD'S LEARNING. The major objectives are listed below. Please check the categories that apply to you. You may have targeted one main area to work on or you may have combined objectives from previous weeks with the current ones.

| OBJECTIVES FOR PARENTS   | Did you practice this skill? |    | If YES, indicate:            |                                | I found the practice helpful |    |
|--|------------------------------|----|------------------------------|--------------------------------|------------------------------|----|
|  | Yes                          | No | Average No. of Days per week | Average No. of Minutes per day | Yes                          | No |
| a. Promoting realistic goal setting (Helping the child decide on appropriate realistic, short and/or long term goals)<br>Comments:   |                              |    |                              |                                |                              |    |
| b. Promoting child's commitment to goals (through thinking, verbalizing, and/or writing the goal statement)<br>Comments:   |                              |    |                              |                                |                              |    |
| c. Providing stimulus, interpreting the child's response, and giving appropriate reinforcement (asking questions or making directive statements; interpreting the meaning of the child's response; positive, neutral, or negative reinforcement that has the same meaning for parent & child; phasing out reinforcement when appropriate.) |                              |    |                              |                                |                              |    |
| d. Other objectives from previous sessions you practiced. Please describe:   |                              |    |                              |                                |                              |    |

2. Please evaluate LAST WEEK'S group session by checking the appropriate response.

|   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| a. Objectives of the session were clearly identified.                                       |                |       |         |          |                   |
| b. The information presented is useful in working more effectively in the homework process. |                |       |         |          |                   |
| c. The leader was well organized  |                |       |         |          |                   |
| d. Discussions were relevant and helpful.   |                |       |         |          |                   |
| e. Objectives of the session were met.  |                |       |         |          |                   |

3. What would you change (add, delete, or modify) about last week's session?

4. Please add any additional comments you would like. Thank you.

**APPENDIX F**

**FINAL EVALUATION**

## Final Evaluation of Parents as Tutors Workshop

Please comment as desired.

I. How has this workshop made a difference in your relationship with your child in the homework situation?

II. How many weeks did you attend this group? \_\_\_\_\_

III. Please comment on the eight practices for parents (listed below) that have been studied and used over the course of the workshop. (If you were not present and did not use material from the book, please put NA--Not Applicable).

### A. Complementing the school

(Providing structure, establishing routine, and supplementing school instruction through enrichment, remediation and/or practice)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

### B. Active listening and responding

(Using encouragement, silence, open and closed questions)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. What success did you have with this practice?

3. What problems did you encounter using this practice?

4. Other comments:

C. Personalizing parent tutoring

(Determining parent and child thinking, feeling, and acting patterns in the specific homework situation and using those patterns to help the child more effectively)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

D. Promoting motivation

(Using encouragement, structure, and interest practices)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

E. Creating and using associations

(Using likenesses, differences, and spatial relationships through games, acronyms, memory devices, mind mapping, and instant replay)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

F. Tasking out content

(Breaking down content into meaningful parts, mastering those parts, and combining the parts, especially with projects)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

G. Applying goal-seeking

(Helping child set realistic goals and establish commitment)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

H. Reinforcing learning

(Providing stimulus questions and statements, interpreting child's responses, reinforcing responses appropriately, and phasing out reinforcers)

1. To what extent did you use this practice. (Circle one)  
None                      Some                      Extensive

2. In what ways did this practice work well?

3. What problems did you encounter using this practice?

4. Other comments:

IV. Overall feedback on sessions. Please check appropriate boxes.

|   | Excellent | Good | Average | Fair | Poor |
|---|-----------|------|---------|------|------|
| Leader role in presenting topics.....     |           |      |         |      |      |
| Participant involvement & Discussion..... |           |      |         |      |      |
| Role play.....                            |           |      |         |      |      |
| Audio and video segments.....             |           |      |         |      |      |
| Variety in sessions.....                  |           |      |         |      |      |

V. What did you like most about this parent training program?

VI. What did you like least about this parent training program?

VII. What modifications would you recommend for future Parents as Tutors groups? (Please be specific and provide reasons, if possible).

VIII. How would you assess the Parents As Tutors book?

Thank you for your participation in this project! Best wishes as you continue to develop your independent learners!

**APPENDIX G**

**FEEDBACK FORMAT FOR RESEARCHER INTERVIEW  
WITH COOPERATING COUNSELORS  
AND RESEARCHER JOURNAL ENTRIES**

Feedback Format for Researcher Interview  
With Cooperating Counselors  
and Researcher Journal Entries

1. What happened?
  - (a) What was unique about this session?
  - (b) Who came? Who didn't?
2. Why did things happen as they did?
  - (a) What was the nature of the feelings of the group?
  - (b) What was our sense of the learning, participation, motivation, and interest of the participants?
3. How did things happen?
  - (a) What topics caught the participants imagination?
  - (b) What structured activities were used?
  - (c) Did parents get answers to their most pressing concerns?
  - (d) What questions did they ask?
4. Miscellaneous
  - (a) What would be valuable for the future?
  - (b) What wasn't on the list of activities that would be useful for the future?
5. Reactions of the other counselor--especially if different from researcher's reactions.
6. Overall reaction.
7. Summary of recommendations for revision of lesson plans.

**APPENDIX H**

**COURSE SUMMARY FOR CONTENT GOAL CLASSIFICATIONS**

COURSE SUMMARY FOR CONTENT GOAL CLASSIFICATIONS

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| DOMAIN LEVEL |     |               |     |             |     |
|--------------|-----|---------------|-----|-------------|-----|
| Cognitive-1  | 0%  | Psychomotor-1 | 0%  | Affective-1 | 0%  |
| Cognitive-2  | 44% | Psychomotor-2 | 11% | Affective-2 | 11% |
| Cognitive-3  | 22% | Psychomotor-3 | 0%  | Affective-3 | 11% |
| -----        |     |               |     |             |     |
| Cognitive    | 67% | Psychomotor   | 11% | Affective   | 22% |

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| FREQUENCY/DIFFICULTY |      |
|----------------------|------|
| High Frequency       | 100% |
| Low Frequency        | 0%   |
| High Difficulty      | 56%  |
| Low Difficulty       | 44%  |

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| PURPOSE     |     |
|-------------|-----|
| Crucial     | 0%  |
| Enrichment  | 11% |
| Remediation | 0%  |
| Foundation  | 89% |

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